

How to Get Your Principal On Board with the New Evaluation and Advocate for Yourself

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Tommie Radd, PhD, LPC, NSCC, NBCC, CRC: Consultant

Doris Coy, PhD, LPCS, NCC, NCCC: Consultant

Contact information for additional questions:

Dr. Radd, 614-607-1373; email: tradd@allsucceed.com; web site: www.allsucceed.com

Dr. Coy: email: doriscoyphd@gmail.com

A person's behavior teaches more about what that person believes than any statement of beliefs – Tommie R. Radd, Ph.D

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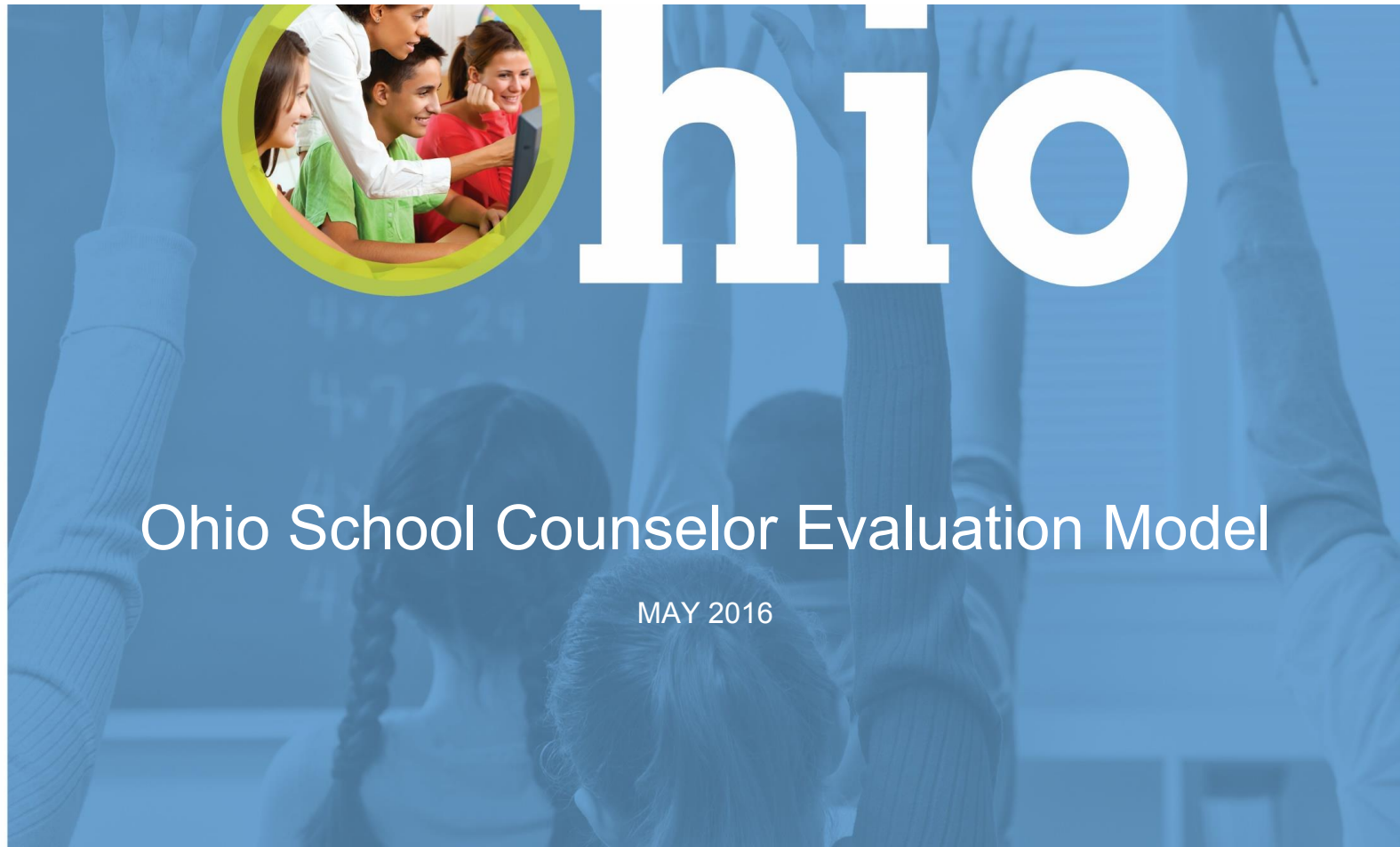
Agenda

- I. Introduction
- II. An Overview of the Ohio School Counselor Standards, Ohio School Counselor Evaluation Model and the School Counselor Evaluation Framework
- III. Reviewing the Ohio School Counselor Self-Assessment
- IV. Aligning what you do with what is effective – NON SCHOOL COUNSELOR DUTIES?
- V. Negotiating your plan for a fair evaluation process
- VI. The Impact of following the Standards on your school/district mission.
- VII. Establish a workable schedule and timeline to meet your goals.
- VIII. Q and A

Ohio School Counselor Standards



Ohio School Counselor Evaluation Model



Ohio School Counselor Evaluation Model

MAY 2016

Section II. Six Ohio Standards for School Counselors and Evaluation Process

- [Page 8 – 14](#)
- Ohio School Counselor Evaluation Model

Evaluation Framework for School Counselors

- [Appendix A – Page 22 and 23](#)
- Ohio School Counselor Evaluation Model

School Counselor Evaluation Rubric

- [Appendix B Page 24- 30](#)
- Ohio School Counselor Evaluation Model

Standard Six Metrics of Student Outcomes OSCES Page 30

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
Evidence				

Required School Counselor Evaluation Components OSCES Page 31

Appendix C: Ohio School Counselor Evaluation System Model Components

Model Component	Required	Recommended
Self-Assessment		✓
Professional Growth or Improvement Plan	✓	
Two Formal Observations	✓	
Informal Observations	✓	
Pre-Conferences		✓
Post-Conferences		✓
Final Summative Rating using Evaluation Rubric including Metric(s) of Student Outcomes	✓	
Summative Evaluation Conference		✓
Written Report of Evaluation Results	✓	

Ohio School Counselor Self-Assessment on Standards

- [Appendix E – Page 34 – 37](#)
- Ohio School Counselor Evaluation Model

The Reality of Your Work

List What You DO

Indicate Aligning Standard

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Percent of Your Work that DOES NOT Align to Standards?

- Indicate:
- What you discovered that does not align and
- The percentage of your time spent doing it.

Negotiating a FAIR Evaluation Process

- Discuss aligning what you do with what is evaluated
- Caution of owning the Student Metric –
Examples of factors that can affect your results

Sample Measurement Tools for Metric(s) of Student Outcomes OSCES Page 47

Appendix III: Sample Measurement Tools for Metric(s) of Student Outcomes

The following table will assist school counselors and evaluators as they work in collaboration to determine metric(s) of student outcomes that most clearly reflect the work of the school counselor. This table provides potential focus areas and tools for measurement. Some of the tools listed may be used in more than one focus area. This list is not comprehensive and it is possible that other tools may be used as appropriate.

Domain	Source of Data
Academic progress and goals	State assessments, state report card, student grade reports, vendor assessments, matriculation rates, grade-point averages, awards, data from response to interventions, test scores, academic growth, percent completed work, attendance data (days present, tardy, truancy reports), completed credit recovery, partnerships and referrals, advanced placement enrollments.
College/Career options and resources	Needs assessments, college acceptance rates, college application processing, completed credit recovery, partnerships and referrals, advising with student success plans, career assessments, career center enrollment, advanced placement enrollments, SAT/ACT scores/data, scholarship awards, acceptance letters, college attendance rates.
Social/Emotional development and well-being	Structured observations, Positive Behavior Intervention Supports data, office referrals, suspensions, discipline data, observations, school climate survey, social skills instruments, extracurricular attendance, partnerships and referrals, attendance data (days present, tardy, truancy reports).

What is Your School/District Mission

- What is your School and School District mission statement?
- How do the School Counselor Standards align with your School District Mission?

Establish a Workable Timeline to Meet Your Goals

- Negotiate your schedule and time needed to meet your goals.
- Identify those responsibilities that keep you on and off track during the school year.

School Counselor Professional Growth Plan OSCES Page 38

Appendix F: School Counselor Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: _____ Evaluator Name: _____ Self-Directed Collaborative

Goal One	<i>Choose the Standard(s) aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.</i>			
	<input type="checkbox"/> Comprehensive School Counseling Program Plan		<input type="checkbox"/> Evaluation and Data	
	<input type="checkbox"/> Direct Services for Academic, Career, and Social/Emotional Development		<input type="checkbox"/> Leadership and Advocacy	
	<input type="checkbox"/> Indirect Services		<input type="checkbox"/> Professional Responsibility, Knowledge & Growth	
	Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Goal Two	<i>Choose the domain(s) aligned to the Metric of Student Outcomes goal.</i>			
	<input type="checkbox"/> Academic <input type="checkbox"/> College/Career <input type="checkbox"/> Social/Emotional			
	Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

School Counselor Improvement Plan

- [Appendix - Page 39 and 40](#)
- Ohio School Counselor Evaluation Model

Informal Observation: Open-Ended Form OSCES Page 42

Appendix H: Informal Observation: Open-Ended Form

School Counselor Name:

Activity Observed:

Date:

Evaluator Name:

Time Informal Observation Begins:

Time Informal Observation Ends:

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS

Evaluator Summary Comments:

--

Evaluator Signature _____

Photocopy to School Counselor

Pre and Post Observation Questions OSCES Page 43

Appendix I: Pre and Post Observation Questions

Pre-Observation Planning and Post-Observation Resource Questions

The following sample questions are intended to guide thinking and conversation during pre-observation and post-observation conferences. The purpose of these conferences is to promote communication, understanding and reflection on professional practices. All questions will not apply to all observations.

Pre-Observation

- What are your goals for the school counseling program?
- What do you want to accomplish for the observation?
- How will you know if you accomplish your goals for the observation?
- How will your actions support the overall plan for the school counseling program?
- What could I observe you doing on a typical day?
- What is the rationale and context for what I will observe?
- What made you choose this particular activity?
- How will you prepare for the activity?
- What prior knowledge does the participant need to have for this activity?
- How can you get immediate feedback to make sure the participants understand the most important parts of your presentation?
- Discuss ways you meet the needs of students through individual planning.
- How will you help students develop skills for personal or social success?
- What collaboration might you have with colleagues in preparation for the observation?
- What might be some strategies for collaboration with colleagues inside and outside of your department?
- What outcome are you focused on?
- How do you plan to help students develop skills for academic success, career development, personal or social success?
- What data do you plan to collect that monitor's student progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

Post-Observation

- What do you feel was the strongest point of the observation? Why?
- To what extent do you think you accomplished your goals for the observation? How do you analyze and reflect on your work? In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data help improve student outcomes?
- After the observation, what will be your next steps?
- What would you most like to improve?
- What are some thoughts about providing responsive services to meet student needs?
- Discuss ways you could meet the needs of students through systems support.
- Discuss ways in which you can advocate for different groups of students?
- How can I (as your evaluator) help support your goals for the program

Formal and Information Observations

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Formal Observations

Formal observations must occur two times during the evaluation cycle and last for a minimum of 30 minutes each. The school counselor and evaluator should set times for the formal observations to take place and adjust this scheduled time and date as necessary if the observations are not conducted as planned. During the observations, the evaluator documents specific information related to school counseling activities. The evaluator then completes a narrative (see Evidence Collection Tips below) to document each formal observation. Formal observations will not include videotaping or sound recordings without written permission of the school counselor. The evaluator will analyze each formal observation using the *School Counselor Evaluation Rubric*.

Informal Observations

Informal observations of school counselors are walkthroughs of *non-confidential activities* that may be unannounced by the evaluator. Evaluators will conduct informal observations that are snapshots of the school counselor's regular activities (see Appendix H for an Informal Observation: Open-Ended Form). Summary data collected through a series of informal observations, along with evidence documented through formal observations will come together to inform the school counselor's final summative evaluation rating.

Informal observations are a:

- Tool to inform evaluation that provides the opportunity to gather evidence of school counselor practice over a series of short visits;
- Process for giving targeted, evidence-based feedback to school counselors; and
- Means for school leadership to visit school counselors more frequently and more purposefully.

An informal observation is not a(n):

- Formal observation;
- "Gotcha" opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the school counselor evaluation process.

Improvement Plan: Evaluation of Plan

OSCES Page 41

Improvement Plan: Evaluation of Plan

School Counselor Name:

Date of Evaluation:

School Year:

Building:

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

- Improvement demonstrated and professional standards met a satisfactory level of performance.
- Continue with the improvement plan for a specified amount of time. Date:
- Recommend dismissal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

School Counselor's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

* The level of performance varies depending on school counselor's years of experience.

Ohio School Counselor Summative Evaluation Rating

- [Appendix K Page 45 and definition page 46](#)
- Ohio School Counselor Evaluation Model

Brainstorm Strategies for a Fair Process

- What are things you can do to determine the best way to have a fair process for you to advocate for yourself.
- Example: Meet to discuss the process in advance and determine who is the person to evaluate you.

Barriers to Progress

- Legislative requirements – How many counselors are required in you school district.
- Non-Counseling Responsibilities
- Flexibility on the interpretation of what goes into the standards
- Counselors' hesitancy to speak up in the process
- Untrained evaluators

Additional Ohio Information

- Daniel Sipek – Ohio Department of Education
– Daniel.Sipek@education.ohio.gov
Phone: 614-369-3770

Ohio Revised Code

Standards-based state framework for evaluation of school counselors.

<http://codes.ohio.gov/orc/3319.113>

ASCA Information

- [ASCA Model Executive Summary](#)
- ASCA Position Statements:
 - [Comprehensive School Counseling Programs](#)
 - [Annual Performance Evaluation](#)
- [http://schoolcounselor.org/school-counselors-members/about-asca-\(1\)/position-statements](http://schoolcounselor.org/school-counselors-members/about-asca-(1)/position-statements)

ASCA Information Continued

- [ASCA School Counselor Competencies](#)
- [ASCA Role Statements](#)

<http://schoolcounselor.org/school-counselors-members/careers-roles>

- Performance Appraisal Example
- [New ASCA Model 3rd Edition – Pages 112-113](#)

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