



AMPHITHEATER
SCHOOL COUNSELOR
PERFORMANCE EVALUATION
SYSTEM

Amphitheater Public Schools
701 W. Wetmore Road
Tucson, AZ 85705



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POLICY NOTIFICATION STATEMENT

The Amphitheater Governing Board and the Amphitheater Unified School District are committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the District does business.

Amphitheater Public Schools Vision, Mission & Beliefs

Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs!

We Value

achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Believe

- All students can learn and achieve
- Everyone has unique strengths, talents, and needs
- All students and staff should be responsible for and dedicated to educational excellence
- Education requires cooperation, honesty, and respect among the student, parents, staff, school, and community
- The school community deserves a safe and caring environment
- Our actions reflect our values and dedication to meet student needs fairly and equitably
- Ample resources are essential to accomplish the Mission.

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FOREWORD

The Governing Board of Amphitheater Public School District is responsible for establishing objective assessment and evaluation guidelines for the quality of counseling and guidance in cooperation with the advice of its certificated staff. Elements to be included in the Counselor Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective counseling performance.
2. An assessment of the competencies of counselors.
3. Actual observation of the counselor.
4. Specific and reasonable plans for the improvement of counselor performance.
5. Appeal procedures for counselors disagreeing with the evaluation if the evaluation is used as criteria in determining compensation.

Any evaluation should lead to valid conclusions, which may be used to assist in improvement in practice. Upon identification of specific recommendations for improvement, strategies for achieving improvement will be cooperatively developed by the counselor and evaluator. A written copy of the assessment and recommendations will be made available to the counselor.

Complete statutory guidelines for certified counselor evaluation systems may be found in A.R.S. §15-501, *et seq.* The statutes operate to provide that counselors be treated like teachers for purposes of evaluation. Thus, this evaluation system for Amphitheater counselors mirrors many of the same procedures utilized in the evaluation of teachers.

Governing Board Policy GCO (Evaluation of Professional Staff Members) delineates Amphitheater District's philosophy and policies related to certificated counselor probation and evaluation.

The Associate to the Superintendent is responsible for monitoring implementation of this system. In addition, the Associate to the Superintendent submits an annual report to the State Department of Education providing information required under A.R.S. §15-537 relative to the District's Counselor Performance Evaluation System.

The counselor performance evaluation has been developed through a collaborative process involving district counselors and administrators.

Counselors play a critical role in the attainment of the District's mission. It is the responsibility of the Governing Board of Amphitheater District to ensure that each member of the counseling staff works toward realization of the District's mission.

The evaluation of certified counselors within any educational system is both necessary and challenging. Arizona statutes require that counselors be evaluated. However, beyond fulfilling the statutory requirement, an evaluation system should benefit the individual counselor as well as the organization as a whole. This system has been designed to provide counselors with objective feedback regarding their counseling performance and to serve as a vehicle through which professional growth and development are encouraged.

This performance appraisal contains basic standards of practice expected of counselors in the Amphitheater Public Schools. These performance standards not only function as the basis of counselor evaluation, but also serve as a guide for self-evaluation. Through an emphasis on the areas of competence identified in this instrument, it is believed that counselors will continue to improve their practice.

Throughout the development of the Amphitheater Counselor Performance Evaluation System (ACPES), several concepts were present:

1. The evaluation system supports the district mission and beliefs statements.
2. Amphitheater's evaluation system is flexible. We believe we must acknowledge that counselors have varied professional responsibilities.
3. The evaluation process reinforces national standards of practice, identifies areas in which improvement can be made, and stimulates professional growth through counselor self-reflection as well as collaborative discussion between the counselor and the evaluator.
4. The American School Counselor Association Competencies are reflected in the evaluation system.
5. Arizona State Law is adhered to in the design.

For purposes of evaluation, five domains are identified as important to the counseling environment: **Comprehensive Program Development, Comprehensive Program Delivery, Creating an Effective Counseling Environment, Accountability, and Professionalism.**

These five domains form a framework for counselor evaluation. The rationale for inclusion of each area in the Amphitheater's Counselor Performance Evaluation System is provided.

Domain 1:**Comprehensive Program Development**

School counselors will possess the knowledge, abilities, skills and attitudes necessary to plan and organize a comprehensive school counseling program.

Domain 2:**Comprehensive Program Delivery**

School counselors will possess the knowledge, abilities, skills and attitudes necessary to implement a comprehensive school counseling program.

Domain 3:**Creating an Effective Counseling Environment**

School counselors will possess the ability to effectively build relationships with students, parents, staff and community.

Domain 4:**Accountability**

School counselors will monitor and evaluate the processes and results of the school counseling program.

Domain 5:**Professionalism**

School counselors support the vision, mission and beliefs of the district and work collaboratively with colleagues in the school environment to ensure the best academic setting for every child. Therefore, quantitative measures of school-wide student academic progress, in part, are used to determine counselor effectiveness.

School counselors also adhere to district and school policies, procedures and timelines. Professional development is on-going. Communication with parents regarding the progress of students is consistent and regular.

Ultimately, the evaluation of any counselor should lead to valid conclusions which may be used for improvement. Upon identification of deficiencies in classroom performance and specific recommendations for improvement, strategies for achieving improvement will be cooperatively developed by the counselor and evaluator.

Within these five domains, thirty-one (31) competencies are specified, including two (2) related to student academic progress. Each of these domains is believed to be important for all counselors in the district.

Each domain is described in the Performance Criteria section. The competency indicators have numeric designations. Each domain is followed by indicators that are typical of behaviors that demonstrate proficiency in that area.

The specific means of demonstrating counseling proficiency is structured to be flexible. All counselors will be evaluated on each of the thirty-one (31) indicators as well as each of the five domains described above. Their relationship to these five major domains is indicated below.

PERFORMANCE CRITERIA

Domain 1: Comprehensive Program Development

- 1.1 Plans and organizes an effective comprehensive school counseling program within the resources of the school and district
- 1.2 Communicates the mission and vision of the school counseling program and goals with school and district administration
- 1.3 Uses data to develop comprehensive programs that meet student needs
- 1.4 Demonstrates a working knowledge of the school curriculum

Domain 2: Comprehensive Program Delivery

- 2.1 Delivers school counseling curriculum lessons in classroom and large-group settings
- 2.2 Assists all students with academic, post-secondary, and career planning
- 2.3 Supports all students in setting goals and taking appropriate action toward achievement
- 2.4 Provides individual and/or group counseling to students with identified concerns and needs
- 2.5 Consults and collaborates with parents, other educators, and community resources to support student achievement and success
- 2.6 Facilitates group meetings to effectively and efficiently meet student goals

Domain 3: Creating an Effective Counseling Environment

- 3.1 Functions as an effective member of the counseling team
- 3.2 Communicates respectfully with and about students
- 3.3 Respects the confidentiality of student information
- 3.4 Demonstrates awareness of human diversities and respects differing views and values
- 3.5 Maintains an atmosphere conducive to learning
- 3.6 Coordinates events related to counseling with staff
- 3.7 Works cooperatively and constructively with staff to identify and solve problems/issues
- 3.8 Promotes professional, open communication with parents and the community
- 3.9 Works with parents for the benefit of the student
- 3.10 Responds to parent inquiries in a timely manner with appropriate resources as needed

Domain 4: Accountability

- 4.1 Utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success
- 4.2 Demonstrates knowledge of current trends in student behavior and academic achievement
- 4.3 Collects and analyzes data of school counseling program activities to guide program evaluation and improvement throughout the year
- 4.4 Monitors student academic performance, attendance and behavioral data to guide school counseling program goals

Domain 5: Professionalism

- 5.1 Supports school and district vision, mission, beliefs and policies while abiding by the ethics of the profession
- 5.2 Collaborates, plans, supports, and interacts with colleagues in a professional manner
- 5.3 Reviews and evaluates overall performance and responds to employer feedback in order to plan for and engage in high-quality professional development
- 5.4 Performs routine duties (e.g., maintains accurate records, participates in required meetings, is punctual, maintains a professional day, completes assigned tasks by established deadlines)
- 5.5 Uses technology effectively to support program goals
- 5.6 Continuously enrolled students at this school demonstrate academic progress measured by valid and reliable quantitative assessment measures over time
- 5.7 Other measures of school effectiveness

DEFINITION OF TERMS

Annual Goal Statement

Description of goals and performance objectives for the major responsibilities of individual counselors.

Evaluation

Determination of job related strengths and weaknesses based on established criteria.

Informal Observation

Unscheduled visitation or observations occur throughout the year for the purpose of reviewing professional behaviors and teaching competencies within the counseling setting. Informal observations may include taking information from responsible third parties and from the personnel file of the person being evaluated. Counselors will be made aware of the third-party information included in their evaluation.

Formal Classroom Observation

Pre-scheduled observations are for the purpose of gathering evaluation data for ACPES ratings.

Professional Growth Plan

Staff development plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

Deficiencies

Performance indicators rated a one (1).

Needs Improvement Plan

Staff development plan designed to improve instructional areas rated a one (1).

EVALUATOR QUALIFICATIONS AND TRAINING

Pursuant to Arizona law, the Governing Board designates district staff that is qualified to evaluate counselors using the Amphitheater Counselor Performance Evaluation System. The Superintendent submits recommendations of qualified evaluators to the Governing Board for approval.

Qualifications

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate knowledge of district and state policies, laws and rules relating to instruction, professionalism and evaluation; and
2. Demonstrate planning and implementation strategies relating to evaluation system timelines, content and expectations; and
3. Demonstrate data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate skills in analysis of quantitative student progress data; and
5. Demonstrate conferencing and improvement planning skills through simulations and/or on-site practice/feedback sessions; and
6. Demonstrate ability to write a detailed, personalized and specific narrative which illustrates the ratings given and provides specific suggestions for improvement of practice and/or provides appropriate support for accomplished teaching; and
7. Understands and can explain the classroom and school Overall Weighted Average for student progress data.

Training

Evaluators may receive training in a variety of ways. Evaluators may participate in the district administrative in-service sessions, or, district-approved evaluator training workshops. All such training should include information related to the legal aspects of counselor evaluation and the development of skills for data collection and analysis, analysis of quantitative student progress data, conferencing and improvement planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

PROCESS STEPS AND DEADLINE DATES

Deadline Dates	Continuing Counselors	All Probationary and/or Short Term Counselors (full time/part time)
Beginning of Academic Year	Administrator Presents and Explains the Counselor Evaluation Instrument and Student Academic Progress Data is presented to each counselor (as appropriate). School data is presented to all certified staff. All counselors are informed of their Group B status.	Administrator Presents and Explains the Counselor Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to each counselor (as appropriate). School data is presented to all certified staff.
September 15		Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ACPES forms due for all counselors	Formal Observation Conference ACPES forms due for all counselors

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

PROCESS STEPS – Continuing Counselors (Full/Part Time)

1. All evaluators are provided with a copy of the Amphitheater Counselor Performance Evaluation System (ACPES) prior to classroom observations.
2. Evaluation system processes and criteria are reviewed with evaluators prior to classroom observations.
3. All counselors are provided with a copy of the ACPES prior to classroom observations.
4. Student academic progress data is provided to counselors and evaluators at the beginning of the academic year reflecting up and including three full years by school. Each counselor is informed of their Group B status for the purposes of evaluation.
5. Evaluation system processes and criteria are reviewed with counselors prior to observations.
6. One (1) informal observation shall occur prior to January 30th. There shall be at least sixty (60) calendar days between the first informal and the last formal observation.
7. The one (1) formal observation, shall occur prior to April 10th.
 - a. When a formal observation is decided, a date must be established.
 - b. The counselor will submit a lesson plan.
 - c. The evaluator will observe the counselor actively teaching a lesson. The minimum observation time is 30 minutes, or a complete class period.
 - d. ACPES rating forms and narrative, including any comments and signatures of both the evaluator and counselor, are completed.
8. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the formal observation as follows:
 - One copy to counselor
 - One copy for school file
 - One copy to Director of Human Resources, Confidential
9. Professional growth plans may be required based upon the results of any evaluation. All ratings of one (1) require a Needs Improvement Plan. Improvement Plans must be completed and submitted within ten (10) workdays of the evaluation conference.
10. All evaluation processes described above shall be completed no later than April 15.
11. Following evaluation, the Principal shall notify the Superintendent of a continuing counselor's inadequate performance no later than April 15.

The Superintendent may then issue a written preliminary notice of inadequacy of classroom performance to the counselor. This notice will set forth that, if the counselor's performance

does not improve, the Superintendent may recommend dismissal of the counselor to the Governing Board.

The preliminary notice shall be issued and delivered to the counselor no later than May 1; it shall include specific information as required by Arizona law and as set forth in Governing Board Policy GCQFE, *et seq.*

Following the issuance of a preliminary notice, the counselor's performance shall be reevaluated near the end of the first semester of the eighty-five (85) instructional day improvement period.

Should it become necessary, The Governing Board must meet and give the notice of intent to dismiss to the counselor on or before May 15.

PROCESS STEPS-Probationary/Short Term Counselors (Full/Part-time)

1. All evaluators are provided with a copy of the Amphitheater Counselor Performance Evaluation System (ACPES) prior to classroom observations.
2. Evaluation system processes and criteria are reviewed with evaluators prior to classroom observations.
3. All counselors are provided with a copy of the ACPES at the beginning of the school year.
4. Evaluation system processes and criteria are reviewed with counselors prior to classroom observations.
5. All counselors are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each counselor is informed of their Group B status for the purposes of evaluation.
6. Counselors are provided with the opportunity to request additional observations, up to the number of formal and informal observations prescribed for first year probationary counselors.
7. One (1) informal classroom observation (approximately 15 minutes each) shall be completed for each first and second year probationary and short-term counselor prior to September 15.
 - a. This visit is to be documented through use of the Informal Observation form. A copy of the form must be provided to the counselor within five (5) workdays of each informal classroom observation and distributed as described in number 11 of this section.
 - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
8. A second informal classroom observation for each first year probationary and short-term counselor shall be completed prior to March 30.
9. One (1) formal classroom observation and conference shall be completed for each third year probationary and short-term counselor no later than November 15.
 - a. A date is established for a formal classroom observation of each counselor.
 - b. The counselor will submit a detailed written lesson plan to the evaluator prior to the formal classroom observation.
 - c. The evaluator will observe the counselor actively teaching a lesson. The minimum observation time is 30 minutes or a complete class period.
 - d. Formal observations shall be completed prior to November 15.
 - e. The evaluation conference will occur within five (5) workdays of the formal classroom observation but no later than November 15.
 - f. ACPES rating forms and narrative, including all comments and signatures of both the evaluator and counselor, are completed and distributed as described in number 11 of this section.

10. A second formal classroom observation and conference shall be completed for each first and second year probationary and short-term counselor prior to March 30.
 - a. A date is established for a scheduled classroom observation of each counselor.
 - b. The counselor will submit a detailed written lesson plan to the evaluator prior to the formal classroom observation.
 - c. The evaluator will observe the counselor actively teaching a lesson. The minimum observation time is 30 minutes, or a complete class period.
 - d. Formal observations shall be completed prior to March 30.
 - e. The evaluation conference will occur within five (5) workdays of the formal classroom observation but no later than April 15.
 - f. ACPES rating forms and narrative, including all comments and signatures of both the evaluator and counselor, are completed and distributed as described in number 9 of this section.

11. Evaluations of teaching performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
 - One copy to counselor
 - One copy for school file
 - One copy to Director of Human Resources, Confidential

12. A professional growth plan may be required based upon the results of any evaluation. A Needs Improvement Plan must be developed for all indicators rated a one (1). Needs Improvement Plan must be completed and submitted within ten (10) work days of the evaluation conference.

13. All evaluation procedures described above shall be completed no later than April 15.

14. The Principal shall notify the Superintendent of any probationary or short-term counselor who requires an Improvement Plan no later than inadequacy by the first public meeting of the Governing Board in December.

Procedures established in Governing Board Policy GCQFE (Discipline, Suspension, Dismissal, and Nonrenewal of Professional Staff Members) will be followed.

EVALUATION REQUIREMENTS

The number of evaluations differs based upon the contract status of the counselor. In addition to the prescribed number of formal and informal observations listed below, there may be other informal observations conducted throughout the year.

<u>Probationary (Career and Short Term)</u>	<u>Status</u>	<u>Formal</u>	<u>Informal</u>
Full time/part time	Year One	2	2
	Year Two	2	2
	Year Three	2	2
<u>Continuing (Career)</u>			
Full time/part time		1	1

Prior to the start of the evaluation process, counselors may request additional observations up to the number of observations received by a first year probationary counselor.

WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required for all formal evaluations.

EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the counselor will be discussed during the evaluation conference.
2. Counselor self-reflection will be encouraged.
3. Teaching which has occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. The evaluation conference provides an opportunity for the evaluator to gather information that cannot be obtained or observed in the formal observation process. Counselors will be invited to share this information.
5. The evaluator has both a professional and legal responsibility for determining the final assessment of teaching performance.
6. The perspectives of the evaluator and the counselor should be reviewed at the completion of the evaluation conference.

EVALUATION OF COMPETENCE

The evaluation system contains both ratings of competence as well as narrative comments about the level of competence demonstrated by counselors.

RATING SCALE

Each of the competencies will be rated according to the following scale:

- 4 - A school counselor at Level 4 exceeds the best practices of Level 3 through innovation, flexibility, and creativity for an indicator. The school counselor at Level 4 is recognized as a leader in this area and could be called upon to model skills/competencies or assist in the development of this skill with colleagues.
- 3 - A school counselor at Level 3 demonstrates appropriate best practices for an indicator, engages and guides students, and monitors the results. A school counselor at this level is student-centered and focuses on the skills and strategies which result in increased student progress. The Level 3 counselor demonstrates mastery of this indicator.
- 2 - A school counselor at level 2 demonstrates strategies for an indicator but does not yet monitor its effectiveness on student development. A counselor at Level 2 is progressing toward applying effective practices toward accomplishment of the indicator, but needs some assistance in mastering the skills necessary to positively affect student progress.
- 1 - A school counselor at Level 1 may demonstrate a strategy for an indicator but it is incorrect or ineffective. A school counselor at this level must improve his/her understanding and application of strategies for this indicator to correct or avoid negative effects on student progress.

RATING FACTORS

Ratings will be based upon both formal and informal observations. Informal observations may occur throughout the year. Informal observations may occur during any direct observation or by the evaluator of a counselor's performance through routine contacts in the school professional setting.

Additionally, informal observations may include taking information from responsible third parties and from the personnel file of the person being evaluated. Counselors will be made aware of third-party information, which has been used in the determination of evaluation ratings or comments.

STAFF DEVELOPMENT PLANS

Professional Growth Plan

When no competency area is rated a one (1), a Professional Growth Plan may be developed, at the counselor's or administrator's option. The purpose of this plan will be to refine existing skills and/or undertake goals for professional growth and development.

The counselor and the evaluator will mutually agree on the specifics of the plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in providing assistance to the counselor. This plan can be developed at the evaluation conference or at a later date.

Improvement Plan

An Improvement Plan must be developed when any competency is rated a one (1) on the ACPES rating form. Indication of this rating must be accompanied by anecdotal data to support that judgment. If more than one area is rated a one (1), priority will determine the specifics of the plan.

The plan, arrived at through discussion between counselor and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Improvement Plan.

APPEAL PROVISION

Counselor evaluations are not subject to appeal, however, if a counselor feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the counselor have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Director of Human Resources or his/her designee within five (5) workdays after receipt of the copy of the evaluation of teaching performance, with a copy to the evaluator. At the request of the counselor, an evaluator may be appointed by the Director of Human Resources, or the counselor and the administrator involved may each appoint an evaluator.

If appropriate, the second evaluator will observe the counselor actively teaching a lesson. If the rating being appealed is in an area that cannot be observed in the classroom, the second evaluator will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second evaluator will be included as additional information in the counselor's personnel file. It will not replace or supersede the contested assessment or evaluation.

APPENDIX A
EVALUATION SYSTEM FORMS

Pre-Observation Information for School Counselors

Counselor _____ **Date of Conference** _____

Administrators must schedule a meeting early in the year with each school counselor to discuss information pertinent to their position. The following questions should provide guidance for the discussion.

Domain 1: Comprehensive Program Development

What is the mission of the counseling program?

Describe the counseling program and the services you will offer this year. Provide artifacts as needed to clarify details (e.g., calendars, brochures, etc.).

Domain 2: Comprehensive Program Delivery

Provide a lesson plan for any direct instruction presentation/lesson you will do with large groups of students.

Describe your conferencing plans for students.

Describe a typical day/week. How is your time spent in the department?

Domain 3: Creating an Effective Counseling Environment

Provide a statement about the environment you establish for students in your counseling program.

Domain 4: Accountability

Provide program evaluation data from the previous year and provide the goals you have for this year based on this information.

Domain 5: Professionalism

Provide examples of activities which support this domain including professional development.



Amphitheater School Counselor Performance Evaluation System

(ACPES)

2015-16

School

Counselor Last Name

Counselor First Name

Date of Informal Evaluation

Date of Formal Evaluation

Evaluator Name

Descriptions of Ratings:

4 - A school counselor at Level 4 exceeds the best practices of Level 3 through innovation, flexibility, and creativity for an indicator. The school counselor at Level 4 is recognized as a leader in this area and could be called upon to model skills/competencies or assist in the development of this skill with colleagues.

3 - A school counselor at Level 3 demonstrates appropriate best practices for an indicator, engages and guides students, and monitors the results. A school counselor at this level is student-centered and focuses on the skills and strategies which result in increased student progress. The Level 3 counselor demonstrates mastery of this indicator.

2 - A school counselor at level 2 demonstrates strategies for an indicator but does not yet monitor its effectiveness on student development. A counselor at Level 2 is progressing toward applying effective practices toward accomplishment of the indicator, but needs some assistance in mastering the skills necessary to positively affect student progress.

1 - A school counselor at Level 1 may demonstrate a strategy for an indicator but it is incorrect or ineffective. A school counselor at this level must improve his/her understanding and application of strategies for this indicator to correct or avoid negative effects on student progress.

	Rating	Weighted Values
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Domain 1: Comprehensive Program Development		
<i>Indicator</i>	<i>Description</i>	
1.1	Plans and organizes an effective comprehensive school counseling program within the resources of the school and district.	0
1.2	Communicates the mission and vision of the school counseling program and goals with school and district administration.	0
1.3	Uses data to develop comprehensive programs that meet student needs.	0
1.4	Demonstrates a working knowledge of the school curriculum.	0
Domain 1: Overall rating		0.00

Domain 2: Comprehensive Program Delivery		
2.1	Delivers school counseling curriculum lessons in classroom and large-group settings.	0
2.2	Assists all students with academic, post-secondary, and career planning.	0
2.3	Supports all students in setting goals and taking appropriate action toward achievement.	0
2.4	Provides individual and/or group counseling to students with identified concerns and needs.	0
2.5	Consults and collaborates with parents, other educators, and community resources to support student achievement and success.	0
2.6	Facilitates group meetings to effectively and efficiently meet student goals.	0
Domain 2: Overall rating		0.00

Domain 3: Creating an Effective Counseling Environment					
3.1	Functions as an effective member of the counseling team.			0	
3.2	Communicates respectfully about students.			0	
3.3	Respects the confidentiality of student information.			0	
3.4	Demonstrates awareness of human diversities and respects differing views and values.			0	
3.5	Maintains an atmosphere conducive to learning.			0	
3.6	Coordinates events with staff.			0	
3.7	Works cooperatively and constructively with staff to identify and solve problems/issues.			0	
3.8	Promotes professional, open communication with parents and the community.			0	
3.9	Works with parents for the benefit of the student.			0	
3.10	Responds to parent inquiries in a timely manner with appropriate resources as needed.			0	
Domain 3: Overall rating				0.00	
Domain 4: Accountability					
4.1	Utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.			0	
4.2	Demonstrates knowledge of current trends in student behavior and academic achievement.			0	
4.3	Collects and analyzes data of school counseling program activities to guide program evaluation and improvement throughout the year.			0	
4.4	Monitors student academic performance, attendance and behavioral data to guide school counseling program goals.			0	
Domain 4: Overall rating				0.00	
Domain 5: Professionalism					
5.1	Supports school and district vision, mission, beliefs and policies while abiding by the ethics of the profession.			0	
5.2	Collaborates, plans, supports, and interacts with colleagues in a professional manner.			0	
5.3	Reviews and evaluates overall performance and responds to employer feedback in order to plan for and engage in high-quality professional development.			0	
5.4	Performs routine duties (e.g., maintains accurate records, participates in required meetings, is punctual, maintains a professional day, completes assigned tasks by established deadlines).			0	
5.5	Uses technology effectively to support program goals.			0	
5.6	Continuously enrolled students at this school demonstrate academic progress measured by valid and reliable quantitative assessment measures over time.		School Weighted Growth Average	0.00	
5.7	Other measures of school effectiveness.		School Weighted Average of Other Measures	0.00	
Domain 5: Overall rating				0.00	
Total Weighted Rating				0.00	

Summary	
Domain 1	0.00
Domain 2	0.00
Domain 3	0.00
Domain 4	0.00
Domain 5	0.00
Total all domains	0.00

Weighted values were used to meet legal requirements regarding weighting of student progress data:

Points	Weighted value
1	0
2	1.08
3	2.16
4	3.24

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

Teacher comments (optional):

Administrator Comments: See Attached Narrative

PROFESSIONAL DEVELOPMENT PLAN INFORMATION

Results of evaluation require Needs Improvement Plan*
 Professional Growth Plan attached

Teacher's signature _____ Date _____

Evaluator's signature _____ Date _____

EMPLOYMENT RECOMMENDATION

(To be initialed by PRINCIPAL at Final Evaluation of the year)

I RECOMMEND that this employee be offered a contract for the ensuing year.
 I RECOMMEND this employee for continuing status. (Use for third year Probationary teachers only.)
 NOT APPLICABLE (specify reason): _____
 I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date _____

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources - School - Employee

APPENDIX B
NARRATIVE FORMS

AMPHITHEATER COUNSELOR PERFORMANCE EVALUATION SYSTEM
Formal Narrative Comments (Required)

Counselor: _____ School: _____

Grade/Subject Observed: _____ Date of Observation: _____

Domain 1:
Comprehensive Program Development

Domain 2:
Comprehensive Program Delivery

Domain 3:
Creating an Effective Counseling Environment

Domain 4:
Accountability

Domain 5:
Professionalism

Evaluator's Signature: _____ Date: _____

**COUNSELOR PERFORMANCE EVALUATION SYSTEM
INFORMAL NARRATIVE COMMENTS**

Counselor: _____ Date: _____

This evaluation is based on the following number of observations, formal and informal: 1 2 3+

Type of Observation _____

4=Beyond 3=Acceptable 2=Needs Improvement 1=Unsatisfactory

Note: Improvement Plan MUST BE DEVELOPED if a rating of one (1) is given

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APPENDIX C
STAFF DEVELOPMENT FORMS

Professional Growth Plan

Name: _____ School: _____

Grade Level/Subject Area: _____ Date: _____

Goal for your own professional growth:			
My objectives:	My activities: (One activity per box)	Timeline for activities:	Evidence of impact on student learning:

My reflection on the effectiveness of my plan (e.g., include specific examples of application to classroom practice, "aha" moments, relationships to student achievement, connections made, future actions proposed):

PROFESSIONAL ACTIVITIES
Optional Activities

Name: _____ Date: _____

I. School/District Committees (List the committees and level of responsibility held for each.)

II. Professional Development Activities/Education (List workshops, institutes, conferences, summer classes, and seminars along with dates attended. Also indicate the nature of participation such as presenter, etc.)

III. Education-Related Community Service (List educational tours, business partnerships/shadowing, or other experiences along with dates of those activities which support professional activities beyond the classroom.)

IV. Other

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**AMPHITHEATER COUNSELOR PERFORMANCE EVALUATION SYSTEM
OPTIONAL PROFESSIONAL GROWTH PLAN**

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES: F

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Counselor's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

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**AMPHITHEATER COUNSELOR PERFORMANCE EVALUATION SYSTEM
IMPROVEMENT PLAN**

Counselor: _____ School: _____

Grade/Subject: _____

SPECIFIC AREA(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Progress Checks: (Progress to be assessed at each of these dates. Evaluator and counselor will both initial at each checkpoint)

Dates:

_____	B ()	A ()	CP ()	RP ()
_____	B ()	A ()	CP ()	RP ()
_____	B ()	A ()	CP ()	RP ()
_____	B ()	A ()	CP ()	RP ()

Checkpoint ratings:
standard.

- B Performance exceeds expected
Plan is terminated.
- A Performance meets expected standard.
Plan may be terminated.
- CP Plan should be continued.
- RP Progress not being made as specified in
Plan. Remediation plan must be
developed.

Counselor's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

FINAL ASSESSMENT

_____ Performance meets expectations - Expected outcomes demonstrated

_____ Expected outcomes not demonstrated - Remediation Plan must be developed

Counselor's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources - School - Employee

Appendix D

Sample Lesson Plan Formats

Lesson Plan for: _____ Date: _____

Learner Objectives State Standards	Teaching Procedures	Materials	Assessment of Learner Progress	Special Needs

Comments

LESSON PLAN

Name: _____ Date: _____

ANTICIPATORY SET: Focus for what is to be learned

OBJECTIVES: Learning and behavior to be shown as related to Amphitheater Curriculum/Arizona State Standards

PURPOSE: Reasons for learning this

ASSESSMENT: Results of objectives

INPUT: Information to be given to students

CHECK FOR UNDERSTANDING: Efforts to check that communication was clear.

MODELING: Examples used by counselor

GUIDED PRACTICE: Examples given to practice ideas that have been taught.

CLOSURE: Opportunity to summarize learning.

INDEPENDENT PRACTICE: Student independent work

Lesson Plan Components

Learning Objective: (What do you want students to know and be able to do? What is the intended learning?)

Links to Amphitheater Curriculum and Arizona State Standards:

Time Frame: (Is the instructional time appropriate for the lesson?)

Anticipatory Set: (How will the students be "hooked" to the learning?)

Relevancy: (What is the purpose of the lesson?)

Assessment: (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

Learning Connections: (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

Learning Task Description: (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

Special Class characteristics: (What modifications will be in place for special needs learners and accelerated learners?)

Closure: (How will the intended learning be summarized by the students?)

Materials and Resources:

SIOP Lesson Plan Components

Teacher Name:

School:

Topic:

Class:

Population Description:

Time Frame:

Preparation

AZ State Standards:

Content Objectives:

***Language Objectives:**

***Learning Strategies:**

Key Vocabulary:

Materials:

Higher Order Questions:

Instruction

Building Background: (Links to Experience, Links to Learning, Key Vocabulary Activities)

Presentation: (Lesson Delivery)

Practice/Application: (Activities, strategies, and interaction)

Review

Review and Assessment: (Review objectives and vocabulary, assess learning)

Modifications: (What extensions and modifications will you use to meet the needs of all students?)

Members on the Revision Committee

Michelle Barcanic	Counselor at CDO
Michael Bejarano	Chief Academic Officer Secondary Education
Julie Cota	Counselor at CDO
Jennifer DeMello	Counselor at AHS
Marva Jeffers	Counselor at IRHS
Roseanne Lopez	Chief Academic Officer Elementary Education