



# Mississippi Counselor Appraisal Rubric M-CAR

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2014-15 Process Manual

**Last Modified 8/25/14**

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## **Introduction**

To demonstrate the effectiveness of the school-counseling program in measurable terms, professional school counselors report on immediate, intermediate, and longrange results showing how students demonstrate progress and positive change as a result of the school counseling programs. Professional school counselors use data to show the impact of the school counseling programs on school improvement and student achievement addressing areas such as, but not limited to, academic skills, literacy, attendance and completion/graduation requirements. Professional school counselors conduct school counseling program audits to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected and aligned with the MS Code 37-979 and the American School Counseling Association model.

The Mississippi Department of Education (MDE) has created the Mississippi Statewide Counselor Appraisal Rubric (M-CAR) to gather information on counselor strengths and areas of challenge to provide support and development and improve student success. A key purpose of school counselor performance evaluation is to enhance the impact that the professional school counselor and the school counseling program has on the students and other stakeholders. It is specifically designed to generate a team/advisory effort using data to implement relevant and productive interventions through PBIS and

other sources in implementing systemic change and offer career-focused guidance for individual, small group, and classroom counseling.

The M-CAR process and forms are recommended by MDE. *Districts may use their discretion with all forms except the rubric.*

## **Purpose of Counselor Performance Evaluation**

The Mississippi counselor performance evaluation process will:

- Enhance the impact that the professional school counselor and the schoolcounseling program have on the students and other stakeholders.
- Provide formative assessment information about the performance of individual counselors to highlight areas of strength and identify areas for growth.
- Serve as a guide for counselors as they reflect on their own practices.
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.

## **The Counselor Observation Process**

The counselor observation cycle includes multiple methods of evaluation in order to evaluate every counselor on all standards and to obtain a comprehensive understanding of each counselor's areas of strength and areas for growth. Counselors' formal and summative observations will take place during group activities/sessions; they are not to take place during confidential individual/family sessions. The M-CAR process includes 5 steps in the evaluation cycle:

- 1. Counselor Self-Assessment:** At the beginning of the school year, the counselor completes his/her own self-assessment. This self-analysis will determine strengths and areas of needed professional development. Counselors should reflect on their professional practice relative to the best practices identified by research. The purpose of the self-assessment is two-fold: it actively engages the counselor in launching his or her own evaluation, and it prepares the educator to propose rigorous, targeted goals.
- 2. Walk-through Observations:** It is recommended that the administrator will conduct a minimum of two walk-through visits. The unannounced observations should last 10-15 minutes and provide time for performance checks and evidence gathering.
- 3. Formal Observations and Conferences:** Each counselor will be formally observed at least two times during the school year. Both formal observations will be announced and scheduled in advance with the counselor. The formative

observation should be completed during the first half of the school year and the focus will be on strengths and areas of growth. The summative observation should be completed during the second half of the school year and an M-CAR score will be assigned.

All formal observations must be performed by licensed educators or administrators who have successfully completed all MDE M-CAR training requirements. At least one formal observation must be performed by an administrator. The second formal observation may be performed by a designee of the district. The local school district shall designate the administrators and educators to perform observations within their school district. In addition, local districts may modify the process and/or forms used if deemed necessary, but an M-CAR score based on all 9 standards is required at the end of the school year for each Mississippi school counselor.

## **The Formal Observation Process**

All formal observations will include a pre-observation conference and a postobservation conference.

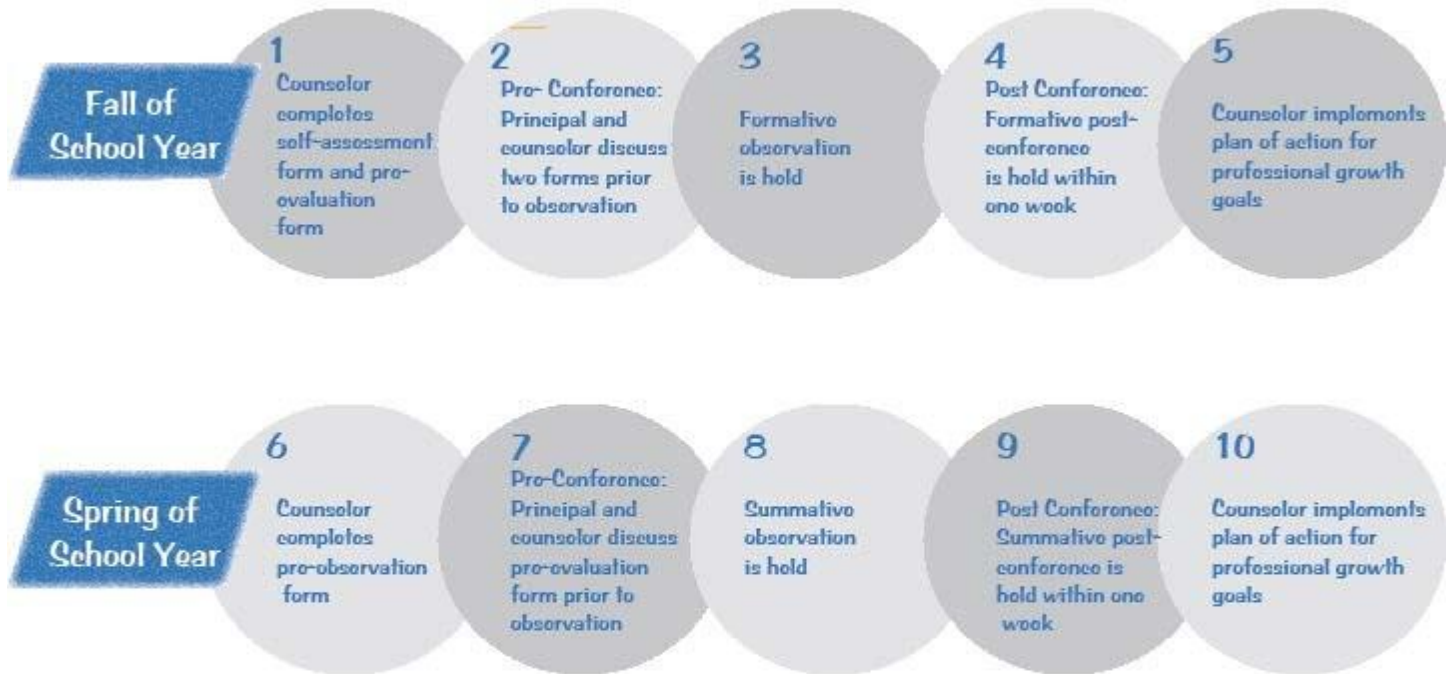
- **Pre-observation conference** – The pre-observation conference should occur one to two days prior to the observation. This conference provides the opportunity for the counselor to describe the context and plans for the session, review submitted evidence, and discuss goals related to the selfassessment. The length of time for a pre-observation conference is approximately 10-15 minutes.
  - **Post-observation conference** – The post-observation conference should take place no later than one week after the observation. This conference provides the opportunity for the evaluator to provide feedback and to discuss the areas for growth. Two professional SMART goals (specific, measurable, attainable, realistic, and time-bound) are determined during the post-conference and further professional development is designed with input from the counselor.
- 4. Review of Evidence**– Evidence is used to determine the level of effectiveness, and then is discussed with the counselor. Evidence is linked to the domains and standards of M-CAR that support student learning and effective counselor practice. Examples may include professional development activities, student work, interventions, behavior logs, etc.

## **Training**

All professional school counselors will be evaluated using the M-CAR process. Training will be made available by MDE and ongoing as needed. Dates and times of trainings will be communicated by the MDE. All counselors and school administrators should be proactive in attending training and preparing for the use of the M-CAR.

# M-CAR Flow Chart

## M-CAR Program







## **M-CAR Standards**

The M-CAR standards are designed to provide a shared and focused understanding of the priorities, values, and expectations of Mississippi professional school counselors in their work of educating students. The performance standards provide a structure to assess the counselor's performance, with the goal of highlighting and emphasizing strengths and identifying and addressing areas of growth.

The counselor performance standards are divided into five domains. Each domain includes standards directly related to that domain.

### **Domain I: Development and Management**

1. Implements data-driven decisions
2. Program Development
3. Time Management

### **Domain II: Program Delivery**

4. Direct Services
5. Indirect Services

### **Domain III: Accountability**

6. Program Evaluation
7. Data Analysis

### **Domain IV: Stakeholder Involvement**

8. Communication/Collaboration

### **Domain V: Professional Responsibilities**

9. Professional Growth Opportunities

## Counselor Performance Levels

Each counselor's performance on each standard will be evaluated in accordance with a four-level rating scale:

- **Distinguished:** Level 4 is the most effective level of professional school counselor performance. Rating at this level indicates that the counselor's performance is exemplary and consistently exceeds expectations. Counselors who receive this rating should receive professional development linked to specific areas to ensure they have the support they need to continue to grow and develop their skills.
- **Effective:** Level 3 is the expectation for all professional school counselors. Rating at this level indicates that the counselor's performance consistently meets expectations and addresses them fully. Counselors who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Emerging:** Level 2 indicates either a beginning professional school counselor or a counselor who needs focused professional development. Rating at this level indicates the counselor is sometimes meeting expectations but is not doing so consistently. Counselors who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Unsatisfactory:** Level 1 is the least effective level of professional school counselor performance. Rating at this level indicates the counselor's performance is not acceptable. Counselors who receive this rating rarely or never meet expectations. Counselors who receive this rating should receive immediate and comprehensive professional development and support designed to address the identified area(s) for growth.

## **Final Summative Evaluation Conference**

The Educator Licensing Management System (ELMS) will be used to capture, calculate, house, and display counselor performance data. When a final summative performance score/level is determined, the counselor will receive a copy of the summative score report in the summative post conference.

## **M-CAR Implementation Timeline**

M-CAR developed with counselor input and feedback from principals and counselors	2013-2014
Statewide Field Test*	2014-2015
Statewide Implementation	2015-2016

\*Field test year is to:

- implement the evaluation process
- and gather input from all stakeholders

The rubric was designed so notes and scoring could be done directly on it.

### Mississippi Counselors' Appraisal Rubric (M-CAR)

School Counselor \_\_\_\_\_ Date \_\_\_\_\_  
Evaluator \_\_\_\_\_ Position \_\_\_\_\_

- 4 = Distinguished – meets Effective Level 3 and extends impact of the standard
- 3 = Effective - addresses the standard fully
- 2 = Emerging - sometimes addresses the standard but not at an Effective Level 3; fulfills basic job requirements
- 1 = Unsatisfactory – rarely or never addresses the standard

	<b>Source of Information, Strategies, and Examples (Evidence)</b>	<b>Rating</b>
<b>Domain I: Development and Management</b>		

<b>Standard 1: Implements datadriven decisions</b>	<p>The use of data does not only identify areas of concern, but also shows the school counseling program has attained goals and made a difference for students. Examples of data include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Program and activity evaluation</li> <li>• Process, Perception, and Outcome Data</li> <li>• Pre- and Post- tests, Needs assessment, Program/Activity Evaluation,</li> <li>• Opinion Survey, Achievement Data, Attendance and Behavior reports/data, promotion rates, graduation rates, grades</li> </ul> <p>To efficiently and effectively deliver the school-counseling program, there must be a plan detailing how the school counselor intends to achieve the desired results. Action plans are utilized within three areas: school counseling curriculum, small groups and closing-the-gap activities.</p>	
1.1 Uses data to develop		

curriculum, small-group, and closing-the-gap action plans for effective delivery of the school counseling program		
1.2 Uses data to develop comprehensive programs that meet student needs		
1.3 Uses data to develop school counseling program goals, and shares the goals with all stakeholders (i.e. administrators, teachers, students, parents and community and business leaders.)		

<b>Standard 2: Program Development</b>	<p>The SMART goal format is used for writing program goals. It identifies goals and the necessary steps to accomplish a given task.</p> <p>Examples of data include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Annual agreement signed by counselor and school administrator</li> <li>• Curriculum action plan</li> <li>• Small group action plan</li> <li>• Classroom guidance lesson plan</li> </ul>	
2.1 Discusses the comprehensive school counseling program with the school administrator		
2.2 Demonstrates knowledge, through presentation of the guidance curriculum, to students		
in a group setting		
<b>Standard 3: Time Management</b>	<p>Duties are focused on the overall delivery of the comprehensive school-counseling program –direct and indirect student services and program management and school support. Examples of data include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Time management assessment</li> <li>• Detailed calendars</li> </ul>	
3.1 Uses 80% or more of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support, and accountability		

3.2 Maintains a master calendar (weekly, monthly and annually) of counseling activities		
3.3 Publishes a master calendar of counseling activities		
<b>Domain Total</b>		
<b>Domain Average</b> (divide by 8 indicators)		

	<b>Source of Information, Strategies, and Examples (Evidence)</b>	<b>Rating</b>
<b>Domain II: Program Delivery</b>		
<b>Standard 4: Direct Services</b>	<p>Direct student services of the counseling program include activities that promote academic, career, and personal/social development. These activities are provided to ALL students in the school in individual or group settings. Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Instruction, group activities, small groups sessions</li> <li>• Rtl documentation</li> <li>• Counseling, individual and/or group</li> <li>• Crisis response</li> </ul>	
4.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services)		
4.2 Delivers school counseling core curriculum lessons in classroom and large-group settings		

4.3 Provides appraisal and advisement to assist all students with academic, career, and personal/social planning		
4.4 Provides individual and group counseling to students with identified concerns and needs		
<b>Standard 5: Indirect Services</b>	Counselors provide indirect student services as a means to support student achievement and to promote equity and access for ALL students. Examples of data include but are not limited to:	
	<ul style="list-style-type: none"> <li>• Referrals</li> <li>• Consultation</li> <li>• Collaboration</li> </ul>	
5.1 Provides indirect student services on behalf of identified students; strategies to include referrals, consultation, and collaboration		
5.2 Refers students and parents to appropriate school and community resources to support student achievement and success		
5.3 Consults with parents and other educators To share strategies that support student achievement and success		
5.4 Collaborates with parents, other educators, and community resources to support student achievement and success		
<b>Domain Total</b>		
<b>Domain Average</b> (divide by 8 indicators)		



	<b>Source of Information, Strategies, and Examples (Evidence)</b>	<b>Rating</b>
<b>Domain III: Accountability</b>		
<b>Standard 6: Program Evaluation</b>	<p>To achieve the best results for students, counselors regularly evaluate their program to determine its effectiveness. How are students different as a result of the school counseling program? Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Program assessment</li> <li>• Process, Perception, and Outcome Data</li> <li>• Pre- and Post-tests, Needs assessment, Program/Activity Evaluation</li> <li>• Opinion Survey, Achievement Data, Attendance and Behavior reports/data, promotion rates, grade point average/grades</li> </ul>	
6.1 Monitors student academic performance, attendance, and behavioral data to develop school counseling program goals		
6.2 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly		
6.3 Conducts a school counseling program evaluation annually to review extent of program implementation and effectiveness		
<b>Standard 7: Data Analysis</b>	<p>Data are reviewed over time to inform the school counselor about student needs and school and community trends. Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> <li>• School data profile (includes achievement, attendance, behavior, and safety record)</li> <li>• Use-of-time assessment to evaluate the time spent on curriculum, small-group and closing-the-gap action plans</li> </ul>	
7.1 Identifies and analyzes school data to		

develop the school counseling program and measure program results		
7.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data		
7.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement		
		<b>Domain Total</b>
		<b>Domain Average</b> (divide by 6 indicators)

	<b>Source of Information, Strategies, and Examples (Evidence)</b>	<b>Rating</b>
<b>Domain IV: Stakeholder Involvement (i.e. administrators, teachers, students, parents, community and business leaders)</b>		
<b>Standard 8: Communication/Collaboration</b>	<p>Counselors work with stakeholders as a part of the comprehensive school counseling program. Through school, family, and community collaboration, counselors can access a vast array of support for student achievement and development that cannot be achieved by an individual or school alone.</p> <p>Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Advisory council, use of data, needs assessments</li> <li>• Teaming and partnering, school/districts committees</li> <li>• School data profile analysis, sharing program results</li> <li>• Program goals, annual agreement, action plans, results reports</li> </ul>	
8.1 Shares school counseling program results data with relevant stakeholders		
8.2 Collaborates with parents or guardians, helps students establish goals and develop/use planning skills		
8.3 Establishes and convenes an advisory council for the school counseling program		
8.4 Establishes and maintains effective communication with stakeholders		
<b>Domain Total</b>		
<b>Domain Average</b> (divide by 4 indicators)		

	<b>Source of Information, Strategies, and Examples (Evidence)</b>	<b>Rating</b>
<b>Domain V: Professional Responsibilities</b>		
<b>Standard 9: Professional Growth Opportunities</b>	<p>Counselors should have the knowledge, attitudes, and skills to ensure they are equipped to meet the rigorous demands of the profession and the needs of our preK-12 students.</p> <p>Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Code of Ethics</li> <li>• Continuing educational units</li> <li>• Professional development</li> <li>• Transcripts</li> <li>• Professional memberships</li> <li>• NBCC/NCSC Certification</li> <li>• PLC agendas/minutes/activities documentation</li> </ul>	
9.1 Demonstrates positive interpersonal relationships with students, parents/guardians, and educational staff		
9.2 Engages in continuous professional development and applies new information		
9.3 Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics and the American School Counseling Association Code of Ethics		
9.4 Collaborates with colleagues and is an active member of a professional learning community within the school/district		
9.5 Stays current on best practices, legal concerns, and training through membership		

and involvement in professional organizations		
		<b>Domain Total</b>
		<b>Domain Average</b> (divide by 5 indicators)
		<b>Overall average score for all 5 domains</b>

Domains	Domain Scores	Weight	Weighted Rating
I Development and Mgmt.		x .15	
II Program Delivery		x .40	
III Accountability		x .15	
IV Stakeholder Involvement		x .15	
V Professional Responsibilities		x .15	
Summative Observation			
Rating			

Professional Growth Goals: (to be developed into SMART Goals)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Signatures:

Counselor \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Appendix



<b>Standards</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>Domain II: Program Delivery</b>					
<b>Standard 4: Direct Services</b>					
4.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services)		<b>3</b>			
4.2 Delivers school counseling core curriculum lessons in classroom and large-group settings		<b>3</b>			
4.3 Provides appraisal and advisement to assist all students-with academic, career, and personal/social planning		<b>3</b>			
4.4 Provides individual and group counseling to students with identified concerns and needs		<b>3</b>			
<b>Standard 5: Indirect Services</b>					
5.1 Provides indirect student services on behalf of identified student; strategies to include referrals, consultation, and collaboration		<b>3</b>			
5.2 Refers students and parents to appropriate school and community resources to support student achievement and success		<b>3</b>			
5.3 Consults with parents and other educators to share strategies that support student achievement and success			<b>2</b>		
5.4 Collaborates with parents, other educators, and community resources to support student achievement and success			<b>2</b>		
<b>Domain II score (average of standard scores)</b>					<b>2.75</b>
<b>22/8 = 2.8</b>					





	4	3	2	1	Score
attendance, counseling		3			
lengths and personal		3			
evaluation implementation		3			
develop the program results		3			
adjusts program strategies in			2		
school counseling situation and			2		
<b>III score (average of standard scores)</b>					<b>2.66</b>
					$16/6 = 2.7$
<b>IV</b>					
data with		3			
helps students skills		3			
council for the	4				
communication with	4				
<b>IV score (average of standard scores)</b>					<b>3.5</b>
					$14/4 = 3.5$

Standards	4	3	2	1	Score
<b>Domain V: Professional Responsibilities</b>					
<b>Standard 9: Professional Growth Opportunities</b>	4				
9.1 Demonstrates positive interpersonal relationships with students, parents/guardians, and educational staff					
9.2 Engages in continuous professional development and applies new information					
9.3 Demonstrates professionalism and high ethical standards; acts in alignment with the Mississippi Code of Ethics and the American School Counseling Association Code of Ethics 9.4					
Collaborates with colleagues and is an active member of a professional learning community within the school/district					
9.5 Stays current on best practices, legal concerns, and training through membership and involvement in professional organization					
<b>Domain V score (average of standard scores)</b>					<b>3.6</b>
<b>18/5 = 3.6</b>					

Summative Scoring –				
Enter domain scores from above				
Domains	Domain Scores	Weight	Weighted Rating	
I Development and Mgmt.	2.5	x .15	.375	
II Program Delivery	2.75	x .40	1.1	
III Accountability	2.66	x .15	.399	
IV Stakeholder Involvement	3.5	x .15	.525	
V Professional Responsibilities	3.6	x .15	.54	

Summative Observation Rating 2.94

**Professional Growth Goals: (to be developed into SMART Goals):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Signatures:**

Counselor \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## M-CAR Score Sheet

Counselor: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School District: \_\_\_\_\_

Mark each standard indicator in the appropriate effectiveness level. Each domain is averaged for a domain score. Carry out two decimals. To arrive at overall score, complete summative scoring by multiplying each domain score by weight assigned.

Standards	4	3	2	1	Score
<b>Domain I: Development and Management</b>					
<b>Standard 1: Implements Data Driven Decisions</b>					
1.1 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program					
1.2 Uses data to develop comprehensive programs that meet student needs					
1.3 Uses data to develop school counseling program goals, and shares the goals with all stakeholders i.e. administrators, teachers, students, parents and community and business leaders.)					
<b>Standard 2: Program development</b>					
2.1 Discusses the comprehensive school counseling program with the school administrator					
2.2 Demonstrates knowledge, through presentation of the guidance curriculum, to students in a group setting					
<b>Standard 3: Time Management</b>					

3.1 Uses 80% or more of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management.					
3.2 Maintains a master calendar (weekly, monthly and annually) of counseling activities					
3.3 Publishes a master calendar of counseling activities					
<b>Domain I score (average of standard scores)</b>					

<b>Standards</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>Domain II: Program Delivery</b>					
<b>Standard 4: Direct Services</b>					
4.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services)					
4.2 Delivers school counseling core curriculum lessons in classroom and large-group settings					
4.3 Provides appraisal and advisement to assist all students-with academic, career, and personal/social planning					
4.4 Provides individual and group counseling to students with identified concerns and needs					
<b>Standard 5: Indirect Services</b>					
5.1 Provides indirect student services on behalf of identified student; strategies to include referrals, consultation, and collaboration					
5.2 Refers students and parents to appropriate school and community resources to support student achievement and success					
5.3 Consults with parents and other educators to share strategies that support student achievement and success					
5.4 Collaborates with parents, other educators, and community resources to support student achievement and success					

**Domain II score (average of standard scores)**

<b>Standards</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>Domain III: Accountability Standard</b>					
<b>6: Program Evaluation</b>					
6.1 Monitors student academic performance, attendance, and behavioral data to develop school counseling program goals					
6.2 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly					
6.3 Conducts a school counseling program evaluation annually to review extent of program implementation and effectiveness					
<b>Standard 7: Data Analysis</b>					
7.1 Identifies and analyzes school data to develop the school counseling program and measure program results					
7.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data					
7.3 Collects and analyzes results data of school Counseling program activities to guide program evaluation and improvement					
<b>Domain III score (average of standard scores)</b>					
<b>Domain IV: Stakeholder Involvement Standard</b>					
<b>8: Communication/Collaboration</b>					
8.1 Shares school counseling program results data with relevant stakeholders					
8.2 Collaborates with parents or guardians, helps students establish goals and develop/use planning skills					
8.3 Establishes and convenes an advisory council for the school counseling program					
8.4 Establishes and maintains effective communication with stakeholders					
<b>Domain IV score (average of standard scores)</b>					

<b>Standards</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
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**Domain V: Professional Responsibilities Standard**

**9: Professional Growth Opportunities**

9.1 Demonstrates positive interpersonal relationships with students, parents/guardians, and educational staff					
9.2 Engages in continuous professional development and applies new information					
9.3 Demonstrates professionalism and high ethical standards; acts in alignment with the Mississippi Code of Ethics and the American School Counseling Association Code of Ethics					
9.4 Collaborates with colleagues and is an active member of a professional learning community within the school/district					
9.5 Stays current on best practices, legal concerns, and training through membership and involvement in professional organization					

**Domain V score (average of standard scores)**

**Summative Scoring - Enter domain scores from above**

Domains	Domain Scores	Weight	Weighted Rating
I Development and Mgmt.		x .15	
II Program Delivery		x .40	
III Accountability		x .15	
IV Stakeholder Involvement		x .15	
V Professional Responsibilities		x .15	
Summative Observation Rating			

Professional Growth Goals: (to be developed into SMART Goals):

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Signatures:

Counselor \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## Glossary

**Annual Agreement:** outlines the organization and focus of the school counseling program and is made between each school counselor and the administrator in charge of the school counseling program at the beginning of each school year

**Annual Calendar:** a calendar of school counseling program activities maintained by the school counseling staff and distributed to administrators, teachers, students, parents and other stakeholders

**Data-driven:** decisions concerning future action that are based on information, survey reports, assessments, statistics or other forms of data

**Delivery:** the means around which the school counseling program is organized and delivered, including direct student services (school counseling core curriculum, individual student planning and responsive services) and indirect student services (referrals, consultation and collaboration)

**Domain:** broad areas of knowledgebase (academic, career and personal/social) that promotes and enhances the learning process

**Evaluation:** a process used by an individual or group to determine progress or quality; evaluation is a key element in any improvement process.

**Formative observation:** Formative observation is ongoing throughout the year. It includes the formal (fall) observation and all other informal observations.

**Indicator:** an indicator is the smallest category for describing and organizing counselor knowledge, skills, dispositions, and related elements in a counselor performance framework. Indicators are narrow, observable or measurable descriptors of educator practice

**Individual Student planning:** ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans, such as individual learning plans and graduation plans

**Informal observation:** Informal observations are unannounced, used primarily for formative purposes, and narrowly targeted to specific processes. Walk-through visits are a type of informal observation. This type of observation can occur in any setting such as staff meetings, professional learning communities, supervision responsibilities, etc.

**Leadership:** capacity or ability to guide others; school counselors use leadership skills in their department and in their advocacy role



**Management:** addresses the organization and allocation of resources to best address the goals of the school-counseling program

**Mission Statement:** provides the focus and direction of the comprehensive school counseling program and aligns with the school's mission

**Non-School Counseling Activity:** any activity or duty not related to the development, implementation or evaluation of the school-counseling program

**Outcome Data:** how students are measurably different as a result of the school counseling program or activities

**Outcomes:** demonstration of learning, performance or behavioral change after participating in the school-counseling program

**Perception Data:** measures what students and others observe or perceive, knowledge gained, attitudes and beliefs held or competencies

**Performance Appraisal:** assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics; indicates summative evaluation of school counselor effectiveness

**Personal/Social Development:** maximizing each student's individual growth and social maturity in the areas of personal management and social interaction

**Post-observation conference:** A post-observation conference is a meeting between a counselor and an observer that takes place after a formal observation. The purpose of the conference is to allow the observer to ask clarifying questions about what was observed during the observation and any outcomes after the session (e.g., assessment results and samples of student work). The counselor should receive feedback and next steps goals are set during this conference.

**Pre-observation conference:** A pre-observation conference is a meeting between a counselor and an evaluator that takes place prior to a formal and summative observation. The purpose of the conference is to provide the observer with background information about the lesson, the students, and any other details that may help the observer understand the context of the session. Additionally, it is an opportunity for the counselor to ask clarifying questions about the observation process.

**Professional Growth Plan:** A professional growth plan is a plan developed and implemented to identify and address areas for growth in a counselor's performance. It includes two SMART goals which the counselor will work to develop during the course of the school year.

**Professionalism:** adherence to ethical, legal and professional standards developed by state and national school counseling organizations

**Program:** a coherent sequence of instruction based upon a validated set of competencies

**Program Assessment:** assessment of the school counseling program on the components of the ASCA National Model. The primary purpose for completing the assessment is to guide future action within the program and to improve future results for students.

**Program Management:** activities that develop, monitor, and evaluate the implementation of the comprehensive school-counseling program

**Responsive Services:** activities that meet students' immediate needs and concerns

**Results Report:** written presentation of the outcomes of counseling program activities; contains process, perception and outcome data

**Rubric:** A rubric is a method for defining and categorizing performance by highlighting important aspects of performance and defining observable and measurable levels of performance along a continuum. In personnel performance assessment, rubrics can be used to communicate performance expectations that support self-reflection on practice and facilitate self-reflection between an evaluator and the person being evaluated.

**School counseling core curriculum:** consists of structured developmental lessons designed to assist students in attaining the competencies from the ASCA Student Standards and is presented systematically through classroom and group activities K-12.

**Self-assessment:** This self-analysis will determine strengths and areas of needed professional development. Counselors should reflect on their professional practice relative to the best practices identified by research. The purpose of the self-assessment is two-fold: it actively engages the counselor in launching his or her own evaluation, and it prepares the educator to propose rigorous, targeted goals.

**SMART Goals:** specific, measurable, attainable, realistic, and time-bound goals that are determined during the post-conferences

**Standards:** Standards are definitions of the specific counseling activities and responsibilities in each domain that are research-based best practices. Standards are statements of what should be done in each area.

**Student Success:** a broad term for student achievement

**Summative assessment:** A summative assessment is an often high-stakes assessment administered primarily at the end of a specific period of time (e.g., a school year) to provide a judgment on a counselor's performance.

**Summative observation:** The summative observation is the second (spring) formal observation. This observation, in combination with all other formative observations, provides data to determine a counselor's summative rating.

**Use of Data:** the use of data to effect change within the school system is essential to ensure all students receive the benefits of a school counseling program.

**Walk-through observation:** A walk-through observation is an example of an informal observation conducted by a trained evaluator that is unannounced and lasts 10-15 minutes. Its purpose is to provide a quick check of counselor performance so that the evaluator can give feedback. These visits are performed throughout the school year.





6. What does the evidence review reveal about the counselor about his/her impact on student success?

7. Areas of strength:

8. Areas of growth:

9. Professional Growth Goals:

1.

2.

Counselor comments (optional):

Evaluator comments (optional):

Counselor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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For more information, please contact the Office of Career, Counseling and Support Services.

☎ 601-359-3461

