

# 3

## **Counselor Summative Assessment: Evaluation Process**

With higher standards for student learning, counselors are also expected to demonstrate higher standards of professional practice. While the NNPS assessment system as a whole is designed to support self-directed professional development, the division has a responsibility to its public to ensure that all children have the benefit of programming at a high level of proficiency. Therefore, once every four years or when deemed necessary by an administrator, continuing contract counselors follow the Summative Assessment process for the purpose of evaluating their performance. Probationary counselors follow the Summative Assessment process annually for their performance evaluation. The division's standards of practice are defined in the domains and components completely outlined in the Framework (see Section 6).

Evaluation of individual counselors is a legal responsibility outlined in the Code of Virginia. By its nature, evaluation is a judgment of performance according to the division's standards (See Section 1). In the process described in this section, the judgment is made on the evidence collected and the dialogue that accompanies this evidence. The performance tables should be used at every step in the process to clarify and enrich the discussion and to guide the judgment of the evidence presented.

### **Steps in the Process**

The summative process has a number of steps which are described below. All the forms needed to support the process are provided at the end of the narrative description of Section 3.

#### **1. Administrator reviews job performance expectations with counselors.**

A fundamental premise of assessment is that people should be evaluated on the performance expectations of which they have been notified. Prior to **September 15**, administrators inform any counselors who are to undergo a summative evaluation of the job performance expectations on which they will be assessed.

This notification can occur with counselors in a group setting or individually, as determined by the administrator. To document the notification, administrators should retain a copy of their agenda for the meeting, a sign-in sheet on which counselors have indicated their presence, or a copy of the scheduled appointments with individual counselors. During assessor training, each principal receives guidelines for determining the counselors who are to be included in the Summative Assessment process.

#### **For probationary counselors only**

**During September and October, administrators conduct informal observations of probationary counselors. The purpose of these observations is to gather preliminary information about the counselors' performance styles and strengths. These observations can also help administrators determine if problems exist for which there is a simple solution and to provide the new counselor with assistance before a situation has a chance to escalate.**

**2. Counselor completes self-assessment; counselor and administrator hold conference.**

Prior to **November 1**, each counselor completes the Summative Self-Assessment Survey (Forms C3:9-C3:10) and prepares for the Initial Summative Conference. The Agenda for Counselor's Initial Summative Conference (Form C3:16) and the performance tables (C3:11-C3:14) serve as the basis for conversation during the administrator-counselor conference. During this conference, counselors are to briefly discuss their performance in each of the four domains, how they learn about students' traits, needs, and characteristics, and the procedures they have established. Also at this conference, counselors turn in their completed Summative Support Team Option Form (Form C3:15).

**3. Administrative finalization of support teams and notification of counselors.**

The administrator also approves assignments to Summative Support Teams and notifies counselors of these assignments by **November 1**. Only counselors who are going through summative assessment are assigned to the Summative Support Teams. Summative Support Teams have no size or composition restrictions; however, a heterogeneous mix of experience levels, background, grade levels, and subjects for each team is optimal. Probationary counselors should be placed on teams with continuing contract counselors. Counselors working with Instructional Mentors become a support pair and use the mentoring experience as the collaborative learning process.

**4. Counselor meets with support team.**

Counselors in the Summative Assessment process are expected to meet monthly with their support teams. These teams work as Collegial Friends. Their purpose is to:

- clarify their understanding of the domains and components,
- help prepare each other for the summative conferences held throughout the year by using the conference agendas as guides,
- help each other reflect on the quality of the evidence collected for all domains, and
- assist team members as needed in the gathering of evidence.

The professional growth aspect of the Summative Assessment process should not be overlooked by support teams. In fact, working together so all members grow professionally during the summative year may be the most important task of the Summative Support Teams. A review of evidence can lead to rich dialogue among members about the cycle of teaching and learning, the process of designing knowledge work, and the meaning and challenge of engaging students.

Questions on the Review of Evidence (Form C3:18) can serve as a basis of discussion during summative support team meetings. The Support Team Meeting Log (Form C3:17) is submitted to the appropriate administrator following each meeting.

**5. Counselor gathers evidence to document professional performance.**

The evidence gathered and explained by the counselor is meant to be a snapshot of current performance in all four domains. Counselors are not expected to present for evaluation purposes samples of every student product received, instruction/intervention developed, or communication with

students, parents, and the greater community. The intention is not to make the Summative Assessment year an "archeological dig" which produces mountains of evidence and takes an inordinate amount of time to organize and explain. Rather, the intention is for counselors to present a "soil sample" that illustrates the work they are already doing, organized in a coherent manner, and for counselors to discuss this work within the context of guidance and counseling and their experience.

Required evidence is to be collected by both the counselor and the counselor's administrative assessor throughout the year.

By **June 1**, the evidence submitted consists of:

- Information on knowledge of students and guidance and counseling practices (provided during the **Initial Summative Conference**)
- One of two lesson plans (provided during the **Pre-Observation Conferences**)
- Evidence of reflection skills (provided during the **Post-Observation Conferences**).
- One instructional unit designed to last a minimum of one week
- Samples of student work submitted from this instructional unit (Form C3:22)
- Contacts established with students' families (Form C3:30 or its equivalent)
- Professional development attended and contributions made to the school, the division, and the community (Form C3:31 or its equivalent).

The evidence in its entirety provides the administrator with an invaluable "window" on guidance and counseling program practices and enables the counselor to articulate his or her work in a highly professional manner.

#### **6. Administrator completes formal observation(s).**

The administrator completes a minimum of one formal observation with each counselor in the Summative Assessment process.

A formal observation consists of a pre-observation conference, an observation, and a post-observation conference. The Agenda for the Pre-Observation Conference (Form C3:19) and the Agenda for the Post-Observation Conference (Form C3:21) provides the discussion guides for these conferences. Counselors prepare for the observations by reviewing the conference agendas.

During the pre-observation conference, counselors are expected to **provide a copy of their plans for the observation. The plans shared with the administrator should be those which the counselor routinely prepares when planning.** No special format is required. During the conference, it is the counselor's responsibility to talk through the plan, using the discussion points on the Pre-Observation Conference Agenda. Also during this conference, counselors may wish to revise the information on guidance and counseling practices or knowledge of students presented during the Initial Conference if the information has been revised or refined in a way that would have bearing on this planning-observation cycle.

The plan presented and the resulting discussion provide evidence of the counselor's skill in planning (Domain 1).

During the formal observations, the administrator is responsible for collecting "evidence" of the counselor's skill in guidance and counseling, including both planning and implementation of instruction/programming, reflecting the division's philosophy of knowledge work. Observation notes can be recorded in a variety of ways: on Classroom Observation Record (Form C3:20) if the administrator finds this format useful; on seating charts and floor plans, etc., if the lesson is primarily discussion or if much movement from place to place is involved; in a timeline format; in script tape format. The observation notes, once recorded, become the evidence of the counselor's skill in guidance and counseling and facilitating (Domain 2) and should be used for reference during the Post-Observation Conference.

The Agenda for Post-Observation Conference (Form C3:21) is used to document a counselor's skill in reflecting (Domain 4). The conference following an observation should be held **at least 24 hours after the observation**. This time allows the counselor to adequately reflect on the observation and to prepare to discuss the questions on the agenda.

**NOTE:** The intention is for the observation cycle to be completed on a single guidance and counseling period. That is, the session that is discussed during the pre-observation conference is also the one observed and reflected upon in the post-observation conference. In some instances, an emergency may arise causing the actual observation to be canceled. If this occurs, it is not necessary to hold another pre-observation conference on the newly-scheduled session. The observation of the guidance and counseling session can take place and the post-observation conference held on the rescheduled session.

[If a counselor is on a Plan of Action and the principal deems it necessary to recommend non-renewal, probation, or dismissal, the principal informs the counselor in writing by **February 15**. A copy of this recommendation is forwarded to the Executive Director for Human Resources. See Section 7 for Plan of Action information.]

**6a) Observation requirements for first and second year counselors assigned to Instructional Mentors**

The bulk of the evidence in the Summative Assessment process for new counselors is collected during the observation cycles. This evidence thoroughly covers Domains 1 through 3 as well as Component 4a (Reflecting on Guidance and Counseling) and directly aligns with the coaching that these counselors are receiving from their Instructional Mentors.

The administrator is required to complete **two formal observations** with these counselors. The first observation is to be completed by **Winter Break**. The second is to be completed by **February 1**.

In addition, administrators may wish to conduct informal observations of these new counselors, especially early in the year. These observations can help establish a baseline of performance and allow the new counselor to become comfortable with an observer in the room before a formal observation is conducted. (See page C4:10 for the complete Summative Assessment process for these counselors.)

**6b) Observation requirements for second-year probationary and all continuing contract counselors**

Some of the evidence in the Summative Assessment process for counselors beyond their first year of employment is collected during the observation cycle. Flexibility is built into the cycle at this point, as counselors with different capabilities and levels of experience will provide differing amounts and qualities of evidence.

During the observation cycle, administrators and counselors are responsible for:

- Completing **one formal observation** (pre-conference, observation, and post-conference) prior to Winter Break for second-year and third-year probationary counselors or during the first semester for continuing contract counselors.
- Discussing the level of performance based on the evidence gathered to this point. If the performance rating meets division expectations and both parties agree, subsequent observation(s) can be informal.

If the results of the formal observation cannot be agreed upon or do not meet division expectations, additional formal observation(s) will be conducted in accordance with the timeline (by February 1 for probationary counselors and by March 1 for continuing contract counselors).

**7. Counselor prepares for Final Summative Conference**

Counselors, working with their support teams, continue to gather evidence that completes the documentation for Summative Assessment. A major piece of evidence submitted by a counselor is a Unit Plan. Planning of a unit demonstrates many things: a counselor's knowledge of content, the ability to choose appropriate goals, methods of student assessment, and the coherence of instruction to name a few. Counselors are expected to submit **one unit plan** to the administrator during the year. The time frame of this unit should encompass at least one week. The topic and time of submittal is of the counselor's choosing, but must be received by the administrator by **June 1**.

Along with this unit, the counselor submits **student artifacts** collected from the unit. These artifacts are also submitted by **June 1**. Once again, the decision as to what to submit is the counselor's. **Form C3:22** provides some guidance for this requirement. Support teams may also provide some assistance with this decision. Regardless of what is determined, the counselor should be prepared to discuss the instructional unit and its artifacts during the Final Summative Conference (Form C3:23) with the administrator.

**NOTE:** The unit plan and student artifacts are not required of first-year and second-year counselors who are assigned an Instructional Mentor (see page C4:10 for requirements of the Final Summative Conference for these counselors). First-year counselors who are not paired with an Instructional Mentor are responsible for providing a unit plan and artifacts for assessment as per the stated timeline.

During the year, counselors are also expected to document their contact with students' families as well as their participation in professional development

activities and contributions they are making to the professional life of the school, division, and community. Log forms for these expectations are provided (Forms C3:30 and C3:31). However, if counselors routinely keep these records in an equivalent format, these may be submitted in place of the forms. These logs or their equivalents are submitted to the administrator by **June 1**.

**NOTE:** A counselor may submit an instructional unit with student artifacts and/or the log information earlier than the June 1 date. A conference can be held on these pieces of evidence **earlier than June 1 if desired by the administrator**. Refer to the Agenda for Final Summative Conference (Form C3:23) for reflection and discussion questions on these pieces of evidence.

**8. Counselor and administrator hold the Final Summative Conference.**

While evidence may seem self-explanatory, it is critical that the counselor is able to explain how the evidence reflects his or her performance. In this last administrator-counselor conference, the two review the planning documents, instructional artifacts, and log forms submitted by the counselor. They discuss the items on the Agenda for the Final Summative Conference (Form C3:23) as well as any questions the administrator may have. This conference enables the counselor to point out important aspects of his or her work. This conference is an opportunity for the counselor's skill to be displayed as a coherent body of work, and to be recognized as such. As with other pieces of evidence discussed during the year, the performance tables for the domains and components (Form C3:11-C3:14) should be used to guide the discussion of this evidence. This conference is held **prior to the employee's last contract day**. This timeline may be extended to June 30 at the request of the counselor and the agreement of the administrator.

**9. Administrator completes summative assessment.**

By **the employee's last contract day**, the administrator completes the evaluation process by writing the Summative Assessment Report (Form 3:24-3:28). The narrative should reflect the quality of performance based on the evidence collected by both counselor and administrator and discussion(s) about these artifacts. In summative assessment, the counselor is evaluated on all four domains which delineate the Counselor Performance Standards. In making the evaluation, the administrator applies the levels of performance included in this section of this manual. Since the performance tables have been used throughout the year whenever evidence of performance was discussed, the final ratings and narrative should be an accurate summary of the discussions. As stated previously, this timeline may be extended to June 30 at the request of the counselor.

The counselor signs the Summative Assessment Report form; copies are filed with the counselor, administrator, and Human Resources office. Evidence is not submitted with the report to the Human Resources Department.

**Quick Reference:  
Summative Assessment  
Process Timeline**

| <u>Activities</u>   | <u>Person(s)<br/>Responsible</u>     | <u>Dates</u>                 |
|---|--------------------------------------|------------------------------|
| <b>Review Job Performance Responsibilities</b>  | <b>Administrator</b>                 | <b>Sept. 15</b>              |
| <b>Informal Observations of Probationary Counselors</b>   | <b>Administrator</b>                 | <b>Sept. – Oct.</b>          |
| <b>Initial Summative Conference Preparation</b> <ul style="list-style-type: none"> <li>• Summative Self-Assessment (C3:9-C3:10)</li> <li>• Summative Support Option Form (C3:15)**</li> <li>• Agenda for Initial Summative Conference C3:16)</li> </ul>                             | <b>Counselor</b>                     | <b>Nov. – May</b>            |
| <b>Initial Summative Conference</b> <ul style="list-style-type: none"> <li>• Summative Self-Assessment (C3:9-C3:10)</li> <li>• Summative Support Option Form (C3:15)**</li> <li>• Agenda for Initial Summative Conference (C3:16)</li> </ul>  | <b>Administrator &amp; Counselor</b> | <b>Nov. 1</b>                |
| <b>Support Team Defined</b>   | <b>Administrator</b>                 | <b>Nov. 1</b>                |
| <b>Support Team Meetings</b> <ul style="list-style-type: none"> <li>• Summative Support Team Meeting Log (C3:17)**</li> </ul>   | <b>Counselor</b>                     | <b>Nov.-May</b>              |
| <b>Formal Observation of First Year Counselors and Second Year Probationary Counselors with an Instructional Mentor</b> <ul style="list-style-type: none"> <li>• Agenda for Pre-Observation Conference (C3:19)</li> <li>• Agenda for Post-Observation Conference (C3:21)</li> </ul> |                                      |                              |
| <b>1<sup>st</sup> Observation</b>   | <b>Administrator &amp; Counselor</b> | <b>Winter Break</b>          |
| <b>2<sup>nd</sup> Observation</b>   | <b>Administrator &amp; Counselor</b> | <b>Feb. 1</b>                |
| <b>Formal Observation of Remaining Probationary and Continuing Contract Counselors</b> <ul style="list-style-type: none"> <li>• Agenda for Pre-Observation Conference (C3:19)</li> <li>• Agenda for Post-Observation Conference (C3:21)</li> </ul>                                  | <b>Administrator &amp; Counselor</b> | <b>End of First Semester</b> |

\*\* Forms (or their equivalent) required in writing.

| <u>Activities</u>  | <u>Person(s) Responsible</u> | <u>Dates</u>  |
|--|------------------------------|---|
| <b>Additional Formal Observation(s) of Remaining Probationary and Continuing Contract Counselors</b>   |                              | As agreed to by both parties                              |
| <ul style="list-style-type: none"> <li>• Same as listed above</li> </ul>   |                              |   |
| Probationary Counselors  | Administrator & Counselor    | By Feb. 1   |
| Continuing Contract Counselors   | Administrator & Counselor    | By March 1  |
| <b>OR</b>  |                              |   |
| <b>Informal Observation(s) of Remaining Probationary and Continuing Contract Counselors</b>  |                              | As agreed to by both parties                              |
| Probationary Counselors  | Administrator & Counselor    | By Feb. 1   |
| Continuing Contract Counselors   | Administrator & Counselor    | By March 1  |
| <b>Final Summative Conference Preparation</b>  | Counselor                    | June 1  |
| <ul style="list-style-type: none"> <li>• Instructional Unit and Unit Artifacts (C3:22)**</li> <li>• Family Contact Log (C3:30)**</li> <li>• Professional Development/ Contributions Log (C3:31)**</li> </ul> |                              |   |
| <b>Final Summative Assessment Conference</b>   | Administrator & Counselor    | Employee's Last Contract Day (may be extended to June 30) |
| <ul style="list-style-type: none"> <li>• Agenda for Final Summative Conference (C3:23)</li> <li>• Summative Assessment Report (C3:24-C3:28)**</li> </ul>   |                              |   |
| ** Forms (or their equivalent) required in writing.  |                              |   |



## Summative Assessment Self-Assessment Worksheet

Carefully reflect on your guidance and counseling performance in all four domains. Complete the Self-Assessment by using the performance tables found on pages C3:11-C3:14 in this handbook. Prepare to discuss your performance in all domains during the Initial Summative Conference with your assessor prior to November 1.

**Key: U...Unsatisfactory**

**B...Basic**

**P...Proficient**

**D...Distinguished**

### Domain 1 Designing Knowledge Work

| U | B | P | D |  |
|---|---|---|---|--|
|   |   |   |   | 1a. Demonstrating Knowledge of Guidance and Counseling |
|   |   |   |   | 1b. Demonstrating Knowledge of Students                |
|   |   |   |   | 1c. Selecting Guidance and Counseling Goals            |
|   |   |   |   | 1d. Demonstrating Knowledge of Resources               |
|   |   |   |   | 1e. Designing Coherent Learning Experiences            |
|   |   |   |   | 1f. Assessing Student Learning and Growth              |

### Domain 2 Organizing the Environment for Knowledge Work

| U | B | P | D |   |
|---|---|---|---|---|
|   |   |   |   | 2a. Creating an Environment of Respect and Rapport  |
|   |   |   |   | 2b. Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools |
|   |   |   |   | 2c. Managing Guidance and Counseling Procedures   |
|   |   |   |   | 2d. Managing Student Behavior   |
|   |   |   |   | 2e. Managing Physical Space   |
|   |   |   |   | 2f. Managing Procedures and Emergency Situations  |

### Domain 3 Facilitating Knowledge Work

| U | B | P | D |  |
|---|---|---|---|--|
|   |   |   |   | 3a. Communicating Clearly and Accurately   |
|   |   |   |   | 3b. Using Questioning and Discussion Techniques  |
|   |   |   |   | 3c. Engaging Students in the Work  |
|   |   |   |   | 3d. Affirming Student Growth   |
|   |   |   |   | 3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work |

### Domain 4 Professional and Leadership Responsibilities

| U | B | P | D |  |
|---|---|---|---|--|
|   |   |   |   | 4a. Reflecting on Counseling                           |
|   |   |   |   | 4b. Maintaining Accurate Records                       |
|   |   |   |   | 4c. Communicating with Families                        |
|   |   |   |   | 4d. Contributing Leadership to the School and Division |
|   |   |   |   | 4e. Growing and Developing Professionally              |
|   |   |   |   | 4f. Showing Professionalism                            |

**Summative Assessment  
Self-Assessment Summary  
(Optional)**

This form may be used as needed to make notes in preparation for the Initial Summative Conference with the assessor.  
Notes for discussion of performance in:

| Domain 1 | Domain 2 | Domain 3 | Domain 4 |
|----------|----------|----------|----------|
|          |          |          |          |

## Summative Assessment – Component Level Rubrics

| <b>Domain 1: Designing Knowledge Work</b>                              |   |   |  |  |
|--|---|---|--|--|
| <b>Component</b>   | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>   |
| <b>1a Demonstrating Knowledge of Guidance and Counseling</b>           | Counselor has little knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's, nor builds on previous competencies. | Counselor has adequate knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's, and sometimes builds on previous competencies. | Counselor has clear knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's, and frequently builds on previous competencies.  | Counselor has extensive knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's, and continually builds on previous competencies.   |
| <b>1b Demonstrating Knowledge of Students</b>                          | Counselor displays little or no knowledge of developmental characteristics, interests, and cultural heritage of students, approaches to learning, and students' skills.         | Counselor displays some knowledge of developmental characteristics, interests, and cultural heritage of students, approaches to learning, and students' skills.                             | Counselor displays thorough knowledge of developmental characteristics, interests, and cultural heritage of students, approaches to learning, students' skills, and often builds upon these skills.                                      | Counselor displays extensive knowledge of developmental characteristics, interests and cultural heritage of students, approaches to learning, students' skills, and continually builds upon these skills.  |
| <b>1c Selecting Guidance and Counseling Goals</b>                      | Goals are not valuable or clear, are unsuitable for students served, and are also completely disjointed.  | Goals are moderately valuable and clear, somewhat suitable for the majority of students served, and are also limited to one area: academic, social, or emotional.                           | Goals are valuable in their level of expectations, clearly reflect the expected student learning, and are appropriate and aligned to the learning needs of students served. Goals foster opportunities for integration across all areas. | The counselor can articulate goals that are valuable, clearly reflect the expected student learning, and are aligned to varying learning needs. Goals foster student self-direction in all areas.  |
| <b>1d Demonstrating Knowledge of Guidance and Counseling Resources</b> | Counselor is unaware of resources and/or lacks knowledge of appropriate use.  | Counselor has limited knowledge of resources but knows their appropriate use and can facilitate their independent use.  | Counselor has thorough knowledge of school division and community resources, uses them appropriately, and can facilitate their independent use.  | Counselor has extensive knowledge of school division and community resources, uses them appropriately, and can facilitate their independent use.   |
| <b>1e Designing Coherent Learning Experiences</b>                      | Guidance, counseling activities, and groups are not suitable, engaging, nor sequential. Materials and resources do not support the guidance and counseling goals.               | Guidance, counseling activities, and groups are somewhat suitable, engaging, and sequential. Some materials and resources support guidance and counseling goals.                            | Guidance, counseling activities, and groups are suitable, engaging, and sequential. Most materials and resources support guidance and counseling goals.  | Guidance, counseling activities, and groups are highly suitable, engaging, and sequential. All materials and resources support guidance and counseling goals. Students take initiative for their own learning and are involved in selecting or adapting materials and resources. |

## Summative Assessment – Component Level Rubrics

| <b>Domain 2: Creating a Safe and Orderly Environment for Knowledge Work</b>   |   |   |   |  |
|---|---|---|---|--|
| <b>Component</b>  | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
| <b>2a Creating an Environment of Respect and Support</b>  | Counselor and students demonstrate little caring, and do not foster an environment of mutual respect.   | Counselor and students show inconsistent caring and respect for each other and sometimes foster an environment of mutual respect.   | Counselor and students demonstrate caring and respect for each other and often foster an environment of mutual respect.   | Counselor and students demonstrate genuine caring and respect for each other and always foster an environment of mutual respect.   |
| <b>2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools</b> | Counselor does not communicate the beliefs, vision, and mission of Newport News Public Schools. Counselor has few expectations for student learning and personal growth. Students rarely demonstrate pride in their work. | Counselor sometimes communicates the beliefs, vision, and mission of Newport News Public Schools. Counselor has inconsistent expectations for student learning and personal growth. Students sometimes demonstrate pride in their work. | Counselor often communicates the beliefs, vision, and mission of Newport News Public Schools. Counselor has high expectations for student learning and personal growth. Students often demonstrate pride in their work. | Counselor always communicates the beliefs, vision, and mission of Newport News Public Schools. Counselor maintains high expectations for student learning. Students usually demonstrate pride in their work. |
| <b>2c Managing Guidance and Counseling Procedures</b>   | Guidance and counseling activities are not varied, flexible, or organized. Transitions are ineffective and materials are handled inefficiently, resulting in loss of time.  | Guidance and counseling activities are sometimes varied, flexible, and partially organized. Transitions are sometimes efficient and materials are handled moderately well, resulting in some loss of time.                              | Guidance and counseling activities are varied, flexible, and organized. Transitions and routines for handling materials and supplies occur smoothly, resulting in little loss of time.                                  | Guidance and counseling activities are always varied, flexible, and partially organized. Transitions and routines for handling materials and supplies are seamless.  |
| <b>2d Managing Student Behavior</b>   | Counselor rarely establishes expectations for student behavior. Counselor's response to misbehavior is rarely appropriate and/or effective.   | Counselor sometimes establishes expectations for student behavior. Counselor's response to misbehavior is sometimes appropriate and/or effective.   | Counselor often establishes clear expectations for student behavior, and students sometimes assume responsibility for their own behavior. Counselor's response to misbehavior is usually appropriate and/or effective.  | Counselor always establishes clear expectations for student behavior, and students assume responsibility for their own behavior. Counselor's response to misbehavior is always appropriate and/or effective. |
| <b>2e Managing Physical Space</b>   | The counseling environment is unsafe; the arrangement is unsuitable to activities; and service is not accessible to some students.  | The counseling environment is safe; the arrangement is adjusted to activities; and service is accessible to most students.  | The counseling environment is safe; the arrangement is purposeful and appropriate to activities; and service is accessible to all students.   | The counseling environment is safe; the arrangement is thoughtfully adjusted to activities; and service is equally accessible to all students.   |

## Summative Assessment – Component Level Rubrics

| <b>Domain 3: Facilitating Knowledge Work</b>                                       |  |  |  |  |
|--|--|--|--|--|
| <b>Component</b>   | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
| <b>3a Communicating Clearly and Accurately</b>                                     | Counselor directions and procedures, whether spoken or written, are unclear. Vocabulary is incorrect and/or inappropriate. | Counselor directions and procedures, whether spoken or written, occasionally need clarification. Vocabulary is sometimes appropriate to the situation. | Counselor directions and procedures, whether spoken or written, are clear. Vocabulary is appropriate to the situation. | Counselor directions and procedures, whether spoken or written, are always clear. Vocabulary is always appropriate to the situation. |
| <b>3b Using Questioning and Discussion Techniques</b>                              | Counselor uses poor questioning and discussion techniques and fails to engage students.                                    | Counselor uses adequate questioning and discussion techniques and engages some students.   | Counselor often uses effective questioning and discussion techniques and engages most students.                        | Counselor always uses effective questioning and discussion techniques and engages all students.                                      |
| <b>3c Engaging Students in the Work</b>  | Content, activities, and materials are not appropriate for students. Grouping and pacing are inconsistent.                 | Some content, activities, and materials are appropriate for students. Grouping and pacing are sometimes consistent.                                    | Most content, activities, and materials are appropriate for students. Grouping and pacing are usually consistent.      | All content, activities, and materials are appropriate for students. Grouping and pacing are always consistent.                      |
| <b>3d Affirming Student Growth</b>   | Affirmation of student growth is not provided.   | Affirmation of student growth is sometimes consistent and timely.  | Affirmation of student growth is usually consistent and timely.  | Affirmation of student growth is always consistent and timely.   |
| <b>3e Demonstrating Flexibility and Responsiveness Through Monitoring the Work</b> | Counselor is inflexible and does not monitor nor modify work.  | Counselor attempts to be flexible and sometimes monitors and modifies the work.  | Counselor is often flexible and usually monitors and modifies the work.  | Counselor is always flexible and continuously monitors and modifies the work.  |

## Summative Assessment – Component Level Rubrics

| <b>Domain 4: Professional and Leadership Responsibilities</b> |   |   |  |  |
|---|---|---|--|--|
| <b>Component</b>  | <b>Unsatisfactory</b>   | <b>Basic</b>  | <b>Proficient</b>  | <b>Distinguished</b>   |
| <b>4a Accuracy</b>  | Counselor does not assess or consistently assess inaccurately a plan's effectiveness.   | Counselor sometimes accurately assesses a plan's effectiveness and makes some effort to modify for future use.  | Counselor usually assesses a plan's effectiveness and often makes an effort to modify for future use.  | Counselor always assesses accurately a plan's effectiveness and continuously makes an effort to modify for future use.   |
| <b>4b Maintaining Accurate Records</b>                        | Counselor has no system for maintaining records. Reports are inaccurate and/or not submitted.   | Counselor has an adequate system for maintaining records. Reports are generally accurate and may be submitted on time.  | Counselor has an effective system for maintaining records which uses the available technologies. Reports are accurate and usually submitted on time.   | Counselor has an exemplary system for maintaining records which maximizes the use of available technologies. Reports are accurate and always submitted on time.  |
| <b>4c Communicating With Families</b>                         | Counselor makes no attempt to engage families in the educational process, and does not provide information on student progress or guidance and counseling services. | Counselor makes some attempt to engage families in the educational process, and provides minimal information on student progress and guidance and counseling services.  | Counselor often attempts to engage families in the educational process, and frequently provides information on student progress and guidance and counseling services using available technologies. | Counselor always attempts to engage families in the educational process, and consistently provides information on student progress and guidance and counseling services using available technologies.    |
| <b>4d Contributing To the School and the Division</b>         | Counselor does not establish relationships with colleagues, is not involved in service to the school, and does not participate in school or division projects.      | Counselor establishes some relationships with colleagues, is minimally involved in service to the school, and participates, when asked, in school or division projects. | Counselor establishes relationships with colleagues, is involved in service to the school, and volunteers to participate in school or division projects.   | Counselor establishes supportive and cooperative relationships with colleagues, assumes a leadership role in service to the school, and makes a substantial contribution to school or division projects. |
| <b>4e Growing Professionally</b>                              | Counselor does not participate in professional development activities.  | Counselor participates in professional development activities as required.  | Counselor participates in professional development activities and often uses skills and knowledge gained to contribute to the profession.  | Counselor pursues professional development activities and uses skills and knowledge gained to contribute to the profession.  |
| <b>4f Showing Professionalism</b>                             | Counselor fails to display professionalism in daily interactions with students, parents, and colleagues.  | Counselor inconsistently displays professionalism in daily interactions with students, parents, and colleagues.   | Counselor often displays professionalism in daily interactions with students, parents, and colleagues.   | Counselor consistently displays professionalism in daily interactions.   |

## Summative Support Team Option Form

This is to be completed by the counselor and taken to the Initial Summative Conference with assessor by November 1.

Name \_\_\_\_\_

School Year \_\_\_\_\_

List the names of three or four colleagues with whom you would be willing to work on a Summative Support Team.

|  |  |
|--|--|
|  |  |
|  |  |

List the name of your mentor or mentee (if appropriate) \_\_\_\_\_

List areas of expertise you identified in your Self-Assessment Survey in which you would be willing to help others collect and reflect upon evidence.

|  |  |
|--|--|
|  |  |
|  |  |

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

## **Agenda For Initial Summative Conference**

**This information is to be provided by the counselor and discussed with the assessor by November 1 of the Summative Assessment year.**

### **Summative Self-Assessment**

Following completion of your Summative Self-Assessment, discuss your **performance** in each of the four domains.

#### **Knowledge of Students** (*Evidence of Domain 1*)

State the **technique** you use to become knowledgeable about your students:

Briefly describe the **students** in your school/program including the cultural composition, ethnic background and/or heritage, those with special needs, and/or those with limited English proficiency.

Briefly describe the **background knowledge and skills** of the students in your school/ program.

#### **Student Management Procedures** (*Evidence of Domain 2*)

State the **guidance/counseling rules, procedures, and expectations** for student behavior in your setting. [Optional evidence could include rule chart, parent letter, group schedule(s), etc.]

Describe how these practices were established.

Describe what, if anything, an observer should know about the learning environment which may impact your students' learning.

State the reason(s) for your **room arrangement**.

#### **Summative Support Team Option Form** (Form C4:13)

Discuss your support team member options and submit the form to your assessor at the conclusion of this conference.



## Summative Support Team Meeting Log

Complete one form per team for each meeting held. Submit a copy to the administrator.

Meeting Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Support Team  
Members Present \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topics of Discussion  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Communication to Administrator (questions, assistance needed, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next Meeting Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Submitted by \_\_\_\_\_ Date \_\_\_\_\_

## Summative Support Team Review of Evidence

**These questions are to be used by Summative Support Teams when providing guidance to members on evidence gathering. These questions are to be used as discussion guides only.**

Tell us more about this artifact (work plan, unit, student work, etc.)

For which domain do you think it provides evidence? Why?

Is there a particular component of the domain that you think it best represents? If so, which component?

What makes this a quality piece of evidence?

What level on the performance tables do you think this evidence portrays? Why?

What concerns, if any, do you have about submitting this piece of evidence?

If you decide not to use this particular artifact, what else could you use?  
Are you considering other pieces that may document the same domain and/or component?

## Agenda for Summative Assessment Pre-Observation Conference

*(Evidence of Domain 1)*

**This information is to be provided by the counselor in conference with the assessor prior to each formal observation.**

### Plan for a Single Lesson/Session

State your **goals** for the lesson/session. What do you expect the students to learn?  
How do these goals

- reflect the needs of your students?
- reflect your guidance and counseling SOL's and curriculum as a whole?
- relate to other content areas?

Explain how your work plan incorporates the **design qualities** to engage your students in the work.

- What will you do?
- What will your students do?
- How much time will be used?

Explain the **difficulties** students typically experience in this area.

- How do you plan to anticipate those difficulties, enabling your students to persist with the work?

State the **materials and/or other resources** you will use.

- What additional resources, if any, are available through the school or in the larger community that could be used to facilitate your students' learning or this topic/concept?

Explain how you plan to **assess** student achievement of the goals. (Tests, performance tasks, scoring guides, rubrics can be used as evidence.)

- What procedures will you use?
- What products will the students produce?

Describe the **accommodations** in your work plan that address the special needs of your students and the diverse population of your class.

Explain anything else the observer should know about your class or your classroom procedures.

|   |
|---|
| <b>If the administrator does not observe this specific lesson/session, the counselor is not expected to repeat the formal pre-observation conference.</b> |
|---|

## Summative Assessment Observation Record

*(Evidence of Domains 2 and 3)*

**This form may be used by the assessor during a formal observation and taken to the post-observation conference.**

Counselor's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Topic/Grade Observed \_\_\_\_\_ Observation Date \_\_\_\_\_

2a: Respect and Rapport

3a: Clarity of Communication

2b: Culture for Learning

3b: Questioning and Discussion

2c: Management Procedures

3c: Student Engagement

2d: Student Behavior

3d: Affirmation of Students

2e: Physical Environment

3e: Flexibility and Responsiveness

**Agenda for  
Summative Assessment  
Post-Observation Conference**

*(Evidence of Domain 4)*

**This information is to be provided by the counselor during the Post-Observation Conference. The Post-Observation Conference is to be scheduled at least 24 hours after the observation.**

As I reflect on the lesson/session, were the students productively engaged in the work?  
How do I know?

Did the students learn what I expected them to learn? Were the goals met?  
How do I know?  
If I don't know at this point, when will I know? How will I know?

Did I alter my goals or my work plan as I taught/facilitated this lesson/session?  
Why? How?

If I had the opportunity to teach/facilitate this lesson/session again to the same group of students, what would I do differently? Why?

## Guidance and Counseling Unit and Unit Artifacts For Summative Assessment

*(Evidence of Domain 1 and 4)*

The counselor is to provide a guidance and counseling unit, artifacts from that unit, and the following information prior to June 1. This evidence is submitted in preparation for the Final Summative Conference.

Name \_\_\_\_\_

Grade/Topic of the  
Unit and Artifact \_\_\_\_\_

Dates of the Unit \_\_\_\_\_

Unit Concept/Topic

---

---

Objectives/Goals for the Assignment/Student Artifacts Attached

---

---

---

Attach a copy of a unit which you have used this year. The unit can be in any format you wish and taken from any point during the year.

Attach an activity or assignment directions that engaged students in authentic work related to the concept or topic cited above [e.g., project guidelines, problem(s) to solve, homework assignments].

Provide some evidence of student learning; this should reflect the full range of student achievement levels in your class and should include feedback you provided to your students on their work (i.e., samples of student work, photographs, audio and video tapes).

Be prepared to reflect on the artifacts and the unit in your Final Summative Conference (see Form C4:23-C4:24 for specific reflection guidelines).

## Agenda for Final Summative Conference

This information is to be provided by the counselor in the conference with the assessor by the counselor's last contract day of the Summative Assessment year.

### Instructional Unit and Artifacts(s) from the Unit (*Evidence of Domains 1 and 4*)

Discuss how this unit was developed. In your discussion:

- Explain **why** the content of this unit was chosen and how the goals were determined.
- Explain how you determined what **content and resources** to include and the factors that influenced your decisions (e.g., needs of students, interdisciplinary connections, availability of materials).
- Explain how you determined the **sequence** of the content and the activities in this unit.
- Describe how you determined when to **assess** and what to assess in this unit.
- Explain the **connection** between this unit and what followed.

Discuss the student artifact(s) you have provided from this unit. In your discussion:

- Explain **why** the artifact(s) was/were chosen.
- Discuss the artifact(s) in light of the **range of student responses** to the assigned work.
- Explain how the artifact(s) illustrate the **degree of persistence** the students demonstrated in producing it/them and their satisfaction with the completed product(s).
- Discuss how the artifact(s) was/were **assessed**.

### Daily Log and Professional Development/School, Division, and Community Contribution Log (*Evidence of Domain 4*)

Discuss the logs or equivalent information you have kept. In your discussion:

- Explain your **record-keeping system** and the reasons for maintaining records in this manner.
- Explain the **types of contacts** you have had with your students' families and your reason for using these types of contacts.
- Summarize the professional development and other professionally-related activities in which you participated. Explain your contributions, as appropriate, and the **benefits** of this participation derived by you, the school and/or the division, and your students.

[NOTE: If the counselor desires, any of these pieces of evidence may be submitted prior to June 1 and the conference on them held prior to the counselor's last contract day.]

## Summative Assessment Report

Assess the counselor in all domains as related to the Counselor Performance Standards. **Based on the evidence gathered** since the previous Summative Assessment, note the level of performance as described by the performance tables (U=Unsatisfactory, B=Basic, P=Proficient, D=Distinguished) to rate all components in each domain. Complete the narrative sections for each domain according to division expectations.

Name \_\_\_\_\_  
 School \_\_\_\_\_  
 Assessor \_\_\_\_\_

SSN \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_  
 Date \_\_\_\_\_

| <b>Domain 1: Designing Knowledge Work</b> |   |
|---|---|
| Rating                                    | Component   |
| <b>1a</b>                                 | <b>Demonstrating Knowledge of Guidance and Counseling</b>           |
| <b>1b</b>                                 | <b>Demonstrating Knowledge of Students</b>                          |
| <b>1c</b>                                 | <b>Selecting Guidance and Counseling Goals</b>                      |
| <b>1d</b>                                 | <b>Demonstrating Knowledge of Guidance and Counseling Resources</b> |
| <b>1e</b>                                 | <b>Designing Coherent Learning Experiences</b>                      |

### Summary for Domain 1

### Suggestions for Domain 1

### Rating for Domain 1

|  |  |
|--|--|
|  | <b>Meets division expectations</b>         |
|  | <b>Exceeds division expectations</b>       |
|  | <b>Does not meet division expectations</b> |



| <b>Domain 2: Organizing the Environment for Knowledge Work</b> |   |
|--|---|
| <b>Rating</b>  | <b>Component</b>  |
|  | <b>2a Creating an Environment of Respect and Rapport</b>  |
|  | <b>2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools</b> |
|  | <b>2c Managing Guidance and Counseling Procedures</b>   |
|  | <b>2d Managing Student Behavior</b>   |
|  | <b>2e Managing Physical Space</b>   |
|  | <b>2f Managing School Procedures and Emergency Situations</b>   |

**Summary for Domain 2**

**Suggestions for Domain 2**

**Rating for Domain 2**

|  |  |
|--|--|
|  | <b>Meets division expectations</b>         |
|  | <b>Exceeds division expectations</b>       |
|  | <b>Does not meet division expectations</b> |

| <b>Domain 3: Facilitating Knowledge Work</b> |  |
|--|--|
| <b>Rating</b>                                | <b>Component</b>   |
|  | <b>3a Communicating Clearly and Accurately</b>   |
|  | <b>3b Using Questioning and Discussion Techniques</b>  |
|  | <b>3c Engaging Students in the Work</b>  |
|  | <b>3d Affirming Student Growth</b>   |
|  | <b>3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</b> |

**Summary for Domain 3**

**Suggestions for Domain 3**

**Rating for Domain 3**

|  |  |
|--|--|
|  | <b>Meets division expectations</b>         |
|  | <b>Exceeds division expectations</b>       |
|  | <b>Does not meet division expectations</b> |

| <b>Domain 4: Professional and Leadership Responsibilities</b> |  |
|---|--|
| <b>Rating</b>   | <b>Component</b>   |
|   | <b>4a Reflecting on Counseling</b>                           |
|   | <b>4b Maintaining Accurate Records</b>                       |
|   | <b>4c Communication with Families</b>                        |
|   | <b>4d Contributing Leadership to the School and Division</b> |
|   | <b>4e Growing and Developing Professionally</b>              |
|   | <b>4f Showing Professionalism</b>                            |

**Summary for Domain 4**

**Suggestions for Domain 4**

**Rating for Domain 4**

|  |  |
|--|--|
|  | <b>Meets division expectations</b>         |
|  | <b>Exceeds division expectations</b>       |
|  | <b>Does not meet division expectations</b> |

**Newport News Public Schools Counselor Performance Standards**

- The counselor supports the beliefs, vision, and mission adopted by the Newport News Public Schools.
- The counselor designs knowledge work containing customer-focused design qualities.
- The counselor manages the resources of time, people, space, and information and technology in order to enhance the quality of the work provided to students.
- The counselor continuously monitors the extent to which students are engaging in the work, persisting with the work, experiencing satisfaction in products of the work, learning what is expected as a result of doing the work, and modifies the work accordingly.
- The counselor demonstrates leadership patterns that are consistent with expectations of outstanding counselors in Newport News Public Schools.

|  |                |
|--|----------------|
| _____  | _____ meets or |
| Counselor's Name   | _____ exceeds  |
| Newport News Public Schools Standards for Counselor Performance and is recommended for continued employment. |                |

**OR**

|   |   |
|---|---|
| _____   | does not meet the Newport News Public Schools |
| Counselor's Name  | Standards for Counselor Performance and is    |
| ___ recommended for continued employment with a Plan of Action for the _____ school |   |
| year, <b>or</b>   |   |
| ___ not recommended for continued employment.                                       |   |

\_\_\_\_\_  
Assessor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

**NOTE:** My signature on this summative assessment indicates that I have seen this document. It does not necessarily indicate that I agree with the assessment. I understand that I have the right to respond in writing to the statements and/or assessors within ten working days and my comments will be attached to the summative assessment form in my file in the Human Resources Department.

### **Summative Assessment Process**

#### **Optional Forms**

Counselors may **choose** to submit these forms as documentation of the information needed for the Summative Assessment Process. Other methods of documentation commonly used by the counselor are acceptable.

## Summative Assessment Family Contact Log

This information is to be maintained by the counselor during the Summative Assessment year and submitted to the assessor prior to June 1 in preparation for the Final Summative Conference. This form or its equivalent may be used.

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ School Year \_\_\_\_\_

| Date | Student Name | Person Contacted | Type of Contact | Reason or Purpose | Notes |
|------|--------------|------------------|-----------------|-------------------|-------|
|      |              |                  |                 |                   |       |
|      |              |                  |                 |                   |       |
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|      |              |                  |                 |                   |       |

## Professional Development/ School, Division and Community Contributions Log

This information is to be maintained by the counselor during the Summative Assessment year and submitted to the assessor prior to June 1 in preparation for the Final Summative Conference. This form or its equivalent may be used.

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ School Year \_\_\_\_\_

| Date | Activity<br><small>Workshops, conferences, committee meetings, open house, etc.</small> | Benefits Derived or<br>Contributions Made | Notes |
|------|---|---|-------|
|      |   |   |       |
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# 5

## Counselor Formative Assessment: Self-Directed Professional Growth Process Introduction

### Steps in the Process

#### 1. Self-assessment and counselor-administrator conference.

Those continuing contract counselors not involved in summative assessment participate in formative assessment each year. This process comprises the heart of the division's approach to professional development: self-directed, collegial, and results-based. Offerings from the Staff Development Department, as well as training opportunities from other sources, may be incorporated into the individual growth plans of counselors and used to support the achievement of goals.

In the formative process, the counselor conducts a self-assessment and selects, with the approval of an administrator, suitable goal(s) for focus. The counselor then joins a support team, develops a growth plan, and implements that plan. The process is directed by the counselor and results in the documentation of their performance. Examples of documentation include but are not limited to planning documents, samples of student work, records of communication with families or participation in professional events, and videotapes of classroom presentations. These documents are then available as part of the counselor's professional evidence for submission during the summative assessment process.

The formative process has a number of steps which are described below. All the forms needed to support the process and a timeline for implementation are provided at the end of the narrative description

The counselor completes a self-assessment by using the component level rubrics found in this section and recording responses on the survey (Form C5:9-C5:10). The self-assessment process is designed for each counselor to thoughtfully consider every component in each domain and accurately determine the specific level of his or her performance for each. If more detailed descriptions about a particular component are desired, the narratives and performance level tables found in Chapter 6 can be used. These tables and descriptions break each component into its elements and may provide the direction needed.

The counselor then analyzes that assessment for evidence of patterns of strength and weakness. Based on this analysis, the counselor determines an area of practice for focused attention and improvement during the coming school year. This area for focus is used to formulate a growth goal and may consist of a single aspect of counseling (such as the use of technology with classroom guidance), or it may span a number of the individual areas (for example, understanding the cultures of one's students and improving questioning and discussion techniques.) **But in all cases, each counselor's choice of goal(s) and the resulting plan developed from the goal(s) must be oriented to the division's mission, the School Improvement Plan for the building in which the counselor works, and the students to be taught.**



The counselor's thoughts for a growth goal, together with options for a support team, are discussed during a conference with the administrator or designee. Naturally, the administrator/designee may have his or her own suggestions for suitable growth areas for the counselor. The conference provides an opportunity to compare notes on perceptions of need and then arrive at consensus regarding a growth goal. While the growth goal should represent consensus between the counselor and the administrator/designee, in those rare cases where there is significant disagreement as to appropriate areas for focus, the recommendations of the administrator must prevail.

The counselor-administrator/designee conference is conducted prior to **November 1**. The counselor brings the Self-Assessment Survey and Worksheet (Form C5:9-C5:10) and is prepared for the discussion. **The Self-Assessment Survey and Worksheet is for counselor use only and need not be copied for the administrator/designee unless the counselor wishes to do so.** The counselor also brings a completed copy of the Formative Support Option Form (Form C5:15) to the conference and submits it at this time.

**2. Administrative finalization of formative support teams and notification of teachers by November 1.**

After all counselor-administrator/designee conferences have been conducted, the administrator(s) will know of counselor's growth goals and how counselors believe they can make a contribution to the work of their colleagues. It is then the administrator's responsibility to finalize the formative support teams for the school, and to notify the staff of those teams. The administrator may wish to involve the school's administrative team or the counselors themselves in determining the membership of the formative support teams.

Formative support teams may consist of counselors who already work together; for example, in a high school department or on an instructional team. Or, a team may consist of counselors from different schools who, for a particular and compelling reason, want to work together. Naturally, the logistics of meeting are easier to arrange when people work in the same school. But two or three counselors might be neighbors who drive to work in a carpool, which offers them the opportunity for sustained professional conversation on a daily basis. Likewise, a support team could be formed by counselors, media specialists, or special education teachers from different schools, as long as the focus and activity of the support team is continued professional development for all support team members.

Diversity within the membership of a support team helps to bring multiple views to the table and aids growth of all its members. Factors such as gender, background, age, years of experience, and counseling style can be considered to add an element of diversity to support team membership. However, a balance must be achieved if the team is to function at an optimum level. Too much diversity may lead to difficulties that result from a lack of commonality among members. This may divert the attention to the team and make it difficult for them to identify a direction or pinpoint a focus. However, too little diversity may not create an

environment of inquiry that is so vital to professional growth. Counselors should be asked to identify individuals who can challenge and probe their thinking. These individuals should be considered for membership on the same support team. Ultimately, support teams should function in the spirit of challenge rather than contentment.

## Types of Support Teams

There are three types of support teams. Each type serves to provide its members with encouragement, ideas, and professional critique that fosters professional dialogue.

- **Coach-Advisee**

One person in the support team has expertise in the area(s) that the support team is exploring and is willing to act as a coach while others begin their learning. Areas of "expertise" might include such things as solution-focused counseling, college counseling, active listening, or other counseling strategies, multiple intelligences, classroom management—learning styles, and the use of technology.

A Coach-Advisee team is structured around the amount of experience with the topic rather than seniority in the building or the school counseling program. The coach in this support team structure many times has chosen some aspect of leadership as his or her growth goal.

- **Collegial Friends**

Members of this support team have in common the desire to explore and grow in the same area(s). There is little distinction between the levels of expertise on the topic(s) under exploration. This group has no one person defined as the leader. All support team members assume equal responsibility for gathering and sharing information, techniques, ideas, and assistance.

In some instances, a Collegial Friends support team may be composed of counselors with different growth goals. This works well when counselors have previously established a collaborative working relationship and agree to support each other in their learning, even though their goals are in different areas.

- **School-Division Cohort**

Members of this support team may come from within the school itself or from across the division. It is also possible that support team members come from outside the division, as in the case of college professors. These teams are structured around a topic of study (e.g., an aspect of school counseling), a task which adds value to the school or division (e.g., curriculum writing), or graduate work to enhance effectiveness. Many counselors choosing this option for a support team desire additional leadership activities for professional growth.

There are no restrictions as to the number of members on a support team. A team might consist of two individuals who would like to serve as peer coaches for one another. Alternatively, a team might include

five counselors who share an interest in career development and want to explore its role in the design of knowledge work.

Several elements will contribute to the membership of the different support teams, in addition to the preferences of counselors. These include:

- information the administrator has regarding the strengths of each counselor.
- the non-classroom responsibilities (for example, serving as a mentor or supervisor of counselor interns, serving on division-wide committees and task forces) that may affect the times individual counselors are available for collegial work.
- the daily and weekly schedule of the school and the ease with which counselors can establish convenient meeting times that can be sustained during the entire year.

Regardless of the composition of the support teams, their membership should be established and publicized to the faculty of a school no later than **November 1** of the year. This schedule provides the maximum amount of time for counselors to work in their teams.

**3. With assistance of support team, counselor designs growth plan; submits to administrator by December 1.**

During November, the support teams begin their regular meetings. These should be conducted at least monthly, and may be more frequent, as desired by the team's members. The first order of business is the development of a Self-Directed Professional Growth Plan (Form C5:16) by each counselor and its review by members of the support team.

The activities written into each counselor's growth plan are the means to the end. They are the engagement that will foster movement toward the goal. Depending on the growth goals selected, the activities identified in the growth plan may involve primarily each counselor working independently of other team members, or they may involve the members of the team working together.

**Some Activities for Professional Growth**

Some possible activities to support a growth goal include the following:

- observation of and discussion with counselors known to be skilled in the area identified for focus.
- attendance at workshops, courses, and Staff Development Council offerings.
- focused reading of books and articles, watching of videos of practice, and discussion with members of a support team or a study group.

- collection and analysis of student products from counselors, one's own counseling or guidance sessions.
- interviews with members of the community and attendance at community events.
- creation and analysis of videos of a counseling activity.
- analysis of test results to determine areas of need for one's students.

The list of possible activities to support a growth goal is virtually endless. The critical consideration is how a certain activity enables a professional educator to move towards an important goal. The activities themselves are never good or bad; they are merely more or less useful for the purpose of improvement.

When developing their growth plans, counselors should also consider the resources they may need to implement their plan. For example, they want to visit the school of a certain counselor. Counselors should give thought to the nature of documentation that will result from implementing activities in the plan. For example, in the case of the visit to a colleague's school, a counselor will produce observation notes and a summary of what was derived from the visit and the conference.

A Sample Professional Growth Plan is included as an illustration (see C5:6).

Each counselor is expected to provide to the administrator/designee a copy of his or her Professional Growth Plan by **December 1**.

#### 4. Counselor implements growth plan.

The heart of the formative process consists of the actual implementation of the growth plan. It is during these months (**December-May**) that counselors perform the real work of professional development, carrying out the activities they have identified as likely to help them advance towards their growth goal(s). During the implementation of their plans, it is expected that counselors will engage in:

- regular meetings with their support team. Support teams meet at least once per month but can get together more frequently if they decide to do so.
- personal reflection on the new concepts and ideas being explored, and
- preparation of documentation of activities that can serve as evidence of performance during the summative evaluation process.

As a record of their meetings, support teams complete a Formative Support Team Meeting Log (Form C5:19) on which they note the date and time, members present, topics discussed, and resources or

support needed to advance their work. These forms are filed with the administrator/designee following each meeting and serve as the basis for administrators locating the resources needed.

There are instances where support teams are not functioning and are not meeting the needs of the team members. If counselors find that this is the case with their team, it is the counselor's responsibility to solicit assistance from the administrator/designee in remedying the situation. The purpose of a support team is, after all, to support growth and to provide a forum for professional conversation and reflection. If a support team is not fulfilling that mission, then its members must seek a remedy from the administrator.

## Formative Assessment Self-Directed Professional Growth Plan

Name JOHN DOE School Year 1998 - 1999  
 Support Team Bill Johnson  
 Members Tracy Banks  
Kelly O'Day

Growth Goal(s) To increase understanding of the cultural backgrounds of my students and to use that information in my counseling.

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The goal(s) addresses components in (check all that apply):       Domain 1     Domain 2     Domain 3     Domain 4

| Activities and/or Steps to be Taken   | Persons/Resources Needed   | Documentation  | Timeline and Deadlines |
|---|--|--|------------------------|
| Design, administer, and analyze a survey for my students regarding family and community events and traditions.        | Assistance needed with survey design and analysis.   | Survey and analysis of data.   | November 15            |
| Read books and articles, interview staff members regarding the school experience of members of the Asian community.   | Suitable books and articles, faculty members who are Asian or have lived in Asian countries. | Notes from meetings and interviews.  | December 15            |
| Read books and articles about students in poverty situations.   | Ruby Payne book and other suitable readings.   | Notes from readings and meetings.  | December 15            |
| Design interventions, plan discussion strategies and assessment techniques to respect students' strengths and values. | Professional Library resources.  | Work plans, videos of counseling groups or classroom guidance assessment procedures. | April 30               |

**5. Counselor reflects on progress toward goal(s).**

As the final activity of the formative process, counselors review the evidence they have collected and the professional growth activities in which they participated throughout the year. They reflect on their growth goal(s) and how the evidence of their activities contributes to the progress toward the goal(s). Lastly, counselors reflect on the assistance provided to them from other members of their support team. As a vehicle for this reflection, they complete the Formative Assessment Summary (Form C5:20-C5:21) and submit it to their administrator/designee prior to **the counselor's last contract day**. Counselors who desire to continue the Professional Growth Plan during the summer may request an extension from their administrator. With approval, the Formative Assessment Summary may be submitted after the last contract day.

It is recommended that support teams, during their last meeting of the year, share their summary forms with others in their team. Most counselors will find the process affirming, and will appreciate hearing their colleagues report on how helpful they have been in their professional development.

**6. Counselor documents professional growth.**

Counselors may also find that they can profit from an organized system to maintain their plans and documents from one year to the next. If well conceived and carried out, the professional growth activities should yield planning documents, student assessment procedures, samples of student work with counselor feedback, videos of counseling/guidance activities, logs of professional activities and the like, that will be useful during the summative evaluation process to document performance. **Taken together, the documentation produced during the three years of the formative process will constitute a comprehensive portrait of the counselor that can be presented during the summative evaluation.**

**Quick Reference:  
Formative Assessment  
Process Timeline**

**Counselor Responsibilities**

**Dates**

**Formative Self-Assessment Survey and  
Worksheet**  
Form C5:9-C5:10

**November 1**

**Formative Self-Assessment Summary and  
Conference with Administrator/Designee**

**November 1**

**Formative Support Team  
Option Form**  
Form C5:15\*\*

**November 1**

**Formative Support Team Meeting Log**  
(one per team)  
Form C5:19\*\*

**As per each meeting**

**Self-Directed Professional Growth Plan**  
Form C5:16\*\*

**December 1**

**Counselor Formative  
Assessment Summary**  
Form C5:20-C5:21\*\*

**Counselor's last  
contract day**

\*\*Counselor completes form and submits it in writing to administrator or designee.



## Formative Assessment Self-Assessment Worksheet (Component Level)

Carefully reflect on your guidance and counseling performance in all four domains. Complete the Self-Assessment by using the performance tables found on pages C5:11-C5:14 in this handbook. Prepare to discuss the results with your administrator. Use the results of this Survey to help develop your Professional Growth Plan.

**Key: U...Unsatisfactory**

**B...Basic**

**P...Proficient**

**D...Distinguished**

| Domain 1 |   |   |   |     | Designing Knowledge Work                           |  |
|----------|---|---|---|-----|--|--|
| U        | B | P | D |     |  |  |
|          |   |   |   | 1a. | Demonstrating Knowledge of Guidance and Counseling |  |
|          |   |   |   | 1b. | Demonstrating Knowledge of Students                |  |
|          |   |   |   | 1c. | Selecting Guidance and Counseling Goals            |  |
|          |   |   |   | 1d. | Demonstrating Knowledge of Resources               |  |
|          |   |   |   | 1e. | Designing Coherent Learning Experiences            |  |
|          |   |   |   | 1f. | Assessing Student Learning and Growth              |  |

| Domain 3 |   |   |   |     | Facilitating Knowledge Work  |  |
|----------|---|---|---|-----|--|--|
| U        | B | P | D |     |  |  |
|          |   |   |   | 3a. | Communicating Clearly and Accurately   |  |
|          |   |   |   | 3b. | Using Questioning and Discussion Techniques  |  |
|          |   |   |   | 3c. | Engaging Students in the Work  |  |
|          |   |   |   | 3d. | Affirming Student Growth   |  |
|          |   |   |   | 3e. | Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work |  |

| Domain 2 |   |   |   |     | Organizing the Environment for Knowledge Work   |  |
|----------|---|---|---|-----|---|--|
| U        | B | P | D |     |   |  |
|          |   |   |   | 2a. | Creating an Environment of Respect and Rapport  |  |
|          |   |   |   | 2b. | Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools |  |
|          |   |   |   | 2c. | Managing Guidance and Counseling Procedures   |  |
|          |   |   |   | 2d. | Managing Student Behavior   |  |
|          |   |   |   | 2e. | Managing Physical Space   |  |
|          |   |   |   | 2f. | Managing Procedures and Emergency Situations  |  |

| Domain 4 |   |   |   |     | Professional and Leadership Responsibilities       |  |
|----------|---|---|---|-----|--|--|
| U        | B | P | D |     |  |  |
|          |   |   |   | 4a. | Reflecting on Counseling                           |  |
|          |   |   |   | 4b. | Maintaining Accurate Records                       |  |
|          |   |   |   | 4c. | Communicating with Families                        |  |
|          |   |   |   | 4d. | Contributing Leadership to the School and Division |  |
|          |   |   |   | 4e. | Growing and Developing Professionally              |  |
|          |   |   |   | 4f. | Showing Professionalism                            |  |

## Formative Process Self-Assessment Worksheet

| Noted Areas of Strength | Possible Areas of Growth | Suggested Growth Goals |
|-------------------------|--------------------------|------------------------|
|                         |                          |                        |

## Summative Assessment – Component Level Rubrics

| Domain 1: Designing Knowledge Work                                     |   |  |  |  |
|--|---|--|--|--|
| Component  | Unsatisfactory  | Basic  | Proficient   | Distinguished  |
| <b>1a Demonstrating Knowledge of Guidance and Counseling</b>           | Counselor has little knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's, nor builds on previous competencies. | Counselor has adequate knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's and sometimes builds on previous competencies. | Counselor has clear knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's and frequently builds on previous competencies.   | Counselor has extensive knowledge of guidance and counseling curricula, theories, practices, developmental stages, Virginia Counseling SOL's and continually builds on previous competencies.  |
| <b>1b Demonstrating Knowledge of Students</b>                          | Counselor displays little or no knowledge of developmental characteristics, interests, and cultural heritage of students, approaches to learning, and students' skills.         | Counselor displays some knowledge of developmental characteristics, interests, and cultural heritage of students, approaches to learning, and students' skills.                            | Counselor displays thorough knowledge of developmental characteristics, interests, and cultural heritage of students, approaches to learning, students' skills, and often builds upon these skills.                                      | Counselor displays extensive knowledge of developmental characteristics, interests and cultural heritage of students, approaches to learning, students' skills, and continually builds upon these skills.  |
| <b>1c Selecting Guidance and Counseling Goals</b>                      | Goals are not valuable or clear, and are unsuitable for students served, and are also completely disjointed.  | Goals are moderately valuable and clear, and somewhat suitable for the majority of students served, and are also limited to one area: academic, social, or emotional.                      | Goals are valuable in their level of expectations, clearly reflect the expected student learning, and are appropriate and aligned to the learning needs of students served. Goals foster opportunities for integration across all areas. | The counselor can articulate goals that are valuable, clearly reflect the expected student learning, and are aligned to varying learning needs. Goals foster student self-direction in all areas.  |
| <b>1d Demonstrating Knowledge of Guidance and Counseling Resources</b> | Counselor is unaware of resources and/or lacks knowledge of appropriate use.  | Counselor has limited knowledge of resources but knows their appropriate use and can facilitate their independent use.   | Counselor has thorough knowledge of school division and community resources, uses them appropriately, and can facilitate their independent use.  | Counselor has extensive knowledge of school division and community resources, uses them appropriately, and can facilitate their independent use.   |
| <b>1e Designing Coherent Learning Experiences</b>                      | Guidance and counseling activities and groups are not suitable, engaging, nor sequential. Materials and resources do not support the guidance and counseling goals.             | Guidance and counseling activities and groups are somewhat suitable, engaging, and sequential. Some materials and resources support guidance and counseling goals.                         | Guidance and counseling activities and groups are suitable, engaging, and sequential. Most materials and resources support guidance and counseling goals.  | Guidance and counseling activities and groups are highly suitable, engaging, and sequential. All materials and resources support guidance and counseling goals. Students take initiative for their own learning and are involved in selecting or adapting materials and resources. |

## Summative Assessment – Component Level Rubrics

| <b>Domain 2: Creating a Safe and Orderly Environment for Knowledge Work</b>   |   |  |   |  |
|---|---|--|---|--|
| <b>Component</b>  | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
| <b>2a Creating an Environment of Respect and Support</b>  | Counselor and students demonstrate little caring, and do not foster an environment of mutual respect.   | Counselor and students show inconsistent caring and respect for each other and sometimes foster an environment of mutual respect.  | Counselor and students demonstrate caring and respect for each other and often foster an environment of mutual respect.   | Counselor and students demonstrate genuine caring and respect for each other and always foster an environment of mutual respect.   |
| <b>2b Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Newport News Public Schools</b> | Counselor does not communicate the beliefs, vision, and mission of Newport News Public Schools. Counselor has few expectations for student learning and personal growth. Students rarely demonstrate pride in their work. | Counselor sometimes communicates the beliefs, vision, and mission of Newport News Public Schools. Counselor has inconsistent expectations for student learning and personal growth. Students sometime demonstrate pride in their work. | Counselor often communicates the beliefs, vision, and mission of Newport News Public Schools. Counselor has high expectations for student learning and personal growth. Students often demonstrate pride in their work. | Counselor always communicates the beliefs, vision, and mission of Newport News Public Schools. Counselor maintains high expectations for student learning. Students usually demonstrate pride in their work. |
| <b>2c Managing Guidance and Counseling Procedures</b>   | Guidance and counseling activities are not varied, flexible, or organized. Transitions are ineffective and materials are handled inefficiently, resulting in loss of time.  | Guidance and counseling activities are sometimes varied, flexible, and partially organized. Transitions are sometimes efficient and materials are handled moderately well, resulting in some loss of time.                             | Guidance and counseling activities are varied, flexible, and organized. Transitions and routines for handling materials and supplies occur smoothly, resulting in little loss of time.                                  | Guidance and counseling activities are always varied, flexible, and partially organized. Transitions and routines for handling materials and supplies are seamless.  |
| <b>2d Managing Student Behavior</b>   | Counselor rarely establishes expectations for student behavior. Counselor's response to misbehavior is rarely appropriate and/or effective.   | Counselor sometimes establishes expectations for student behavior. Counselor's response to misbehavior is sometimes appropriate and/or effective.  | Counselor often establishes clear expectations for student behavior and students sometimes assume responsibility for their own behavior. Counselor's response to misbehavior is usually appropriate and/or effective.   | Counselor always establishes clear expectations for student behavior, and students assume responsibility for their own behavior. Counselor's response to misbehavior is always appropriate and/or effective. |
| <b>2e Managing Physical Space</b>   | The counseling environment is unsafe; the arrangement is unsuitable to activities; and service is not accessible to some students.  | The counseling environment is safe; the arrangement is adjusted to activities; and service is accessible to most students.   | The counseling environment is safe; the arrangement is purposeful and appropriate to activities; and service is accessible to all students.   | The counseling environment is safe; the arrangement is thoughtfully adjusted to activities; and service is equally accessible to all students.   |

### Summative Assessment – Component Level Rubrics

| <b>Domain 3: Facilitating Knowledge Work</b>                                       |  |  |  |  |
|--|--|--|--|--|
| <b>Component</b>   | <b>Unsatisfactory</b>  | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
| <b>3a Communicating Clearly and Accurately</b>                                     | Counselor directions and procedures, whether spoken or written, are unclear. Vocabulary is incorrect and/or inappropriate. | Counselor directions and procedures, whether spoken or written, occasionally need clarification. Vocabulary is sometimes appropriate to the situation. | Counselor directions and procedures, whether spoken or written, are clear. Vocabulary is sometimes appropriate to the situation. | Counselor directions and procedures, whether spoken or written, are always clear. Vocabulary is always appropriate to the situation. |
| <b>3b Using Questioning and Discussion Techniques</b>                              | Counselor uses poor questioning and discussion techniques and fails to engage students.                                    | Counselor uses adequate questioning and discussion techniques and engages some students.   | Counselor often uses effective questioning and discussion techniques and engages most students.                                  | Counselor always uses effective questioning and discussion techniques and engages all students.                                      |
| <b>3c Engaging Students in the Work</b>  | Content, activities, and materials are not appropriate for students. Grouping and pacing are inconsistent.                 | Some content, activities, and materials are appropriate for students. Grouping and pacing are sometimes consistent.                                    | Most content, activities, and materials are appropriate for students. Grouping and pacing are usually consistent.                | All content, activities, and materials are appropriate for students. Grouping and pacing are always consistent.                      |
| <b>3d Affirming Student Growth</b>   | Affirmation of student growth is not provided.   | Affirmation of student growth is sometimes consistent and timely.  | Affirmation of student growth is usually consistent and timely.  | Affirmation of student growth is always consistent and timely.   |
| <b>3e Demonstrating Flexibility and Responsiveness Through Monitoring the Work</b> | Counselor is inflexible and does not monitor nor modify work.  | Counselor attempts to be flexible and sometimes monitors and modifies the work.  | Counselor is often flexible and usually monitors and modifies the work.  | Counselor is always flexible and continuously monitors and modifies the work.  |

## Summative Assessment – Component Level Rubrics

| <b>Domain 4: Professional and Leadership Responsibilities</b> |   |  |   |  |
|---|---|--|---|--|
| <b>Component</b>  | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
| <b>4a Accuracy</b>  | Counselor does not access or consistently assesses inaccurately a plan's effectiveness.   | Counselor sometimes accurately accesses a plan's effectiveness and makes some effort to modify for future use.   | Counselor usually accesses accurately a plan's effectiveness and often makes an effort to modify for future use.  | Counselor always accesses accurately a plan's effectiveness and continuously makes an effort to modify for future use.   |
| <b>4b Maintaining Accurate Records</b>                        | Counselor has no system for maintaining records. Reports are inaccurate and/or not submitted.   | Counselor has an adequate system for maintaining records. Reports are generally accurate and may be submitted on time.   | Counselor has an effective system for maintaining records which uses the available technologies. Reports are accurate and usually submitted on time.  | Counselor has an exemplary system for maintaining records which maximizes the use of available technologies. Reports are accurate and always submitted on time.  |
| <b>4c Communicating With Families</b>                         | Counselor makes no attempt to engage families in the educational process, and does not provide information on student progress or guidance and counseling services. | Counselor makes some attempt to engage families in the educational process, and provides minimal information on student progress, guidance, and counseling services. | Counselor often attempts to engage families in the educational process, and frequently provides information on student progress, guidance and counseling services using available technologies. | Counselor always attempts to engage families in the educational process, and consistently provides information on student progress, guidance, and counseling services using available technologies.      |
| <b>4d Contributing To The School Division</b>                 | Counselor does not establish relationships with colleagues, is not involved in service to the school, and does not participate in school or division projects.      | Counselor establishes relationships with colleagues, is minimally involved in service to the school, and participates, when asked, in school or division projects.   | Counselor establishes relationships with colleagues, is involved in service to the school, and volunteers to participate in school and division projects.                                       | Counselor establishes supportive and cooperative relationships with colleagues, assumes a leadership role in service to the school, and makes a substantial contribution to school or division projects. |
| <b>4e Growing Professionally</b>                              | Counselor does not participate in professional development activities.  | Counselor participates in professional development activities as required.   | Counselor participates in professional development activities and often uses skills and knowledge gained to contribute to the profession.   | Counselor pursues professional development activities and uses skills and knowledge gained to contribute to the profession.  |
| <b>4f Showing Professionalism</b>                             | Counselor fails to display professionalism in daily interactions with students, parents, and colleagues.  | Counselor inconsistently displays professionalism in daily interactions with students, parents, and colleagues.  | Counselor often displays professionalism in daily interactions with students, parents, and colleagues.  | Counselor consistently displays professionalism in daily interactions.   |

# Formative Support Team Option Form

This is to be completed by the counselor and taken to conference with administrator/designee before November 1.

Name \_\_\_\_\_ School Year \_\_\_\_\_

Growth Goal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List the names of three or four colleagues with whom you would be willing to work on a Formative Support Team.

\_\_\_\_\_  
\_\_\_\_\_

To assist in the development of opportunities for professional growth, designate the Formative Support Team model you prefer: (Refer to page 5:3 for a description of each.)

\_\_\_\_\_ Coach-Advisee  
\_\_\_\_\_ Collegial Friends  
\_\_\_\_\_ School-Division Cohort

List the areas of expertise in which you would be willing to mentor or coach others. These areas should be identified through your Self-Assessment Survey.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Administrator/Designee Signature**

\_\_\_\_\_  
**Date**

## Formative Assessment Self-Directed Professional Growth Plan

Name \_\_\_\_\_  
 Support Team \_\_\_\_\_  
 Members \_\_\_\_\_

School Year \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Growth Goal(s) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The goal(s) addresses components in (check all that apply):  
 Domain 1     Domain 2     Domain 3     Domain 4

| Activities and/or Steps to be Taken | Persons/Resources Needed | Documentation | Timeline and Deadlines |
|-------------------------------------|--------------------------|---------------|------------------------|
|                                     |                          |               |                        |



## How to Develop and Complete a Professional Growth Plan

- Step 1 Identifying Your Growth Goal**  
This is done at the beginning of the year and is chosen based on the results of your Self-Assessment. The goal can either be a component in which you want to develop new or expand existing expertise.
- The goal is agreed upon by you and your administrator.
- Step 2 Determine Activities and Resources That Will Help You Achieve Your Goal**  
Activities may include but are not limited to the following:
- Reading books, articles, and other professional literature.
  - Attending seminars, conferences, or other professional development sessions.
  - Enrolling in graduate courses.
  - Observing other counselors (within and beyond your school).
  - Videotaping your activity and reflecting on your work.
  - Keeping a journal of actions and reflections related to the goal.
  - Designing action research.
- Step 3 Determine the Timeline for Your Plan**  
Determine a logical time frame for each step of your plan.
- Step 4 Share your Growth Plan With Your Support Team**  
Asking others to review your plan and make suggestions of activities helps you become aware of a greater body of resources and activities and strengthens a plan. It also helps others become familiar with your goal and direction so they can lend support.
- Step 5 Work Through Your Plan, Making Revisions as Necessary**  
Carry out your plan with the support and suggestions of your support team. As you become aware of additional resources and/or activities, revise your plan to include these.
- Step 6 As Your Plan Nears Completion, Reflect on the Activities and the Learning You have Gained as a Result**  
As you prepare for the completion of your growth plan, reflect upon the following:
- Have I put my energy into achieving my goal?
  - If not, what held me back or distracted me?
  - If so, which of my activities was most valuable?
  - Which was the least valuable?
  - What did I learn from each professional growth activity in which I participated?
  - How did I get others to help me learn?
  - What was the benefit for my students?

**Step 7** | **Fill out the Formative Assessment Survey**

**Step 8** | **Determine What You Want to Share With Your Support Team and Administrator**

Even when a plan was not completed or an activity was not successful, learning can occur if you choose to reflect and be realistic in your reflection. Ultimately, the purpose of a professional growth plan is learning, not completing a plan.

As you prepare for your final support team meeting, determine

- What professional growth activities you will share.
- Why you chose these particular activities during the year.
- What benefit you gained from these activities.
- What was not worth the effort and why.
- What you would do differently if you had it to do over again.
- How your support team helped you grow.
- What additional things your support team could have done for you.
- What your students gained as a result of your efforts.

Also determine how you will explain this to your support team and administrator so that your message is clear.

**Step 9** | **Share Your Results and Celebrate**

# Formative Support Team Meeting Log

Complete one form per support team for each meeting held. Submit a copy to the administrator/designee.

Meeting Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Members Present \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topics Discussed  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrative Support, Feedback, Resources, and/or Staff Development Needed  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next Meeting Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Submitted by \_\_\_\_\_ Date \_\_\_\_\_

## Formative Assessment Summary

To be completed by the counselor and shared with Formative Support Team before the last contract day. A copy should also be filed with the administrator/designee before the last contract day.

Name \_\_\_\_\_

School Year \_\_\_\_\_

Support Team Members \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Type of Support Team \_\_\_\_\_ Coach-Advisee  
\_\_\_\_\_ Collegial Friends  
\_\_\_\_\_ School-Division Cohort

Describe the professional growth activities in which you participated this year to achieve your growth goal. (Attach additional pages as necessary.)

What results were achieved through these activities?

How did you utilize your support team to achieve these results?

How did you contribute to your support team members' professional growth?

Other comments and/or reflections.

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**Counselor's Signature**

---

**Date**