

Professional School Counselor Framework & Observation Rubric



**Teacher Effectiveness
Measurement (TEM)**

Purpose of Professional School Counselor TEM Framework & Rubric

The Professional School Counselor TEM Framework and Rubric is designed to provide the necessary structure and guidance for administrators/supervisors and professional school counselors alike to strengthen the professional competence and effectiveness of school counseling. The School Counseling Performance Standards (SCPS) clearly define the essential knowledge, skills, and dispositions that Shelby County Schools District School Counselors should possess or acquire through experience and training.

The SCPS identifies school counseling best practices and provides:

- a common language that is aligned to the State and Nation School Counseling Model.
- a set of educational competencies that describe what a school counselor needs to know and should be able to do.
- parameters for planning, organizing, implementing, and evaluating a comprehensive, developmental, results-based school counseling program.
- a road map for continuous professional growth and enhanced practice.
- direction on how to build stronger school counseling programs that will

support student development, learning and success.

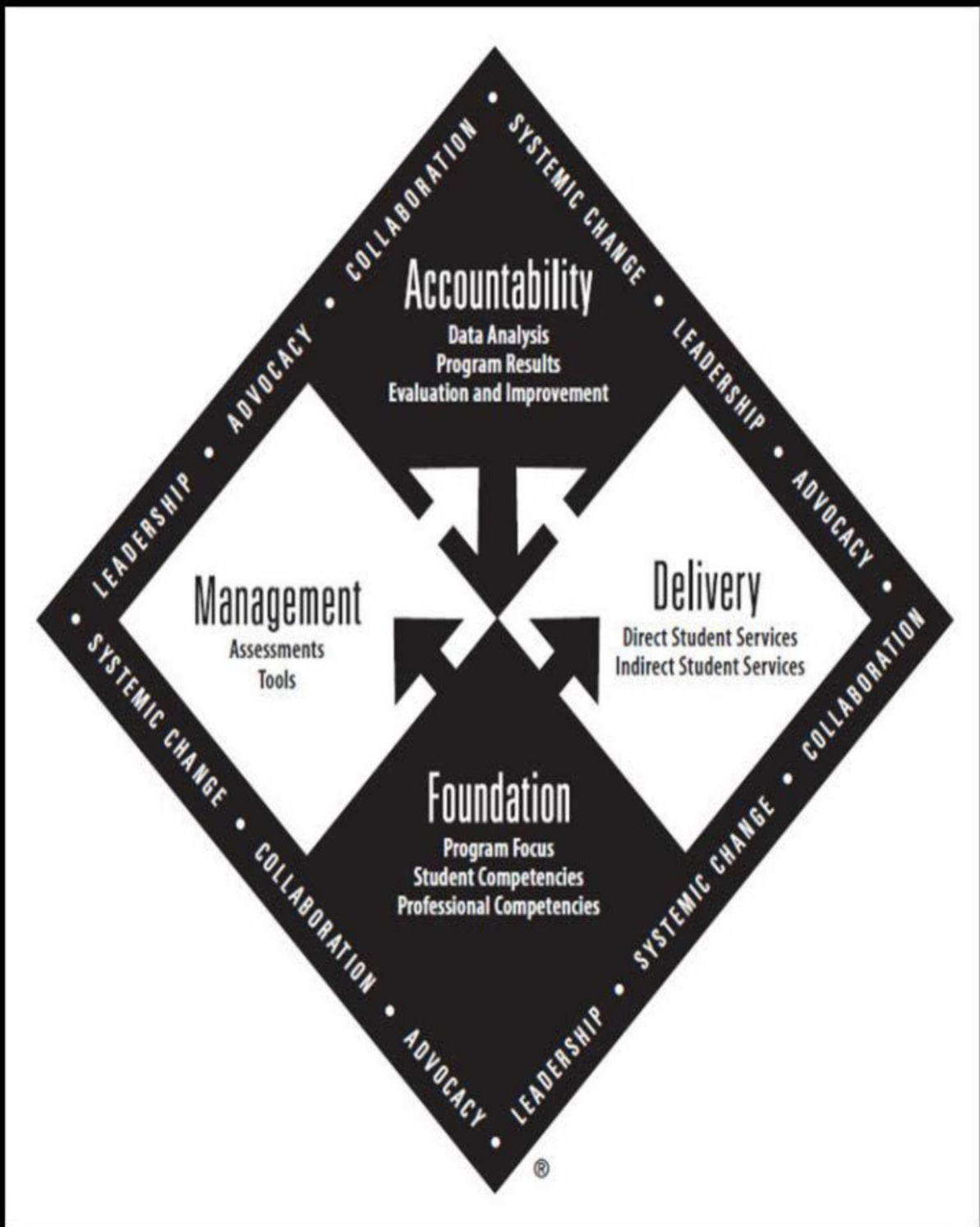
The evaluation model and accompanying processes are designed to:

- provide a comprehensive set of standards and expectations for evaluators to observe.
- maintain an effective, fair and efficient system to evaluate Professional School Counselors (PSC).
- assure fairness and consistency among evaluators while allowing for individualization in meeting the professional development/evaluation needs of professional school counselors.

Conceptual Framework

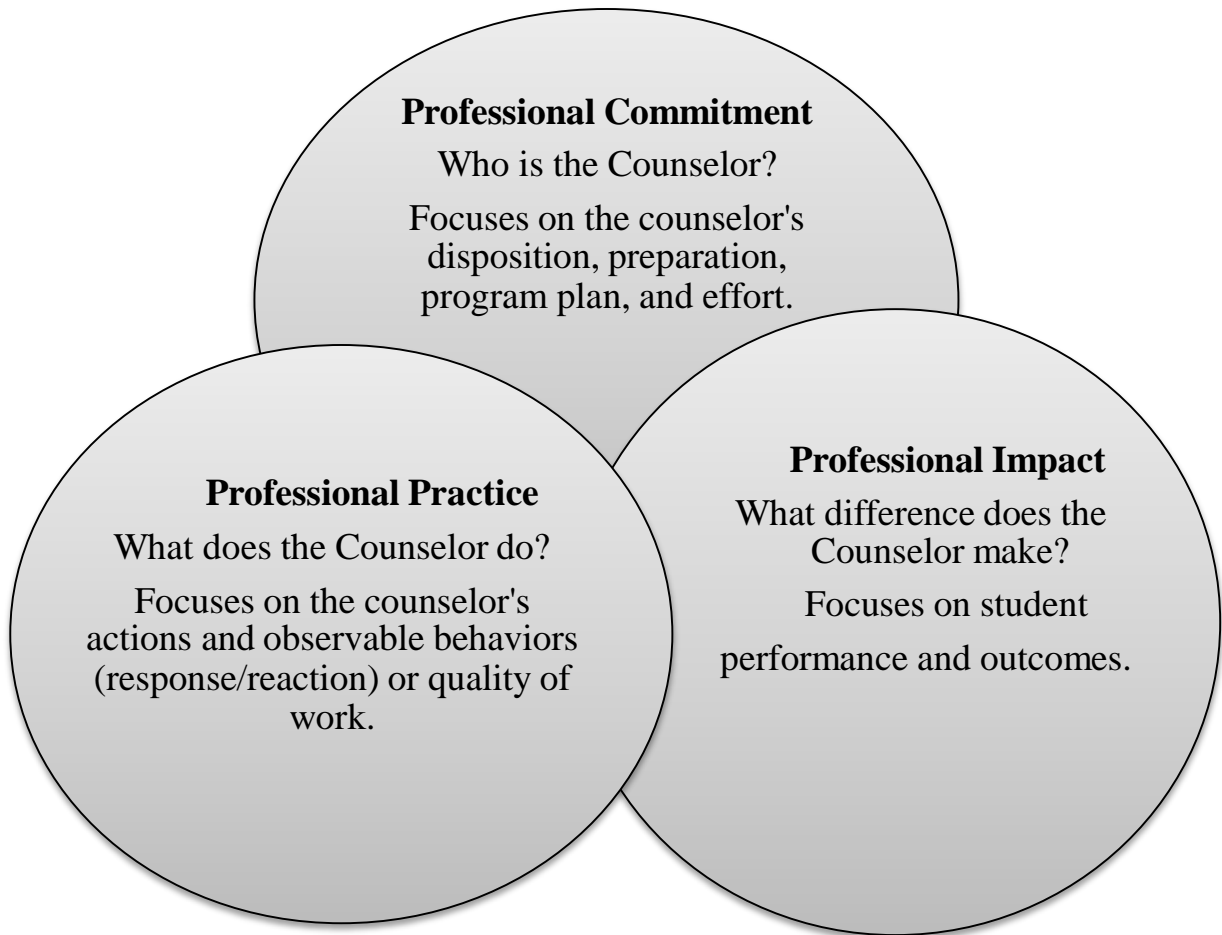
The TEM PSC Framework and Rubric is based on the American School Counselor Association (ASCA) National Model, which outlines the components of a school counseling program. School counselors design and deliver school counseling programs that are comprehensive in scope, preventive in design and developmental in nature. The TEM PSC Framework and Rubric is constructed on the premise that PSCs spend their time in guidance and counseling activities as described in the state and national model. The framework of comprehensive school counseling programs consist of four components: **foundation, management, delivery and accountability.**

ASCA National Model: A Framework for School Counseling Programs



Professional Frames for School Counselors

Rationale: Evidence of school counselor performance may fall in one or more of the three professional frames: commitment, practice, and impact. It is important to consider the professional frames of evidence during the evaluation process.



TEM Performance Standards

The School Counselor Performance Standards (SCPS) for Shelby County School Counselors are organized into five categories relating to:

Standard 1

Program Design, Planning and Management of a Comprehensive Counseling Program

The professional school counselor collaboratively plans and facilitates a data-driven, comprehensive, developmental program that is aligned to the national/state model of comprehensive school counseling.

Standard 2

Delivery of Services

The professional school counselor facilitates a balanced delivery of the school counseling core curriculum, individual student planning, responsive and student support services to enhance the academic, career and social/emotional development of all students.

Standard 3

Program Evaluation and Accountability

The Professional School Counselor monitors school, student and school counseling results data to measure program implementation, effectiveness of various delivery systems, interventions and services to guide continuous program improvement and enhance student outcomes.

Standard 4

Leadership, Advocacy and Collaboration

The professional school counselor supports student achievement by effectively managing the school counseling program, enhancing professional identity through training and networking and providing leadership in the development of school goals to increase equity, access and academic success among all students.

Standard 5

Student Progress Monitoring

The professional school counselor understands how to use data to support shared-decision making to design effective school programs and student interventions to improve gaps in achievement, opportunity and attainment among students.

Design of TEM Framework and Rubric

The Professional School Counselor TEM Framework and Rubric consist of eight (8) components:

- 1) **Standard:** provides a broad statement/construct.
- 2) **Indicator:** further defines the important functional or procedural aspect of the broader standard.
- 3) **Performance Level Descriptors:** describes the essential knowledge, skills, and dispositions that the educator should possess or acquire through professional practice and growth.
- 4) **Evaluation Elements of Performance Level:** identifies specific performance criteria needed prior to evaluating elements in a higher or lower performance level.
- 5) **Critical Elements of Performance Level:** clearly understands the concepts underlying the components of the performance level and demonstrates continuity in program planning/practice.
- 6) **Guiding Question:** provides additional direction and insight on what should be demonstrated and/or observed in the broader context. The examples may be used to develop additional questions to guide the review of artifacts, to evaluate each standard and to provide appropriate, specific feedback to the scope of practice relating to school counseling.
- 7) **Sample Artifacts:** provides a few examples of evidence that aligns with the recommended best practices for each standard.

It is important to note, the document is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers examples that might be included.
- 8) **Definition:** glossary of terms that define components of a comprehensive school counseling program and scope of practices relating to school counseling.

Professional School Counselor TEM Framework & Rubric

Standard 1

Standard 1: Program Planning, Design and Management

Broad statement/construct

further defines the important functional or procedural aspect of the broader standard.

describes the essential knowledge, skills, and dispositions that School Counselors should possess or acquire through professional practice and growth.

Function: The professional school counselor collaboratively plans and facilitates a data-driven, comprehensive, developmentally appropriate program of school counseling services to the national/state

Above Expectations/Significantly Above Expectations

identifies specific performance criteria needed prior to evaluating elements in a higher or lower performance level.

Below Expectations

Significant

Level 4/5

1. documents collaborative planning with stakeholders to establish annual, measurable, program goals that are aligned to student standards/competencies and district, school, or school counseling state goals.

Level 2

1. provides evidence of collecting and using accurate/timely data from **multiple data sources** to plan a data-driven School Counseling Program (SCP).

Level 2

1. provides evidence of a *limited approach* to collecting and using accurate/timely data from multiple sources to plan a data-driven SCP.

Level 1

1. does not provide evidence of collecting and using accurate/timely data from multiple sources to plan a data-driven SCP

provides additional direction and insight on what should be demonstrated and/or observed in the broader context.

aligns with preponderance of evidence

Evaluation Elements of Performance Level 4/5

Level 4: all evidence at **Level 3** is observed, as well as **one or more** of the following practices is observed.
Level 5: all evidence at **Level 3-5** is observed.

Evaluation Elements of Performance Level 3

Level 3: clearly understands the concepts underlying the components of the performance level and demonstrates continuity in program planning/practice.

Guiding Question(s)

Sample Artifacts

Is there a demonstrated understanding of state and national standards?

School Principal and School Counselor Annual Agreement

Definitions:

Best Practice: consist of a wide-range of activities that promote positive academic behaviors.

glossary of terms that define components of a comprehensive school counseling program and scope of practices relating to school counseling.

potential to achieve a positive change

examples of evidence that aligns with the recommended best practices for each standard.

This section focus on the procedural differences of the Professional School Counselors TEM Evaluation process, including the following:

- Training/Orientation
- Scheduling Observations for School Counselors
- Structure of Evaluation process for School Counselors
- Development of Professional Learning Plan for School Counselors

Training and Orientation

School Administrators and Professional School Counselors (PSCs) that do not have prior experience or training with the TEM Evaluation process for PSCs are required to participate in training/orientation provided by School Counseling Services.

The growth potential for school counselors and their impact on student learning cannot be fully realized unless both PSCs and evaluators are familiar with the state/national model for Comprehensive School Counseling.

Observer

The following district personnel are permitted to conduct the TEM Evaluation for PSCs.

- School Principal
- Assistant Principal
- School Counseling Manager
- National Board Certified School Counselor

School Counselor Responsibilities:

- Know and understand the TEM Framework and Rubric for PSCs.
- Understand the TEM Evaluation process for PSCs.
- Prepare for, and fully participate in, each component of the evaluation process by gathering data, artifacts, and evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals.

Principal/Observer Responsibilities:

- Know and understand the TEM Framework and Rubric for PSCs.
- Supervise the school counselor evaluation process and ensure that all steps are conducted according to the approved process.
- Identify the school counselor's areas of strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the PSC TEM evaluation contain accurate information and accurately reflect the school counselor's performance.
- Develop and supervise implementation of professional learning plans or action plans as appropriate

Differences between the TEM Evaluation Process for Professional School Counselors and Teachers

It is important for PSCs and observers to note two fundamental differences in the TEM Evaluation process for Professional School Counselors and Teachers. These differences relate to the procedural steps involved with evaluating PSCs and the confidential nature of the job responsibilities of PSCs.

The procedural differences of the Evaluation process consist of the following:

Blended-Observation

The evaluation process for PSCs is comprised of two components:

- **Live Observation**

The PSCs is evaluated in two or more of the Performance Standards depending on the individual evaluation track.

- **School Counselor Performance Portfolio (SCPP)**

The PSC is evaluated on all five (5) Performance Standards through a comprehensive review of the SCPP.

Announced Observation

School Counselors are required to engage in a variety of planning methods and school counseling practices to help support the academic, social-emotional development and post-secondary readiness of students. It is imperative, that PSCs are provided sufficient notification prior to scheduling a formal observation.

Therefore, **all PSCs observations should be scheduled by the observer at a minimum of five (5) school days prior to observation.**

Identification of PSC Performance Standard

The selection of the performance standard is a very important step to the blended-evaluation process of PSCs. Although the Pre-Conference is optional for all educators, the observer and the PSC should schedule a **consultation** or **pre-conference** to determine the focus for the formal observation.

The selection of the performance standard provides direction on the scope of practice that should be demonstrated and observed during the formal observation. It also provides direction for ongoing learning and growth for the PSC.

At least one (1) Standard will be identified for the “live” portion of the observation by the observer or PSC.

A performance standard or school counseling practice (e.g. activity, task) will not be selected consecutively during the evaluation process.

In some cases it may be appropriate to identify the same performance standard when a continuation of growth or change in practices must be monitored or addressed.

The PSC is permitted to select a performance standard for the “live portion” of the observation, if the observer chooses.

Confidentiality

The second fundamental difference between teachers' and PSCs TEM Evaluation process has to do with the ethical standard of maintaining confidentiality in counseling relationships. The professional development/evaluation procedures must recognize and respect the ethical standards of the counseling profession.

The confidential nature of PSCs' work with individuals and small groups precludes scheduling formal observations and/or spontaneous drop-in observations at random by administrators/supervisors.

PSCs and observers must work together to identify times non-confidential activities are scheduled so that observations can occur without a breach of confidentiality.

Non-confidential guidance activities are defined as any guidance-related activity in which confidentiality is not compromised by the presence of an outside observer.

Non-confidential guidance activities are situations that do not violate the ethical standard of confidentiality of PSCs.

Non-Confidential Activities include, but are not limited to:

- classroom guidance activities
- small group activities of an instructional nature (e.g., study skills)
- parent education activities
- instructional groups, staff development
- interpretation of group data,
- student review/support teams
- educational advisement; and
- parent conferences,

Development of Professional Learning Plan (PLP)

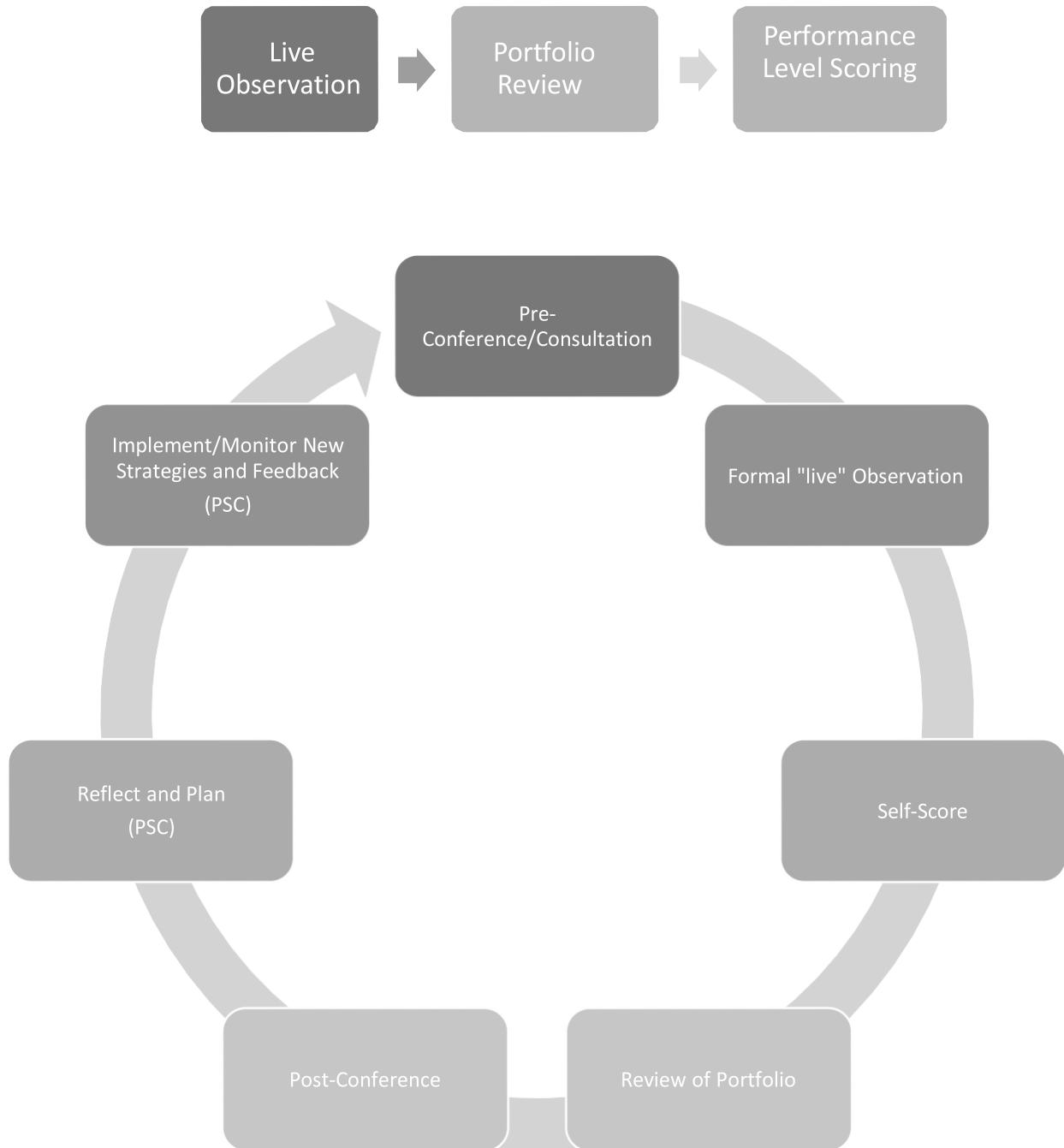
The PLP should promote acquisition and application of new learning and skills essential for turning opportunities for growth into outcome results.

It is important when addressing opportunities for growth that the observer ensures the PLP will focus on an area that represents an opportunity for growth and is generated from evidence on the TEM Framework and Rubric

Due to the dual-supervision of PSCs, observer should seek peer-support from School Counseling Services to identify and capitalize on growth opportunities.

Professional School Counselor Evaluation Process

The TEM Evaluation phase for Professional School Counselors occurs in the following sequence.



Professional School Counselor Evaluation Process

The following guidelines assist in the process of evaluating professional school counselors.

Step 1: Determine How Performance will be Assessed

The observer and PSC must have a mutual understanding and commitment to how school counseling practices will be demonstrated and assessed during the evaluation process.

Step 2: Identify the Performance Standard for “Live” Observation

During the pre-conference or consultation, the observer will select the performance standard and the non-confidential activity that will be observed.

Non-confidential guidance activities are defined as any guidance-related activity in which confidentiality is not compromised by the presence of an outside observer.

Non-Confidential Activities include, but are not limited to:

- classroom guidance activities
- small group activities of an instructional nature (e.g., study skills)
- parent education activities
- instructional groups, staff development
- interpretation of group data,
- student review/student support team
- educational advisement; and
- parent conferences.

The observer and PSC is required to obtain consent from student(s) or parent(s) to conduct an observation during counseling activities that may include disclosure of personally, sensitive information.

Step 3: Conduct “Live” Portion of Observation

The observer will gather and align scripted evidence to the performance standard identified during the consultation or pre-conference.

When applicable, the observer may align specific data gathered during the observation to other performance standards.

**It is not appropriate or recommended to copy and paste all of the scripted evidence in every standard.*

Step 4: Review School Counselor Performance Portfolio (SCPP)

The SCPP is a necessary component to the evaluation process of PSCs. The PSC is required to submit the SCPP to the observer for each observation cycle. The observer is required to review SCPP during each observation cycle to determine the performance level for each individual performance standard.

The School Counselor Performance Portfolio (SCPP)

- is a meaningful archive of exemplary artifacts that demonstrate a continuous, comprehensive approach to school counseling.
- serves as a mechanism to capture the school’s counselors disposition, knowledge and skill.
- demonstrates how the acquisition of new skills, learning and feedback is applied to practices.

What is an artifact?

Artifact is defined as an observed practice, natural by-product, document or evidence of impact that demonstrates the disposition, knowledge or skills of the professional evaluated.

An artifact demonstrates the professional's knowledge, skill and understanding of the performance standard and individual descriptors being assessed.

It may be paired with relevant and insightful analysis to show evidence of continuous practice, as well as growth in practice.

How is an Artifact Comprised?

An artifact may consist of one or several documents combined to demonstrate the performance standard or specific descriptor.

One artifact may demonstrate practice in one or more of the performance standards. The professional's ability to connect artifacts across standards will lead to higher quality evidence of practice, commitment and impact.

The organization or presentation (e.g. hard copy, digital) of artifacts should be determined by the observer and PSC prior to the first observation cycle.

Guidelines for Artifacts

Minimum/Maximum

There is no set number of artifacts required to be submitted. The number of artifacts to collect will vary on the PSCs ability to organize and present a balanced representation of performance

Duplication

Artifacts may overlap, when appropriate, to cover 2 or more standards. The PSCs must indicate where artifacts for multiple standards apply

Artifacts can be related to artifacts previously submitted but cannot be the exact artifact submitted previously

Archive

Artifacts can be no more than 1 year old.

Artifacts should remain in the portfolio after each observation to show consistency of practice

Artifacts archived after the summative evaluation may be applied to the first observation of the following academic school year.

Step 4A: Assess Purpose of Artifact or Result of their Use

The observer will evaluate and align each artifact to the performance standard/evaluation criteria addressed within each performance standard.

The observer should determine the purpose of the artifact. The artifact may function to:

- to demonstrate proficiency in a specific practice.
- to demonstrate improvement in practice.
- to demonstrate an advancement in practice.

The collective purpose of the artifacts may be influenced by the goal/rationale established during the pre-conference or consultation. Criteria may include:

- Building and District Goals
- Principal/School Counseling Annual Agreement
- Identified Student Needs/Outcomes
- Identified Professional Growth Areas
- School Counseling Professional Frame
- Professional Learning Plan

Example:

If a focus/rationale for the evaluation cycle was established, the PSCs will submit relevant artifacts that demonstrate progress towards or attainment of goal. The observer will evaluate and align specific artifacts that address the focus.

Guiding Questions to Guide Analysis of Artifact

Does the artifact demonstrate a clear picture of the counseling practice or action?

Was artifact submitted based on a goal or criteria?

How does the artifact demonstrate knowledge, skills or understanding of the performance descriptor assessed?

Does the evidence demonstrate growth or a change in practice?

Is the artifact paired with relevant and insightful analysis? Is it needed?

What pertinent details does the artifact provide?

How does written commentary or description of the artifact help substantiate evidence of commitment, practice or impact?

Is this evidence of a continuous practice?

Step 4B: Align Artifacts to Performance Standard

The observer will align each artifact submitted during the evaluation process, including the scripted evidence gathered during the “live” portion of the observation.

The observer is required to record (script) the title or description of the artifact to demonstrate review of each performance standard.

If the artifact does not adequately meet the individual descriptor or performance standard as a whole, it is appropriate to mention in the notes or during the post-conference of the evaluation process.

Observers are not permitted to exclude any artifacts from the evaluation process.

Step 5: Determine the Performance Level for Each Performance Standard

A performance level are comprised of a dual-observation of the formal observation and the PSCs portfolio.

To determine performance levels, the observer should begin with **Performance Level 3: Meeting Expectations** and identify each descriptor that aligns to the performance (artifact) of the school counselor during the period for which the school counselor is being evaluated.

The observer will determine if the PSC demonstrates proficiency in the performance standard prior to moving to next performance level.

Critical Elements of Performance Level 3
clearly understands the concepts underlying the components of the performance level and demonstrates continuity in program planning/practice

5B: Unobserved Elements of Performance Level/Descriptor

If the observer does not notice any of the descriptors for an element, then a written rationale should be provided including factual statement gathered from the current observation.

5C: Elements of Performance Observed Separate from the TEM Cycle

As indicated earlier, performance level/descriptor are assessed entirely during the time-frame for which the school counselor is being evaluated.

The time-frame includes the date of the “live” observation and the start-to-end date of the artifacts provided in the portfolio.

Feedback concerning performance should be shared frequently to provide the educator time to adjust and demonstrate improvement. It is not appropriate to include earlier evidence of inadequate performance that was addressed formally during evaluation cycles.

Step 6: Providing Feedback during the Post-Conference

The observer should guide a collaborative process in developing a plan to advance or improve practice in a specific standard.

Feedback provided during the post-conference should involve a discussion of new skills and strategies that could be applied to document growth in a specific performance standard.

Essentially, the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice, resulting in improved learning for students.

Step 6B: Performance level 3 or higher

School counselors who are evaluated as meeting expectations or above should have a plan to address opportunities for growth.

The school counselor may develop a professional development (growth) plan to address areas of advancement or improvement.

In this respect, the school counselor is responsible for developing and monitoring their progress or attainment of goal.

The summative conference may also be the most ideal time to discuss an advancements in practice.

Step 7: Developing a Professional Learning Plan (PLP) (when applicable)

When multiple performance standards are scored below expectations during an observation, a professional learning plan will be developed.

The Professional Learning Plan will allow School Counselors to:

- Acquire and apply new learning and skills.

Turn opportunities for growth into outcomes and results.

School Counseling Services are designated as the district-level support provider when PLPs are needed for school counselors.

The observer will select one support option from the menu. If an educator will benefit from more than one option please do not select more than two. The menu options will include the following:

- Planning (independent)
- Co-Planning (with peer)
- Peer Observation (independent)
- Professional Reading Assignment

Professional Learning Plan
<p>PLP Developer will provide:</p> <ol style="list-style-type: none">1. rationale that correspond to the examples of evidence provided in the appropriate performance level.2. clear description or goal statement addressing the performance standard/ descriptor identified for the area of improvement.3. description of the skills, strategies or activities the PSC should demonstrate to achieve proficiency in the area of improvement.4. reasonable benchmark or timeline for application of new learning and skills.

Step 7A: PLP Implementation Allowance

School counselor should be allowed to achieve proficiency in the performance standard by ***the end of the summative evaluation or at minimum, one (1) full TEM cycle should elapse*** prior to assessing proficiency in performance standard.

The observer may conduct informal observations or schedule follow-up conferences to monitor progress towards goal.

Step 8: Summative Evaluation

The summative evaluation provides an overview of the school counselor's effectiveness in all five standards, as well as a focused view with regard to the specific indicators that the school counselor has worked on throughout the year.

As part of the reflective practice, the school administrator and counselor should discuss opportunities for growth for the following school year.

The school counselor should exhibit a professional commitment and responsiveness to continue their learning and acquisition of new skills to advance or improve their practice.

Please contact the Office of School Counseling Services for questions concerning the TEM Evaluation Process for Professional School Counselors

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