

Counselor Evaluation Instructions

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The *Kentucky Framework for Personnel Evaluation* defines by role group, measure, and performance criteria how certified educators in the state of Kentucky will be evaluated. The Framework is designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction, and Professionalism according to performance criteria connected to the certified employee's job description.

Evaluations of school counselors are to be completed in compliance with *KRS 156.557(5)(c)* and *704 KAR 3370*, the *Jefferson County Public Schools Certified Personnel Evaluation Plan (CPEP)*, and the *Kentucky Framework for School Guidance Counselors*. The major purpose of the evaluation process is to provide counselors recognition of strengths and encourage professional growth in relation to their job responsibilities, as well as to ensure that high quality counselors serve in every school in our district.

A counselor's role is defined by high standards of performance and reflects the complex responsibilities of a counselor's daily work as it impacts student success. The domains of the *Kentucky Framework for School Guidance Counselors* include Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities. Multiple sources of

evidence across each domain will be utilized to determine an Overall Professional Practice Rating for each counselor. The *Kentucky Framework for School Guidance Counselors* domains are the basis for ratings and determination of the overall Professional Practice Rating.

General Instructions

1. School counselors with three (3) years or less experience in the counseling role, or those in need of assistance, receive an annual major summative evaluation using *Major Summative Evaluation - School Counselor*. School counselors with four (4) years or more experience in the counseling role receive a major summative evaluation every three (3) years, with interim summative evaluations (using *Interim Summative Evaluation - School Counselor*) in years 1 and 2 of the summative cycle.
2. The principal serves as the evaluator for school-based counselors.
3. Within the first 30 calendar days of reporting for employment each year, all counselors will participate in a conference (can be group or individual) to review the evaluation system (*Framework, CPEP, Job Description, forms, and the Code of Ethics for KY Certified Personnel*) and will sign a *Form E-2* stating that they have received the information and understand the evaluation procedures. Late hires must also complete their evaluation system conference within thirty (30) days of employment.
4. Within the first thirty (30) calendar days of reporting for employment each year, all counselors will complete a Self-Reflection and Professional Growth Plan. The Professional Growth Plan will be developed in consultation with the evaluator. The evaluator will also provide a signed paper copy of the Professional Growth Plan (using *E-2 School Counselor*) to the counselor. Late hires must also complete their Self-Reflection and Professional Growth Plan within thirty days of employment.
5. By October 1, each counselor will develop a Student Learning Focus statement, as outlined in the *CPEP*. The Student Learning Focus is a statement regarding at least one focus area of *deeper learning*, tailored to the needs of the counselor's students. The Student Learning Focus statement shall be shared and discussed with the evaluator by *Oct. 1* using *E-2 School Counselor* form. Learning and progress shall be discussed at the summative evaluation conference, and reviewed and adjusted as needed during the school year.
6. All observations/site visits are to be conducted openly and with full knowledge of the counselor, and at least one will be an announced observation/site visit. The minimum number of observations/site visits per summative cycle are defined in the *CPEP*.
7. For an announced observation/site visit, a pre-observation/site visit conference is not required, but may be requested by either the counselor or evaluator. If requested, the conference will be held within three (3) days prior to the observation/site visit.

8. Observation/site visit windows are noted in the CPEP. Supervisors must pay careful attention to these dates.
9. Post-observation/site visit conferences are to be held within five (5) working days (days on which the counselor is present) of the observation/site visit and shall include strengths as well as areas for growth. Other evidence or artifacts that demonstrate professional practice within the domains may be submitted by the counselor for consideration by the evaluator. The observation/site visit summary and conference is to be documented on the *Observation/Site Visit Conference Summary - School Counselor* form.
10. School Counselors should have the opportunity to receive a peer observation/site visit in their summative year(s). Review of the *CPEP* will be documented (see #3 above) and serve as evidence that the opportunity for a peer observer was shared. Peer observation/site visits will occur during the windows established in the *CPEP*. Principals will need to manage the dates at their school to coincide with their observation schedules, noting the 15-day rule in the *CPEP*, and ensuring at least one observation/site visit falls 15 days or more after the peer observation/site visit, if it is requested. Peer observation/site visits are scheduled between the peer observer and the counselor. The district's Academic Support Specialist may be contacted if support is needed to identify a peer for a peer observation between schools. Peer observation/site visit documentation will be shared and accessed only by the peer observer and counselor. The dates (only) of the pre-conference (pre-conferences are **required** for peer conferences), peer observation/site visit, and post-conference are to be documented and submitted to the principal.
11. A mid-year review may be conducted to review progress, reflect on growth, and modify the Professional Growth Plan as appropriate and to reflect the growth and changing needs of the Counselor. The mid-year review conference (may be group or individual) is summarized on the Counselor Observation/Site Visit Summary form. A midyear review is highly recommended to provide guidance for a counselor who is struggling to meet expectations.
12. Observations/site visits and conferences for counselors must be completed by *May 15*.
13. If educators miss 90 or more contract days (e.g. late hires/individuals on leave), supervisors may postpone the summative evaluation until the following year.
14. Principals are responsible for using professional judgment in determining a Summative Rating for each educator at the conclusion of the summative evaluation year. The Summative Rating is based on the educator's ratings in accordance with the criteria of each of the four (4) Domains in the *KY Framework for School Guidance Counselors*. Those ratings inform ratings for the four (4) Kentucky Performance Measures - Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities.

15. The *Major Summative Evaluation - School Counselor* is to be completed in the summative year. Major Summative evaluations are to include narratives for any domain rating marked “ineffective” or “developing”. The evaluator may choose to write a narrative for “accomplished” or “exemplary”.
16. A Summative conference is to be held to discuss the Summative evaluation with the counselor. The conference must be held, and the summative evaluation completed and signed, by the *Counselor’s last day of the work year*, except for those in the Intensive Support process.
17. The non-renewal of the Counselor’s administrative contract (demotion) may be utilized if a Counselor is not responding to support and guidance to improve in identified areas. See below.
18. The Intensive Support Process may be initiated at any time. When significant deficiencies in performance are observed, the Human Resources Specialist is to be consulted by the principal and instructions for the process are to be reviewed. See below.
19. Copies of the signed Summative Evaluations are provided for the evaluator and the counselor. The original, signed document is submitted to the Employee Relations Consultant for inclusion in the personnel file.
20. A counselor may submit a written response to the primary evaluator with a copy to Human Resources within ten days of receipt of an evaluation. The copy of the written response will be attached to the evaluation for inclusion in the personnel file. The evaluator is not required to act upon receipt of the written response.
21. Per the *CPEP*, all certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time the summative evaluation results are provided to the certified school personnel. Certified personnel shall have the right to appeal to a DEAP (District Evaluation Appeals Panel) within fourteen (14) calendar days after receiving a summative evaluation. If an employee chooses to appeal an evaluation via a DEAP, the employee shall not be eligible to file a formal complaint (through the District complaint process for non-represented employee groups) regarding the evaluation.

Demotion Process (Non-Renewal of the Administrative Contract)

Purpose: To identify those counselors who do not respond to support and guidance in identified areas for possible non-renewal of the administrative contract.

Process: The evaluator will establish clear documentation of support and communication with the administrator in question on an ongoing basis. If the employee does not respond

sufficiently to support and guidance, the evaluator will consult with the Chief of Human Resources regarding dates and timelines for the demotion/non-renewal process and submission of documentation. If non-renewal of the administrative contract is recommended by the evaluator to the Superintendent, and the Superintendent concurs, the employee must receive written notice of demotion/non-renewal from the Superintendent no later than **May 15**.

Intensive Support

Purpose: The evaluator makes the decision to initiate the Intensive Support Process based on serious concerns about counselor performance on one or more domains. Decisions may be based on prior evaluations, prior disciplinary letters or reprimands, or on the counselor's inability to make sufficient progress after ample time and support. This process is the most stringent component in the evaluation process. The Intensive Support Process is strictly defined, highly prescriptive, and aims to provide growth and support to the counselor, while setting clear expectations for substantial improvement in job performance over a 12-week period.

Process: When the evaluator determines that there is a serious discrepancy between the counselor's performance and the evaluation criteria, JCPS policies, state procedures, or the job description, the evaluator will initiate the Intensive Support Process ensuring that due process procedures will be followed throughout. The evaluator holds a conference with the counselor to identify in writing the substandard performance. Deficiencies and suggested corrective action are noted in writing utilizing a *Notice of Intensive Support* to document this conference.

The evaluator assigns two (2) qualified, professional staff members with evaluative authority (at least one of whom has building level experience preferably at the same level) to assist during the Intensive Support period. Confidentiality is to be maintained within the bounds of statutes and regulations pertaining to the professional evaluation. These evaluators may be present at the *Notice* issuance conference.

The professional evaluating staff members and primary evaluator conduct a conference with the counselor within the first ten days of the Intensive Support evaluation period. During this conference, a process is determined by the team to address the areas of concern as outlined in the *Notice of Intensive Support*. Form *E-2* is utilized to document this conference. A second conference is to be conducted before recommendations are made to the evaluator. The counselor, professional staff members, or the primary evaluator may request additional conferences between the initial conference and the final conference. Such requests are to be honored and occur in a timely manner. All conferences are documented on Form *E-2*.

It is expected that support for the counselor during the Intensive Support evaluation process could come from a collegial team or from sources of the counselor's choosing. Reasonable support shall be provided to the counselor to improve in areas that are identified as deficient.

The summative evaluation and recommendation are to be made by the Principal within twelve

weeks of the initial conference. Depending on the nature of the deficiency, recommendation may be for a resumption of the normal evaluation process, an extension of time for the deficiency process, or disciplinary action up to and including demotion or termination. The summative evaluation is documented on the *Major Summative Evaluation – School Counselor Form D*. One copy is retained by the evaluator, one copy provided to the counselor, and the original forwarded to the Human Resources for inclusion in the personnel file.

Working Evaluation Folder Checklist

Teacher, Instructional Specialist, Library Media Specialist, Therapeutic Specialist, Counselor

Purpose:

The work evaluation is designed to be a growth oriented process to meet the following objectives:

- to promote improved work performance and job satisfaction,
- to recognize employees whose performance warrants commendation,
- to identify employees who need assistance, and
- to establish documentation for personnel action.

Each Employee's Working Evaluation Folder shall contain:

- Teacher, Instructional Coach, Library-Media Specialist, Therapeutic Specialist, or Counselor **job description**
- Initial **E2** to document beginning of the year evaluation conference (includes expectations and evaluation process) held within 30 days of the employee's start. *Important to remember for late hires.* Utilize **Form E2 Administrative** for Counselors.
- Self-reflection and Professional Growth Plan with SMART Goals recorded on an **E2**
- Student Learning Focus which may be included on the PGP **E2** or on a separate **E2**
- Applicable role group Observation Conference Summaries
- Formative evaluation(s) **Form E2** and/or disciplinary actions
- Interim (Counselor only **Form D-1**) and Summative Evaluation(s) **Form D**

Evaluator's Notes