

General Instructions for Counselor Performance Evaluations

Evaluations of counselors are to be completed in compliance with State Bill 1 and the Jefferson County Public Schools Certified Evaluation Plan. The major purpose of the evaluation process is to provide counselors with recognition of strengths, encourage professional growth, and 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 Framework for School Counselors / Social Workers include Planning and Preparation, The 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.

General Instructions

1. School counselors with three (3) years or less experience, or those in need of assistance, receive an annual summative evaluation. School counselors with four (4) years or more experience receive a major summative evaluation every three (3) years, with interim summative evaluations in years 1 and 2 of the summative cycle. The principal serves as the evaluator for counselors.
2. 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 (appropriate framework, CEP processes, and a review of the Professional Code of Ethics) for their school and will sign a Form E-2 stating that they have received the information and understand the evaluation procedures.
3. Within the first thirty (30) calendar days of reporting for employment each year, all counselors will complete the 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 (Form E-2) to the counselor.
4. By October 1, each counselor will develop a Student Learning Focus statement, as outlined in the Certified Evaluation Plan. 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. Learning and progress shall be discussed at the summative evaluation conference, and reviewed and adjusted as needed during the school year. The Framework for School Counselors / Social Workers domains are the basis for ratings and determination of the overall Professional Practice Rating.
5. All observations are to be conducted openly and with full knowledge of the counselor.
6. A pre-observation 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.
7. Observation windows for required observations are noted in the Certified Evaluation Plan.

8. Peer observations are scheduled between the peer observer and the counselor. Peer observation documentation will be shared and accessed only by the peer observer and counselor. The dates of the pre-conference*, peer observation, and post-conference are to be documented and submitted to the counselor.
*Note: For peer observations only, pre-conferences are required.
9. Post-observation conferences are to be held within five (5) working days of the observation and shall include strengths as well as areas for growth. The conference is to be documented on the Observation Conference – School Counselor form.
10. Other sources of evidence or artifacts that contribute to the Overall Professional Practice Rating may be submitted by the counselor for consideration by the evaluator. Refer to the Certified Evaluation Plan, page 12, for more information.
11. In order to complete the Summative evaluation, the evaluator must determine the Overall Professional Practice Rating informed by the counselor's ratings on each of the four domains of the Framework for School Counselors / Social Workers.
12. All 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".
13. The Intensive Support Process may be initiated at any time. When significant deficiencies in performance are observed, the Employee Development Manager in Human Resources is to be consulted and instructions for the process are to be reviewed.
14. A Summative conference is to be held to discuss the Summative evaluation with the teacher or other professional. Evaluations/observations must be completed by June 15th, except for those in the Intensive Support process.
15. Summative evaluations are to be completed in triplicate – one (1) form retained by the evaluator, one (1) form to the counselor, and the original form submitted to the Employee Development Manager in Human Resources for inclusion in the personnel file.

Intensive Support Evaluation Process

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 Form E-2 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.

The professional 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 summary evaluation and recommendation are to be made by the primary evaluator 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 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 Employee Development Manager in Human Resources for inclusion in the personnel file.

Appeal Process

Purpose:

The Appeals Process serves to give a counselor due process appeal for (a) for evaluation decisions and (b) for procedural implementation of the evaluation process.

Process:

A counselor may submit a written response to the primary evaluator with a copy to the Employee Development Manager in 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.

A counselor may also follow the Appeal Process through the Local Evaluation Appeal Panel as specified in the Jefferson County Public Schools Certified Evaluation Plan.