Ohio School Counselor Evaluation Model

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Preface

Ohio is serious about its commitment to quality schools. Over the past decade, Ohio has made important education policy advances, with a focus on standards and accountability, which together has moved Ohio's pre-kindergarten through 12th grade system forward in several important ways. In response to changes in state law, Ohio has developed both standards and an evaluation system for Ohio's school counselors that will provide them with useful feedback and support as they grow and learn professionally.

School counselors (previously referred to as *guidance counselors*) support all students in pre-kindergarten through grade 12 with academic achievement, social and emotional development and career planning. Ohio School Counselors are licensed according to Ohio Administrative Code 3301-24-05, having completed an approved master's program and an extensive internship. They develop and implement comprehensive school counseling programs that promote and enhance student success by collaborating with families, teachers and administrators.

Ohio recognizes that school counselors are uniquely qualified professionals who support pre-kindergarten through grade twelve students in meeting the ever-changing academic and college/career preparation demands while contributing to students' overall well-being. School counselors' roles and responsibilities in the 21st-century focus on promoting achievement for all students by providing direct and indirect services that address students' academic, college/career and social-emotional needs. School counselors play an instrumental role in school districts throughout Ohio by helping guide students toward success in education and their future careers. The standards and evaluation system reflects the 21st-century roles and responsibilities of Ohio's school counselors. As such, administration should work to ensure the assigned duties of school counselors afford the time and opportunity to demonstrate their ability in all areas identified by the standards in accordance with.

The Ohio Standards for School Counselors

House Bill 64 of the 131st Ohio General Assembly (Ohio Revised Code 3319.61) directed the State Board of Education to develop standards for school counselors. The Ohio Department of Education and the Educator Standards Board worked with stakeholder groups and the chancellor of higher education to identify school counselors, administrators and other representatives to serve on the writing team that drafted the standards during spring 2015. As its starting point, the writing team for the *Ohio Standards for School Counselors* began with the standards-based evaluation system and guide created by the Ohio School Counselor Association writing team, the Ohio School Counselor Evaluation System (2013). In addition to the work of the association, the writing team considered the national model created by the American School Counselor Association, the National Board School Counseling Standards, the standards of the Council for Accreditation of Counseling and Related Educational Programs, the School Counselor Assessment Framework from the Ohio Assessments for Educators and the work of exemplary states nationwide.

In October 2015, the State Board of Education adopted the *Ohio Standards for School Counselors*, which define the skills and knowledge that school counselors must demonstrate at all stages of their careers. These standards promote effective professional practices and provide support to school counselors as they reflect upon and improve their performance over time. Six standards were adopted:

1. School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school's goals and mission.

2. School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.
3. School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.
4. School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.
5. School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.
6. School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.

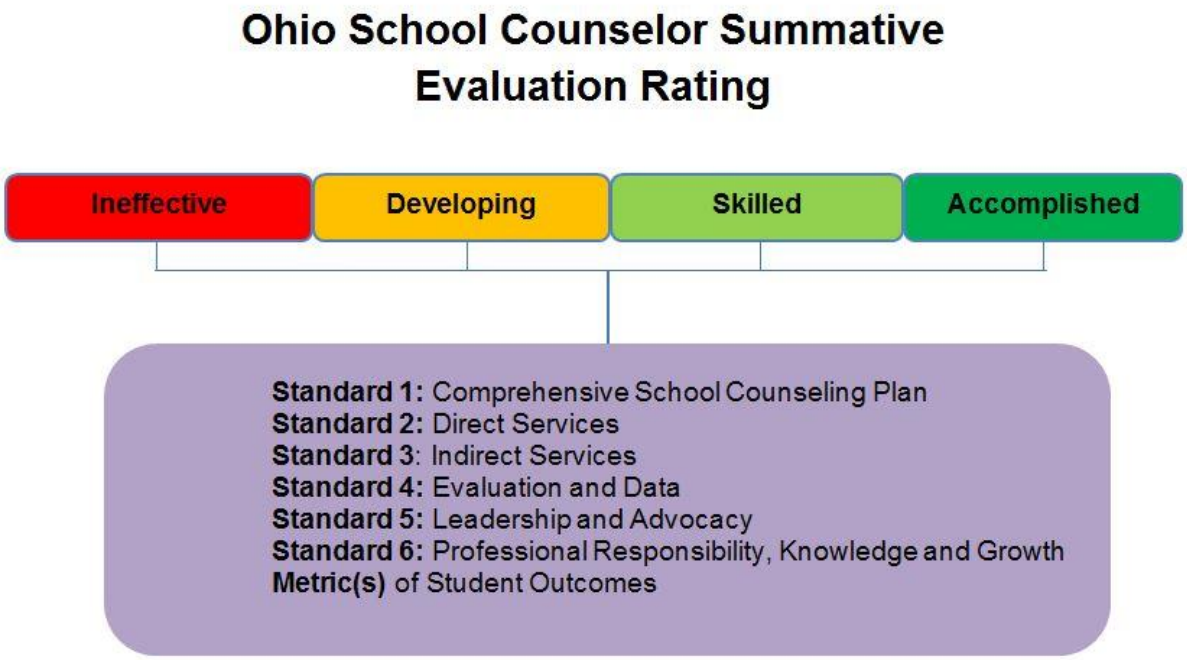
With the adoption of the *Ohio Standards for School Counselors*, Ohio has clearly defined the knowledge, skills, and competencies of effective school counselors. These standards promote the most effective school counseling practices and offer a core set of expectations for Ohio school counselors. Professional school counselors offer students access to the kinds of high-quality direct and indirect services, which will support students' academic, career and social/emotional development.

Ohio School Counselor Evaluation Framework

The passage of House Bill 64 in July 2015 directed the State Board of Education to develop and adopt a standards-based state framework for evaluation of school counselors. In April 2016, the State Board adopted the Ohio School Counselor Evaluation Framework, which is aligned to the Ohio Standards for School Counselors. The framework appears in Appendix A. The bill further directed each school district board of education to adopt a school counselor evaluation policy by Sept. 30, 2016 that conforms to the State Board framework.

The Ohio School Counselor Evaluation System, created in response to the legal mandates, explains how school districts can implement school counselor evaluations in accordance with the State Board framework and state law. It was designed to be transparent, fair and adaptable to the specific contexts of Ohio's districts.

The Ohio School Counselor Evaluation System is a standards-based integrated model that is designed to foster the professional growth of school counselors in knowledge, skills and practice. In this evaluation system, each school counselor is evaluated based upon multiple factors including performance on all areas identified by the standards and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally.



Not later than September 30, 2016, each school district board of education shall adopt a standards-based school counselor evaluation policy that conforms to this framework for the evaluation of school counselors. The local policy shall include implementation of the framework for the evaluation of school counselors beginning in the 2016-2017 school year.

School Counselor Evaluation Rubric

Beginning in October 2015, the Ohio Department of Education convened a group of educational stakeholders from across the state to design the school counselor evaluation rubric aligned to Ohio's Standards for School Counselors. The writing team considered the Ohio

School Counselor Evaluation System (2013) from the Ohio School Counselor Association, and the work of exemplary states nationwide including: West Virginia, Florida, North Carolina, New Jersey and Missouri. Ohio also consulted with American Institutes for Research to provide review and feedback on the evaluation rubric.

The **Ohio School Counselor Evaluation Rubric** was piloted in volunteer districts to inform both the development of the evaluation rubric and model. The pilot engaged school counselors and their evaluators in OSCES training. After training, evaluators engaged with school counselors in the evaluation process. The Ohio Department of Education and an external evaluator gathered feedback over the course of four months, and participating pilot districts and buildings offered feedback on the school counselor evaluation rubric and model.

School counselor performance is determined by using the **Ohio School Counselor Evaluation Rubric,** which is located in Appendix B of this document. The evaluation rubric consists of six standard areas and a seventh area focused on metric(s) of student outcomes:

Standard 1: Comprehensive School Counseling Program Plan	School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school's goals and mission.
Standard 2: Direct Services for Academic Career and Social/Emotional Development	School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.
Standard 3: Indirect Services: Partnerships and Referrals	School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.
Standard 4: Evaluation and Data	School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.
Standard 5: Leadership and Advocacy	School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.
Standard 6: Professional Responsibility, Knowledge and Growth	School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.

Evaluation Rubric: Standards

The Ohio School Counselor Evaluation Rubric consists of indicators based on the six *Ohio Standards for School Counselors*. The rubric describes four levels of school counselor performance for each standard area. The indicators under each standard area describe the knowledge, skills and competencies of school counselors at each performance level (Ineffective, Developing, Skilled and Accomplished). School counselors must demonstrate their ability in all six standard areas.

Evaluation Rubric: Metric(s) of Student Outcomes Area

The Ohio School Counselor Evaluation Rubric includes a seventh area, the Metric(s) of Student Outcomes. The rubric describes four levels of school counselor performance for the Metric(s) of Student Outcomes area. In this portion of the evaluation rubric, the school counselor provides data demonstrating that students' skills, knowledge or behaviors have *positively* changed as a result of the school counselor's actions. The school counselor must clearly demonstrate the ability to positively impact student outcomes.

The school counselor and evaluator should collaboratively pre-determine metrics they will use for this portion of the evaluation rubric at the beginning of the evaluation cycle. **It is recommended that the school counselor and evaluator select metrics that most clearly reflect the work of the school counselor being evaluated and clearly illustrate a link between the work and the student outcomes.** To assist in this process, a sample table of Metric(s) of Student Outcomes appears below to illustrate potential metrics and student outcomes, as well as tools for measurement (see Appendix M for more sample tools for measurement).

Pre-Determined Metric(s)	Desired Student Outcome to Measure	Source of Data
Core course passage rates	Reduction in core course failures	Individual student report card data
Career awareness rates	Increased student career awareness	Ohio Means Jobs Backpack data, survey data
Behavior referral rates	Reduction in behavior incidents	Discipline referrals

Optional Process for Demonstrating a Positive Student Outcome

- Collect or examine existing data to determine student need in one or more domain areas (academic achievement, college/career, social/emotional).
- Identify desired student outcome.
- Determine student metric(s) needed to demonstrate positive student outcome.
- Describe program activity, lesson or intervention the school counselor will carry out to bring about desired results or outcomes.
- Implement the school counselor program activity, lesson or intervention and collect data using pre-determined student metric(s).
- Analyze and interpret the data to determine student outcome(s). Compare student metric(s) data to demonstrate a change in students' knowledge, skills and/or behavior.
- Report data on student outcome(s).

See Appendix L for operational definitions for use in demonstrating a positive student outcome and Appendix N for an optional form for documenting the process.

Toward the close of the evaluation cycle, school counselors and evaluators will revisit the pre-determined metrics. They will analyze the metrics and the evaluator will determine the performance of the school counselor using the indicators under the Metric(s) of Student Outcomes area of the evaluation rubric. Once evaluators determine the performance in the Metric(s) of Student Outcomes area, they will then *holistically* incorporate this area, along with the six standard areas, to determine the end-of-year final summative rating of the school counselor.

School Counselor Final Summative Rating

The school counselor final summative rating is determined by using the **Ohio School Counselor Evaluation Rubric,** which includes six standard areas and the Metric(s) of Student Outcomes area. Using the evaluation rubric, the evaluator will determine the holistic final summative rating for the school counselor: Ineffective, Developing, Skilled or Accomplished. The Ohio School Counselor Evaluation System does not include a weighting factor for the seven areas found on the evaluation rubric because all seven areas are critical to determine school counselor performance. The key point is that evaluators should not consider one area in isolation, but should analyze each in relation to all other areas of performance.

The Ohio School Counselor Evaluation System Model

This evaluation model is designed to provide support for the implementation of the State Board of Education approved School Counselor Evaluation framework. This model is a professional growth model and is intended to be used continually to assist in improving school counselor performance. The evaluation of school counselors must be conducted by evaluators who are approved by their local boards of education and have successfully completed the school counselor evaluation state training.

Information contained in this model addresses the successful implementation of these components:

- Roles and responsibilities;
- Professional growth or improvement plan development (goal-setting);
- Observations;
- Using evidence to inform ratings; and
- Determining the final summative rating of school counselor effectiveness

For a glossary of terms included in this model, see Appendix D.

Roles and Responsibilities

The school counselor's duties and responsibilities should encompass the seven areas of the evaluation rubric. There may be duties required of school counselors that fall outside the outlined areas of the evaluation rubric. Nevertheless, administrators should work to ensure the assigned duties afford the school counselor the time and opportunity to demonstrate competency in all seven areas in accordance with Ohio Revised Code. The evaluation process is to be collaborative and in support of the school counselor.

A strong school counselor evaluation calls for ongoing collaboration and authentic conversation between the school counselor and evaluator. The foundation of such a system is the transparent, two-way gathering and sharing of evidence that informs the school counselor final summative rating at the end of the year. Because of the collaborative nature of the Ohio School Counselor Evaluation System, there are expectations for both the school counselor as well as the evaluator. Expectations, as listed below, help to support an evaluation system that is transparent, fair and includes shared responsibilities.

Expectations for School Counselors

- A planning conference with the evaluator to mutually establish goals and objectives.
- Collection and sharing of data related to the accomplishment of goals and objectives.
- A final conference with the evaluator to review and reflect on progress, achievements and continued development, desires or needs based on outcomes of the performance period.

Expectations for the Evaluator

- A conference with the school counselor to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period.
- Provision of appropriate and timely feedback, resources and guidance to assist the school counselor in achieving goals and objectives.
- Formal and informal observations of the school counselor as he/she performs *non-confidential activities* during the evaluation year.
- Ideas for observations include guidance activities in a classroom, instructional small group activities, parent education functions, staff development sessions, child study team meetings and data meetings.
- Post-observation conferences followed with a written report to the school counselor describing areas of reinforcement and opportunities for refinement.
- A final summative rating at the end of each year providing the school counselor with written report of the results.

The school counselor and evaluator engage in **the evaluation process over the course of a school year and on an annual basis**. The evaluation has **three required components** that must occur during the school year. Those components are outlined below in the order in which they should occur:

1. Goal setting through professional growth or improvement plan development
2. Observations of school counselor (formal and informal)
3. Final summative rating of school counselor and written report

Goal-Setting: Professional Growth or Improvement Plan Development

The primary goal of evaluation is to foster the growth and development of the school counselor over time. Evaluation should promote excellent professional practices that enhance student academic progress. This dimension of the evaluation system requires the school counselor and evaluator to establish specific goals for the evaluation cycle through a professional growth or improvement plan. A professional growth plan or improvement plan is required and is based on the school counselor's final summative rating. If a school counselor has received a final summative rating of Ineffective in the previous school year, the school counselor will begin the following school year on an improvement plan. A school counselor new to the field or district would begin the school year on a professional growth plan.

The first step is to determine which plan is appropriate for the school counselor and with what level of autonomy plan development will occur as illustrated on the next page.

Low Amount of Autonomy	Medium Level of Autonomy	High Level of Autonomy
•**School counselor with final summative rating of Ineffective** •Improvement plan •Plan is directed by evaluator	•**School counselor with final summative rating of Developing or Skilled (or new school counselor)** •Professional Growth Plan •Plan is collaborative between evaluator and school counselor	•**School counselor with final summative rating of Accomplished** •Professional Growth Plan •Plan is self-directed by school counselor

The school counselor is not required to conduct a self-assessment before plan development, but this reflective activity may help him or her determine which standard areas to focus on in the professional growth plan. Find the Self-Assessment Tool in Appendix E. The school counselor would indicate on the tool the response that most accurately represents his or her performance. The school counselor can use this information when engaging with the evaluator in determining goals for the school year.

Goal Setting: Professional Growth Plan

The professional growth plan should reflect the data available (self-assessment, previous evaluation ratings and evidence, etc.). The school counselor and his or her evaluator determine the level of autonomy the school counselor will have with planning and meet to develop two focused goals: one on performance standards and the second on metric(s) of student outcomes. See Appendix F for a sample template.

As part of the professional growth plan and goal-setting process, the school counselor and evaluator team needs to set specific targets that represent successful performance as well as the evidence indicators that will determine if the goals are met. It is recommended that they set goals that are specific, measurable, attainable, results-oriented and time-bound (S.M.A.R.T). They also need to clearly delineate action steps and strategies. Critical to this process is that the school counselor and evaluator have a common understanding of what information will inform the summative evaluation and what level of performance will result in an effective rating. The professional growth plan includes:

- Identification of area(s) for future professional growth;
- Specific resources and opportunities to assist the school counselor in enhancing skills, knowledge and practice; and
- Opportunities that will enable the school counselor to produce positive student outcomes.

The Professional growth plan helps the school counselor focus on areas of professional development that will help him or her improve practice. The plan should be one academic year in duration and may support the goals of the individual professional development plan – but not replace it. Within the plan, the professional development should address the individual needs of the school counselor and specifically relate to his or her areas for growth as identified in the evaluation. The evaluator should recommend professional development opportunities and help the school counselor by providing resources (e.g., release time, sources of financial support).

Once the school counselor and evaluator develop a professional growth plan, they should work together to monitor progress. Scheduled conferences are recommended several times during the year to provide opportunities for professional conversation or direction about

performance, goals, progress, as well as supports needed. During the year, the evaluator and school counselor should discuss opportunities for professional development that evolve as a result of the evaluation process.

Goal Setting: Improvement Plan

The purpose of the improvement plan is to help the school counselor focus on area(s) in which they need intensive support to improve practice. A school counselor must develop an improvement plan when his or her final summative rating is Ineffective. Additionally, an evaluator may initiate an improvement plan at any time during the evaluation cycle based on deficiencies in performance by the school counselor.

The evaluator directs the development of the improvement plan. Preparing the plan may take more than one meeting; evaluators and counselors should spend enough time to ensure that the plan is comprehensive and well detailed. The evaluator will review the improvement plan with the school counselor and identify specific areas for improvement. For a sample improvement plan template, see Appendix G.

When an evaluator initiates an improvement plan, it is his or her responsibility to:

- Identify, in writing, the specific area(s) for improvement to be addressed in relationship to the *Ohio Standards for School Counselors*;
- Specify in writing, the desired level of performance that is expected for improvement and afford a reasonable period of time to correct deficiencies;
- Develop and implement a written plan for improvement for the school counselor to begin immediately, and also include resources and assistance when available;
- Determine additional education or professional development opportunities needed for the school counselor to improve in identified area(s); and
- Gather evidence of progress or lack of progress toward improvement by the school counselor.

Once the school counselor and evaluator develop an improvement plan, they should work together to monitor progress of the plan. Scheduled conferences are recommended several times during the year to provide opportunities for professional conversation or direction about performance, goals, progress, as well as supports needed.

An evaluator should complete a reassessment of the school counselor's performance in accordance with the written plan. Upon this reassessment, if the school counselor has documented improvement at an acceptable level of performance, the professional growth plan may resume. If the school counselor's performance continues to remain at the Ineffective level, the supervising administrator may reinstate the improvement plan with additional recommendations or take the necessary steps to recommend dismissal.

Observations: Gathering Evidence of School Counselor Performance

Observations of the school counselor provide the evaluator with important evidence when assessing a school counselor's performance and effectiveness. As an evaluator observes a school counselor engaging with students, parents or other stakeholders, he or she may collect valuable evidence. Evaluators engage in both formal and informal observations (see below for descriptions of the formal and informal observation). **A school counselor must follow the ethics of maintaining confidentiality in counseling relationships and this must be taken into consideration when engaging in observations of the school counselor**. This does not mean observations of the school counselor should not occur, it means the evaluator and school counselor should work together to identify observation times where non-

confidential activities are scheduled so no breach in confidentiality occurs. Non-confidential activities (school counseling activities that do not compromise confidentiality by the presence of an outside observer) may include, but are not limited to, guidance activities in a classroom, instructional small group activities, parent education functions, staff development, child study team meetings and data meetings.

Formal Observations

Formal observations must occur two times during the evaluation cycle and last for a minimum of 30 minutes each. The school counselor and evaluator should set times for the formal observations to take place and adjust this scheduled time and date as necessary if the observations are not conducted as planned. During the observations, the evaluator documents specific information related to school counseling activities. The evaluator then completes a narrative (see Evidence Collection Tips below) to document each formal observation. Formal observations will not include videotaping or sound recordings without written permission of the school counselor. The evaluator will analyze each formal observation using the ***School Counselor Evaluation Rubric*.**

Informal Observations

Informal observations of school counselors are walkthroughs of *non-confidential activities* that may be unannounced by the evaluator. Evaluators will conduct informal observations that are snapshots of the school counselor's regular activities (see Appendix H for an Informal Observation: Open-Ended Form). Summary data collected through a series of informal observations, along with evidence documented through formal observations will come together to inform the school counselor's final summative evaluation rating.

Informal observations are a:

- Tool to inform evaluation that provides the opportunity to gather evidence of school counselor practice over a series of short visits;
- Process for giving targeted, evidence-based feedback to school counselors; and
- Means for school leadership to visit school counselors more frequently and more purposefully.

An informal observation is not a(n):

- Formal observation;
- "Gotcha" opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the school counselor evaluation process.

Guidelines for informal observations of school counselors are illustrated below.

Informally Observe all School Counselors	All school counselors benefit from informal observations of non-confidential activities. Informal observations should last from 15 to 20 minutes (but less than 30 minutes); therefore, evaluators should conduct observations that they can follow up on either the same or next day. School counselors need and deserve some type of immediate feedback.
Focus on One or Two Areas	Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the activity, events or discussions that are occuring. A focus may also occur based upon past conferences and the need for follow-up observations.
Make Time to Follow Up	Follow-up communication to informal observations is a critical component. Follow-up will often be in writing but the evaluator should extend to the school counselor an invitation to discuss any comments provided face-to-face. The evaluator may also offer resources to help school counselors refine their practice.
School Counselor Driven Observations	While it is recognized that evaluators have many demands on their time, encouraging school counselors to identify non-confidential activities for the observation can be a means for the collection of evidence related to specific areas of focus that may be worked upon.
Types of Data	Data collected as evidence of school counselor practice may be quantitative, qualitative or a combination of both. Quantitative data includes frequencies, distributions and other counts or tallies. Qualitative data can include scripted notes detailing patterns of activities, vocabulary used and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

Observation Conferences

The formal observation process consists of a pre-observation conference and a post-observation conference (illustrated below). The formal observation process includes ongoing communication and collaboration between evaluator and school counselor which helps foster a productive professional relationship that is supportive and leads to school counselor growth and development. This type of communication and collaboration can occur during pre- and post-observation conferences. Information sharing that can be valuable to both evaluator and school counselor happens during these formal observation conferences. Observation conferences can also occur with informal observations if needed.

Pre-Observation Conference

At the pre-observation conference, the evaluator and school counselor discuss what the evaluator will encounter in the observation. They share important information about the characteristics of the school counseling environment and the school counseling activity. The conference also will give the school counselor an opportunity to identify areas in which he or she would like focused feedback from the evaluator during the observation. The school counselor and the evaluator should keep a record of the date the conference takes place and the communication that takes place. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- Objectives of school counseling activity;
- Experiences of the individuals in the session;
- Characteristics of the environment;
- Strategies that the school counselor will employ to meet the objectives;
- Differentiation based on needs; and
- Assessment data collected to demonstrate learning.

Post-Observation Conference

The purpose of the post-observation conference is to provide feedback to the school counselor for reflection on the observed school counseling activity. The conference also will assist the counselor in identifying ways to increase effectiveness of the activity. Following the activity, the school counselor reflects on whether or not the objectives for the activity were met. In addition to the feedback from the observed activity, professional conversations between the evaluator and the school counselor may help identify additional strategies and resources needed. The evaluator will make recommendations and commendations that may become part of the school counselor's professional development plan or improvement plan.

In general, the discussion between the evaluator and the school counselor needs to focus on relative area(s) of strength (reinforcement), and relative area(s) for further support (refinement) in relation to the evaluation rubric. School counselors may bring additional evidence that supports the activity observed to share with the evaluator at the conference. The evaluator may consider these as evidence to support the school counselor's performance.

Suggestions for Conducting the Post-Conference			
Step One: Introducing Conference and Establishing Length	Step Two: Reinforcing the School Counselor (Area of Relative Strength)	Step Three: Refining the School Counselor's Skill (Area of Further Support)	Step Four: Presenting Evidence and Ratings Connected to the Rubric
a. Review conference process b. General impression question – "How do you think the activity went?"	a. Identify an area of reinforcement (only one area) b. Ask self-analysis questions c. Provide evidence from notes	a. Identify area of refinement (only one) b. Ask self-analysis questions c. Provide evidence from notes d. Give a recommendation for future practice	a. Discuss ratings of standard areas observed b. Share evidence from observation directly related to standard areas addressed

For a list of possible pre-observation and post-observation questions see Appendix I.

Evidence Collection Tips

During observations, it is important to collect evidence that is accurate and can help inform the evaluation of the school counselor. Scripting during an observation is an important step for evidence collection. The following strategies will help the evaluator script during the observation of the activities and process the script after the observation.

During the Observation

- **Time –** Capture the length of the different segments of the activity.
- **Abbreviate –** It's challenging to get down everything the school counselor says and does, so when possible, abbreviate. After the observation, review your notes and write out what you abbreviated.
- **Verbatim –** Capture as much verbatim dialogue as possible. Nothing is better than direct quotes of what the school counselor says. Use SC for school counselor, S for student and P for parent verbatim.
- **Paraphrase –** Use parentheses to indicate paraphrasing, so when you go back through your notes you know what is paraphrased and what is verbatim.
- **Circulate –** Circulate as necessary to collect evidence about the student activity from the school counselor or the student.

After the Observation

- **Upfront Summary –** After you finish, go through your script and write a brief summary of the school counseling activities.
- **Label –** Begin to categorize your scripting notes by labeling evidence for various indicators on the rubric.
- **Activity Analysis –** Identify the primary objectives of the activity and its sub-objectives.
- **Q&F –** After you finish, go through your script and label all questions and feedback.

Defining the Evaluation Ratings

In accordance with Ohio Revised Code 3319.113, the Ohio School Counselor Evaluation Rubric outlines specific standards and criteria that distinguish four levels of school counselor performance for each of the seven areas outlined on the rubric. Each rating can also be described in more general terms (as illustrated below), and the evaluator should consider these in determining the holistic rating of school counselor performance.

Ineffective: A rating of *Ineffective* indicates that the school counselor consistently fails to demonstrate minimum competency in one or more standards. There is little or no improvement over time. The school counselor requires immediate assistance and needs to be placed on an improvement plan.	**Developing:** A rating of *Developing* indicates that the school counselor demonstrates minimum competency in many of the standards, but may struggle with others. The school counselor is making progress but requires ongoing professional support for necessary growth to occur.	**Skilled:** A rating of *Skilled* indicates that the school counselor consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced school counselors.	**Accomplished:** A rating of *Accomplished* indicates that the school counselor is a leader and model in the school and district, exceeding expectations for performance. The school counselor consistently strives to improve his or her professional practice and contributes to the school or district through the development and mentoring of colleagues.

Using Evidence to Inform Ratings

The following is a suggested step-by-step guidance for the scoring process as it occurs throughout the evaluation cycle. This guidance can help evaluators review and analyze evidence to inform school counselor ratings throughout the evaluation cycle. It is important to understand that evidence for each standard may not be observable during formal and informal observation. Continuous collaboration with both the evaluator and school counselor is important for collecting evidence and determining a rating in all the standard areas. Since the School Counselor Evaluation Rubric is intended to be scored holistically, evaluators will need to assess which performance level provides the best *overall* description of the school counselor. The evaluator should consider the school counselor to student ratio when determining the performance rating of the school counselor.

Step One: Gather Evidence

- **Align evidence to each area on the evaluation rubric.** Group the evidence collected from the formal and informal observations, conferences and everyday interactions with the school counselor into the appropriate areas on the evaluation rubric. When completing the evaluation rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation. By the end of the evaluation cycle, however, they are required to have evidence of all standard areas in the evaluation rubric.

- **Be consistent in gathering, recording and sharing detailed, factual evidence.** Capture enough detail to accurately but succinctly describe the activity, interaction or behavior factually (without implied judgment or opinion in the recording).

- **Review and analyze evidence by rubric area to determine where more information is needed.** As the year progresses, holes in evidence coverage across standard areas may emerge. If the evaluator organizes the evidence collected by rubric area after each interaction, missing evidence will be apparent. Keep these rubric areas in mind during future interactions with the school counselor, since school counselor evaluation requires evidence in all rubric areas.

Step Two: Issue a Rating for Each Rubric Area

- **Read all of the evidence collected up to that point within the rubric area, looking for patterns.** A school counselor may develop priorities in several standard areas and may follow with a goal to address a standard area. The school counselor also may develop a goal based on student outcomes for his or her building. The evaluator may observe an activity the school counselor may engage in to demonstrate work and progress toward the goals. The evaluator can collect evidence and provide meaningful feedback to the school counselor and look for patterns. Note these patterns and take them into consideration when issuing a rating.

- **Compare the evidence and patterns to the performance indicators.** After becoming familiar with the rubric, start by re-reading **all** of the *Skilled* performance indicators in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the *Accomplished* or *Developing* performance level indicators as well, to decide if either of the performance levels better aligns with the available evidence. If the *Developing* indicators seem to be an appropriate match to the evidence, also read the *Ineffective* indicators carefully to consider whether any evidence is at this level.

- **Repeat the process above for each rubric area and then consider patterns of performance across the evaluation rubric.** Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

It is recommended that the evaluator completes steps one and two after each formal observation of the school counselor. Once the evaluator completes that scoring process, he or she should use that information to issue the end-of-year holistic final summative rating. *It is important to note that the evaluator may not have the Metric(s) of Student Outcomes after each formal observation because evidence may not be available; they will need to consider this rubric area only during step three.*

Determining the Final Summative Rating of School Counselor Effectiveness

At the end of the evaluation cycle, a school counselor must receive a final summative rating that reflects his or her performance throughout the evaluation cycle. The evaluator completes the final summative rating of school counselor performance after he or she has gathered and analyzed multiple sources of evidence from across the evaluation cycle. Step three outlines how the evaluator issues this rating.

Step Three: Issue an End-of-Year Holistic Final Summative Rating

- **Meet with School Counselor to Review Metric(s) of Student Outcomes.** To issue a rating for the Metric(s) of Student Outcomes and incorporate this area into the end-of-year holistic final summative rating, the evaluator and school counselor should meet to review the previously determined student metrics. The school counselor will provide the evaluator with data and analysis demonstrating that students' skills, knowledge, or behaviors have *positively* changed as a result of the school counselor's activities. The evaluator should use the evaluation rubric to determine the level of performance in this rubric area.

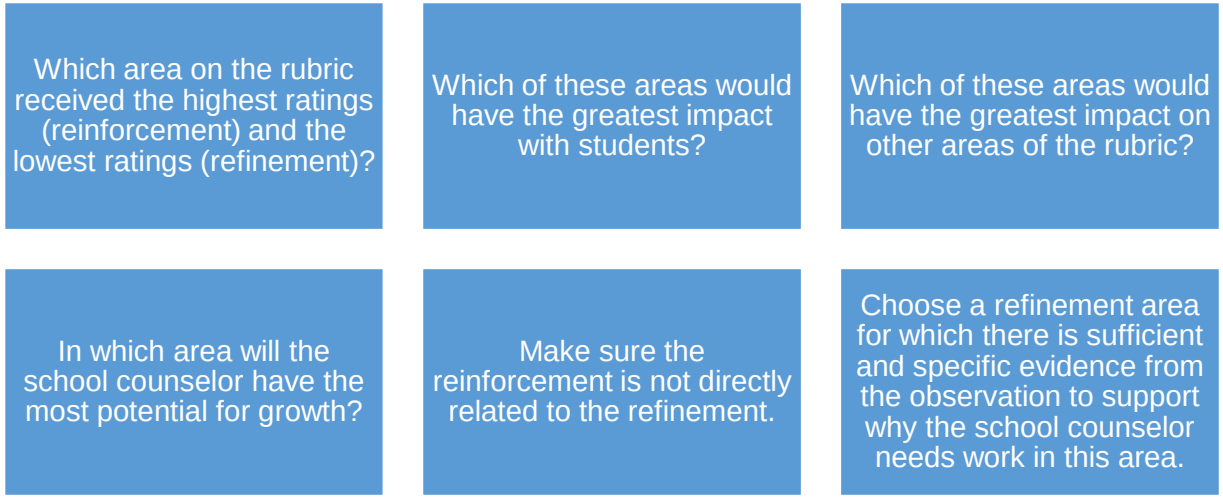
- **Consider all evidence from the year, paying attention to patterns and trends.** To issue a school counselor's end-of-year final summative rating, return to the body of collected evidence for the evaluation cycle. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences and daily interactions. During this step, it is particularly important to consider *trends* in the school counselor's performance over time. Was the school counselor consistent in his or her leadership? Was he or she successful in meeting goals? Did positive student outcomes occur? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on that area.

- **Consider minimum thresholds of competency.** Flag any instance of an *Ineffective* rating in preparation to issue the final rating. While the evaluator should examine the example of ineffective behavior within the entire context of the evidence collected, consider that there are minimum thresholds of competency for each of the seven areas described in the **Ohio School Counselor Evaluation Rubric**. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. The evaluator must rely on professional judgment, supported by the evidence gathered, to decide if this evidence of ineffective practice is grounds to issue a final *Ineffective* rating. The evaluator also should take into account how detrimental the displayed deficiency is to the school counselor's students and parents, staff and building as a whole.

- **Issue the final performance rating, summarize the supporting evidence and offer areas of reinforcement and refinement.** Complete the performance rating process by documenting the school counselor's final summative rating. Support your rating with evidence from formal and informal observations, artifacts provided by the school counselor and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on needed professional growth so the school counselor will clearly understand the path to continuous growth and improvement and has concrete examples to help him or her improve practice. See Appendix K for a sample form.

Choosing Reinforcement and Refinement Areas

When choosing areas of reinforcement and refinement after considering all evidence from the observation cycle, an evaluator should consider several guiding questions to ensure that the professional growth plan will result in maximum benefits for the school counselor and his or her students. The following page illustrates hints and questions for choosing reinforcement and refinement objectives.



Summative Evaluation Conference

After the evaluator completes the evaluation cycle, it is *recommended* that the evaluator meets with the school counselor to discuss the final summative rating and written report. Although the evaluation rubric helps in evaluating the school counselor's practice, its primary purpose is to provide the basis of support the school counselor receives for professional growth. This support should be provided by the evaluator. During the conference, evaluators will review areas of reinforcement, refinement and the final summative rating of the school counselor.

A recommended framework for the summative evaluation conference could look like the following:

1. Introduction/Greeting/Establish Length of Conference
2. Reinforcing the School Counselor (Area of Relative Strength)
3. Refining the School Counselor's Practice (Area for Further Support)
4. Present Evidence and Final Summative Rating Connected to the Ohio School Counselor Evaluation Rubric

According to Ohio Revised Code 3319.113, school counselors must receive a written report of their evaluation results from the evaluator.

Appendices

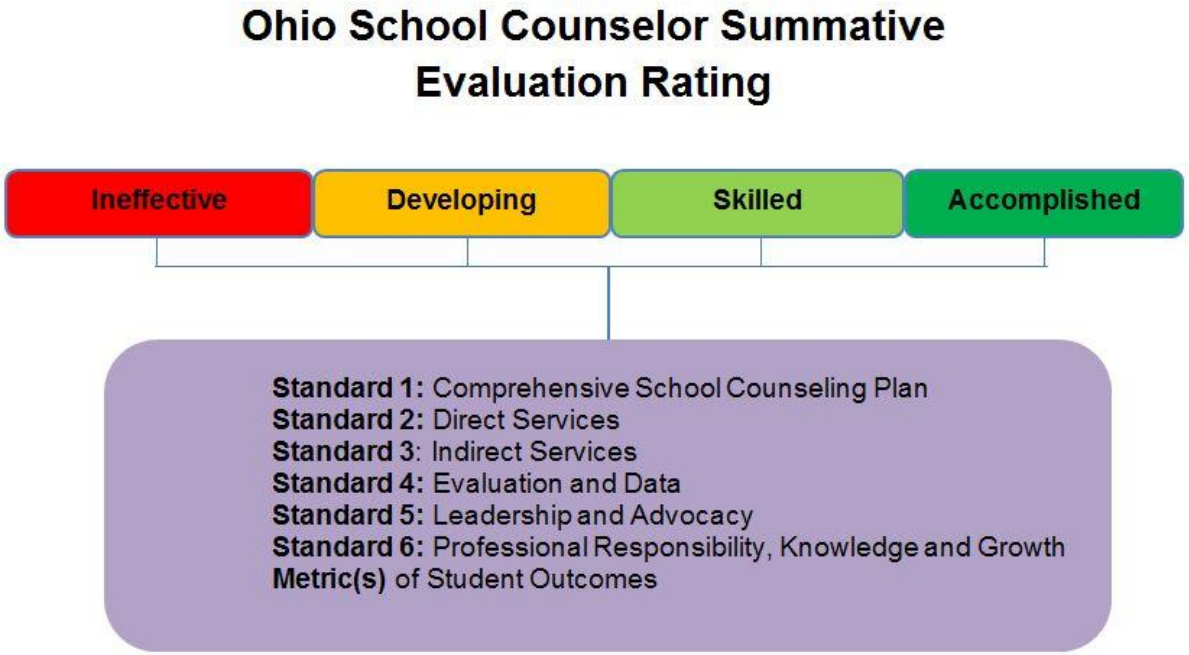
Appendix A: Evaluation Framework for School Counselors

Evaluation Framework for School Counselors

Ohio is serious about its commitment to quality schools. In 2015, the State Board of Education adopted standards for school counselors. With the adoption of the Ohio Standards for School Counselors, Ohio has clearly defined the knowledge, skills and competencies of effective school counselors. These standards promote the most effective school counseling practices and offer a core set of expectations for Ohio school counselors. Professional school counselors offer students access to high-quality services, which support students' academic, career and social/emotional development.

Each school counselor will be evaluated according to Ohio Revised Code and the Evaluation Framework which is aligned to the Ohio Standards for School Counselors. The Ohio School Counselor Evaluation System (OSCES) was designed to be transparent, fair and adaptable to the specific contexts of Ohio's districts.

OSCES is a standards-based integrated model that is designed to foster the professional growth of school counselors in knowledge, skills and practice. In OSCES, each school counselor is evaluated based upon multiple factors including performance on all areas identified by the standards and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally.



Not later than September 30, 2016, each school district board of education shall adopt a standards-based school counselor evaluation policy that conforms to this framework for the evaluation of school counselors. The local policy shall include implementation of the framework for the evaluation of school counselors beginning in the 2016-2017 school year.

Additionally, at the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing school counselors.

The local board of education will also provide for professional development to accelerate and continue school counselor growth and provide support to poorly performing school counselors.

School counselor evaluations shall occur annually except as otherwise appropriate for high-performing school counselors. The annual evaluation process will consist of two formal observations of thirty minutes each and informal observations.

The board may evaluate each school counselor who received a final summative rating of accomplished on the most recent evaluation once every three school years so long as the metric of student outcomes, for the most recent school year for which data is available, is skilled or higher on the evaluation rubric.

The board may evaluate each school counselor who received a final summative rating of skilled on the most recent evaluation once every two school years so long as the metric of student outcomes, for the most recent school year for which data is available, is skilled or higher on the evaluation rubric.

During the years in which high-performing school counselors are not fully evaluated, the board shall conduct at least one observation and one conference.

School counselors with a final summative rating of accomplished will develop a professional growth plan*.

School counselors with a final summative rating of skilled will develop a professional growth plan* collaboratively with their evaluator.

School counselors with a final summative rating of developing will develop a professional growth plan* with their evaluator. The administration will approve the professional growth plan.

School counselors with a final summative rating of ineffective will develop an improvement plan with their evaluator. The administration will approve the improvement plan.

*Districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Appendix B: School Counselor Evaluation Rubric

The ***School Counselor Evaluation Rubric*** is intended to be scored holistically. This means the evaluator will assess which level provides the best *overall* description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor cannot articulate components of a comprehensive school counseling program. The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed. The school counselor identifies no resources to implement the program.	The school counselor articulates all components of a comprehensive school counseling program. The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed. The school counselor identifies resources needed to partially implement the program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation. The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed. The school counselor identifies resources to fully implement the program.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development. The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results. The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence				

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals. The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources. The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals. The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources. The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed. The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed. The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed. The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed. The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence				

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
Evidence				

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly
Evidence				

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
	The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
	The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
	The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.
Evidence				

Standard Six: Professional Responsibility, Knowledge and Growth – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
Evidence				

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
Evidence				

Appendix C: Ohio School Counselor Evaluation System Model Components

Model Component	Required	Recommended
Self-Assessment		✓
Professional Growth or Improvement Plan	✓	
Two Formal Observations	✓	
Informal Observations	✓	
Pre-Conferences		✓
Post-Conferences		✓
Final Summative Rating using Evaluation Rubric including Metric(s) of Student Outcomes	✓	
Summative Evaluation Conference		✓
Written Report of Evaluation Results	✓	

Appendix D: Glossary of Terms

Advocacy: Advocacy includes those actions that a school counselor takes on behalf of students or the counseling profession to promote individual growth and support effective policies and standards.

Career Development: Career development is the proactive planning and steps students take toward meeting their career goals. School counselors can help students (1) understand the connection between school and work; (2) envision, plan for and make successful transitions from pre-kindergarten through grade 12 education into postsecondary education or work; and (3) develop lifelong skills for future education, work transitions and decision making. To these ends, and across the continuum of student development, school counselors focus on awareness building, exploration and planning. As part of career development, school counselors help students with postsecondary planning that may include applications, selection and entry into college (two-year, four-year or technical programs) or workforce entry into business/industry.

Comprehensive School Counseling Program: The comprehensive school counseling program includes four components: the school counseling core curriculum, individual student planning, responsive services and system support. An effective plan will clearly define roles and promote collaborative leadership; focus on results that are driven by data; be developmentally appropriate; and align with research, national models and effective practices.

Direct Services: Direct services are in-person interactions between school counselors and students to support students' academic, career and social/emotional development. Direct services include the development and implementation of the school counseling core curriculum, individual student planning and the delivery of responsive services.

Formal Observation: A formal observation consists of the active acquisition of information from a primary source. Evaluators may observe school counselors while they are working in classrooms, small group settings, planning meetings or any other areas where they can obtain information for the evaluation. Schedule observations of school counselors at times when non-confidential activities are occurring to maintain confidentiality of counseling relationships.

Indirect Services: Indirect services include referrals, consultations and collaborations that school counselors make and engage in on students' behalf.

Individual Planning: When school counselors assist students individually in understanding, monitoring and managing their development, and coordinate activities designed to help students with their goals and plans, these activities are part of individual planning.

Informal Observations: Informal observations, which may be unannounced, consist of walkthrough observations of *non-confidential* school counseling activities by evaluators.

Non-confidential activities: Non-confidential school counseling activities are those that do not compromise confidentiality by the presence of an outside observer.

Preventative Services: Preventative services are those proactive activities within the comprehensive school counseling program that promote students' positive growth and development, while avoiding harm or negative consequences.

Responsive Services: School counselors provide responsive services or interventions to meet students' immediate needs and concerns or to respond to specific problems that affect social/emotional or academic development. Responsive services include crisis response.

The School Counseling Core Curriculum: The school counseling core curriculum is a plan of structured lessons or activities designed to build students' knowledge and skills as appropriate on the developmental continuum. An effective school counseling core curriculum does not need to include detailed daily lessons; rather, the key is that the counselor creates a systematic plan purposefully sequences its activities. The school counseling core curriculum is delivered as part of the school's overall plan for what students should learn. The school counselor presents the plan in collaboration with other educators in pre-kindergarten through grade 12 classrooms and group activities.

Stakeholders: Stakeholders include those people, groups or organizations that have an interest or concern in the comprehensive school counseling program and its impact on students. Internal stakeholders may include educators and administrators at the building or district level. External stakeholders may include representatives of community organizations, business/industry, or other groups.

Student Standards: Student standards are written to describe the expected knowledge, skills and competencies students should possess at each grade level or grade-level band. The American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student (2014) describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. The school counselor's program also should reflect relevant state student standards, such as Ohio's Learning Standards (2010). Other student standards may inform the school counseling program as appropriate.

System Support: System support includes those management activities needed to assure the implementation and ongoing evaluation of a high-quality, developmental and comprehensive school counseling program.

Appendix E: Self-Assessment on Standards

The *Ohio Standards for School Counselors* define expectations for Ohio's school counselors based on what is known about the skills and practices of effective school counselors. The standards can be used as a guide for school counselors as they self-assess their professional effectiveness to identify their strengths and areas for additional professional growth.

One way for school counselors to self-assess is to respond to focused, guiding questions related to effective practices. This self-assessment tool offers both essential questions and statements for response.

The school counselor should consider each of the statements below and choose the response that most accurately represents performance.

Standard One Essential Question(s): Have I engaged in collaborative planning within my school for a comprehensive school counseling program plan?

I possess the knowledge and skills to design a comprehensive and proactive school counseling program.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
The school counseling program aligns with the school's goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Standard Two Essential Question(s): Do I effectively provide direct services to meet the academic, college/career and social/emotional development needs of my students?

Curriculum Development: I possess the knowledge and skills to develop an effective school counseling core curriculum.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
Individual Student Planning: I work directly with students to support their academic progress and goals.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to develop their college and career-related knowledge, skills and pathways.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to support their social/emotional development, skills and mindsets.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Responsive Services: I develop appropriate interventions for students as needed.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Three Essential Question(s): Do I effectively make connections, build partnerships, consult and seek solutions, and provide referrals to meet my students' academic, career/college and social/emotional development needs?

I partner with school personnel and parents/guardians to achieve common goals for student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I coordinate school and community resources and provide referrals as needed to support students and promote their success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Four Essential Question(s): Do I use data to plan, implement and continually improve my practice?

I monitor student performance and progress.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I monitor the effectiveness of the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Five Essential Question(s): Do I effectively advocate on behalf of students and the role of the school counseling program in creating a positive environment and meeting the needs of the whole child?

I serve as a leader.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster a school environment that is inclusive of, responsive to, and safe for its diverse members.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I advocate on behalf of students.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I advocate for my profession and the role that school counselors play in fostering student success and well-being.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Six Essential Question(s): Do I demonstrate professionalism, model ethics and seek continuous professional learning?

I seek ongoing, relevant and high-quality professional learning and growth.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I adhere to ethical standards and legal and professional codes.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate professionalism in my field	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Appendix F: School Counselor Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: Evaluator Name: ☐ Self-Directed ☐ Collaborative

Goal One

*Choose the **Standard(s)** aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.*

☐ Comprehensive School Counseling Program Plan	☐ Evaluation and Data
☐ Direct Services for Academic, Career, and Social/Emotional Development	☐ Leadership and Advocacy
☐ Indirect Services	☐ Professional Responsibility, Knowledge & Growth

Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Goal Two

*Choose the domain(s) aligned to the **Metric of Student Outcomes** goal.*

☐ Academic ☐ College/Career ☐ Social/Emotional

Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

Appendix G: Improvement Plan

Written improvement plans are to be developed when a school counselor receives an overall Ineffective rating. In addition, districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

School Counselor Name: Date of Improvement Plan Conference:
School Year: Building:

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for School Counselors*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what each goal will measure.

Goal(s)	Level of Performance Specifically Describe Successful Improvement Target(s)	Starting Date	Ending Date

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that the school counselor must take to improve his or her performance. Indicate the sources of evidence that the evaluator will use to document completion of the improvement plan.	
Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

Date for this Improvement Plan to Be Evaluated:

School Counselor's Signature: _____ Date:

Evaluator's Signature: _____ Date:

Improvement Plan: Evaluation of Plan

School Counselor Name: Date of Evaluation:
School Year: Building:

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

☐ Improvement demonstrated and professional standards met a satisfactory level of performance.
☐ Continue with the improvement plan for a specified amount of time. Date:
☐ Recommend dismissal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

School Counselor's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

* The level of performance varies depending on school counselor's years of experience.

Appendix H: Informal Observation: Open-Ended Form

School Counselor Name: **Activity Observed:** **Date:**

Evaluator Name: **Time Informal Observation Begins:** **Time Informal Observation Ends:**

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature_____ ☐ **Photocopy to School Counselor**

Appendix I: Pre and Post Observation Questions

Pre-Observation Planning and Post-Observation Resource Questions

The following sample questions are intended to guide thinking and conversation during pre-observation and post-observation conferences. The purpose of these conferences is to promote communication, understanding and reflection on professional practices. All questions will not apply to all observations.

Pre-Observation

- What are your goals for the school counseling program?
- What do you want to accomplish for the observation?
- How will you know if you accomplish your goals for the observation?
- How will your actions support the overall plan for the school counseling program?
- What could I observe you doing on a typical day?
- What is the rationale and context for what I will observe?
- What made you choose this particular activity?
- How will you prepare for the activity?
- What prior knowledge does the participant need to have for this activity?
- How can you get immediate feedback to make sure the participants understand the most important parts of your presentation?
- Discuss ways you meet the needs of students through individual planning.
- How will you help students develop skills for personal or social success?
- What collaboration might you have with colleagues in preparation for the observation?
- What might be some strategies for collaboration with colleagues inside and outside of your department?
- What outcome are you focused on?
- How do you plan to help students develop skills for academic success, career development, personal or social success?
- What data do you plan to collect that monitor's student progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

Post-Observation

- What do you feel was the strongest point of the observation? Why?
- To what extent do you think you accomplished your goals for the observation? How do you analyze and reflect on your work? In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data help improve student outcomes?
- After the observation, what will be your next steps?
- What would you most like to improve?
- What are some thoughts about providing responsive services to meet student needs?
- Discuss ways you could meet the needs of students through systems support.
- Discuss ways in which you can advocate for different groups of students?
- How can I (as your evaluator) help support your goals for the program

Appendix J: Post Conference Planning

The goal for the conference leader is to cognitively coach the school counselor through the use of reflective questions. Record three reflective questions you would ask the school counselor that align with the area of reinforcement.

1.

2.

3.

Record three reflective questions you would ask the school counselor that align with the area of refinement.

1.

2.

3.

Four Key Elements of the Post-Conference

1. Introduction/Greeting/Establish Length:
    - Review conference process
    - General impression question: “How do you think the activity went?”

2. Reinforcing the School Counselor:
    - Identify an area of reinforcement (ONLY one area)
    - Ask self-analysis question
    - Provide evidence from notes

3. Refining the School Counselor’s Skill:
    - Identify an area of refinement (ONLY one area)
    - Ask self-analysis question
    - Provide evidence from notes
    - Give a recommendation for future practice

4. Present evidence and rating connected to the rubric

Appendix K: Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career and Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation and Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge and Growth				
Metrics of Student Outcomes				
Area of reinforcement:		*Area of refinement:*		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if improvement plan has been recommended.

School Counselor Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Appendix L: Operational Definitions for Determining Positive Student Outcomes Using Student Metrics

Positive student outcome – *A measureable, positive change in students' knowledge, skills or behavior*.
The school counselor will use student data to demonstrate a positive student outcome for the selected student group of participants.

Student metric – *Measures taken over time used for comparison or to track and assess performance or outcomes. Student metrics provide a framework to measure progress in achieving the comprehensive program goals.* Student metrics refer to a variety of student measures a school counselor could utilize to measure the rate of change produced by a particular program, activity, lesson or intervention. Some student metrics are easily accessible, such as attendance rates, behavior referral data and rates of suspensions. Other student metrics may require disaggregation from existing data or the creation of a tool to measure the specific metric needed. Select student metrics that align with the student outcome being measured.

Student(s) – *A cohort, subgroup or grade level of students selected for the evaluation of a positive student outcome*.

Domain – *A field or scope of knowledge, action, thought or influence.*
A comprehensive school counseling program is organized in three major domains: academic, college/career and social/emotional development. The academic domain encompasses student attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. The career domain encompasses the acquisition of skills and strategies to successfully achieve future career goals and the knowledge to make informed career and college choices. The social/emotional domain encompasses the knowledge, attitudes and interpersonal skills to be safe, respected and successful in society.

Appendix M: Sample Measurement Tools for Metric(s) of Student Outcomes

The following table will assist school counselors and evaluators as they work in collaboration to determine metric(s) of student outcomes that most clearly reflect the work of the school counselor. This table provides potential focus areas and tools for measurement. Some of the tools listed may be used in more than one focus area. This list is not comprehensive and it is possible that other tools may be used as appropriate.

Domain	Source of Data
Academic progress and goals	State assessments, state report card, student grade reports, vendor assessments, matriculation rates, grade-point averages, awards, data from response to interventions, test scores, academic growth, percent completed work, attendance data (days present, tardy, truancy reports), completed credit recovery, partnerships and referrals, advanced placement enrollments.
College/Career options and resources	Needs assessments, college acceptance rates, college application processing, completed credit recovery, partnerships and referrals, advising with student success plans, career assessments, career center enrollment, advanced placement enrollments, SAT/ACT scores/data, scholarship awards, acceptance letters, college attendance rates.
Social/Emotional development and well-being	Structured observations, Positive Behavior Intervention Supports data, office referrals, suspensions, discipline data, observations, school climate survey, social skills instruments, extracurricular attendance, partnerships and referrals, attendance data (days present, tardy, truancy reports).

Appendix N: Optional Form to Demonstrate a Positive Student Outcome Using Student Metrics

This section of the model outlines the possible process a school counselor and evaluator might follow to determine the metric(s) of student outcomes and demonstrate a positive student outcome for the Ohio School Counselor Evaluation System.

Step One: Identify Domain Focus Area(s):

Identify the student domain area(s) in the district, building, cohort, or grade level(s) based on needs.

> *Example: School counselor data from 2015-2016 showed that the incoming seventh grade cohort had on average the highest number of interpersonal student conflicts. Domain: Social/Emotional*

Step Two: Identify Desired Student Outcome(s)

Based on identified focus areas of need (step one), develop student outcome goal(s).

> *Example: In 2016-2017, Smart Middle School data will show a reduction in the average number of interpersonal student conflicts among the seventh grade cohort by April 2017.*

Step Three: Determine the Metric(s) of Student Outcomes

Determine the measurement data to be used to demonstrate a change in student knowledge, skills or behavior.

> *Example: Office Referrals (disaggregated to show the number of incidents of interpersonal conflict among seventh grade students). Peer Mediation Log Data (disaggregated to show the number of interpersonal conflicts mediated among seventh grade students). Survey data to show the number of students using mediation techniques to solve conflicts.*

Step Four: Relevant school counselor activities/interventions

Describe activities, lessons or interventions the school counselor will implement and monitor to achieve the desired student outcome(s).

> *Example: The school counselor will train peer mediators and hold weekly sessions to support positive peer relations among seventh grade students. The school counselor will design and distribute an online survey to seventh grade students to assess their knowledge and use of conflict resolution techniques at the beginning of the school year 2016-2017 and again in the spring.*

Step Five: Monitoring

Over the course of the school year, monitor progress made on each metric of student outcomes.

> *Example: The school counselor reviews data in November 2016 and February 2017 to note changes. Additionally, school counselor collects informal data from the peer mediation weekly sessions in November 2016 and February 2017, and he or she reviews the peer mediation logs for trends and patterns.*

Step Six: Analyze Results and Report Results

At the end of the evaluation process, determine the impact for each student outcome.

> *Example: 2015-2016 school counselor data revealed that on average the incoming seventh grade cohort had 12 interpersonal student conflicts per month; in April 2017 data revealed that the seventh grade cohort had seven interpersonal student conflicts per month. Informal data from the peer mediation weekly sessions revealed that students reported using peer mediation to solve interpersonal student conflicts more frequently. Survey data showed that seventh grade students increased both their knowledge and use of conflict resolution strategies during the year.*