Ohio School Counselor Evaluation System (OSCES)

OHIO
O·S·C·A
SCHOOL COUNSELOR
ASSOCIATION

Forms

2013

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Self-Assessment Summary Tool

Name of School Counselor: **Date:**

Directions: School counselors should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Standard		Strengths	Areas for Growth	Priorities
Standard 1: Comprehensive School Counseling Program	School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.			☐
Standard 2: Direct Services	School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.			☐
Standard 3: Indirect Services	School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.			☐
Standard 4: Evaluation and Data	School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.			☐
Standard 5: Leadership and Advocacy	School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.			☐
Standard 6: Professional Responsibility and Growth	School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.			☐

Guidelines for Conducting a Pre-Observation Conference

Planning and observation of the activity

At the pre-observation conference, the evaluator and school counselor discuss what the evaluator will observe during the activity. Important information is shared about the characteristics of the environment of the activity. Specific information is also shared about the objectives of the activity and the assessment of participant/student learning, if applicable. The conference will also give the school counselor an opportunity to identify areas in which she/he would like focused feedback from the evaluator during the activity. The communication takes place during a formal meeting and a record of the date(s) should be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- Activity objective(s)
- Prior learning experiences of the participants/students
- Characteristics of the environment of the activity
- Instructional strategies that will be used to meet the lesson objectives
- Participant/student activities and materials
- Differentiation based on needs of participants/students
- Assessment (data) collected to demonstrate effectiveness

Pre-Observation Planning and Activity Reflection Resource Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

Standard 1: Comprehensive School Counseling Program

- Discuss ways you implement a guidance curriculum to meet the needs of all students.
- Discuss ways you implement responsive services to meet student needs.
- Discuss ways you meet the needs of students through individual planning.
- Discuss the ways you meet the needs of students through systems support.

Standard 2: Direct Services

- How will you help students develop skills for academic success?
- How will you help students explore skills for career development?
- How will you help students develop skills for personal/social success?

Standard 3: Indirect Services

- Discuss how you advocate for students.
- In what ways do you interact and communicate with parents/guardians?
- What methods do you use to communicate with the community?
- In what situations do you recommend referrals to other resources?

Standard 4: Evaluation and Data

- What data was examined to plan this activity?
- How do you determine what questions to include on an assessment?
- How will you share this information with other stakeholders?
- What knowledge will students acquire based upon your lessons?

Standard 5: Leadership and Advocacy

- How does the school environment support all students?
- How do you collaborate with colleagues?

Standard 6: Professional Responsibility and Growth

- How do you apply knowledge gained from other experiences into your counseling?
- Discuss ways you analyze and reflect on your counseling.
- What are some proactive ways you further your own professional growth?

Guidelines for Conducting an Informal Observation

An informal observation is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidence-based feedback to school counselors; and
- Means for the evaluator to observe the school counseling program 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.

Informal observations, as a part of the school counselor evaluation system, may be general in nature or focused on observing a specific aspect of school counselor performance. 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 summative performance rating: ineffective, developing, proficient or accomplished.

Informally Observe All School Counselors
All school counselors benefit from informal observations. An evaluator should conduct only as many informal observations in a day as time is available for same or next day follow-up.

Informally Observe As Often As You Can
The evaluator's interest in the comprehensive, developmental school counseling program sends a positive message to the school counselor. Including informal observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe school counselors at varying times of the day; for counselors, what occurs in the morning is much different than what occurs during the afternoon.

Focusing on One or Two Areas
Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the school. 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 offer resources to help the school counselor refine his/her practice.

School Counselor-Driven Observations
While it is recognized that evaluators have many demands on their time, encouraging the school counselors to identify activities for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus.

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. Qualitative data can include notes detailing patterns or activities and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

Informal Observation Form

School Counselor Name: **Grade(s)**: **Date:**

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

TIMES	OBSERVATIONS		
	PROGRAM PLANNING AND IMPLEMENTATION	PROGRAM EVALUATION	PROFESSIONALISM

Evaluator Summary Comments:

Evaluator Signature: _____ ☐ **Photocopy to School Counselor**

Guidelines for Conducting a Formal Observation

A formal observation is a gathering of evidence about school counselor performance, and he or she will participate in a minimum of two formal observations. A formal observation consists of visitation to two activities the school counselor has planned throughout the school year. These activities could be classroom guidance presentations, school-wide assembly programs, groups, parent or community programs, or any other activities agreed upon by the evaluator and the school counselor. The observation should be conducted for the entire activity period, or a minimum of 30 minutes.

During the activity observation, the evaluator documents specific information related to school counselor performance, using the School Counselor Performance Evaluation Rubric: Record of Evidence. The rubric is based on the Framework for 21st Century Learning and the Ohio Standards for the School Counseling Profession. It is designed to promote effective leadership, quality instruction and guidance, and student learning while enhancing professional practice. This instrument for evaluation and its accompanying processes, as well as other materials, are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

Not all evidence for the School Counselor Performance Evaluation Rubric will be gathered during the formal observation. Due to the holistic nature of the rubric, which is designed to complement a comprehensive, developmental school counseling program, some evidence will be discussed during the pre-observation conference and the post-observation conference or observed during informal observations. This information and evidence can and should be noted on the rubric. The evaluator does not need to focus on every standard during every formal observation. Due to the nature of the activity being presented, some standards may not be applicable. The school counselor should not be responsible for submitting evidence or documentation to address and support all standards.

After the formal observation, a narrative will be completed by the evaluator. The results of each formal observation are reviewed with the school counselor during the post-observation conference. Formal observations will not include videotaping or sound recordings, except with the written permission of the school counselor.

For each standard, the evaluator should assess which level (Ineffective, Developing, Proficient, or Accomplished) provides the best overall description of the school counselor's performance.

Formal Observations: School Counselor Performance Evaluation Rubric Record of Evidence

Name of School Counselor:

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	**Developing**	**Proficient**	**Accomplished**
PROGRAM PLANNING & IMPLEMENTATION	**Standard 1: Comprehensive School Counseling Program** School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support. *Sources of Evidence:* **School Counselor Advisory Council** **Annual Agreement** **Comprehensive, Developmental School Counseling Program**	The school counselor does not understand the concept of the comprehensive, developmental school counseling program. The school counselor does not use data to determine programming nor attempt to align programs with best practices. The school counselor does not discuss the programming with the school administrators. The school counselor does not consider the needs of the school community and, therefore, does not implement school-wide programming. The school counselor does not involve the staff in the comprehensive, developmental school counseling program.	The school counselor understands the concept of the comprehensive, developmental school counseling program but has not yet developed one. The school counselor makes an attempt to use data to determine programming but is not completely successful with aligning their programs with best practices. The school counselor attempts to discuss the programming with the school administrators. The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success. The school counselor has not yet developed the rapport with the staff necessary to be involved in the effective implementation of the comprehensive, developmental school counseling program.	The school counselor plans and implements the comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support. The school counselor uses data to determine programming and align the programs with best practices as outlined by the American School Counselor Association. The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students. The school counselor listens attentively to all stakeholders and develops/utilizes assessments to identify issues and barriers that impede student success. The school counselor encourages staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program.	The school counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support and is aligned with the ASCA National Model. The school counselor continually uses data to evaluate programming and align the programs with best practices, as outlined by the American School Counselor Association. The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, including program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals. The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success and establishes a school counselor advisory council. The school counselor encourages staff involvement and serves on building and district level committees to ensure the effective implementation of the comprehensive, developmental school counseling program.
	Evidence				

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	**Developing**	**Proficient**	**Accomplished**
PROGRAM PLANNING & IMPLEMENTATION	**Standard 2: Direct Services** School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years. *Sources of Evidence:* **Program Calendar** **Action / Lesson Plans** **Closing The Gap**	The school counselor does not use academic, behavior, and attendance data to plan appropriate programs for students. The school counselor does not assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, or make complex choices. The school counselor does not engage in individual student planning.	The school counselor attempts to use academic, behavior, and attendance data to plan appropriate programs for students. The school counselor attempts to assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices. The school counselor attempts to use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.	The school counselor uses academic, behavior, and attendance data to plan appropriate programs for students. The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices. The school counselor uses a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.	The school counselor seeks out and collects academic, behavior, and attendance data to plan and implement appropriate programs for students. The school counselor shares this data with other stakeholders to facilitate a holistic program for students. The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections and make complex choices. The school counselor collaborates with other professionals to create quality partnerships that benefit student growth. The school counselor uses a variety of collected data and research-based activities and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.
	Evidence				

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	**Developing**	**Proficient**	**Accomplished**
PROGRAM PLANNING & IMPLEMENTATION	**Standard 3: Indirect Services** School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate. *Sources of Evidence:* **Community Partnerships** **Referral Sources** **Parent Meetings** **School Committees** **IAT, IEP, ETR, RTI Meetings**	The school counselor does not recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community. The school counselor does not improve communication and collaboration among the school, home, and community. The school counselor does not seek solutions or provide referrals to overcome barriers to effective involvement in the education and success of students.	The school counselor is starting to develop an understanding of how educating students is a shared responsibility involving the school, parents/guardians, and the community. The school counselor is starting to develop an idea of how to improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community. The school counselor is beginning to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.	The school counselor recognizes that educating students is a shared responsibility involving the school, parents/guardians, and the community. The school counselor improves communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community. The school counselor seeks solutions and provides referrals to overcome barriers to effective involvement in the education and success of students.	The school counselor takes a proactive role in connecting the school, parents/guardians, and the community. The school counselor proactively facilitates communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community. The school counselor goes out of his or her way to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.
	Evidence				

PROGRAM EVALUATION					
		Ineffective	**Developing**	**Proficient**	**Accomplished**
PROGRAM EVALUATION	**Standard 4: Evaluation and Data** School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals. *Sources of Evidence:* **Needs Assessment** **Curriculum Results Report (OSCAR)** **Curriculum Action Plan** **Closing The Gap Results** **Minutes From Advisory Council**	The school counselor does not seek ways to improve the program or adhere to professional standards in the program.	The school counselor attempts to use results data from the comprehensive, developmental school counseling program	The school counselor creates a comprehensive, developmental school counseling program that is multifaceted and designed with continuous evaluation and modification in mind.	The school counselor uses data to continuously find ways to improve the comprehensive, developmental school counseling program.
		The school counselor does not use data to set new goals or try to ensure that each child has access to the needed academic curriculum.	The school counselor attempts to use data and results to make program revisions and to set goals for access to a rigorous academic curriculum.	The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.	The school counselor continually seeks professional development to create a better program while keeping up on new technology. The school counselor constantly looks for new ways to improve academic achievement for all students.
		The school counselor does not look at academic, attendance, and behavioral data or provide any interventions in this area.	The school counselor attempts to monitor academic, attendance, and behavioral data to provide interventions for student success.	The school counselor monitors student academic, attendance, and behavioral data and provides interventions for student success.	The school counselor has created a methodology to monitor and collect academic, attendance, and behavioral data to provide interventions for student success in cooperation with all stakeholders.
		The school counselor does not consider ethics when making decisions.	The school counselor is aware of the legal, ethical, and professional standards as outlined by ASCA.	The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA.	The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA and seeks professional development in this area.
		The school counselor does not use data and works in isolation.	The school counselor attempts to use data to measure results but does not share it with stakeholders.	The school counselor collects data to annually measure the school counseling program results and reports those results to all stakeholders.	The school counselor collects data to annually measure the comprehensive, developmental school counseling program results and reports those results to all stakeholders at an Advisory Council meeting, seeking advice and cooperatively planning ways to improve the program.
		The school counselor does not consider policy and procedures that may be limiting achievement for all students.	The school counselor attempts to recommend change to policy and procedures but does not use data to do so.	The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students.	The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students and educates the stakeholders in advocating for all students.
	Evidence				

PROFESSIONALISM					
		Ineffective	**Developing**	**Proficient**	**Accomplished**
PROFESSIONALISM	**Standard 5: Leadership and Advocacy** School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students. *Sources of Evidence:* **Bullying/Climate Surveys** **School Improvement Plan** **Building/Student Safety** **School-Wide Programming**	The school counselor may recognize the need for respect within the school environment but does not make an effort to promote respect with the staff/administration. The school counselor does not make an effort to address the needs of all students and does not attempt to implement programs that advocate for diversity. The school counselor works in isolation and does not attempt to collaborate with others.	The school counselor attempts to promote a respectful environment. However, he or she may still be developing relationships with the staff/administration. The school counselor may recognize diversity and may treat students with respect but does not attempt to implement programs that advocate for diversity. The school counselor realizes that the adults share responsibility for educating students but he or she does not strive to collaborate with others.	The school counselor promotes a respectful school environment to ensure that each student is supported by a caring staff. The school counselor recognizes diversity and treats students as individuals, holding high expectations for every student, while understanding that students have varying needs. The school counselor recognizes that many adults share the responsibility for educating students and collaborates with them to facilitate student success.	The school counselor conducts a needs assessment/survey with staff, students and parents/guardians to gather data in order to assess the school's environment to ensure that each student is supported by a caring staff. The school counselor celebrates diversity, treats students as individuals, and advocate for practices, activities, and programs that promote understanding and that counteract stereotypes. The school counselor consults with the Advisory Council, community, staff, and administration to share the responsibility for educating the students.
	Evidence				

PROFESSIONALISM					
		Ineffective	**Developing**	**Proficient**	**Accomplished**
PROFESSIONALISM	**Standard 6: Professional Responsibility and Growth** School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession. *Sources of Evidence:* **SC Self Assessment** **Professional Development Plan** **Code of Ethics** **Professional association membership/activities** **Conference presentations/attendance** **Publications** **Research and continuing education**	The school counselor does not conduct self-assessments. The school counselor does not participate in professional development opportunities unless required by administration. The school counselor does not demonstrate knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors or state codes of professional conduct. The school counselor does not model professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, or the school community. The school counselor does not participate in activities that promote the profession of school counseling at any level.	The school counselor minimally conducts self-assessments to determine professional development needs, but does not use the data to impact the school's mission or the comprehensive, developmental school counseling program. The school counselor attends professional development, whether or not it aligns with the school's mission and goals or meets the needs of their students. The school counselor seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors and state codes of professional conduct. The school counselor develops habits of professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community. The school counselor seldom attends activities that promote the profession of school counseling at any level.	The school counselor actively reflects on his or her practice through thoughtful self-assessment, striving to remove bias/prejudices from practice, set appropriate development goals, and link professional growth to the needs of the school's mission and the comprehensive, developmental school counseling program. The school counselor seeks to participate in high quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of their students. The school counselor applies knowledge to align personal and professional practices and policies with ASCA's Ethical Standards for School Counselors, as well as with state codes of professional conduct. The school counselor consistently models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community. The school counselor regularly engages in activities that promote the profession of school counseling at the local, state, and/or national level.	The school counselor conducts annual self-assessments using the Ohio School Counselor Standards and ASCA's School Counselor Competencies, using the data to set rigorous development goals, and ensure all professional development links directly to the needs of the school's mission and the comprehensive, developmental school counseling program. The school counselor seeks, designs, and/or participates in ongoing, high quality professional development to address professional development goals, aligned with the school's mission, and embeds professional development experiences into daily practice. The school counselor models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselors, as well as state codes of professional conduct. The school counselor, at all times, models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community. The school counselor systematically leads, reviews, and contributes to activities, programs, literature, research, and policies to promote the school counseling profession at the local, state, and national level.
	Evidence				

Guidelines for Conducting a Formal Post-Observation Conference

While the School Counselor Performance Evaluation Rubric is used to evaluate school counselor performance, its primary purpose is to provide the basis of support school counselors receive for their own professional growth. The evaluator's support should be provided in numerous ways, including the modeling of specific standard areas in professional development meetings, in school counselor's daily activities and in the post-observation conference.

The purpose of the post-observation conference is to provide school counselors opportunities to self-reflect on their activities with guidance and support from the evaluator who conducted the observation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength) and an area of refinement (area in which the observer needs to help the school counselor improve). Therefore, the focus of the post-observation conference is on two standard areas from the rubric as opposed to multiple areas. By focusing on just two areas, school counselors have the opportunity to segment their own learning with support from an evaluator.

When choosing an area of reinforcement and refinement from the rubric, evaluators should ask themselves several guiding questions to ensure that a school counselor's professional growth will have the maximum impact on the achievement of his/her students. Examples of these questions can be found on page 4.

Hints and Questions for Choosing Reinforcement and Refinement Objectives

- Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
- Which of these areas would have the greatest impact on student achievement?
- Which of these areas would have the greatest impact on the other areas of the rubric?
- In which areas will the school counselor have the most potential for growth?
- Choose a refinement area for which you have sufficient and specific evidence from the observed activity to support why the school counselor needs to work in this area.
- Select refinement topics with which you have personal knowledge or experience.

Once the areas of reinforcement and refinement have been selected, the post-observation conference is developed. On the next page is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions, which through reflection, lead to the identification of the areas of reinforcement and refinement.

Post-Observation Conference Introduction

1. Introduction/Greetings/Establish length of conference
2. Review the conference process
3. Ask a general impression question: How do you think the activity went?

Reinforcement Plan

1. **Reinforcing the school counselor**. Use specific language from the rubric to develop your area of reinforcement. You may choose an entire standard or portion of a standard on a specific rubric.
2. **Self-analysis question**. Prompt school counselor to talk about what you, as the observer, want to reinforce. Utilize a question that includes specific language from the rubric which can lead the school counselor to reflect on what the evaluator has identified as his/her area of reinforcement.
3. **Identify specific examples from script about what school counselor did relatively well**. It is critical that the observer leading the post-conference provides specific examples for the activity of when the school counselor incorporated portions from the standard area being reinforced.

Refinement Plan

1. **Refinement objective**. Use specific language from the rubric to develop the area of refinement. The evaluator may choose an entire standard or portion of a standard on a specific rubric depending on the needed development of the school counselor.
2. **Self-analysis question**. Ask a specific question to prompt the school counselor to talk about what you, as the observer, want him/her to improve. Utilize a question that includes specific language from the rubric which can lead the school counselor to reflect on the standard area you have identified as his/her area of refinement.
3. **Identify specific examples from script about what to refine**. It is critical that the observer leading the post-conference provides specific examples from the observation to support the area being refined. This is the most important element of the plan.
4. **Recommendation.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.
5. **Share the performance ratings.** Connect the rating to specifics from the rubric.

Post-Observation Planning and Activity Reflection Resource Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

Standard 1: Comprehensive School Counseling Program

- Talk about how you implement a guidance curriculum to meet the needs of all students.
- Talk about how you implement responsive services to meet student needs.
- Talk about how you meet the needs of the students through individual planning.
- Talk about how you meet the needs of the students through systems support.

Standard 2: Direct Services

- How did you help students develop skills for academic success?
- How did you help students explore skills for career development?
- How did you help students develop skills for personal/social success?

Standard 3: Indirect Services

- What strategies did you use to advocate for students?
- In what ways do you interact and communicate with parents/guardians?
- What methods did you use to communicate with the community?
- In what situation did you recommend referrals to other resources?

Standard 4: Evaluation and Data

- What data was examined to plan this activity?
- How do you determine what questions to include on an assessment?
- How will you share this information with other stakeholders?
- What knowledge will students acquire based upon your lessons?

Standard 5: Leadership and Advocacy

- How does the school environment support all students?
- How do you collaborate with colleagues?

Standard 6: Professional Responsibility and Growth

- How do you apply knowledge gained from other experiences into your counseling?
- Discuss ways you analyze and reflect on your counseling.
- What are some proactive ways you further your own professional growth?

Four Key Elements of the Instructional Post-Observation Conference

1. Introduction/Greeting/Establish length
    - Review conference process
    - General impression question
    - How do you think the lesson went?"
2. Reinforcing the school counselor's skill
    - 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

Formal Post-Observation Conference Form

Name of School Counselor:

Reinforcement

Reinforcement Area (Standard or Portion of Standard from the Rubric):

Self-Analysis Question:

Evidence from Observation:

Formal Post-Observation Conference Form

Refinement

Refinement Area (Standard or Portion of Standard from the Rubric):

Self-Analysis Question:

Evidence from Observation:

Recommendations:

Final Summative Rating of Effectiveness

First Formal Observation Performance Rating	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

Second Formal Observation Performance Rating	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

School Counselor Signature: _____ Date __

Evaluator Signature: _____ Date __

The signatures above indicate that the school counselor and evaluator have discussed the Summative Rating.

Note: The school counselor may provide additional information to the evaluator within 10 working days of the receipt of this form and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

Professional Growth Plan Form

As a result of the evaluation process, school counselors and evaluators should focus on accelerating and continuing school counselor growth through professional development. Professional development should be individualized to the needs of the school counselor and specifically relate to his/her areas of refinement as identified in the school counselor's evaluation. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

☐ **Self-Directed**

☐ **Collaborative** School Counselor Evaluator

Annual Focus These are addressed by the evaluator as appropriate for this school counselor.	**Date** Record dates when discussed	**Areas for Professional Growth** **supports needed, resources, professional development** Comments during conference with school counselor and evaluator are made appropriate to the needs of the school counselor.
Goal 1*:* *Goal Statement:* *Evidence Indicators:*		
Goal 2 *:* *Goal Statement:* *Evidence Indicators:*		

Evaluator Signature **Date** **School Counselor Signature** **Date**

The signatures above verify that the school counselor and evaluator have discussed and agreed upon this Professional Growth Plan.

Improvement Plan Form

Counselor Name: _____ Grade Level: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when a school counselor receives an overall ineffective rating or an ineffective rating on any of the components of the OSCES 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.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the School Counseling Profession*. 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 will be measured for each goal.

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

Improvement Plan Form (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the school counselor to improve his/her performance. Indicate the sources of evidence that will be used to document the 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 Signature: _____ Date: __

Evaluator Signature: _____ Date: __

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Name: _____ Level: _____

School year: _____ Building: _____ Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken:

☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance*

☐ The Improvement Plan should continue for time specified:

☐ Dismissal is recommended.

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 Signature: _____ **Da**te: __

Evaluator Signature: _____ Date: __

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

*The acceptable level of performance varies depending on the school counselor's years of experience. Beginning school counselors—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced school counselors—with five or more years of experience—are expected to meet the Proficient level or above.