



ADEPT

Assisting

Developing and

Evaluating

Professional

Teaching

Special Areas

School Guidance Counselor

2019-2020

Approved December 17, 2018. In the event SC State Law is changed to allow an adjustment to the school start date, district administration may request a change to this calendar.

July 4
-Independence Day-
District Closed

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 6 - 9
New Teacher Orientation

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

August 12-13
Teacher PD Day

August 14-16
Teacher Work Day

August 19
First Day for Students

September 2
-Labor Day-
District Closed

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 18
End of 1st 9 Weeks

October 21
Teacher PD Day

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 27 - 29
-Thanksgiving Break-
District Closed

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 20
Half Day for Students
Last Day of First Semester

December 23 - 31
-Winter Holidays-
District Closed

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**HALF DAY
DISMISSAL TIMES**
Elementary - 11 a.m.
Middle - 11:30 a.m.
High - 11:45 a.m.

Purple = New Teachers Only Green = Teacher PD Day Blue = Teacher Work Day
Red = First/Last Day of Semester Orange = School Closed
□ = Possible Make-Up Day ○ = End of Grading Periods

January 1-3
-Winter Holidays-
District Closed

January 6
Teacher PD Day

January 7
Teacher Work Day

January 8
Students Return

January 20
-MLK Jr. Day-
District Closed

February 17
-President's Day-
District Closed

March 12
End of 3rd 9 Weeks

March 13
Teacher PD Day

April 6-10
-Spring Break-
District Closed

April 13
Possible Make-Up Day
*District will be closed
if day is not needed*

May 22 and 29
Possible Make-Up Days
*District will be closed
if days are not needed*

May 25
-Memorial Day-
District Closed

June 3
Half Day for Students

June 4
Half Day for Students
Last Day of Second
Semester

June 5
Teacher Work Day

June 6
Graduation Day
South Pointe - 10 am
Rock Hill - 2 pm
Northwestern - 6 pm

ADEPT: Assisting, Developing, and Evaluating Professional Teaching
Guidance, Media, Speech (Special Areas) Composite Calendar for 2019-2020

Date	Guidance	Media	Speech
By 8/12/19	*Teams assigned (team administrator)	*Teams assigned (team administrator)	*Teams assigned (team administrator)
By 9/27/19	*Team members contact school counselor *Conduct School Orientation (administrator) *Conduct District ADEPT Orientation (teacher support specialist) *Complete Team Planning Sheet to determine observation and conference dates (team administrator)	*Team members contact media specialist *Conduct School Orientation (administrator) *Conduct District ADEPT Orientation (teacher support specialist) *Complete Team Planning Sheet to determine observation and conference dates (team administrator)	*Team members contact speech therapist *Conduct School Orientation (administrator) *Conduct District ADEPT Orientation (teacher support specialist) *Complete Team Planning Sheet to determine observation and conference dates (team administrator)
10/1/19 Preliminary Period	Preliminary Period begins *Submit Long Range Plan (APS1) to team members (teacher) *Observations (APS4) may begin *Submit <i>Reflection on Guidance Session</i> to team member within 5 school days of each observation (teacher) *Begin administering the <i>Consultation Survey</i> and analyzing results (teacher)	Preliminary Period begins *Submit Long Range Plan (APS1) to team members (teacher) *Observations (APS3) may begin *Submit <i>Reflection on Observations</i> to team member within 5 school days of each observation (teacher)	Preliminary Period begins *Submit Long Range Plan (APS1) to team members (teacher) *Observations of IEP and/or therapy sessions (APS5, APS6, APS7, APS8, APS9) may begin *Submit <i>Reflection on Speech-Language Therapy Session</i> to team member within 5 school days of each observation (teacher)
11/6/19	*Interviews (APS2, APS3, APS6) may begin (team administrator and mentor/peer evaluator) *Finalize the <i>Consultation Survey</i> (APS5) results and complete the <i>Consultation Report</i> (teacher)	*Interviews (APS2, APS4, APS5, APS6) may begin (team administrator and mentor/peer evaluator)	*Interviews (APS2, APS3, APS4) may begin (team administrator and mentor/peer evaluator)
12/13/19	Preliminary Period ends *Observation window closes *Preliminary Interviews end *Submit <i>School Guidance Counselor Professional Self-Report</i> (APS7) to team administrator (teacher) * <i>School Guidance Counselor Professional Performance Description</i> (APS7) prepared by team administrator	Preliminary Period ends *Observation window closes *Preliminary Interviews end *Submit <i>Library Media Specialist Professional Self-Report</i> (APS7) to team administrator (teacher) * <i>Library Media Specialist Professional Performance Description</i> (APS7) prepared by team administrator	Preliminary Period ends *Observation window closes *Preliminary Interviews end *Submit <i>Speech-Language Therapist Professional Self-Report</i> (APS10) to team administrator (teacher) * <i>Speech-Language Therapist Professional Performance Description</i> (APS10) prepared by team administrator *Review a random sampling of speech language records (team administrator and mentor/peer evaluator)
12/16/19 - 12/19/19	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Preliminary Period) OR the Formal Evaluation Summary (Preliminary Evaluation) *Conduct Preliminary Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *CB-PGDP is issued (if required)	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Preliminary Period) OR the Formal Evaluation Summary (Preliminary Evaluation) *Conduct Preliminary Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *CB-PGDP is issued (if required)	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Preliminary Period) OR the Formal Evaluation Summary (Preliminary Evaluation) *Conduct Preliminary Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *CB-PGDP is issued (if required)
12/20/19	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form, CB-PGDP (if required), and Deficiency Letter (if required)	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form, CB-PGDP (if required), and Deficiency Letter (if required)	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form, CB-PGDP (if required), and Deficiency Letter (if required)

**ADEPT: Assisting, Developing, and Evaluating Professional Teaching
Guidance, Media, Speech (Special Areas) Composite Calendar for 2019-2020**

Date	Guidance	Media	Speech
1/8/20 Final Period	<p><u>Final Period begins</u> *Observations (APS4) may begin (team members)</p>	<p><u>Final Period begins</u> *Observations (APS3) may begin (team members)</p>	<p><u>Final Period begins</u> *Observations of IEP and/or therapy sessions (APS5, APS6, APS7, APS8, APS9) may begin (team members)</p>
1/27/20	<p>*Submit revised Long Range Plan (APS1) to team members, if required (teacher) *Final Period Interviews (APS2, APS3, APS6) begin, if required (team administrator and mentor/peer evaluator) *Submit <i>Reflection on Guidance Session</i> to team member within 5 school days of each observation (teacher)</p>	<p>*Submit Long Range Plan (APS1) to team members, if required (teacher) *Final Period Interviews (APS2, APS4, APS5, APS6) begin, if required (team administrator and mentor/peer evaluator) *Submit <i>Reflection on Observations</i> to team member within 5 school days of each observation (teacher)</p>	<p>*Submit revised Long Range Plan (APS1) to team members, if required (teacher) *Final Period Interviews (APS2, APS3, APS4) begin, if required (team administrator and mentor/peer evaluator) *Submit <i>Reflection on Speech-Language Therapy Session</i> to team member within 5 school days of each observation (teacher)</p>
3/12/20	<p><u>Final Period ends</u> *Observation window closes *Final Interviews end, if required *Submit <i>School Guidance Counselor Professional Self-Report</i> (APS7) to team administrator, if required (teacher) *<i>School Guidance Counselor Professional Performance Description</i> (APS7) prepared by team administrator</p>	<p><u>Final Period ends</u> *Observation window closes *Final Interviews end, if required *Submit <i>Library Media Specialist Professional Self-Report</i> (APS7) to team administrator, if required (teacher) *<i>Library Media Specialist Professional Performance Description</i> (APS7) prepared by team administrator</p>	<p><u>Final Period ends</u> *Observation window closes *Final Interviews end, if required *Submit <i>Speech-Language Therapist Professional Self-Report</i> (APS10) to team administrator, if required (teacher) *<i>Speech-Language Therapist Professional Performance Description</i> (APS10) prepared by team administrator</p>
3/16/20 - 3/19/20	<p>*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Final Period) OR the Formal Evaluation Summary (Final Evaluation) *Conduct Final Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *Finalize the CB-PGDP (if required)</p>	<p>*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Final Period) OR the Formal Evaluation Summary (Final Evaluation) *Conduct Final Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *Finalize the CB-PGDP (if required)</p>	<p>*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Final Period) OR the Formal Evaluation Summary (Final Evaluation) *Conduct Final Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *Finalize the CB-PGDP (if required)</p>
3/20/20	<p>*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form (if required), and the updated CB-PGDP (if required) *Complete contract recommendations for school counselor (administrator)</p>	<p>*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form (if required), and the updated CB-PGDP (if required) *Complete contract recommendations for school counselor (administrator)</p>	<p>*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form (if required), and the updated CB-PGDP (if required) *Complete contract recommendations for school counselor (administrator)</p>

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INTRODUCTION

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system provides appropriate standards and procedures for the performance evaluation of school guidance counselors. It includes multiple sources of evidence that reflect the guidance counselor's performance relative to the seven ADEPT Performance Standards for guidance.

APS 1 Long-Range Planning

APS 2 Short-Range Planning of Guidance and Counseling Activities

APS 3 Development and Use of Assessments

APS 4 Providing Guidance and Counseling Services

APS 5 Providing Consultation Services

APS 6 Coordinating Guidance and Counseling Services

APS 7 Professional Responsibilities

THE PROCESS

Evaluation Teams

All evaluation team members must be certified ADEPT evaluators and have successfully completed training in the ADEPT Special Areas evaluation instrument for school guidance counselors. Evaluators for ADEPT Special Areas guidance will participate in a yearly required orientation.

Teacher Support Specialists in collaboration with the school principal will assign each **Induction** school guidance counselor a two-member assistance team (mentor and team administrator). The Teacher Support Specialists in collaboration with the school principal will assign each guidance counselor on **Formal evaluation** with a two-member evaluation team (team administrator and peer evaluator). The team administrator will be responsible for monitoring the timeline, collecting documents, and distributing information to the other evaluator(s) as well as the counselor being evaluated. **Guidance counselors on Highly-Consequential Formal Evaluation will have a three-member team.**

Orientation Sessions

The Teacher Support Specialists will conduct an ADEPT Special Areas orientation session for guidance counselors being evaluated. The orientation will include written and oral explanations of ADEPT, the ADEPT APSs for school guidance counselors, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results. Guidance counselors will be provided a timeline for the process and will be given the opportunity to ask questions for clarification.

Team members will participate in a **required orientation** on the ADEPT Special Areas instrument for guidance counselors. This session will address all components of the ADEPT Special Areas evaluation instrument. Team members will be reminded of their responsibilities and the importance of adhering to the guidelines of the ADEPT Special Areas process.

Pre-Evaluation Contacts

Team members should contact the guidance counselor they will be evaluating prior to the beginning of the Preliminary Period. During this contact, they will introduce themselves and answer questions in regard to the process. They should review the timeline to ensure the guidance counselor understands his/her responsibilities.

Team Planning

Team planning should occur at the beginning of the Preliminary Period. At this meeting, team members will determine observation and conference dates. The evaluation instrument contains a Team Planning Sheet that will be completed at the meeting.

Long-Range Plan (APS 1)

Formal Evaluation

The guidance counselor going through **summative formal evaluation** will follow the state guidelines for developing a written Long-Range Plan (LRP) to be submitted to each team member. Guidance counselors who are required to update the Long-Range Plan for the Final Evaluation Period must submit the revised Long-Range Plan to the team administrator.

The Long-Range Plan need not be reviewed again during the Final Period of evaluation if (1) the school guidance counselor receives a preliminary rating of *Met* on APS 1, (2) the Long-Range Plan required no significant modifications subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary. Data collection for APS 1 may be resumed at any time during the Final Period, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a **minimum of two weeks** prior written notice and a statement of the team's rationale for resuming the process.

Induction

The first-year guidance counselor going through **formative evaluation** will follow the state guidelines for developing a written Long-Range Plan (LRP) to be submitted to each team member. **Team members will provide feedback within two weeks of receiving the LRP.** The guidance counselor should continue the revisions of the LRP until it is deemed satisfactory to the team.

The LRP should be updated during the Final Period to reflect changes in demographics/class schedule.

Interviews (APS 2, APS 3, and APS 6)

Formal Evaluation

During the Preliminary Period, each evaluator must conduct at least one interview with the school guidance counselor to collect information and view artifacts related to their ADEPT Performance Standards (APSs). The evaluator certified in school guidance counseling must focus at least one interview on the areas related to counseling (confidential session). The other evaluator (administrator) must focus at least one interview on the areas related to guidance.

Additional interviews in any area may be conducted at the discretion of the evaluation team. APSs 2, 3, and 6 need not be reviewed again during the Final Period of evaluation if (1) the school guidance counselor receives a preliminary rating of *Met* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APSs 2, 3 and 6 may be resumed at any time during the Final Period, at the discretion of the evaluation team. **In such instances, the school guidance counselor must be provided with a minimum of two weeks prior written notice and a statement of the team's rationale for resuming the process.** Interviews for the Final Period will end according to the timeline.

Induction

During the Preliminary Period, each assistance team member must conduct at least one interview with the school guidance counselor to collect information and view artifacts related to their ADEPT Performance Standards (APSs). The member of the assistance team certified in school guidance counseling must focus at least one interview on the areas related to counseling (confidential session). The other team member must focus at least one interview on the areas related to guidance.

Additional interviews in any area may be conducted at the discretion of the team. APSs 2, 3, and 6 need not be reviewed again during the Final Period if the team agrees that no additional reviews are necessary. However, team members should continue to give feedback throughout the year. Data collection for APSs 2, 3 and 6 may be resumed at any time during the Final Period, at the discretion of the team. Interviews for the Final Period will end according to the timeline.

Observations (APS 4)

Formal Evaluation

Observations of the school guidance counselor may begin on the dates specified on the ADEPT Special Areas Composite Calendar. Each evaluator must conduct a **minimum of one unannounced** observation each period (i.e., a total of four observations must be conducted during the school year). The member of the evaluation team certified in school guidance counseling must conduct one or more observations of an individual, small-group, or crisis counseling session, consistent with all confidentiality guidelines set forth in the *Ethical Standards for School Counselors* (American School Counselor Association, 1998). The other evaluator(s) must conduct at least one observation of a large-group or classroom guidance activity or a group or individual planning session. All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team. The ending dates for observations are designated on the Composite Calendar.

Note: (Feedback may NOT be given to the teacher until the Preliminary Conference in December.)

Induction

Observations of the school guidance counselor may begin on the dates specified on the ADEPT Special Areas Composite Calendar. Each team member must conduct a **minimum of one announced** observation each period (i.e., a total of four observations must be conducted during the school year). The member of the team certified in school guidance counseling must conduct one or more observations of an individual, small-group, or crisis counseling session, consistent with all confidentiality guidelines set forth in the *Ethical Standards for School Counselors* (American School Counselor Association, 1998). The team member(s) must conduct at least one observation of a large-group or classroom guidance activity or a group or individual planning session. All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the team. The ending dates for observations are designated on the Composite Calendar.

Note: (Feedback MAY be given to the teacher following each observation.)

Reflections (APS 4)

Formal Evaluation

Following every integral (formal) observation conducted during the Preliminary Evaluation Period, the school guidance counselor must complete a written Reflection on the session. The Reflection should be submitted to the evaluator within **seven calendar days** of the observation, unless an extension is approved by the evaluator. Each Reflection must be reviewed by the evaluator who conducted the observation.

The school guidance counselor need not complete another Reflection following the observations conducted during the Final Period of evaluation if (1) he or she receives a preliminary rating of *Met* on APS 4 and (2) the evaluation team agrees that no additional written reflections are necessary. Additional Reflections may be requested at any time during the Final Evaluation Period, at the discretion of the evaluation team. **In such instances, the school guidance counselor must be provided with a minimum of two weeks prior written notice and a statement of the team's rationale for resuming the process.**

Induction

Following every integral observation conducted during the Preliminary Period, the school guidance counselor must complete a written Reflection on the session. The Reflection should be submitted to the team within **seven calendar days** of the observation, unless an extension is approved by the team member. Each Reflection must be reviewed by the team member who conducted the observation.

The school guidance counselor need not complete another Reflection following the observations conducted during the Final Period if the team agrees that no additional written reflections are necessary. Additional Reflections may be requested at any time during the Final Period, at the discretion of the team. The team should continue to give feedback through the final period.

Consultation Survey and Summary Report (APS 5)

Formal Evaluation

During the Preliminary Period of evaluation, the school guidance counselor will conduct the Consultation Survey and obtain feedback regarding his or her consultation activities. The feedback must include, but need not be limited to, written surveys (e.g., the Consultation Survey form) completed by parents/guardians, students, teachers, and administrators. Surveys must be completed by **at least ten different respondents**, including at least one building-level administrator. The school guidance counselor must complete the Consultation Summary Report on the basis of the survey results and submit it by the due date on the Composite Calendar.

Evaluators must review the school guidance counselor's Consultation Summary Report. Copies of the actual completed surveys must be made available to the evaluators upon request. Supportive evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the evaluation team. APS 5 need not be reviewed again during the Final Period of evaluation if (1) the school guidance counselor receives a preliminary rating of *Met Standard* on APS 5 and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for may be resumed at any time during the Final Period, at the discretion of the evaluation team. **In such instances, the school guidance counselor must be provided with a minimum of two weeks prior written notice and a statement of the team's rationale for resuming the process.**

Induction

During the Preliminary Period of evaluation, the school guidance counselor will conduct the Consultation Survey and obtain feedback regarding his or her consultation activities. The feedback must include, but need not be limited to, written surveys (e.g., the Consultation Survey form) completed by parents/guardians, students, teachers, and administrators. Surveys must be completed by **at least ten different respondents**, including at least one building-level administrator. The school guidance counselor must complete the Consultation Summary Report on the basis of the survey results and submit it by the due date on the Composite Calendar.

Team members must review the school guidance counselor's Consultation Summary Report. Copies of the actual completed surveys must be made available to the team members upon request. Supportive evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the team. APS 5 need not be reviewed again during the Final Period if the team agrees that no additional reviews are necessary. Data collection may be resumed at any time during the Final Period, at the discretion of the team. **In such instances, the school guidance counselor must be provided with a minimum of two weeks prior written notice and a statement of the team's rationale for resuming the process.**

Professional Self-Report and Performance Description (APS 7)

Formal Evaluation

The school guidance counselor must complete and submit the Professional Self-Report to the team administrator. The administrator (and other supervisors, as appropriate) must complete the Professional Performance Description at the end of the Preliminary Period. Each evaluator must review the Professional Self-Report and the Professional Performance Description. The administrator must complete an additional Professional Performance Description for the Final Period. The school guidance counselor need not complete another Professional Self-Report during the Final Evaluation Period if (1) he or she receives a preliminary rating of *Met* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. If a Final Period Professional Self-Report is to be submitted by the guidance counselor, it is due to the team administrator according to the Composite Calendar.

Professional Self-Report and Performance Description (APS 7) continued

Induction

The school guidance counselor must complete and submit the Professional Self-Report to the team administrator. A building-level administrator (and other supervisors, as appropriate) must complete the Professional Performance Description at the end of the Preliminary Period. Each team member must review the Professional Self-Report and the Professional Performance Description. The building administrator must complete an additional Professional Performance Description for the Final Period. The school guidance counselor need not complete another Professional Self-Report during the Final Period if the team agrees that no additional reviews are necessary. If a Final Period Professional Self-Report is to be submitted by the guidance counselor, it is due to the team administrator according to the Composite Calendar.

Evaluation Consensus Judgments

Formal Evaluation

The evaluation team will independently review evidence they have collected and conduct a consensus meeting to determine the growth rating of the guidance counselor and to reach an overall consensus judgment. The evaluation team must reach consensus on each of the seven APSs regarding whether the guidance counselor **Met or Not Met** the guidance standards. The team will document its consensus evidence relative to each performance standard on the **Formal Evaluation Summary**. Should the two evaluators on a two-member team not reach consensus, they may request a process observer to hear their discussion and provide an objective opinion about how the process is being applied. If the process observer determines that the two-member team needs additional information to reach consensus, the team will collect further evidence from additional observations in order to reach a decision.

Induction

The team will independently review evidence they have collected and conduct a consensus meeting to determine the growth rating of the guidance counselor and to reach an overall consensus judgment. The team must reach consensus on each of the seven APSs regarding whether the guidance counselor demonstrates **Needs Improvement or Progressing**. The team will document its consensus evidence relative to each performance standard on the **Induction Progress Summary**. **The school guidance counselor must demonstrate Progressing on all seven of the APSs at the time of the final conference.**

Preliminary Evaluation Conference

Formal Evaluation

An evaluation conference will be held at the end of the Preliminary Period. The team administrator will lead the conference, but all team members must attend. The guidance counselor will be given his/her team's preliminary consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards.

The guidance counselor must meet the competency standard on **all seven APSs**. If not, they must receive a **Deficiency Letter** from the **building principal** and the team will provide the guidance counselor with a **Competence-Building Professional Growth and Development Plan** giving specific suggestions for improvement, evidence necessary to determine if improvements have been made, and a timeline for making necessary changes. The team **may** assign a mentor to work with the guidance counselor Final Period in correcting deficiencies.

At the conclusion of the conference, the guidance counselor and the team members will sign the ADEPT Evaluation Summary and the CB PGDP (if required). The educator and team administrator will receive copies. **Documentation of the Final Evaluation Summary, Interview Form (if required), and CB PGDP (if required) will be submitted to the Personnel Office by the date specified on the Composite Calendar.**

Preliminary Evaluation Conference (continued)

Induction

An evaluation conference will be held at the end of the Preliminary Period. The team administrator will lead the conference, but all team members must attend. The guidance counselor will be given his/her team's preliminary consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards.

The guidance counselor must score *Progressing* on all seven APSs. If not, they must receive a **Deficiency Letter** from the **building principal** and the team will provide the guidance counselor with a **Competence-Building Professional Growth and Development Plan** giving specific suggestions for improvement, evidence necessary to determine if improvements have been made, and a timeline for making necessary changes.

At the conclusion of the conference, the guidance counselor and the team members will sign the Induction Progress Summary and the CB PGDP (if required). The educator and team administrator will receive copies. **Documentation of the Induction Progress Summary, Interview Form (if required), and CB PGDP (if required) will be submitted to the Personnel Office by the date specified on the Composite Calendar.**

Final Evaluation Conference

Formal Evaluation

An evaluation conference will be held at the end of the Final Period. The team administrator will lead the conference with all team members in attendance. Guidance counselors will be given their team's final consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards.

In order to score *Met*, the guidance counselor must meet the competency standard on all seven APSs. A guidance counselor with the final judgment of *Not Met* will be formally evaluated the following year and may not be recommended for a contract. The CB PGDP must be updated at the final evaluation conference. At the conclusion of the conference, the guidance counselor and the team members will sign the ADEPT Evaluation Summary and CB PGDP. The guidance counselor and team administrator will receive copies. **Documentation of the Final Evaluation Summary, Interview Form (if required), and CB PGDP (if required) will be submitted to the Personnel Office by the date specified on the Composite Calendar.**

Induction

An evaluation conference will be held at the end of the Final Period. The team administrator will lead the conference with all team members in attendance. Guidance counselors will be given their team's final consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards.

In order to receive an overall rating of *Progressing*, the guidance counselor must receive *Progressing* on all seven APSs. The CB PGDP must be updated at the final conference (if required). If the team determines that the teacher's overall final summary is *Needs Improvement*, the guidance counselor may be formally evaluated, may receive an Induction II Contract, or may not receive a contract for the upcoming school year. At the conclusion of the conference, the guidance counselor and the team members will sign the Induction Progress Summary and CB PGDP (if required). The guidance counselor and team administrator will receive copies. **Documentation of the Induction Progress Summary, Interview Form (if required), and CB PGDP (if required) will be submitted to the Personnel Office by the date specified on the Composite Calendar.**

Monitoring and Evaluating the Process

Throughout the year, evaluators using the ADEPT Special Areas process will be provided reminders of responsibilities. Selected members may complete a survey concerning the ADEPT Special Areas Guidance instrument. Results from the survey will be considered in revising the process.

ADEPT Special Areas (Guidance) Team Planning Sheet

School Counselor's Name:				
School/Room #:				
Consensus Meeting	Fall:		Spring:	
Preliminary/ Final Conference	Fall:		Spring:	
Team Members	Suggested INTERVIEWS and OBSERVATIONS			
	Date and Time			
	Fall		Spring	
Building Administrator Name:				
Mentor or Peer Evaluator Name:				
Additional Team Member (if required) Name:				



ADEPT PERFORMANCE STANDARDS

School Guidance Counselors

<i>School Guidance Counselor</i>	<i>Competency Standard</i>
APS 1 Long-Range Planning	Competency Standard: The school guidance counselor develops an annual long range plan, based on identified student needs, that reflects national school counseling standards and state program components related to guidance curriculum, individual student planning, responsive services, and system support.
APS 2 Short Range Planning of Guidance and Counseling Activities	Competency Standard: The school guidance counselor develops appropriate short-term goals, including aligned activities, resources, and schedules, to ensure full implementation of the long range plan.
APS 3 Development and Use of Assessments	Competency Standard: The school guidance counselor plans and conducts continuous program evaluations and maintains appropriate program accountability documentation.
APS 4 Providing Guidance and Counseling Services	Competency Standard: The school guidance counselor effectively provides classroom/school-wide guidance activities and individual/group counseling services that promote student educational, career, and personal/social development.
APS 5 Providing Consultation Services	Competency Standard: The school guidance counselor provides effective direct and indirect consultation services to deliver appropriate information and assistance to parents/guardians, students, and colleagues.
APS 6 Coordinating Guidance and Counseling Services	Competency Standard: The school guidance counselor effectively coordinates guidance and counseling program services within the school and with community programs and agencies.
APS 7 Professional Responsibilities	Competency Standard: The school guidance counselor consistently demonstrates ethically based professional behavior and participates in continuous professional development.

Guidance and Counseling Program

APS 1: Long-Range Plan

Name: _____

School Year: _____

School: _____ Grade Level(s) Served: _____

Context of the Guidance and Counseling Program (Descriptions should be detailed and comprehensive.)

- ❖ *Description of the school (e.g., size, grade levels, Title programs) and the surrounding community (e.g., location, urbanization, size).*

- ❖ *Description of the population of students (e.g., age levels, backgrounds, interests) served by the school guidance counselor and the types of other school programs and services (e.g., special education, gifted and talented, ESL, school/grade-level instructional programs and initiatives) that are needed by and provided to these students.*

- ❖ *Description of other factors, if any, that impact on the guidance and counseling program.*

Roles and Responsibilities of the School Guidance Counselor

In addition to planning, implementing, and evaluating the goals of the comprehensive developmental guidance and counseling program, as described in the following pages, the school guidance counselor's assigned responsibilities include the following:

❖

Comprehensive Developmental Guidance and Counseling Program Component *(check one)*

- Guidance Curriculum:** Structured experiences presented systematically through classroom and group activities that emphasize choice-making, self-understanding, career exploration and preparation, and improving study skills.
- Individual Student Planning:** Test interpretation, informal counseling, educational counseling, and career planning activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development.
- Responsive Services:** Counseling or referral activities to meet the immediate needs and concerns of students.
- System Support:** Indirect guidance management activities such as staff/community relations, special projects, committees, and student support teams that maintain and enhance the guidance program.

Needs Assessment(s)

- ❖ *Description of formal and/or informal needs assessment(s) and source(s) of information.*

- ❖ *Results and implications.*

Goal(s)

1.			
Objectives	Activities	Key Materials, Resources, Technologies, Procedures, and/or Communications	Evaluation Methods

2.			
Objectives	Activities	Key Materials, Resources, Technologies, Procedures, and/or Communications	Evaluation Methods

3.			
Objectives	Activities	Key Materials, Resources, Technologies, Procedures, and/or Communications	Evaluation Methods

APS 4: REFLECTION ON GUIDANCE SESSION

Counselor's Name: _____ School: _____
Number of Students: _____ Grade Level(s): _____
Length of Session: _____ Date of Session: _____

Instructions to the school guidance counselor: Please complete information below for the guidance session that was observed for your ADEPT evaluation (Performance Standard 4: "Providing Guidance and Counseling Services"). Complete a separate form for each session that was observed. Submit your completed form to your evaluator within seven calendar days of the observation. Responses to each of the sets of questions should average approximately 100 words.

- 1. Describe your initial assessment of the student(s).** Consider the following questions as you prepare your response: How did you determine the guidance needs of the student(s)? What guidance needs did you identify? What cultural and/or background issues did you identify? What are the key guidance issues/long-term guidance goals for the student(s)?
- 2. Describe the previous guidance services that you have provided to the student(s).** Consider the following questions as you prepare your response: How frequently are guidance services scheduled for the student(s)? On what basis are guidance services provided to the student(s) [e.g., classroom sessions, large group guidance, school-wide activities]? How long have guidance services been provided to the student(s)? At what point are you in the guidance process with the student(s) (i.e., near the beginning, in the middle, or nearing completion)? What factors have facilitated and/or impeded the guidance process with the student(s)?
- 3. Describe the current guidance session.** Consider the following questions as you prepare your response: What were the objectives of this session? How did you establish and maintain rapport with the student(s)? What specific guidance processes and/or techniques did you use during the session? What *mental notes* did you make during the session?
- 4. Reflect on the session.** Consider the following questions as you prepare your response: To what extent were the session objectives accomplished, and how did you make this determination? If you had the opportunity to conduct this session again with this/these student/s, what adjustments would you make, if any, and why? What plans do you have for subsequent guidance sessions with the student(s)? How will you determine when guidance services are no longer necessary for the student(s)?
- 5. Provide additional comments. (optional)**

ADEPT
for
School Guidance Counselors

INTERVIEW FORM

Guidance Counselor _____

Interview Date _____

Interview Time _____

Interview Location _____

Evaluator _____

APS 2: SHORT-RANGE PLANNING OF GUIDANCE AND COUNSELING SERVICES

Interview Focus:

(check all appropriate)

- Classroom or Group Guidance
- Individual Student Planning
- Individual or Group Counseling
- Crisis Counseling

Please discuss your implementation plans for the above service(s). In your explanation, give specific examples and details to show evidence of the way(s) in which you

- ❖ process and respond to *referrals* and *requests for services*;
- ❖ develop goals and objectives that are appropriate to the student needs and aligned with national and state guidance/counseling standards and (as appropriate) national and state academic standards;
- ❖ determine appropriate strategies, techniques, and/or activities that will promote effectiveness, rapport building, student engagement, and transfer to real-life situations;
- ❖ select and obtain appropriate materials and/or resources; and
- ❖ develop, disseminate, and follow an appropriate schedule.

APS 3: PLANNING, DEVELOPMENT, AND USE OF ASSESSMENTS

Interview Focus:

(check all appropriate)

- Classroom or Group Guidance
- Individual Student Planning
- Individual or Group Counseling
- Crisis Counseling

Please discuss your assessments and program accountability documentation for the above service(s). In your explanation, give specific examples and details to show evidence/documentation of the way(s) in which you

- ❖ conduct formal and informal needs assessments and program evaluations, use the results to help plan your program (including the number and types of services that are indicated), and disseminate relevant information;
- ❖ assess the student(s) and (for crisis counseling) the severity of the situation;
- ❖ monitor and document student progress and the results of your program initiatives;
- ❖ determine the need for and provide appropriate follow-up support; and
- ❖ maintain program accountability documentation.

APS 6: COORDINATING GUIDANCE AND COUNSELING SERVICES

Interview Focus:

(check all appropriate)

- Classroom or Group Guidance
- Individual Student Planning
- Individual or Group Counseling
- Crisis Counseling

Please discuss your program coordination for the above service(s). In your explanation, give specific examples and details to show evidence of the way(s) in which you

- ❖ conduct orientations and/or disseminate information about the availability and nature of the service(s);
- ❖ provide service-related information and/or assistance to students, parents, and/or staff;
- ❖ coordinate referrals and/or resources (including maintaining your referral and resource file);
- ❖ manage your program (e.g., materials, budget); and
- ❖ collaborate within your school and your community to provide effective services to students.

APS 5: CONSULTATION SURVEY

In order to provide effective school consultation services through the guidance and counseling program, your assistance is needed. Please complete the following items as they relate to the consultation services that you recently received from the school guidance counselor. Your input is appreciated. Thank you.

1. I am
 - a student.
 - a parent or guardian.
 - a classroom educator or support personnel.
 - an administrator.
 - other (please describe _____).

2. My request for consultation services was made by
 - self referral.
 - other referral.

3. The consultation services that I required were
 - personal/social.
 - academic.
 - career.
 - referral.
 - other (please describe _____).

4. *Please circle the number that corresponds to your response to each of the following statements:*

The school guidance counselor	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. responded to my request for consultation services in a timely manner.	1	2	3	4	5
b. was easy to relate to.	1	2	3	4	5
c. was knowledgeable about dealing with my request.	1	2	3	4	5
d. handled my situation effectively.	1	2	3	4	5
e. made me feel positive about school consultation services.	1	2	3	4	5

5. Additional comments or feedback (optional).

School Guidance Counselor
APS 5: CONSULTATION SUMMARY REPORT

School Guidance Counselor _____ **Date** _____

1. Please give an overview of the number and types of consultation services you have provided this year.

2. In the table below, please indicate the number of consultation surveys that were completed and returned to you:

RESPONDENTS	NUMBER OF SURVEYS COMPLETED*				
	Personal/ Social	Academic	Career	Referral	Other
Students					
Parents/Guardians					
Teachers/Support Staff					
Administrators					
Others					

3. Please discuss the results of your consultation surveys in terms of

- ❖ the extent to which the consultation services you provide meet the needs of your school community,
- ❖ the ratings and comments you received, and
- ❖ the ways in which you will use this information to plan and conduct future consultation services.

* The completed surveys must be made available to the evaluation team, upon request.

School Guidance Counselor
APS 7: PROFESSIONAL SELF-REPORT

School Guidance Counselor _____ **Date** _____

Directions to the School Guidance Counselor:

Please respond to each of the following questions, and submit your completed form to the designated evaluator(s) by the date specified by your school district.

1. As a school guidance counselor, what are your professional strengths? How did you make this determination? How have you built on these strengths so far, and/or how will you do so in the future?

2. As a school guidance counselor, what are your professional weaknesses? How did you make this determination? What have you done so far to remediate or compensate for these weaknesses, and/or what are your future plans for improvement?

3. What are your plans for continuously improving the guidance and counseling program in your current setting?

4. What are the greatest challenges to implementing the guidance and counseling program in your current setting, and how do you plan to address these challenges?

5. What are your goals and plans for continued professional development?

School Guidance Counselor
APS 7: PROFESSIONAL PERFORMANCE DESCRIPTION

School Guidance Counselor _____ **Date** _____

Administrator/Supervisor _____ **Title** _____

Directions to the Administrator or Supervisor:

Please respond to each of the following statements regarding this school guidance counselor; include specific examples wherever appropriate. Submit your completed form to the designated evaluator(s) by the date specified by your school district.

1. Describe the extent to which this school guidance counselor has developed and maintained positive professional relationships with colleagues, students, parents, and members of the community.

2. Describe the extent to which this school guidance counselor practices in accordance with ethical standards and legal guidelines (e.g., child abuse reporting, confidentiality of student records, parental rights, duty to warn).

3. Describe the extent to which this school guidance counselor performs all appropriate/required job responsibilities.

4. Describe the extent to which this school guidance counselor demonstrates responsible work habits (e.g., time management, punctuality, dependability, attendance).

5. Describe the extent to which this school guidance counselor contributes to the well-being of the students and to the benefit of the overall school community.

ADEPT for School Guidance Counselors

INDUCTION PROGRESS SUMMARY

School Guidance Counselor _____ School Year _____

School _____ Room _____

Team Members

Preliminary Period Signatures

Final Period Signatures

Team Chair _____ **Date** _____

Team Chair _____ **Date** _____

Mentor _____ **Date** _____

Mentor _____ **Date** _____

Mentor _____ **Date** _____
(Optional)

Mentor _____ **Date** _____
(Optional)

ADEPT Performance Standards		PRELIMINARY PERIOD		FINAL PERIOD	
		Date:		Date:	
		Progressing	Needs Improvement	Progressing	Needs Improvement
APS1	Long-Range Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS2	Short-Range Planning: Guidance and Counseling Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS3	Development and Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS4	Providing Guidance and Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS5	Providing Consultation Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS6	Coordinating Guidance and Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS7	Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Assessment (Final Period) An overall assessment of <i>Progressing</i> indicates that the school guidance counselor met the competency standard for ALL seven of the performance standards at the time of the final conference.				Progressing <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>

Comments and Recommendations

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

Teacher _____ Grade(s)/Subject(s) _____

District _____ School _____

Mentor (optional for formal evaluation and GBE) _____

Supervisor(s) _____

Directions: During the initial planning conference, dates for all assistance activities should be set and filled in under the "Date" column. As activities are completed, the teacher and supervisor will meet together before providing their initials in the respective columns.

Assistance Activities	Date	Teacher's Initials	Supervisor's Initials
• Initial conference to develop PGD plan			
• Beginning date for implementing plan			
• Interim review			
• Ending date for implementing plan			
• Final review			

Directions: Address all APSs in which the Induction evaluation teacher scored *Needs Improvement*. During the Preliminary Period. If all are *Progressing*, the CB-PGDP will not be required for the Final Period.

Area(s) To Be Addressed

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Guidance and Counseling Services
- APS 3 Development and Use of Assessments
- APS 4 Providing Guidance & Counseling Services
- APS 5 Providing Consultation Services
- APS 6 Coordinating Guidance and Counseling Services
- APS 7 Fulfilling Professional Responsibilities

The signatures below verify that the teacher has received written and oral explanations of the preliminary and final performance reviews.

Preliminary Review
Teacher/Date _____

Final Review
Teacher/Date _____

Preliminary Review
Supervisor/Date _____

Final Review
Supervisor/Date _____

GUIDANCE CB-PGDP (INDUCTION)

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

♦ **Goal for APS 1: Long-Range Planning**

To facilitate student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of PD 1
- Review model/sample long-range plans
- Review the appropriate academic standards
- Consult with the mentor and/or other teachers regarding long-range planning
- Collaborate with the mentor and/or other teachers to develop long-range plans
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Review of long-range plans
- Interviews with the Guidance Counselor
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

♦ **Goal for APS 2: Short-Range Planning Guidance and Counseling Services**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 2
- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- _____
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

♦ **Goal for APS 3: Development and Use of Assessments**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 3
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- _____
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

♦ **Goal for APS 4: Providing Guidance & Counseling Services**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 4
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Observations
- Review guidance counselor's reflection on lessons
- Interviews with guidance counselor
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

♦ **Goal for APS 5: Providing Consultation Services**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 5
- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- Interviews with the guidance counselor
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

♦ **Goal for APS 6: Coordinating Guidance and Counseling Services**

♦ **Strategies** (to be implemented with assistance and support from the assigned mentor)

- Review the key elements of APS 6
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- Interviews with the guidance counselor
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** (to be completed by the supervisor on the basis of the evidence)

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** (to be completed by the supervisor on the basis of the evidence)

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (Induction)

♦ **Goal for APS 7: Fulfilling Professional Responsibilities**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 7
- Consult with the mentor and/or other professionals regarding professional expectations
- Have the mentor review and provide formative feedback on written communications
- Have the mentor observe lessons, conferences, etc., and provide formative feedback
- Consult with the mentor to monitor the professional development plan
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Feedback from the administrator(s)
- Self-Assessment
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

ADEPT for School Guidance Counselors

FORMAL EVALUATION SUMMARY

School Guidance Counselor _____ School Year _____
 School _____ Room _____

Team Members

Preliminary Period Signatures		Final Period Signatures	
<u>Team Chair</u>	<u>Date</u>	<u>Team Chair</u>	<u>Date</u>
<u>Peer Evaluator</u>	<u>Date</u>	<u>Peer Evaluator</u>	<u>Date</u>
<u>Peer Evaluator</u> (Optional)	<u>Date</u>	<u>Peer Evaluator</u> (Optional)	<u>Date</u>

ADEPT Performance Standards		PRELIMINARY EVALUATION		FINAL EVALUATION	
		Date:		Date:	
		Not Met	Met	Not Met	Met
APS1	Long-Range Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS2	Short-Range Planning: Guidance and Counseling Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS3	Development and Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS4	Providing Guidance and Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS5	Providing Consultation Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS6	Coordinating Guidance and Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS7	Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Judgment (Final Period)				Not Met	Met
An overall judgment of <i>Met</i> indicates that the school guidance counselor met the competency standard for ALL seven of the performance standards at the time of the final evaluation.				<input type="checkbox"/>	<input type="checkbox"/>

Comments and Recommendations

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (FORMAL EVALUATION)

Teacher _____ Grade(s)/Subject(s) _____

District _____ School _____

Mentor (optional for formal evaluation and GBE) _____

Supervisor(s) _____

Directions: During the initial planning conference, dates for all assistance activities should be set and filled in under the "Date" column. As activities are completed, the teacher and supervisor will meet together before providing their initials in the respective columns.

Assistance Activities	Date	Teacher's Initials	Supervisor's Initials
• Initial conference to develop PGD plan			
• Beginning date for implementing plan			
• Interim review			
• Ending date for implementing plan			
• Final review			

Directions: Address all APSs in which the Formal evaluation teacher scored *Not Met* during the Preliminary Period. If all are *Met*, a CB-PGDP will not be required for the Final Period.

Area(s) To Be Addressed

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Guidance and Counseling Services
- APS 3 Development and Use of Assessments
- APS 4 Providing Guidance & Counseling Services
- APS 5 Providing Consultation Services
- APS 6 Coordinating Guidance and Counseling Services
- APS 7 Fulfilling Professional Responsibilities

The signatures below verify that the teacher has received written and oral explanations of the preliminary and final performance reviews.

Preliminary Review
Teacher/Date _____

Final Review
Teacher/Date _____

Preliminary Review
Supervisor/Date _____

Final Review
Supervisor/Date _____

GUIDANCE CB-PGDP (FORMAL)

Competence-Building Professional Growth and Development Plan
For Guidance Counselors (FORMAL EVALUATION)

♦ **Goal for APS 1: Long-Range Planning**

To facilitate student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of PD 1
- Review model/sample long-range plans
- Review the appropriate academic standards
- Consult with the mentor and/or other teachers regarding long-range planning
- Collaborate with the mentor and/or other teachers to develop long-range plans
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Review of long-range plans
- Interviews with the Guidance Counselor
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

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♦ **Goal for APS 2: Short-Range Planning Guidance and Counseling Services**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 2
- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- _____
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

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♦ **Goal for APS 3: Development and Use of Assessments**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 3
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- _____
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

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♦ **Goal for APS 4: Providing Guidance & Counseling Services**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 4
- _____
- _____
- _____
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- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Observations
- Review guidance counselor's reflection on lessons
- Interviews with guidance counselor
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

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♦ **Goal for APS 5: Providing Consultation Services**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 5
- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- Interviews with the guidance counselor
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

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♦ **Goal for APS 6: Coordinating Guidance and Counseling Services**

♦ **Strategies** (to be implemented with assistance and support from the assigned mentor)

- Review the key elements of APS 6
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- _____
- Interviews with the guidance counselor
- _____
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** (to be completed by the supervisor on the basis of the evidence)

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** (to be completed by the supervisor on the basis of the evidence)

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

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♦ **Goal for APS 7: Fulfilling Professional Responsibilities**

♦ **Strategies** *(to be implemented with assistance and support from the assigned mentor)*

- Review the key elements of APS 7
- Consult with the mentor and/or other professionals regarding professional expectations
- Have the mentor review and provide formative feedback on written communications
- Have the mentor observe lessons, conferences, etc., and provide formative feedback
- Consult with the mentor to monitor the professional development plan
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Feedback from the administrator(s)
- Self-Assessment
- Other:

♦ **Level of performance required to indicate satisfactory progress/goal accomplishment**

♦ **Preliminary performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments:

♦ **Final performance review:** *(to be completed by the supervisor on the basis of the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.
- Other/comments: