



# Educator Effectiveness

MADISON METROPOLITAN SCHOOL DISTRICT • PROMOTING A THRIVING WORKFORCE

## MMSD Educator Effectiveness for Student Services

School Counselor Examples:

Student Program Outcomes (SPOs) & Professional Practice Goals (PPGs)

Observations & Artifacts

Example Student Program Outcomes (SPOs) for School Counselors	
<i>Suggested Format</i>	<i>By (end date), (target group) will (increase/decrease something related to achievement, attendance or behavior) by (percent/measure of change) from (baseline data) to (target data).</i>
<i>2017-2018 Guidance</i>	<i>All school counselors should set one goal focused closing gaps for African American students.</i>

Elementary School	
By the end of the school year 2017-2018, each student with 10 or more absences will decrease their absences by 25% from the first semester to the second semester.	By the end of June 2018, the number of Hispanic students failing math class from first semester to second semester will decrease by 20% from 30 students to 15 students.
By the end of the school year 2017-2018, the number of students referred for aggressive and disruptive behavior will decrease by 10% in comparison to the number of students in the 2016-2017 school year.	By the end of June 2018, the number of 5th grade African American students receiving an ODR for physical aggression will decrease by 20% from 145 in 2017 to 116 in 2018.
Increase the number of students in the advanced category by 10% in math on the 2017 WI Forward exam with specific attention to students classified economically disadvantaged.	Reduce the percentage of third, fourth and fifth grade students that score as below basic in math on the 2018 Forward exam by 20% with specific attention to students classified as economically disadvantaged

Middle School	
By June 2018, students who accrued 10-12 unexcused absences during first semester will improve their second semester attendance __%, from ___ absences to ___ absences	By June 2018 the number of absences among economically disadvantaged students who had 15 or more absences for the 2016-2017 school year will decrease by 15% from _____ to _____ for the 2017-2018 school year.
By June 2018, African American 8th grade students at-risk of non-promotion in ELA will improve their cumulative GPA in ELA from below 1.67 to above 2.0.	By June 2018, the percentage of 6th grade students receiving an office discipline referral for physical aggression will decrease by 50% from 30 to 15.
By June 2018, the number of 7th grade student reports of bullying and/or harassment will have decreased by __%, from __ to __.	By June 2018 the percent of 9th grade students failing one or more classes will decrease by __% from _____ to _____.
By June 2018, the percentage of 6th grade students participating in CBITS (Cognitive Behavioral Intervention for Trauma in Schools) with PTSD scores of "clinically significant" will be reduced by 70%.	By June 2018, __ % of 7th grade African American students earning a 2.5 in math at Quarter 1 will increase their cum math GPA to a 3.0 or higher.
By Jan 2018, __ the rate of behavioral incidents	By June 2018, 15 _____ (target group) 8th grade

(incidents per week) for students participating in _____ intervention group will decrease from _____ incidents per week to _____ incidents per week.	students participating in a youth leadership program will improve core cum GPA from _____ to _____.
By June, the 8th grade promotion rate for African American and Hispanic/Latino males will increase _____ %, from _____ to _____.	By June 2018, _____ (target group) 7th graders at risk of non-promotion in _____ (subject area) will have raised their cum GPA from below 1.67 to 2.0 or higher.

**High School**

By the end of the 2017-2018 school year, the percent of freshmen earning 2 or more F's, will decrease by _____ % from _____ to _____.	By June 2018, the percentage of 9th grade African American males failing 2 or more classes will decrease from _____ % from _____ to _____.
By June 2018, the percentage of African American students enrolled in Advanced Placement courses will increase _____ %, from _____ to _____.	By June 2018, the percentage of twelfth graders receiving industry certification will increase by _____ % from _____ to _____.
By June 2018, 9th grade students identified as at-risk of not graduating on time will successfully complete _____ academic credits, putting them "on track" for graduation.	By June 2018, the percentage of 12th grade students completing three or more post-secondary applications will increase _____ % from _____ % to _____ %.
Hispanic students will decrease their total number of attendance offenses (truancy, cut class, tardiness) by 10% by the end of the 2014-15 school year.	By June 2018, the percent of African American students in advanced courses earning a C or better will increase by _____ % from _____ to _____.
By June 2018, the percent of _____ (target or subset group) freshman completing _____ credits in 9th grade will increase by _____ % from _____ % to _____ %.	By June 2018, the percent of _____ (target group) eleventh graders enrolled in dual credit will increase _____ % from _____ to _____.
By June 2018, the graduation rate for _____ (target population) will increase _____ % from _____ to _____.	By June 2018, _____ 11th grade students participating in _____ will raise their cum GPA from 2.75-2.99 to 3.0 or higher.

**Examples of Actions and/or Intervention Strategies**

Implementation of Check-In, Check-Out Intervention (to support increased attendance, decreased tardies, reduce behavioral referrals and/or improve academic performance)	<p>Implementation of evidence-based small group curriculum to (e.g., SBIRT, STEPS-A, HOPS,</p> <ul style="list-style-type: none"> <li>- Support emotional regulation</li> <li>- Support organization and time management.</li> <li>- Address social-emotional concerns interfering with academic success.</li> </ul> <p>HOPS = Homework Organization Intervention  SBIRT = Screening, Brief Intervention, Referral to Treatment  STEPS-A = Skill Training for Emotional Problem Solving  CBITS = Trauma Supports  FACE Kids Collaborations</p>
Youth Leadership Programs or Groups	Youth Advisory and Support Structures (example - AP Potential at Memorial)
Use of EOS student insight cards to identify and enroll underrepresented students in advanced and AP courses.	Implementation of post-secondary planning conferences to support access and retention in postsecondary programs for underrepresented students.

Academic progress report checks to identify students at-risk for not passing classes and implementing student and family follow-up to remediate academic and/or social-emotional concerns.	Advising (and family communication) to support access to credit recovery opportunities to increase on-track to graduation status.
Use of 90T Intervention strategies - for example Transition Squads - to decrease the number of 9th graders not on track to graduate.	Use of At-risk reports to identify and develop intervention plans that support targeted students in improving academic performance and/or attendance.
Academic advising and course selection presentations for students and families to encourage underrepresented students in enrolling in advanced coursework/academic opportunities (e.g. Pathways, STEM, Dual Credit opportunities, etc.)	Connecting students to academic and pre-college enrichment programs to increase academic outcomes and post-secondary access for underrepresented students.
Classroom lesson delivery to build self-advocacy, conflict-resolution, communication skills, etc. to decrease behavior referrals & lost instructional time, and improve academic outcomes.	Use of restorative circles to reduce in and out-of-school suspensions, address interpersonal conflict-related behavioral concerns, etc.
Classroom lesson delivery to support students in learning academic progress monitoring strategies, cum GPA calculation, and relationship to 8th grade non-promotion criteria to decrease number of	Intentionally connecting students to academic supports including mentoring, tutoring, and teacher check-in practices to improve academic outcomes.

\*For more exemplar examples visit <http://www.schoolcounselorawards.org/ramp/example>. **Scroll to Section 3**

## SPO Resources

<a href="#">ASCA National Model Implementation Guide</a> Pages 36-56 (emailed to counselors)
<a href="#">Program Goals</a>
<b>Creating Effective School Counseling SMART Goals (2013)</b> <a href="#">Learn more.</a> <a href="#">Download the PowerPoint</a> <a href="#">View the webinar</a>
<a href="#">RAMP Examples</a> (see goals and the interventions these school counselors took to achieve their goals. Section 3)
<a href="#">Data Planning and Collection Goals Template</a>
<a href="#">School Data Profile</a> : This template will help you gather, organize and understand your school's data.
<a href="#">School Improvement Plan</a> : Utilize this document to connect your program goals to school goals.
Data Dashboard

## Example Professional Practice Goals (PPGs) for School Counselors

*Reflect on self-review of EE rubric and select an area of growth.*

I will utilize the book <a href="#">The Use of Data in School Counseling</a> (or other book) to learn how to utilize data to inform and my practice to improve student	I will research evidence based Tier II /Tier III curricula to enhance the efficacy of my comprehensive school counseling program
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achievement with these specific learning objectives:  I will participate in a book study group to review and reflect on _____ text.	I will review one specific evidence-based small group curriculum and develop an action plan for how this could be implemented at my school.
I will participate in the <a href="#">ASCA U Closing the Achievement Gap Specialist</a> (or other) training to learn how to use targeted and intentional interventions to promote success for all students.	I will read/attend _____ to learn more about trauma-informed practice then facilitate a training at my school with all staff.
I will attend the UW Whitewater spring school counselor summit to network with colleagues and learn more about _____.	I will read/attend _____ to learn more about Restorative Justice to apply these practices to my comprehensive school counseling program.
I will attend these specific workshops at the Wisconsin School Counselor Association Annual Conference _____ to build these specific areas of knowledge or skill:	I will research ethical and legal practices in school counseling to guide my practice and develop a resource sheet to share my findings to my colleagues.
I will research Historically Black Colleges and provide a workshop for students and families on these opportunities for our students.	I will research resources for first generation college students and provide a workshop for students and families
I will learn more about the ASCA National Model by _____ and put into place these three components this year:	I will engage in a classroom action research experience to explore and reflect on personal practice in _____ area.

### **Professional Practice Goal Resources**

<b>Area of Interest</b>	<b>School Counselor Professional Evaluation Rubric Domain Reference</b>	<b>Suggestions for Supports/Resources</b>
Culturally & Linguistically Responsive Practices	Domain 2 Domain 4	<a href="#">ASCA Webinars</a> <a href="#">Culturally Responsive Teaching and the Brain</a>  Mindfulness Courses (MMSD PD) Restorative Practices Professional Learning (MMSD PD)
Collaboration & Teaming	Domain 3	Adaptive Schools (MMSD PD)
ASCA National Model	Domain 1 Domain 2 Domain 4	<a href="#">ASCA Webinars</a> <a href="#">ASCA Implementation Guide</a> <a href="#">ASCA Model Book</a> <a href="#">The School Counselor and Comprehensive School Counseling Programming</a>  WSCA Conference (February 2018)
Data in school counseling	Domain 1 Domain 2 Domain 4	<a href="#">ASCA Webinars</a> <a href="#">The Use of Data in School Counseling</a> <a href="#">Making Data Work</a> <a href="#">Data and Research That Matter</a> <a href="#">SCALE Research Center</a>  The Use of Data in School Counseling Book Study ( <i>Coming: Winter/Spring 2017-18</i> )  WSCA Conference (February 2018)
Closing achievement gaps	Domain 1 Domain 2 Domain 3	<a href="#">ASCA Webinars</a> <a href="#">From High School to the Future: Potholes on the Road to College</a>

	Domain 4	<a href="#">The School Counselor and Equity for all Students</a>
Multi-Tiered Systems of Support & Comprehensive School Counseling Programs	Domain 1 Domain 2 Domain 3	<a href="#">ASCA Webinars</a> <a href="#">An Examination of Factors That relate to School Counselors' Knowledge and Skills in Multitiered Systems of Support.</a> <a href="#">The Role of the School Counselor in MTSS</a> <a href="#">MTSS and School Counseling</a>  Developmental Designs (MMSD PD)
Postsecondary Advising	Domain 1 Domain 2	<a href="#">ASCA Webinars</a> <a href="#">NACAC Fundamentals of College Admission Counseling</a> <a href="#">From High School to the Future: Potholes on the Road to College</a> <a href="#">The School Counselor and Individual Student Planning for Postsecondary Preparation</a>  <a href="#">Wisconsin Association for College Admissions Counseling (WACAC) Conference - May 2018</a>
Ethical and Legal Issues	Domain 4	<a href="#">Legal and Ethical ASCA Webpage</a> <a href="#">ASCA Position Statements</a>

### Observation & Artifact Examples for School Counselors

#### Observations:

Observations provide data to support the process of professional evaluation. Planned observations provide an opportunity for the school counselor to request feedback relative to specific areas of practice and for the evaluator to observe the practitioner's current level of skill and competence in "real time." To respect the confidential nature of much of the school counselor's work with individual students, student groups, and families, certain types of events are not recommended for observation. During the fall planning conversation, the school counselor and principal will work together to identify a variety of events that would be suitable for observation.

#### Events Recommended for Observation:

- Classroom presentations
- Student or Parent Night Presentations
- Peer Mentoring or Student Leadership Planning Meeting (e.g., Linkcrew, Senior Citizens, Ambassadors, etc.)
- Student Support Intervention Team (SSIT) meetings
- Teacher team meetings
- Work Group and/or Committee Meetings
- College and career night presentations
- Course Advising and Scheduling Presentations
- Course Advising - Individual Planning Meetings with Students
- Student Conferencing - Individual Planning Meetings
- Community Partnership Planning Meetings (e.g., planning small group or intervention groups, planning informational nights, planning partnership events)
- School Counseling Department or Student Service Team Meetings

#### Events Not Recommended for Observation:

- Individual Counseling Sessions
- Small Group Counseling Sessions
- Intervention Groups
- Individual Student Problem Solving meetings with students and/or families
- Student organization/club advising/leadership if session or group content is sensitive or confidential in nature. (Recommend careful consideration and permission from the students w/in the group prior to choosing this as an observable event).

- PBS, AVID, ACP Implementation Team Meetings
- Student interactions in the lunchroom, hallway, and/or at school-wide events.

### Examples of Artifacts:

Evaluation of professional practice is also supported through the counselor's provision of artifacts: Artifacts serve as evidence of a practitioner's current level of skill and competence. The following is a list of possible artifacts that may prove useful for this process.

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| <ul style="list-style-type: none"> <li>● Comprehensive Program Calendar</li> <li>● Counselor-Administrator Annual Agreement</li> <li>● Program Goals and Action Plans (Closing the Gap, Core Curriculum, Small Group)</li> <li>● Annual Program Summary Document outlining program mission/vision, program goals, implementation plans, results data, and program recommendations</li> <li>● Curriculum from classroom-based lessons</li> <li>● Student, Staff, Family and/or Community Presentations</li> <li>● Event Agendas and Plans (e.g., college and career fairs, business/post-secondary visits, etc.)</li> <li>● Small Group Lesson Plans</li> <li>● Visual to show alignment of Comprehensive School Counseling Program and MTSS</li> <li>● Academic and Career Planning Implementation Plan</li> <li>● AVID Support Plan</li> <li>● PBS Implementation Plan</li> <li>● Program Evaluation Tools (e.g., surveys, pre/post tests, focus group feedback, etc.)</li> <li>● Program Evaluation Data <ul style="list-style-type: none"> <li>○ Student perception measures</li> <li>○ Peer Feedback</li> <li>○ Parent/Guardian Feedback</li> </ul> </li> <li>● Advisory Council Agendas and/or Notes</li> <li>● Newsletters and/or other Communication Materials</li> <li>● Description of Data Collection and Analysis Methods</li> <li>● Data Elements Template (Review of School-Wide Data)</li> <li>● Mission/Vision/Beliefs Statements</li> <li>● School Counseling Department Agendas and Notes</li> </ul> | <ul style="list-style-type: none"> <li>● Professional Development Plans and Goals</li> <li>● Documentation of Professional Development Attended</li> <li>● CEU's from American School Counseling Association courses</li> <li>● ASCA Specialist Certificates</li> <li>● WSCA Conference Attendance Record</li> <li>● WSCA Summer Institute Record</li> <li>● Documentation of webinars viewed and/or research articles reviewed</li> <li>● Mentoring or Supervision Documentation</li> <li>● Use of Time Assessment Tools &amp; Analysis <ul style="list-style-type: none"> <li>○ Weekly Calendars</li> <li>○ Logs of Student and Family Interactions</li> </ul> </li> <li>● Documentation of Graduate Coursework</li> <li>● Needs Assessment Tools and Data/Results</li> <li>● Committee or Work Group Descriptions and Summary of Contributions/Role</li> <li>● Leadership Role Summary &amp; Reflection</li> <li>● Professional Learning Community Documentation <ul style="list-style-type: none"> <li>○ School Counselor PLC</li> <li>○ Learning Strands</li> </ul> </li> <li>● Student Leadership Support Documentation <ul style="list-style-type: none"> <li>○ Club leadership</li> <li>○ Enrichment leadership</li> </ul> </li> <li>● Record of Professional Service, Articles Published, Presentations Made and Other Activities</li> <li>● Grant or Endowment Fund Use Proposals</li> <li>● Innovative Ideas for Future Development</li> </ul> |
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