GUIDANCE COUNSELOR PERFORMANCE

AND

EVALUATION SYSTEM

(Revised 11/2014)

Fern Ridge Schools

Guidance Counselor Performance Review and Evaluation System

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Timeline of Guidance Counselor Evaluation and Observations

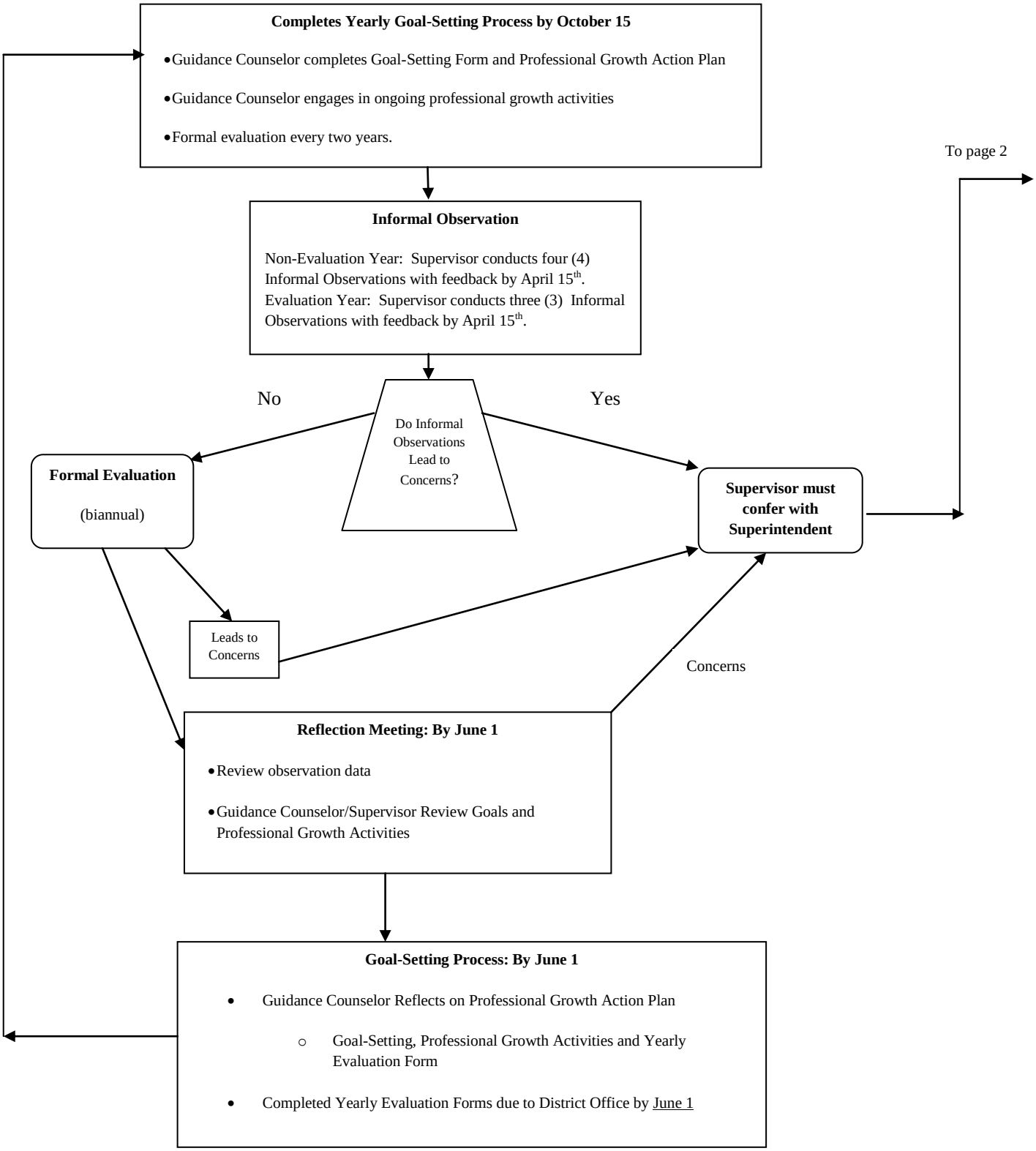
The primary objective of an evaluation system is to improve instruction and to facilitate a positive learning environment where students experience success, growth, and achievement.

Evaluation is a collaborative, continual improvement process based on clear expectations and objective data, in which competence is verified, strengths are assessed, and excellence is acknowledged. Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed. Support and assistance are provided for individual teachers needing the opportunity to remedy specific weaknesses.

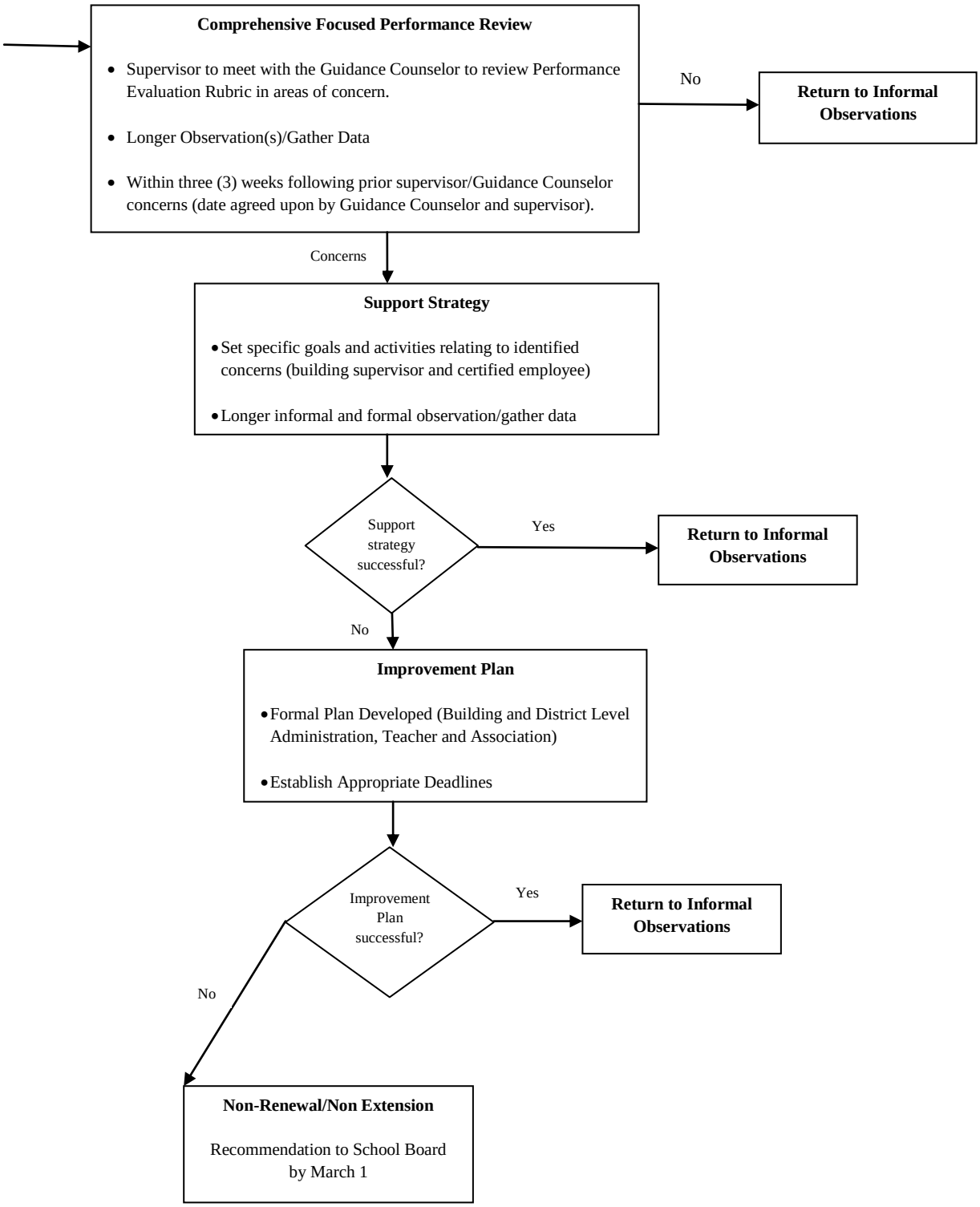
In addition to utilizing direct classroom observations, an evaluator may use a variety of student performance data, collaborative assignments, non-instructional duties, curricular responsibilities, and student input when formulating a final evaluation. Student feedback and/or performance data will not be used independently to formulate teacher evaluation.

Probationary Teacher Timeline			
By October 15th	By January 1st	By March 1st	By June 1st
Yearly Self-Evaluation Form (pg. 32-37), **Professional Growth Action Plan** (pg. 42-43) and **Goal-Setting Form** (pg. 38) due to supervisor.	First ***Informal* Observation** (pg. 39-40) and first ***Formal Evaluation*** *(pg. 25-31)* with discussions. **Formal Evaluation Form** filed with the district office.	Second ***Informal Observation*** *(pg. 39-40)* and second ***Formal Evaluation*** *(pg. 25-31)* with discussions. **Formal Evaluation Form** filed with the district office.	**Yearly Reflection Meeting** with supervisor to go over **Yearly Self-Evaluation Form** (pg. 32-37), **Professional Growth Action Plan** (pg. 42-43) and **Goal-Setting Form** (pg. 38).
Contract Teacher Timeline			
By October 15th	By January 1st	By April 15th	By June 1st
Yearly Self-Evaluation Form (pg. 32-37), **Professional Growth Action Plan** (pg. 42-43) and **Goal-Setting Form** (pg. 38) due to supervisor.	Two ***Informal Observations*** (pg. 39-40) with discussions.	Non-Evaluation Year - Two ***Informal Observations*** *(pg. 39-40)* with discussions. Evaluation Year -One ***Informal Observations*** *(pg. 39-40)* and one **Formal Evaluation Form** (pg. 25-31). **Formal Evaluation Form** filed with the district office every other year.	**Yearly Reflection Meeting** with supervisor to go over **Yearly Self-Evaluation Form** (pg. 32-37), **Professional Growth Action Plan** (pg. 42-43) and **Goal-Setting Form** (pg. 38).

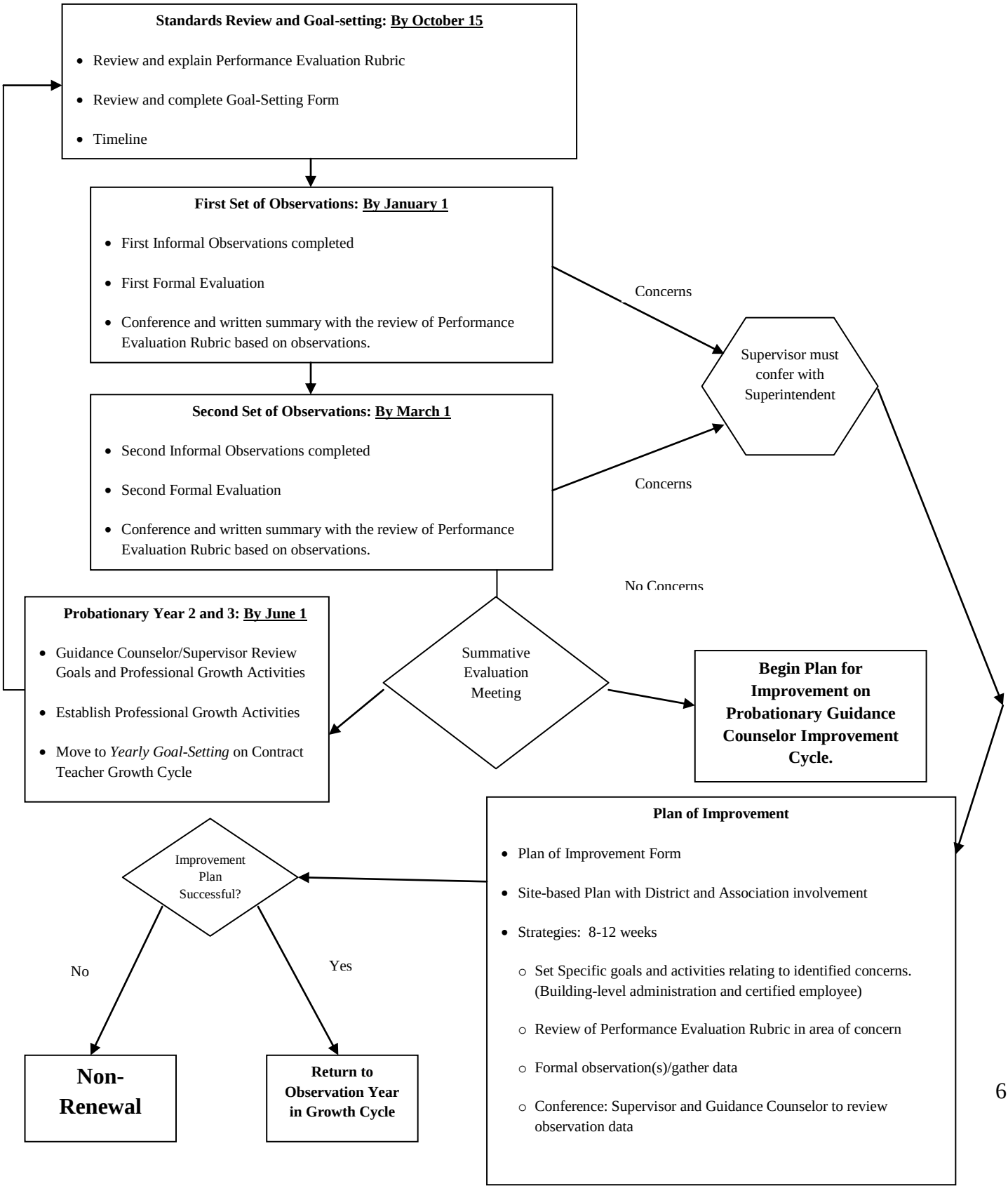
Contract Guidance Counselor: Performance Evaluation Flowchart (page 1)



Contract Guidance Counselor: Performance Evaluation Flowchart (page 2)



Probationary Guidance Counselor: Improvement Cycle Evaluation Flowchart



FERN RIDGE SCHOOL DISTRICT 28J

Domain 1: Planning and Preparation GC Standard 1: Knowledge of Comprehensive Guidance Counseling Programs (CGCP)

Guiding Questions:

- Does the counselor have sufficient and proficient knowledge of CGCP?
- Is the CGCP appropriate for the setting, students and stakeholders?
- Is the CGCP in alignment with state and national standards and frameworks?

Highly Effective	Effective	Area for Growth	Does Not Meet
Is an expert in CGCP and has cutting edge grasp of how to implement the CGCP in alignment with state and national standards.	Has a solid understanding of CGCP and how to implement the CGCP in alignment with state and national standards.	Is somewhat familiar with CGCP and how to implement them.	Has little familiarity with CGCP, state and national standards.

Possible evidence to look for:

- The counselor speaks knowledgeably with administration teachers, and stakeholders about the CGCP.
- The counselor uses the Oregon Comprehensive Guidance and Counseling Framework and the ASCA National Model as guides to develop the CGCP.
- The CGCP has been implemented and is a known part of the regular school curriculum.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 1: Planning and Preparation GC Standard 2: Knowledge of Comprehensive Guidance Counseling Programs (CGCP) – Plans and Goals

Guiding Questions:

- Does the counselor have a written plan and goals for the CGCP which address the four domains: academic, career, social-emotional and community?
- Are plans and goals developed with the consideration of school and district needs?
- How has the counselor set, reviewed and edited goals according to student and school data?

Highly Effective	Effective	Area for Growth	Does Not Meet
Has a detailed written plan for the year including goals for the CGCP based on student and school data, which are appropriate to the setting students, and stakeholders.	Has a plan for the year including goals for the CCP that is appropriate to the setting, students, and stakeholders.	Has a plan for the year but may not have specific goals for the CGCP appropriate to the setting, students, and stakeholders.	Does not have a plan for the year or any goals for the program.

Possible evidence to look for:

- The counselor has a calendar for the year that outlines guidance curriculum, support groups, events and activities.
- The counselor has written goals for the CGCP based on student, school and programs assessment data.
- The counselor has a system for ongoing review of CGCP goals.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 1: Planning and Preparation: GC Standard 3: Comprehensive Guidance Counseling Program (CGCP) – Program Evaluation

Guiding Questions:

- Does the counselor evaluate the CGCP for completeness and effectiveness?
- Does the counselor use a wide variety of sources of evidence?
- Does the counselor review, evaluate, and redraft the CGCP every year?

Highly Effective	Effective	Area for Growth	Does Not Meet
Evaluates the CGCP for completeness and effectiveness using multiple sources of evidence and makes data driven recommendations that are then used to develop department and individual action plans for improvement.	Evaluates the CGCP for completeness and effectiveness using multiple sources of evidence and makes recommendations for continuous program development.	Evaluates the CGCP and makes recommendations for continuous program development.	Does not evaluate the CGCP and makes no recommendations for continuous program development.

Possible evidence to look for:

- The counselor identifies and analyzes a wide range of school, student and program data to inform the school counseling program and measure program results.
- The counselor analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data.
- The counselor conducts a school counseling program assessment annually to review extent of program implementation and effectiveness.
- The counselor shares school counseling program evaluation data with building administration.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 2: Delivery of Service GC Standard 4: Counseling Techniques

Guiding Questions:

• Does the counselor articulate and demonstrate knowledge of counseling theory and techniques following research best practices as determined by district, state and national protocols?
• Does the counselor coordinate ongoing systematic activities designed to assist students individually and in small groups in establishing personal goals and developing future plans?
• Does the counselor establish and maintain community partnerships to assist in providing individual and group counseling that address student needs?
• Is the counselor able to articulate which techniques they have used in a session and why?

Highly Effective	Effective	Area for Growth	Does Not Meet
Effectively uses an extensive range of counseling techniques that address the academic, career, social-emotional, and community needs of students.	Uses a range of counseling techniques that address the academic, career, social-emotional, and community needs of students.	Displays a narrow range of counseling techniques that address student needs.	Has few counseling techniques that address student needs.

Possible evidence to look for:

• The counselor seeks resources and ongoing training to increase knowledge and improve counseling skills and techniques..
• the counselor uses a range of counseling techniques to help students acquire skills that lead to social, emotional and academic growth and development.
• The counselor identifies student needs and problem-solves to resolve issues.
• The counselor collaborates and coordinates with community and district partners to create therapeutic and support groups that meet student needs.
• The counselor collaborates with community partners to provide ongoing individual counseling services for student(s) in need.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 2: Delivery Service GC Standard 5: Collaboration and Consultation With All Staff

Guiding Questions:

- Does the counselor provide all staff with pertinent/necessary information regarding students?
- Does the counselor collaborate with staff and advocate on behalf of the student?
- Does the counselor coordinate and provide continued staff professional development?
- Does the counselor meet regularly with colleagues to plan and assess guidance curriculum?

Highly Effective	Effective	Area for Growth	Does Not Meet
Is proactive in collaborating with staff including providing pertinent/ necessary information about the student and advocating on their behalf.	Provides staff with pertinent/ necessary information regarding student progress and advocating as needed.	Provides minimal information to staff and does not seek out their support.	Has limited contact with staff and does not provide student information or provides inappropriate or unnecessary information.

Possible evidence to look for:

- The counselor collaborates with staff through participation in meetings and committees such as IEP, SET, CARE, EBISS, and 504.
- The counselor collaborates with staff to identify individual student needs.
- The counselor is a member of a leadership, curriculum or professional learning teams.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 2: Delivery of Service GC Standard 6: Responsive Services

Guiding Questions:

• Does the counselor provide appropriate activities and services that foster intellectual, psychological and social/emotional development?
• Does the counselor broker with other programs/agencies both within and beyond the school and/or district to meet individual student needs?
• Does the counselor follow-up with students who have attended individual, small group or classroom activities to assess the effectiveness of services?

Highly Effective	Effective	Area for Growth	Does Not Meet
Uses an extensive range of evidence-based activities and identifies and shares resources that address the academic, career, social-emotional and community needs of students.	Uses a range of activities that address the academic, career, social-emotional and community needs of students	Displays a narrow range of counseling activities that address student needs.	Has no specific counseling activities that address student needs.

Possible evidence to look for:

• the counselor surveys students, faculty and staff, and parents to determine which responsive services are needed.
• The counselor implements small groups on such topics as grief and loss, divorce, anger management, college preparation, financial aid, etc. or a crisis response team (when necessary).
• The counselor publishes a list of activities on the school calendar for students, parents and others to inquire about or register for the activity.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 2: Deliver of Service GC Standard 7: Classroom Curriculum

Guiding Questions:

• Does the counselor provide classroom guidance lessons appropriate at the developmental level of the students that help students meet learning standards?
• Does the counselor work with a team to determine what curriculum to use and supplement the district or school curriculum?
• Does the counselor use OAR's and ASCA/Oregon Framework requirements to make classroom guidance curriculum decisions?
• Does the counselor use effective classroom management and teaching practices while in the classroom?

Highly Effective	Effective	Area for Growth	Does Not Meet
Uses an extensive range of evidence-based curriculum in the classroom that address the academic, career, social-emotional and community needs of students.	Uses curriculum or classroom activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of classroom activities that address student need.	Has not been in the classroom or assisted in implementing specific classroom activities that address student needs.

Possible evidence to look for:

• The counselor researches and obtains evidence-based curriculum to deliver in the classroom.
• The counselor implements school-wide curriculum throughout the academic year.
• The counselor publishes information about guidance curriculum being delivered in the classroom in a school newsletter and/or on the counseling website.
• The counselor has student outcome data to determine the effectiveness of the guidance curriculum

FERN RIDGE SCHOOL DISTRICT 28J

Domain 3: Accountability GC Standard 8: Analyzes School Data

Guiding Questions:

- Does the counselor have access to school-wide data (e.g., DAR< OAKS, MIM, student information system, etc.)?
- Does the counselor use the data to inform school-wide decisions?
- Does the counselor use the data for making decisions regarding school-wide improvements?

Highly Effective	Effective	Area for Growth	Does Not Meet
Collaborates in a leadership capacity within system structures to implement data-based decisions school wide.	Initiates decision making based on effective school-wide data analysis.	May look at school-wide data but doesn't use it to make program decisions.	Does not know how to access or use school-wide data to make program decisions.

Possible evidence to look for:

- The counselor can describe the changes in school-wide data that occur throughout the year.
- The counselor can articulate the differences between data systems.
- The counselor thinks creatively about how data can be analyzed and used in decision-making.
- School-wide data is used as evidence for implementing program changes.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 3: Accountability GC Standard 9: Analyzes Student Data

Guiding Questions:

• Does the counselor have access to school-wide data (e.g. DAR OAKS, MIM, student information system, etc.)?
• Does the counselor consider the individual student needs (e.g., academic, social, emotional, physical, etc.) when making decisions of advocacy?

Highly Effective	Effective	Area for Growth	Does Not Meet
Develops a student's capacity through data and a personal relationship to anticipate his/her own needs and growth potential for the short and long term.	Advocating for short-term student self-advocacy through understanding individual data.	Does not help the student develop self-advocacy based on his/her personal data.	Does not integrate skills, knowledge, or individual student data to make decisions.

Possible evidence to look for:

• Students are well informed regarding her/his data points and how those affect their plan.
• the counselor builds a student support plan based on student potential (capacities), not deficits.
• The counselor can describe any changes in individual student data that occur throughout the year.
• The counselor creates time for working with kids.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 4: Family and Community Outreach GC Standard 10: Respect

Guiding Questions:

- Does the counselor communicate respectfully, effectively and clearly with parents?
- Does the counselor seek to understand family and community culture, values and beliefs?
- Does the counselor show empathy to parent concerns?
- Does the counselor show respect for parents and community members from all backgrounds?
- Does the counselor take into account not only the learning, but also the cultural needs of students?

Highly Effective	Effective	Area for Growth	Does Not Meet
Shows great sensitivity and respect for family and community cultures, values, and beliefs and always makes parents feel welcome in the school.	Communicates respectfully with parents and is sensitive to different families' cultures and values, making parents feel welcome in the school.	Tries to be sensitive to the cultures and beliefs of students' families but sometimes has difficulty and/or may give off an unwelcome vibe.	Is often insensitive to the cultures and beliefs of students' families and/or makes people feel unwelcome in the school.

Possible evidence to look for:

- The counselor is able to work with families across socioeconomic, cultural, ethnic, religious, and language backgrounds.
- The counselor identifies and provides resources appropriate for students and families.
- The counselor actively listens and responds to parent concerns.
- The counselor communicates with parents in a respectful and positive manner in all situations.
- The counselor's non-verbal cues match what he/she is saying to the parent.
- The counselor makes families feel welcome at the school.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 4: Family and Community Outreach GC Standard 11: Belief

Guiding Questions:

- Does the counselor communicate, both verbally and nonverbally, a belief that all students can and should succeed?
- Does the counselor know their students?
- Does the counselor understand students' individual needs?
- Does the counselor access school, district, and community resources to support students?

Highly Effective	Effective	Area for Growth	Does Not Meet
Shows each parent an in-depth knowledge of his/her child and a strong belief he/she will succeed academically, socially and emotionally.	Shows each parent a genuine interest and belief in each child's ability to succeed academically, socially and emotionally.	Tells parents that he or she cares about their child and wants the best for him/her.	Does not communicate to parents his/her knowledge of individual child or concern for their future.

Possible evidence to look for:

- The counselor speaks knowledgeably with parents about both student's strengths and weaknesses.
- The counselor is encouraging and supportive in his/her communication.
- The counselor collaborates with parents, teachers, student and community partners to support students' needs.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 4: Family and Community Outreach GC Standard 12: Communication

Guiding Questions:

- Does the counselor communicate effectively and respectfully wit parents and community members?
- Does the counselor communicate progress and/or concern in a timely manner to students and parents?
- Does the counselor respond to parent questions or concerns in a timely manner?
- Does the counselor make an effort to communicate with hard to reach or challenging families?
- Is the counselor proactive in working with parents in situations that have the potential to turn negative?

Highly Effective	Effective	Area for Growth	Does Not Meet
Is proactive in providing information to all families about the counseling program and about individual students through a variety of means and responds to parent concerns in a timely manner.	Provides thorough and accurate information to families about the counseling program as a whole and about individual students and responds to parent concerns in a timely manner.	Provides limited though accurate information to families about the counseling program as a whole and about individual students.	Provides no information to families either about the counseling program as a whole or about individual student and/or does not respond to parent concerns in a timely manner.

Possible evidence to look for:

- The counselor communicates in a respectfully and positive manner with parents.
- The counselor responds to parent concerns within a day of receiving them.
- The counselor has a system for contacting and communicating with families including those that might be challenging or difficult to reach.
- The counselor communicates positive feedback as well as concerns to parents.
- The counselor is available to meet during the workday and communicates this with parents.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 4: Family and Community Outreach GC Standard 13: Involvement

Guiding Questions:

- Is the counselor proactive in communicating student progress?
- Does the counselor include parents in problem solving and intervention decisions?
- Does the counselor provide parents with information and resources to support students?
- Does the counselor include parents in the school-to-school, grade-to-grade and post-secondary planning/transition process?

Highly Effective	Effective	Area for Growth	Does Not Meet
Frequently communicates with and involves parents in their student's academic, social, and emotional progress.	Updates parents on their student's academic, social and emotional progress and invites parents to participate in student's planning.	Has limited communication with parents regarding student's academic, social and emotional progress.	Rarely, if ever, communicates with parents on ways to help their student at home.

Possible evidence to look for:

- The counselor invites and encourages parents to be part of meetings.
- The counselor actively seeks input from families.
- The counselor provides parents with information, resources, and ideas to support students.
- The counselor works with parents on such things as school-to-school, grade-to grade, and post-secondary planning/transition processes.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 5: Professional Responsibilities GC Standard 14: Professionalism

Guiding Questions:

• Does the counselor respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
• What kind of recordkeeping and documentation system does the counselor use to keep track of communication with all stakeholders? How effective is that system?
• Does the counselor reliably perform required duties as assigned?

Highly Effective	Effective	Area for Growth	Does Not Meet
Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Frequently acts and/or present self in an unprofessional manner and violates boundaries.

Possible evidence to look for:

• The counselor communicates in a respectful and positive manner to district/building personnel.
• The counselor's recordkeeping system is clear, organized, up-to-date, and easy to understand.
• The counselor can be counted on to complete all required duties, reports, and paperwork in a timely manner, (e.g., attendance, email, etc.).
• Professionalism may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 5: Professional Responsibilities: GC Standard 15: School/Culture/Community

Guiding Questions:
- Is the counselor aware of building and district activities/initiatives?
- how does the counselor contribute to these activities/initiatives?

Highly Effective	Effective	Area for Growth	Does Not Meet
Is an important member of counseling teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attend few school-wide activities.

Possible evidence to look for:
- The counselor is able to inspire others to adopt, support, and participate in building and/or district activities/initiatives.

Domain 5: Professional Responsibilities: GC Standard 16: Leadership and Contribution to School

Guiding Questions:
- How does the counselor support the mission of the school?
- What strategies or actions does the counselor apply to facilitate the implementation of the school's mission?
- What leadership roles has the counselor pursued at the school and/or district level?
- Does the counselor positively contribute to the school's mission?

Highly Effective	Effective	Area for Growth	Does Not Meet
Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever, contributes ideas that might help improve the school.

Possible evidence to look for:
- The counselor positively contributes to the school's mission.
- The counselor is frequently involved in site and district improvement projects/task forces.
- The counselor takes on a leadership role at the building and/or district level.
- Shows a willingness to be flexile in counseling assignment and professional responsibilities.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 5: Professional Responsibilities: GC Standard 17: Working with Teams

Guiding Questions:
- Is the counselor involved with colleagues?
- To what extent is counselor involved with collaboration?
- Does the counselor have a respectful relationship with colleagues?

Highly Effective	Effective	Area for Growth	Does Not Meet
Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to inform instruction.	Collaborates with colleagues to plan units, share counseling ideas and look at student work.	Meets regularly with colleagues to share ideas about counseling and students.	Meets infrequently with colleagues and is not open to collaboration.

Possible evidence to look for:
- The counselor highly values collaboration and positive relationships.
- The counselor meets frequently with collaboration tams, such as PLCs.
- The counselor is receptive to input from colleagues.
- The counselor encourages colleagues to share professional ideas, thought and comments regarding learning.

FERN RIDGE SCHOOL DISTRICT 28J

Domain 5: Professional Responsibilities: GC Standard 18: Self-Improvement

Guiding Questions:
- Is the counselor a self-directed learner when it comes to professional growth opportunities?
- What leadership roles has the counselor pursued at the school and district level?

Highly Effective	Effective	Area for Growth	Does Not Meet
Seeks out best practices, feedback, and suggestions which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve guidance and counseling.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective guidance and counseling ideas form supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve guidance and counseling program but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving guidance and counseling. Is very defensive and/or resistant to changing professional practices.

Possible evidence to look for:
- The counselor can describe best practices when it comes to instruction, content area, and research.
- The counselor is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reading, writing, reflecting and sharing with others.
- The counselor is involved in professional activities that address areas for growth.

Formal Evaluation Form

Counselor: _____ Date: _____
Site: _____ Supervisor: _____
Assignment: _____ Year: _____ Probationary: _____ Contract: _____

Prior to the yearly reflection meeting, the supervisor completes the rubric checking the box for the performance level for each standard. The supervisor then shares the completed rubric with the teacher at the yearly reflection meeting.

Fern Ridge Schools Performance Evaluation Rubric

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.1	Planning and Preparation: **Knowledge of comprehensive Guidance Counseling Programs (CGCP)**	Is an expert in CGCP and has cutting edge gasp of how to implement the CGCP in alignment with state and national standards.	Has a solid understanding of CGCP and how to implement the CGCP in alignment with state and national standards.	Is somewhat familiar with CGCP and how to implement them.	Has little familiarity with CGCP, state and national standards.	
1.2	Planning and Preparation for Learning: **CGCP – Plans an Goals**	Has a detailed written plan for the year including goals for the CGCP based on student and school data, which are appropriate to the setting, students, and stakeholders.	Has a plan for the year including goals for the CGCP that is appropriate to the setting, students, and stakeholders	Has a plan for the year but may not have specific goals for the CGCP appropriate to the setting, students, and stakeholders.	Does not have a plan for the year or any goals for the program.	
1.3	Planning and Preparation for Learning: **CGCP – Program Evaluation**	Evaluates the CGCP for completeness and effective ness using multiple sources of evidence and makes data driven recommendations that are then used to develop department and individual action plans for improvement.	Evaluates the CGCP for completeness and effectiveness using multiple sources of evidence and makes recommendations for continuous program development.	Evaluates the CGCP and makes recommendations for continuous program development.	Does not evaluate the CGCP and makes no recommendations for continuous program development.	

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
2.4	Delivery of Service: **Counseling Techniques**	Effectively uses on extensive range of counseling techniques that address the academic, career, social-emotional and community needs of students.	Uses a range of counseling techniques that address the academic, career, social-emotional, and community needs of students.	Displays a narrow range of counseling techniques that address student needs.	Has few counseling techniques that address student needs.	
2.5	Deliver of Service: **Collaboration and Consultation with All Staff**	Is proactive in collaborating with staff including providing pertinent/necessary information about the student and advocating on their behalf.	Provides staff with pertinent/necessary information regarding student progress and advocating as needed.	Provides minimal information to staff and does not seek out their support.	Has limited contact with staff and does not provide student information or provides inappropriate or unnecessary information.	
2.6	Delivery of Service: **Responsive Services**	Uses an extensive range of evidence-based activities and identifies and shares resources that address the academic, career, social-emotional and community needs of students.	Uses a range of activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of counseling activities that address student needs.	Has no specific counseling activities that address student needs.	
2.7	Delivery of Service: **Classroom Curriculum**	Uses an extensive range of evidence-based curriculum in the classroom that address the academic, career, social-emotional and community needs of students.	Uses curriculum or classroom activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of classroom activities that address student need.	Has not been in the classroom or assisted in implementing specific classroom activities that address student needs.	

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
3.8	Accountability: **Analyzes School Data**	Collaborates in a leadership capacity within system structures to implement data-based decisions school –wide.	Initiates decision making based on effective school-wide data analysis.	May look at school-wide data but doesn't use it to make program decisions.	Does not know how to access or use school-wide data to make program decisions.	
3.9	Accountability: **Analyzes Student Data**	Develops a student's capacity through data and a personal relationship to anticipate his/her own needs and growth potential for the short and long term.	Advocating for short-term student self-advocacy through understanding individual data.	Does not help the student develop self-advocacy based on his/her personal data.	Does not integrate skills, knowledge, or individual student data to make decisions.	

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
4.10	Family and Community Outreach: **Respect**	Shows great sensitivity and respect for family and community cultures, values, and beliefs and always makes parents feel welcome in the school.	Communicates respectfully with parents and is sensitive to different families' cultures and values, making parents feel welcome in the school.	Tries to be sensitive to the cultures and beliefs of students' families but sometimes has difficulty and/or may give off an unwelcome vibe.	Is often insensitive to the cultures and beliefs of students' families and/or makes people feel unwelcome in the school.	
4.11	Family and Community Outreach: **Belief**	Shows each parent on in-depth knowledge of his/her child and a strong belief he/she will succeed academically, socially and emotionally.	Shows each parent a genuine interest and belief in each child's ability to succeed academically, socially and emotionally.	Tells parents that he or she cares about their child and wants the best for him/her.	Does not communicate to parents his/her knowledge of individual child or concern for their future.	
4.12	Family and Community Outreach: **Communication**	Is proactive in providing information to all families about the counseling program and about individual students through a variety of means and responds to parent concerns in a timely manner.	Provides thorough and accurate information to families about the counseling program as a whole and about individual students and responds to parent concerns in a timely manner.	Provides limited though accurate information to families about the counseling program as a whole and about individual students.	Provides not information to families either about the counseling program as a whole or about individual student and/or does not respond to parent concerns in a timely manner.	
4.13	Family and Community Outreach: **Involvement**	Frequently communicates with and involves parents in their student's academic, social, and emotional progress.	Updates parents on their student's academic, social and emotional progress and invites parents to participate in student's planning.	Has limited communication with parents regarding student's academic, social and emotional progress.	Rarely, if ever, communicates with parents on ways to help their student at home.	

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
5.14	Professional Responsibilities: **Professionalism**	Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.	Frequently acts and/or presents self in an unprofessional manner and violates boundaries.	
5.15	Professional Responsibilities: **School/Culture/ Community**	Is an important member of counseling teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attends few school-wide activities.	
5.16	Professional Responsibilities: **Leadership and Contribution to School**	Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.	
5.17	Professional Responsibilities: **Working with Teams**	Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to inform instruction. Values and appreciates colleagues.	Collaborates with colleagues to plan units, share counseling ideas and look at student work. Seeks input from colleagues.	Meets regularly with colleagues to share ideas about counseling and students and includes colleagues when necessary.	Meets infrequently with colleagues and is not open to collaboration. Is not respectful of colleagues when communicating with them.	
5.18	Professional Responsibilities: **Self-Improvement**	Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve guidance and counseling.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective guidance and counseling ideas form supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve guidance and counseling program but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving guidance and counseling. Is very defensive and/or resistant to changing professional practices.	

Guidance Counselor Professional Practice & Professional Responsibilities Rating Score (3.6–4.0 = 4 PP/PR, 2.81–3.59 = 3 PP/PR, 1.99-2.8 = PP/PR*, <1.99 = 1 PP/PR):

*PP/PR Scoring Rule: If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

Student Growth Goal Level:

Overall rating based on Matrix:

Y-AXIS: Professional Practice & Professional Responsibilities (PP/PR)					
	LEVEL 4 *(Highest)*	COLLEGIAL **SLG INQUIRY* 3	FACILITATIVE *or* COLLEGIAL **SLG INQUIRY* 3 or 4	FACILITATIVE 4	FACILITATIVE 4
	LEVEL 3	COLLEGIAL *or* CONSULTING **SLG INQUIRY* 2 or 3	COLLEGIAL 3	COLLEGIAL 3	COLLEGIAL 3
	LEVEL 2	CONSULTING 2	CONSULTING 2	CONSULTING 2	COLLEGIAL *or* CONSULTING **PP/PR INQUIRY* 2 or 3
	LEVEL 1 *(Lowest)*	DIRECTED 1	DIRECTED 1	CONSLTING *or* DIRECTED **PP/PR INQUIRY* 1 or 2	CONSULTING **PP/PR INQUIRY* 2
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
		X-AXIS: Rating on Student Learning and Growth			

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

Counselor's response, if desired, as provided by law:

The following attachments are part of this report (including goal-setting form):

Supervisor's Comments:

Supervisor's Recommendations:

- ☐ **Continuation of Employment**
- ☐ **Program of Assistance for Improvement**
- ☐ **Termination of Employment**
- ☐ **Other: Hired temporary this school year only**

This is to certify we have read and discussed the above report: _____ _____

Counselor Date Supervisor Date

Original to Personnel File at District Office

Yearly Self-Evaluation Form

Counselor: _____ Date: _____
Site: _____ Supervisor: _____
Assignment: _____ Year: _____ Probationary: _____ Contract: _____

Prior to the yearly reflection meeting, the supervisor completes the rubric checking the box for the performance level for each standard. The supervisor then shares the completed rubric with the teacher at the yearly reflection meeting.

Fern Ridge Schools Performance Evaluation Rubric

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
1.1	Planning and Preparation: **Knowledge of comprehensive Guidance Counseling Programs (CGCP)**	Is an expert in CGCP and has cutting edge gasp of how to implement the CGCP in alignment with state and national standards.	Has a solid understanding of CGCP and how to implement the CGCP in alignment with state and national standards.	Is somewhat familiar with CGCP and how to implement them.	Has little familiarity with CGCP, state and national standards.	
1.2	Planning and Preparation for Learning: **CGCP – Plans an Goals**	Has a detailed written plan for the year including goals for the CGCP based on student and school data, which are appropriate to the setting, students, and stakeholders.	Has a plan for the year including goals for the CGCP that is appropriate to the setting, students, and stakeholders	Has a plan for the year but may not have specific goals for the CGCP appropriate to the setting, students, and stakeholders.	Does not have a plan for the year or any goals for the program.	
1.3	Planning and Preparation for Learning: **CGCP – Program Evaluation**	Evaluates the CGCP for completeness and effective ness using multiple sources of evidence and makes data driven recommendations that are then used to develop department and individual action plans for improvement.	Evaluates the CGCP for completeness and effectiveness using multiple sources of evidence and makes recommendations for continuous program development.	Evaluates the CGCP and makes recommendations for continuous program development.	Does not evaluate the CGCP and makes no recommendations for continuous program development.	

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
2.4	Delivery of Service: **Counseling Techniques**	Effectively uses on extensive range of counseling techniques that address the academic, career, social-emotional and community needs of students.	Uses a range of counseling techniques that address the academic, career, social-emotional, and community needs of students.	Displays a narrow range of counseling techniques that address student needs.	Has few counseling techniques that address student needs.	
2.5	Deliver of Service: **Collaboration and Consultation with All Staff**	Is proactive in collaborating with staff including providing pertinent/necessary information about the student and advocating on their behalf.	Provides staff with pertinent/necessary information regarding student progress and advocating as needed.	Provides minimal information to staff and does not seek out their support.	Has limited contact with staff and does not provide student information or provides inappropriate or unnecessary information.	
2.6	Delivery of Service: **Responsive Services**	Uses an extensive range of evidence-based activities and identifies and shares resources that address the academic, career, social-emotional and community needs of students.	Uses a range of activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of counseling activities that address student needs.	Has no specific counseling activities that address student needs.	
2.7	Delivery of Service: **Classroom Curriculum**	Uses an extensive range of evidence-based curriculum in the classroom that address the academic, career, social-emotional and community needs of students.	Uses curriculum or classroom activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of classroom activities that address student need.	Has not been in the classroom or assisted in implementing specific classroom activities that address student needs.	

#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
3.8	Accountability: **Analyzes School Data**	Collaborates in a leadership capacity within system structures to implement data-based decisions school –wide.	Initiates decision making based on effective school-wide data analysis.	May look at school-wide data but doesn't use it to make program decisions.	Does not know how to access or use school-wide data to make program decisions.	
3.9	Accountability: **Analyzes Student Data**	Develops a student's capacity through data and a personal relationship to anticipate his/her own needs and growth potential for the short and long term.	Advocating for short-term student self-advocacy through understanding individual data.	Does not help the student develop self-advocacy based on his/her personal data.	Does not integrate skills, knowledge, or individual student data to make decisions.	
4.10	Family and Community Outreach: **Respect**	Shows great sensitivity and respect for family and community cultures, values, and beliefs and always makes parents feel welcome in the school.	Communicates respectfully with parents and is sensitive to different families' cultures and values, making parents feel welcome in the school.	Tries to be sensitive to the cultures and beliefs of students' families but sometimes has difficulty and/or may give off an unwelcome vibe.	Is often insensitive to the cultures and beliefs of students' families and/or makes people feel unwelcome in the school.	
4.11	Family and Community Outreach: **Belief**	Shows each parent on in-depth knowledge of his/her child and a strong belief he/she will succeed academically, socially and emotionally.	Shows each parent a genuine interest and belief in each child's ability to succeed academically, socially and emotionally.	Tells parents that he or she cares about their child and wants the best for him/her.	Does not communicate to parents his/her knowledge of individual child or concern for their future.	
4.12	Family and Community Outreach: **Communication**	Is proactive in providing information to all families about the counseling program and about individual students through a variety of means and responds to parent concerns in a timely manner.	Provides thorough and accurate information to families about the counseling program as a whole and about individual students and responds to parent concerns in a timely manner.	Provides limited though accurate information to families about the counseling program as a whole and about individual students.	Provides not information to families either about the counseling program as a whole or about individual student and/or does not respond to parent concerns in a timely manner.	

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5.15	Professional Responsibilities: **School/Culture/ Community**	Is an important member of counseling teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attends few school-wide activities.	
5.16	Professional Responsibilities: **Leadership and Contribution to School**	Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.	
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#	Domain: Standard	Highly Effective 4	Effective 3	Area of Growth 2	Does Not Meet 1	Evaluator Rating
5.18	Professional Responsibilities: **Self-Improvement**	Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve guidance and counseling.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective guidance and counseling ideas form supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve guidance and counseling program but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving guidance and counseling. Is very defensive and/or resistant to changing professional practices.	

Teacher's response:

Supervisor's Comments:

This is to certify we have read and discussed the above report: _____ _____

Counselor Date Supervisor Date

COUNSELOR SLG GOAL SETTING TEMPLATE

Counselor:_____ Contract Status:_____

School:_____ School Year:_____

Administrator/Evaluator:_____ Date:_____

Grade Level: ☐ Elementary ☐ Middle School ☐ High School

Goal Type: ☐ Individual Goal ☐ Team Goal

SLG GOAL 1		
Goal-Setting Conference	Content Standards/Skills	
	Assessments	☐ Category 1_____ ☐ Category 2_____
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	

SLG GOAL 2					
Goal-Setting Conference	Content Standards/Skills				
	Assessments	☐ Category 1_____ ☐ Category 2_____			
	Context/Students				
	Baseline Data				
	Student Growth Goal (Targets)				
	Rationale				
	Strategies				
Sign-Off at Initial Collaborative Meeting: Date:_____ Counselor:_____ Principal:_____					
Mid-Year Review	Collaborative Mid-Year Goal Review				
	Strategy Modification				
	Counselor Signature:	Date:	Administrator/Evaluator Signature:		Date:
Year-End Goal Conference	End-of-Year Data				
	Reflection on Results				
	Professional Growth Plan Implications				
	Evaluation Level	SG #1	SG #2	Overall Level:	
	Counselor Signature:	Date:	Administrator/Evaluator Signature:		Date:

Level 4 (*Highest*)	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of student met their target(s), but those that missed the target missed by more than few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 (*Lowest*)	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator's impact on student learning and growth in the summative evaluation.

Level 4	**Level 3**	**Level 2**	**Level 1**
You must score: - 4 on both goals	You could score: - 3 on both goals, or - 3 on one goal & 4 on one goal, or - 4 on one goal & 2 on one goal	You could score: - 2 on both goals, or - 2 on both one goal & 3 on one goal, or - 3 on one goal & 1 on one goal, or - 4 on one goal & 1 on one goal	You could score: - 1 on both goals, or - 1 on one goal & 2 on one goal

Informal Observation Form A

Name: _____ Date: _____

Observer: _____ Time of Observation: _____

	Highly Effective	Effective	Concern	Comments
Planning and Preparation •lesson planning •standards •assessment •environment				
Classroom Management •expectations •strategies •relationships •routines				
Delivery of Instruction •subject knowledge •engagement •clear objectives •makes connections •multiple strategies •differentiation				

Informal Observation Form B

Name: _____ Date: _____

Observer: _____ Time of Observation: _____

I noticed:	**I wondered about:**
Support/Resources Needed:	**Next Steps:**

Professional Growth Action Plan

Educator: _____ Assignment: _____

School: _____ School Year: _____

Professional Growth Activity:

_____

_____

Explanation:

_____

_____

_____

Related to Domain(s) / Standards:

Domain 1: Planning and Preparation for Learning Standard: _____

Domain 2: Delivery of Services Standard: _____

Domain 3: Accountability Standard: _____

Domain 4: Family and Community Outreach Standard: _____

Domain 5: Professional Responsibilities Standard: _____

How will this goal improve student learning (If Applicable)?

_____

_____

_____

What measurable criteria will be used to assess your goals' success (If Applicable)?

_____

_____

The professional growth activity has been approved between the supervisor and teacher prior to beginning the activity.

_____

Counselor Date Supervisor Date

Professional Growth Action Plan Part 2

	Activities/Methods	Resources Needed	Timeline	Completion Date
1				
2				
3				
4				
5				
6				
7				

How will you document evidence of professional growth?

Reflection (complete at the end of your professional growth activity):

The professional growth activity results or progress has been discussed between the supervisor and counselor at the completion of the activity.

_____

Counselor Date Supervisor Date

Glossary of Terms

Professional Growth and Performance Evaluation Manual

Contract Teacher: Any teacher who has successfully completed three years as a probationary teacher in Fern Ridge Schools**.**

Differentiation: Adapting instruction to individual learning needs.

Domain: Six (6) broad categories containing the 30 standards for teaching effectiveness.

Formal Observation: A scheduled classroom visit by a supervisor that results in some kind of written feedback from the supervisor. Formal observations include a pre- and post-observation meeting between teacher and supervisor. Probationary teachers will be formally observed two times per school year. Contract teachers may receive formal observations any time a supervisor deems necessary.

Diagnostic Assessment: An assessment to measure where students are currently in their learning (i.e., Pre-assessments). Used to focus or guide future instruction.

Formative Assessment: Ongoing assessments to measure student learning throughout instruction (i.e., On-the-Spot, Interim, Check for Understanding, Exit Tickets, etc.). Used to modify ongoing instruction.

Summative Assessment: An assessment delivered at the end of instruction to measure overall student learning**.**

Goal-Setting Form: Yearly form used by a teacher to identify goals. The teacher submits this form to their supervisor by October 15 and it is reviewed at the Yearly Reflection Meeting.

Growth Cycle: Contract teachers participate in the growth cycle. By October 15, teachers will submit their Professional Growth Action Plan to their supervisors. A yearly reflection meeting with their supervisors should be completed by June 1st.

Guiding Questions: Questions that teachers and supervisors use to focus their observations and reflections regarding teaching standards.

Improvement Cycle: A performance review to help determine support strategies that will lead to either a return to the growth cycle or the implementation of an Improvement Plan.

Improvement Plan: A plan may be developed and implemented when a probationary teacher has an unsatisfactory review/evaluation. If the teacher does not improve through the implementation of this plan, he/she will not be recommended for rehire.

Informal observations: The purpose of the informal observation is for the supervisor to observe effective teaching strategies and student engagement. Contract teachers will be informally observed three (3) or four (4) times per year. Observations will be followed up with written and verbal feedback from the supervisor within 48 hours.

Learning Goals: A long-term learning target (i.e., state standard or power standard). An end result of instruction.

Learning Objectives: Specific measurable activities or pedagogy for accomplishing a learning goal.

Performance Levels: Levels used to rate teachers on the standards are based on the following scale: *Highly Effective, Effective, Areas for Growth* and *Does Not Meet*. It is important to realize that although this system defines how to evaluate teachers according to standards, determinations about teacher performance can also be made according to state law, and there are instances when state law would supersede this evaluation system.

- **Highly Effective:** The teacher's skills in this content area are in the top of their field and can serve as a model and example to other teachers. There must be significant evidence for a teacher to be ranked highly effective on the evaluation rubric.
- **Effective:** The performance is strong, and there are no apparent weaknesses.
- **Basic:** The performance is satisfactory, but there are specific areas that can be improved.
- **Unsatisfactory:** The performance is unacceptable and must improve significantly.

Performance Evaluation: A conference to review mini and formal observation data in the context of the Fern Ridge Schools performance evaluation rubric.

Possible Evidence: Verification or proof of the teaching standards in action.

Probationary Teacher: Any teacher in their first three (3) years of teaching in any Fern Ridge school.

Professional Development: Ongoing, yearly training and collaborative opportunities designed to foster professional growth in order to improve student learning and teaching effectiveness.

Professional Growth Action Plan: Activities selected to improve teaching effectiveness and student learning. This plan includes one (1) to three (3) goals and will be designed yearly between a certified employee and building administrator. Each plan shall include measurable outcomes that are evidenced through data collection. This plan is reviewed at the Yearly Reflection Meeting.

Repertoire: A variety of instructional techniques or methods.

Standard: Performance criteria used by teachers to set goals and used by supervisors to evaluate or review teacher effectiveness. These 30 standards represent Fern Ridge Schools' criteria of effective teaching.

Support Strategy: Offered when a supervisor determines a teacher is not performing satisfactorily. These strategies are building based, informal and include building administrator and teacher.

Yearly Reflection Meeting: A meeting between a teacher and supervisor, held by June 1 for the purpose of reflecting on and evaluating the teacher's progress. Prior to this meeting, the teacher completes the Yearly Evaluation Form and submits to their supervisor. At the meeting:

- The supervisor and teacher review the Yearly Evaluation Form; the supervisor highlights a performance level for each standard,
- The supervisor and teacher discuss progress towards goals as detailed on the teacher's Goal-Setting Form,
- The supervisor and teacher discuss progress toward meeting the teacher's Professional Growth Action Plan, and
- The supervisor makes a written recommendation regarding continued employment.

Components of the Student Learning and Growth Goal Setting Process – Key Ideas

Content Standards/Skills
●Identifies core knowledge and skills students are expected to attain as required by the applicable standards.
●Represents the big ideas or domains of the content taught during the interval of instruction.

Context
●Identifies the students covered by the goal
●Describes the student population and considers any contextual factors that may impact student growth

Assessment
●Includes measures aligned to standards and that meet state criteria
●Provides sufficient "stretch" so that all students may demonstrate learning, or includes supplemental measures to cover the ability levels of all the students for which the goal is written

Baseline Data
●Sources of information about student learning (e.g., test scores from prior years, results of pre-assessments) including trend data, if available
●Summarizes student strengths and weaknesses

Student Learning and Growth Goal (Targets)
●Uses baseline data to determine appropriate growth
●Ambitious yet attainable targets are set for each student, tiered when appropriate so that all students may demonstrate growth

Rationale
●Demonstrates teacher knowledge of students and content
●Explains why target is appropriate for the population

Strategies
●Describes the instructional strategies aligned to the specific content and skills identified in the goal
●Differentiated to account for needs of all students and to minimize barriers to learning

Professional Learning and Support
●Identifies supports that are specific to meeting the identified goal
●Considers results of self-reflection