

Clayton County Public Schools
School Counselor Professional Development Plan (PDP)

IDENTIFICATION			
_____ S.S. or Employee ID _____ School/Depart. _____ (Last) (First) (M.I.)			
Position: _____ Date Hired: _____ Date PDP begins/Ends: _____ /8 weeks in duration mm/dd/yy mm/dd/yy mm/dd/yy			
Specific Objectives for Performance Improvement	Counselor Expectations (Activities to support remediation)	School/District Support	Timeline/Data/Evidence
<i>1. State objective in terms of Performance Standards identified as area(s) of weakness.</i> <i>Minimum = 2</i> <i>Maximum = 4</i>	<i>Align specific activities with objectives/standards</i>	<i>Include specific support from local administration, district support personnel, mentor counselor, release time for observing other counselors, etc.</i>	<i>Include weekly expectations and/or due-dates for activities in order to capture the timeline as well as the data/evidence that will be used to determine level of implementation of the plan.</i>
2.			
3.			
4.			

Counselor Keys Evaluation Standards

Performance Standard 1: Professional Knowledge (Foundation System)

The professional school counselor demonstrates an understanding of a comprehensive school counseling program by providing relevant learning experiences in the three domains: Academic achievement, career development and social/emotional growth.

Performance Standard 2: Instructional Planning (Management/Foundation Systems)

The professional school counselor plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.

Performance Standard 3: Instructional Strategies (Delivery System)

The professional school counselor promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling core curriculum, individual student planning, responsive services, and indirect student services and 20% in program planning and school support.

Performance Standard 4: Individualized Instruction (Delivery System)

The professional school counselor coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.

Performance Standard 5: Data Collection (Accountability/Management Systems)

The professional school counselor uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling curriculum, interventions and programs.

Performance Standard 6: Data Evaluation (Accountability/Management Systems)

The professional school counselor evaluates the effectiveness of the counseling curriculum, interventions, and programs in order to assess and further develop the future school counseling program.

Performance Standard 7: Positive Learning Environment (Foundation System)

The professional school counselor promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs in order to reach their educational goals.

Performance Standard 8: College and Career Readiness Environment (Delivery System)

The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.

Performance Standard 9: Professionalism (Foundation System)

The professional school counselor exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and participates in professional growth opportunities.

Performance Standard 10: Communication (Delivery/Management Systems)

The professional school counselor communicates effectively with students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.