

**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*  
*SECRETARY TO THE STATE BOARD OF EDUCATION*



**ADEPT Support and Evaluation System**  
**Guidelines**  
**for School Counselors**

South Carolina State Board of Education

June 8, 2021

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1-800-421-3481.

**Contents**

Purpose..... 4

South Carolina School Counselor Rubric ..... 5

    Planning ..... 5

    Program Management..... 5

    Direct and Indirect Services..... 5

    Professionalism..... 5

Sources of Evidence..... 6

Administrative Support..... 7

Evaluation Process Overview ..... 8

    Student Growth Goal and Conferences..... 8

    School Counselors Serving in Multiple Schools ..... 10

ADEPT for School Counselors: Induction Formative ..... 10

    Purpose..... 10

    Evaluation Team ..... 10

ADEPT for School Counselors: Annual and Continuing Summative ..... 12

    Summative Evaluation Policy..... 12

    Evaluation Teams..... 12

    Orientation ..... 12

    Annual and Continuing Summative Evaluation Process ..... 13

ADEPT for School Counselors: Annual Formative (Diagnostic Assistance) ..... 15

    Purpose..... 15

    Mentoring..... 15

    Evaluation Team ..... 15

    Orientation ..... 15

    Program Feedback and Improvement ..... 16

ADEPT for School Counselors: Continuing Formative (Comprehensive)..... 19

    Purpose..... 19

    Evaluation Team ..... 19

ADEPT for School Counselors: Continuing and Annual Goals-Based Evaluation ..... 21

    SGG and Conferences..... 21

    Yearly Goals-Based Evaluation Reviews ..... 22

Scoring Procedures ..... 23

    Scoring for Induction Contract and Continuing Contract Formative ..... 23

Consensus Scoring for Annual and Continuing Summative Contract Level.....	23
Domain Weightings .....	24
Alternative, Aligned District-Developed Systems for Evaluation.....	24
Appendix A: South Carolina School Counselor Rubric .....	27
Appendix B: School Counselor Plan .....	35
Appendix C: Student Growth Goal.....	38
Appendix D: Annual Calendar.....	39
Appendix E: Pre-Conference Planning Sheet.....	41
Appendix F: Post-Conference Form .....	42
Appendix G: Consensus Form.....	45
Appendix H: Professionalism Final Self-Review Form .....	46
Appendix I: Professionalism Final Review Form.....	47
Appendix J: Evaluation Results.....	48
Appendix K: South Carolina Comprehensive School Counseling and Career Guidance Model.	49
Appendix L: Optional Templates from ASCA .....	49

## **The Legislative Mandate**

SC Code Ann. § 59-26-30(B)(1), (3), and (5)

(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:

(1) Adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts; . . .

(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts, . . . (4) for evaluating and assisting teachers employed under annual contracts, [and]. . . (5) for conducting evaluations of teachers employed under continuing contracts. . . .

## **Background**

Starting in spring 1999, work groups from districts and educator preparation programs convened to develop performance dimensions for school counselors. In April 2004, performance dimensions and formal evaluation models were approved for all school counselors, school librarians, and speech-language professionals. In 2005, Regulation 43-205.1 was updated to align with amendments to the ADEPT statute. In 2006, the school counselor evaluation tool was republished with language aligned to those changes.

Following the full implementation of the South Carolina Teaching Standards for teacher evaluation in 2018–19, work groups from districts and educator preparation programs were again convened to update the evaluation instrument for school counselors to align with current national standards and the state evaluation process for teachers.

In 2020–2021 districts piloted the ADEPT for Special Areas guidelines and rubrics. Revisions to composite scoring and forms were made based on data and feedback from advisory groups, district effectiveness staff, evaluators, and educators within pilot districts.

## Purpose

These guidelines are intended to supplement South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system by providing appropriate standards and procedures for the performance evaluation of school counselors at all [contract levels](#), consistent with the ADEPT regulation (R 43-205.1).

For the purpose of this document, the term school counselor refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification in elementary or secondary guidance, (2) has a master's degree in the area of elementary or secondary guidance, (3) is certified in counseling by the National Board for Certified Counselors or the National Board for Professional Teaching Standards, (4) is certified as a professional counselor by the South Carolina Department of Labor, Licensing, and Regulation, and/or (5) is a mental health counselor hired under the Program of Alternative Certification for Educators (PACE).

ADEPT for School Counselors (ADEPT SC) aligns with American School Counselor Association (ASCA) national model and the [South Carolina Comprehensive School Counseling and Career Guidance Model](#). The South Carolina Counselor Standards are as follows:

- Standard 1: School counselors should be knowledgeable of their professional competencies and student competencies to make certain they are capable of accurately handling the expectations of the profession along with providing effective services.
- Standard 2: School counselors should create and implement a comprehensive school counseling program that promotes student achievement.
- Standard 3: School counselors should design tools and assessments to manage their comprehensive school counseling program.
- Standard 4: School counselors should provide direct services to students and indirect services on behalf of the students to parents, school staff, and the community. These services must meet the academic, social/emotional, and career needs of all students.
- Standard 5: School counselors should determine the effectiveness of the comprehensive school counseling program and show how students are different because of the program.
- Standard 6: School counselors should possess leadership, advocacy, and collaboration skills to bring systemic change.

These standards provide a basis for the evaluation model and the South Carolina Counselor Rubric articulates in more detail what they look like in practice.

## South Carolina School Counselor Rubric

Within ADEPT SC, the South Carolina School Counselor Rubric establishes the expectations for what school counselors are to know, be able to do, and carry out as an integral part of their practice. These expectations, called Indicators, are the foundation of good counseling serving students.

There are twelve Indicators and they are grouped into four broad categories, or Domains:

<i>Planning</i>	<i>Program Management</i>	<i>Direct and Indirect Services</i>	<i>Professionalism</i>
<ul style="list-style-type: none"> <li>• Program Plans</li> <li>• Communication</li> <li>• Lesson Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Services</li> <li>• Indirect Services</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Growing &amp; Developing Professionally</li> <li>• Student Success</li> <li>• Leadership</li> <li>• Collaboration</li> </ul>

Each of these Indicators contains a set of Descriptors – the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. The Descriptors are not intended to be used as a checklist. Strong program planning and service takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used for gauging educator effectiveness.

All school counselors must be evaluated on a continuous basis (i.e., every year). The South Carolina School Counselor Rubric will be used to evaluate school counselors at the Induction, Annual, and Continuing contract level during the year of state recertification. A goals-based evaluation (GBE) aligned to the South Carolina School Counselor Rubric may be used for Continuing contract school counselors during all other years.

## Sources of Evidence

All ADEPT formative and summative evaluation systems must include multiple sources of evidence that reflect the typical performance of the school counselor relative to each of the Indicators. Evidence must be collected from the following sources, at a minimum. Evaluation teams may also request other sources of evidence to support the Indicator ratings.

1. The School Counselor Plan

The School Counselor Plan was designed using the ASCA Annual Agreement detailed in the [South Carolina Comprehensive School Counseling and Career Guidance Model](#) and is intended to encapsulate the many roles and responsibilities of the school counselor within the school counseling program. The School Counselor Plan includes: role and responsibilities, use of time, assessment, results report of the school counseling program, and collaboration. The School Counselor Plan is required for formative and summative evaluations, but is not required for goals-based evaluations.

2. Annual Calendar

The Annual Calendar provides school counselors a blueprint to organize and manage the activities of the program. Additionally, Annual calendars provide a time frame for scheduling resources to include students, staff and stakeholders. With well-organized annual calendars, school counselors develop a systematic way to implement and deliver the state's school counseling comprehensive plan. The Annual Calendar is required for formative and summative evaluations, but is not required for goals-based evaluations.

3. Student Growth Goal

The Student Growth Goal (SGG) reflects how the school counselor collects and uses school data to identify student needs for a target group and writes goals that align with the school counseling program. The SGG is required every year, whether the evaluation is formative, summative, or goals-based and serves as the school counselor's Professional Growth and Development Plan.

4. Pre-Conference Questions

5. Observations

6. Post-Conference Questions

To manage the effectiveness of their programs, school counselors use organizational assessments and tools that are concrete, clearly delineated, and reflective of the school's needs. Evidence can be captured through several different sources, both required and optional.

Optional samplings the school counselor may bring to the pre- and post- conferences include:

- Action Plans,
- Lesson Plans,
- Use of Time Assessments, and
- Needs Assessments.

## Administrative Support

In order for the school counselors to implement successfully their roles and responsibilities as described in the South Carolina School Counselor Rubric, support by the school building administration is vital. Below are some suggestions for ways administrators can support each Domain.

### *Domain: Planning*

- Value the school counselor's role as behavioral specialist, encouraging the counselor to share knowledge and expertise by serving on decision-making teams in the school and by presenting information through various formats, including staff development, faculty meetings, and digital communications.
- Support the school counselor's collaboration with other educators and broader school community to help facilitate counseling plans.
- Budget for and provide access to collection of resources for the school counselor that align with the school's curriculum and school counseling plan to support both instructional and counseling programs of the school and district.
- Support the school counselor's use of data to evaluate and develop action plans for various programs that meet student needs and support development.

### *Domain: Program Management*

- Ensure the school counselor has the support and resources to maintain a well-managed, safe, and welcoming environment that supports all areas of student achievement, including academic achievement, behavioral wellness, and career readiness.

### *Domain: Direct and Indirect Services*

- Provide the school counselor with time and access to teachers and students to provide direct services in a variety of settings from large to small groups, as well as individual support.
- Encourage, respect, and enforce the confidentiality of school counseling services in order to maintain the fidelity of the program.
- Support the school counselor to maintain an awareness of all state and national standards and competencies in order to handle the expectations of the profession as well as providing the most effective services.
- Provide opportunities for the school counselor to collaborate with other school faculty and staff in order to plan and execute an effective, comprehensive school counseling program.

### *Domain: Professionalism*

- Provide school counselors with opportunities to form partnerships with the local community to promote services that align with student competencies and the [\*Profile of the South Carolina Graduate\*](#).
- Afford school counselors opportunities to assume leadership roles within the school counseling program, as well as within the greater school community.



## Evaluation Process Overview

### *Student Growth Goal and Conferences*

- The SGG and conferences are one means of measuring the impact of counselor practice on student growth. The conferences allow opportunities to approve, monitor, provide feedback on, and review the effectiveness of a counselor's SGG.
- A counselor must receive approval to implement his/her SGG. This process is achieved through a Preliminary Approval Conference. In years of formative or summative evaluation, the counselor will also discuss and receive approval for the School Counselor Plan.
- During the Preliminary Evaluation Conference, the counselor and evaluator will discuss the counselor's monitoring and assessment and may determine if the SGG needs adjustment.
- The final SGG review and scoring must take place during the final evaluation cycle and must be used to review the SGG with the counselor, including the score assigned to the counselor's SGG for that school year.

### *Preliminary Approval Conference*

The evaluator will meet with the school counselor to discuss and approve the School Counselor Plan, SGG, and Annual Calendar in years of Formative or Summative evaluation.

### *Pre-Conferences*

School counselors in years of formative or summative evaluations will receive observations using the South Carolina School Counselor Rubric with pre- and post-conferences. These conferences are designed to promote reflection and encourage professional growth and development.

The purpose of the pre-conference is to collect evidence related to planning and to give the school counselor the opportunity to provide context for the observation. Pre-conferences are implemented before announced observations.

- It is best practice for the school counselor to be notified of the date and time for the pre-conference at least three school days in advance.
- During the pre-conference, the evaluator can ask questions and collect evidence prior to the upcoming observation. Additionally, school counselors can ask their evaluators clarifying questions about the South Carolina School Counselor Rubric and/or specific Indicators within the rubric.

### *Observations*

The purpose of the observations is to gather information about the school counselor's typical performance. In the interest of maintaining confidentiality of students, all observations of the school counselor are announced. Each observation must cover a complete session and must address all Indicators identified in the Planning, Program Management, and Direct/Indirect Services Domains as appropriate. Small group session observations made as part of the data-collection process must be conducted and documented by certified school counselors only. In addition to the required observations, evaluators may conduct optional walk-through observations as often as needed. The walk-through observations should be conducted in a manner that maintains the confidentiality of all students.

### *Reflections on Observations*

- Following each required observation, the school counselor must complete the Self-Reflection. The purpose of this report is to allow the school counselor to reflect on their work and provide self-scores for each Indicator in the Planning, Program Management, and Direct/Indirect Services Domains.
- All reflections are to be submitted to the evaluation team within two school days following the observation, unless an extension is approved by the evaluation team.
- The school counselor's Self-Reflection will be used for discussion during the post-conference.

### *Post-Conferences*

The purpose of the post-conference is to provide school counselors the opportunity to reflect on their observed activity.

- Prior to the post-conference, the evaluator will identify an area of reinforcement (i.e., area of strength) and an area of refinement (i.e., an area for improvement). These areas will be relative to the rubric Indicators and will be discussed with the school counselor during the post-conference
- The post-conference must occur within five school days of the observation.

### *Preliminary Evaluation Conference*

The Preliminary Evaluation Conference serves as a progress monitoring, mid-point check-in on the school counselor's progress relating to the goals they have identified in their School Counselor Plan and the SGG. When there are two or more evaluators on the evaluation team, the evaluators must reach consensus on all Indicator scores for the preliminary cycle and share those scores during the Preliminary Evaluation Conference with the school counselor. The evaluation chair will share the preliminary cycle scores with the school counselor and discuss the school counselor's progress on the School Counselor Plan as well as on the SGG.

### *Professional Review*

- During the final evaluation period of formative and summative evaluations, the building principal (or designated school- or district-level administrator as appropriate) must complete the Professionalism Scoring Rubric. The purpose of this review is to generate evaluation ratings for Indicators in the Professionalism Domain of the South Carolina School Counselor Rubric.
- During the final evaluation period, the school counselor must complete the Professional Self-Review. The purpose of this review is for the school counselor to reflect on his or her professional performance.

### *Final Evaluation Conference*

The Final Evaluation Conference serves as a year-end evaluation of the school counselor's progress relating to the goals they have identified in their School Counselor Plan and the SGG. When there are two or more evaluators on the evaluation team, the evaluators must reach consensus on all Indicator scores for the final cycle and hold a Final Evaluation Conference with the school counselor. The evaluation chair will share the final cycle scores with the school counselor and discuss and evaluate the School Counselor Plan and the SGG.

### *School Counselors Serving in Multiple Schools*

For the benefit of School Counselors and the evaluation team, when the School Counselor is assigned to multiple schools, it is recommended that the evaluation process occur on one school campus, preferably the assigned “home school.”

## **ADEPT for School Counselors: Induction Formative**

### *Purpose*

The purpose of induction is to facilitate beginning school counselors’ successful transition into the profession. The primary emphasis during this time is on the “assisting” component of the ADEPT System. Detailed information regarding this assistance process is contained in the [\*South Carolina Induction and Mentoring Guidelines \(2017\)\*](#).

As a part of the ADEPT assistance process, school districts must make certain that beginning school counselors are knowledgeable about ADEPT SC. However, the assistance process is not limited to providing these school counselors with instruction on the South Carolina School Counselor Rubric. The ultimate goal of the assistance process is, of course, to help them meet or exceed these performance expectations as part of their everyday practice.

### *Evaluation Team*

- For the Induction contract level, evaluation team members must include a principal or administrative designee and a trained mentor. The principal or administrative designee will serve as the chair.
- The assigned mentor must meet all certification requirements as outlined in the *South Carolina Induction and Mentoring Guidelines*. The mentor will not evaluate the school counselor’s performance, and should be specifically matched to the school counselor to provide more intensive and individualized support, beyond the level of support provided to other educators. Employing districts *may* assign qualified mentors to Induction 2 and Induction 3 school counselors, but such support is not required.

### *Orientation*

- All Induction contract school counselors must receive a comprehensive orientation to the formative evaluation process. The orientation must include, at minimum, written and oral explanations of the South Carolina School Counselor Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.
- Additionally, prior to the beginning of the preliminary evaluation period, each school counselor must be informed of the name of his or her evaluator.

*Induction Formative Evaluation Process*

**\*Note: Mentor must be assigned**

Preliminary Cycle

<b>Name</b>	<b>Description</b>	<b>Related Forms</b>
Preliminary Approval Conference (can be combined with a pre-conference)	School Counselor develops the School Counselor Plan and Student Growth Goal and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> </ul>
Observation Cycle	Principal or Trained Administrative Designee Conducts $\geq 1$ Observation of Direct Services <ul style="list-style-type: none"> <li>• Announced</li> <li>• Pre-Conference</li> <li>• Post-Conference with Areas of Refinement and Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Preliminary Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Observation Summary Form</li> </ul>

Final Cycle

<b>Name</b>	<b>Description</b>	<b>Related Forms</b>
Observation Cycle	Principal or Trained Administrative Designee Conducts $\geq 1$ Observation of Direct Services <ul style="list-style-type: none"> <li>• Announced</li> <li>• Pre-Conference</li> <li>• Post-Conference with Areas of Refinement &amp; Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Final Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Professionalism Review and Self-Review</li> <li>• Final Evaluation Conference Summary</li> </ul>

Optional artifacts school counselors can bring to the Pre- and Post- Conferences: Action Plans, Lesson Plans, Use of Time Assessments, Needs Assessments

## **ADEPT for School Counselors: Annual and Continuing Summative**

### *Summative Evaluation Policy*

- A school counselor employed under a Continuing contract must be evaluated on a continuous basis (S.C. Code Ann. §§ 59-26-40(J)).
- School counselors on a Continuing contract who are being recommended for summative evaluation the following school year must be notified in writing on or before the date the school district issues the written offer of employment or reemployment. The written notification must include the reason(s) that a summative evaluation is recommended, as well as a description of the summative evaluation process. School counselors on Continuing contracts who are new to the district must be advised at the time of their hiring if they are to receive a summative evaluation.
- Regulation 43-205.1 specifies that educators employed from out of state who receive a professional teaching certificate based on reciprocity are eligible for employment under an annual contract. If those educators meet the summative evaluation criteria in the preliminary evaluation period, they may have the final portion of the evaluation waived at the discretion of the school district. Educators must successfully complete the summative evaluation at the annual-contract level before they are eligible to receive a continuing contract.

### *Evaluation Teams*

- For the Annual Summative and Continuing contract levels, the evaluation team must consist of a minimum of two members. One evaluator must be a principal or administrative designee and one must be a trained, certified school counselor.
- A minimum of three evaluators is required for the two groups of School Counselors scheduled to undergo *highly consequential* formal evaluations (i.e., Annual contract school counselors who are undergoing their second summative evaluations and Annual contract school counselors who are returning to the field following ADEPT-related state sanctions and are undergoing their final required summative evaluations). One of the three members of the evaluation team must be a certified school counselor. Small group session observations made as part of the data-collection process must be conducted and documented by certified school counselors only. All three evaluators must review all evidence collected and participate in the evaluation.

### *Orientation*

All school counselors scheduled for Summative evaluation must receive a comprehensive orientation to the evaluation process prior to beginning the evaluation. The orientation must include, at minimum, written and oral explanations of the South Carolina School Counselor Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

*Annual and Continuing Summative Evaluation Process*

**Preliminary Cycle**

<b>Name</b>	<b>Description</b>	<b>Related Forms</b>
Preliminary Approval Conference (can be combined with a pre-conference)	School Counselor develops the School Counselor Plan and Student Growth Goal and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> </ul>
Observation Cycles	<p>Principal or Trained Administrative Designee Conducts <math>\geq 1</math> Observation of Direct Services</p> <p>Content Expert conducts <math>\geq 1</math> Observation of Direct Services</p> <p>Observations include:</p> <ul style="list-style-type: none"> <li>• Announced observation with Pre-Conference</li> <li>• Post-Observation Conference with Areas of Refinement and Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> <li>• Consensus Scoring Form</li> </ul>
Preliminary Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Consensus Scoring Form</li> </ul>

*Annual and Continuing Summative Evaluation Process Continued*  
Final Cycle

<b>Name</b>	<b>Description</b>	<b>Related Forms</b>
Observation Cycles	Principal or Trained Administrative Designee Conducts $\geq 1$ Observation of Direct Services  Content Expert conducts $\geq 1$ Observation of Direct Services  Observations include: <ul style="list-style-type: none"> <li>• Announced observation with Pre-Conference</li> <li>• Post-Conference with Areas of Refinement and Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> <li>• Consensus Scoring Form</li> </ul>
Final Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Professionalism Review and Self-Review</li> <li>• Final Evaluation Conference Summary</li> </ul>

Optional artifacts school counselors can bring to the Pre- and Post- Conferences: Action Plans, Lesson Plans, Use of Time Assessments, Needs Assessments

## **ADEPT for School Counselors: Annual Formative (Diagnostic Assistance)**

### *Purpose*

The purpose of diagnostic assistance is to allow districts to provide individualized support to Annual contract School Counselors who have demonstrated potential but who are not yet ready to complete a summative evaluation. Diagnostic assistance may be provided either during the school counselor's first Annual contract year or following the school counselor's first unsuccessful formative evaluation.

Districts may consider results from Diagnostic Assistance evaluations when making subsequent employment decisions. Once the Diagnostic Assistance year is complete, the school district, at its discretion, may either employ the school counselor under another Annual contract or terminate the school counselor's employment. If employment is terminated, the school counselor may seek employment in another school district at the Annual contract level.

### *Mentoring*

- The school district must assign a mentor to each Annual contract school counselor who is receiving diagnostic assistance.
- All mentors must be trained and assigned in accordance with the [South Carolina Induction and Mentoring Guidelines](#).
- The school district must ensure that the mentor has regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the school counselor. The mentor should keep a log to document the assistance he or she has provided to the school counselor throughout the year.
- The mentor must *not* serve as an evaluator for the school counselor.

### *Evaluation Team*

- The team members for the Annual contract school counselors undergoing Diagnostic Assistance must include a principal or administrative designee, a trained, certified content expert, and a mentor. The trained content expert should be a school counselor.
- The assigned mentor must meet all certification requirements as outlined in the Induction and Mentoring Guidelines. The mentor will not evaluate the school counselor's performance, and should be specifically matched to the school counselor to provide more intensive and individualized support, beyond the level of support provided to other educators.

### *Orientation*

- All school counselors on an Annual Formative (Diagnostic Assistance) contract must receive a comprehensive orientation to the Formative evaluation process. The orientation must include, at minimum, written and oral explanations of the South Carolina Comprehensive Model for School Counselors Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.
- Additionally, prior to the beginning of the preliminary evaluation period, each school counselor must be informed of the names of the members of his or her evaluation team.



*Program Feedback and Improvement*

- School districts must obtain feedback on an annual basis from participating educators, mentors, and supervisors regarding the implementation of the Diagnostic Assistance process.
- School districts must analyze this feedback and use the results to continuously improve the Diagnostic Assistance process.

*Annual Formative (Diagnostic Assistance) Evaluation Process*

**\*Note: Mentor must be assigned**

Preliminary Cycle

Name	Description	Related Forms
Preliminary Approval Conference (can be combined with a pre-conference)	School Counselor develops the School Counselor Plan and Student Growth Goal and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> </ul>
Observation Cycles	<p>Principal or Trained Administrative Designee Conducts <math>\geq 1</math> Observation of Direct Services</p> <p>Content Expert conducts <math>\geq 1</math> Observation of Direct Services</p> <p>Observations include:</p> <ul style="list-style-type: none"> <li>• Announced observation with Pre-Conference</li> <li>• Post-Conference with Areas of Refinement and Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> <li>• Consensus Scoring Form</li> </ul>
Preliminary Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Consensus Scoring Form</li> </ul>

*Annual Formative (Diagnostic Assistance) Evaluation Process Continued*  
Final Cycle

<b>Name</b>	<b>Description</b>	<b>Related Forms</b>
Observation Cycles	Principal or Trained Administrative Designee Conducts $\geq 1$ Observation of Direct Services  Content Expert conducts $\geq 1$ Observation of Direct Services  Observations include: <ul style="list-style-type: none"> <li>• Announced observation with Pre-Conference</li> <li>• Post-Conference with Areas of Refinement and Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> <li>• Consensus Scoring Form</li> </ul>
Final Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Professionalism Review and Self-Review</li> <li>• Final Evaluation Conference Summary</li> </ul>

Optional artifacts school counselors can bring to the Pre- and Post- Conferences: Action Plans, Lesson Plans, Use of Time Assessments, Needs Assessments

## **ADEPT for School Counselors: Continuing Formative (Comprehensive)**

### *Purpose*

All South Carolina Continuing contract school counselors will undergo an evaluation during their year of state recertification, or every five years, whichever is sooner. Most Continuing contract school counselors recertify every five years; their formative evaluations will occur at least once every five years in the year of state recertification, or more frequently at the discretion of the supervisor. National Board Certified school counselors must receive formative evaluations at least once every five years, even if their South Carolina recertification is less frequent. Formative evaluations are not to be confused with summative evaluations. These evaluations are *formative*, and are designed to provide Continuing contract school counselors with comprehensive feedback related to their practice for professional growth and development purposes.

All Continuing contract school counselors in their year of state recertification must receive at least one full observation during the preliminary cycle (i.e., fall semester). This observation will be announced and accompanied by a pre- and post-conference. If all Indicators are scored Proficient or higher during the preliminary cycle, observations scheduled for the final cycle (i.e., spring semester) can be waived at the evaluator's discretion.

### *Evaluation Team*

The Principal or administrative designee will serve as the evaluator. Districts may also elect to appoint a certified, trained content expert if they wish to do so.

*Continuing Formative Evaluation Process*

Preliminary Cycle

<b>Name</b>	<b>Description</b>	<b>Related Forms</b>
Preliminary Approval Conference (can be combined with a pre-conference)	School Counselor develops the School Counselor Plan and Student Growth Goal and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> </ul>
Observation Cycle	Principal or Trained Administrative Designee Conducts $\geq 1$ Observation of Direct Services <ul style="list-style-type: none"> <li>• Announced</li> <li>• Pre-Conference</li> <li>• Post-Conference with Areas of Refinement and Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Preliminary Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Observation Summary Form</li> </ul>

Final Cycle

<b>Name</b>	<b>Description</b>	<b>Related Forms</b>
Observation Cycle **Can be waived at evaluator's discretion if all observation scores for preliminary cycle are scored proficient or above.	Principal or Trained Administrative Designee Conducts $\geq 1$ Observation of Direct Services <ul style="list-style-type: none"> <li>• Announced</li> <li>• Pre-Conference</li> <li>• Post-Conference with Areas of Refinement &amp; Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Pre- and Post-Conference Forms</li> <li>• Self-Reflection</li> </ul>
Final Evaluation Conference	School Counselor and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> <li>• School Counselor Plan</li> <li>• Student Growth Goal</li> <li>• Annual Calendar</li> <li>• Professionalism Review and Self-Review</li> <li>• Final Evaluation Conference Summary</li> </ul>

Optional artifacts school counselors can bring to the Pre- and Post- Conferences: Action Plans, Lesson Plans, Use of Time Assessments, Needs Assessments

## **ADEPT for School Counselors: Continuing and Annual Goals-Based Evaluation**

The primary purpose of the Goals-Based Evaluation (GBE) is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful school counselors are encouraged to stretch themselves professionally by engaging in meaningful learning experiences. The primary role of supervisors is to facilitate, not control, the GBE process.

- School counselors must be evaluated on a continuous basis (i.e., every year). For counselors on a Continuing contract, the evaluation may be summative, formative, or goals-based, at the discretion of the local school district.
- School counselors employed under Annual contracts who have successfully completed the formal evaluation process during the previous Annual contract year are eligible to participate in GBE, at the discretion of their respective school districts.

### *Goals-Based Evaluation Requirements*

All school counselors participating in the GBE process must complete at least one SGG. At the discretion of the employing school district, one or more additional professional growth and development goals can be assigned. These goals should adhere to the following requirements:

- Each goal must be aligned with one or more of the Indicators. If performance weaknesses are identified, one or more goals must address the Indicators where weaknesses are identified.
- Each goal must be stated in terms of change or improvement over time.

### *SGG and Conferences*

- The SGG and conferences are means of measuring the impact of counselor practice on student growth. The conferences allow opportunities to approve, monitor, provide feedback on, and review the effectiveness of a counselor's SGG.
- A counselor must receive approval to implement his/her SGG. This process is achieved through a Preliminary Approval Conference.
- During the Preliminary Evaluation Conference, the counselor and evaluator will discuss the counselor's monitoring and assessment and may determine if the SGG needs mid-year adjustment. The Final Evaluation Conference must take place during the final evaluation cycle and must be used to review the SGG with the counselor, including the score assigned to the counselor's SGG for that school year.

### *Yearly Goals-Based Evaluation Reviews*

- The school counselor must prepare the agreed-upon evidence of his or her progress toward meeting each goal that was targeted for the year and must submit the evidence to the appropriate supervisor prior to the Final Evaluation Conference.
- The supervisor must review the evidence, prepare evaluation summary and recommendations, and meet with the school counselor for the Final Evaluation Conference prior to May 1 of each school year. At this meeting, the supervisor and school counselor will review the evidence for the targeted goal(s) and discuss the recommendations.
- If performance weaknesses are identified but Summative evaluation is not recommended, goals must be developed to address these weaknesses. However, no more than three goals can be required for any one year.
- If performance weaknesses are identified and Summative evaluation is recommended, the school counselor must be notified in writing on or before May 1. The written notification must include a clear reason that relates to weaknesses in one or more of the South Carolina School Counselor Rubric Indicators.

## Scoring Procedures

Scoring procedures will vary slightly, depending upon the contract level of the school counselor.

### *Scoring for Induction Contract and Continuing Contract Formative*

- Evidence from each individual observation is used by the principal or administrative designee to determine scores for each Indicator.
- The Professionalism Domain is scored in the spring, at the very end of the formative evaluation period.
- School counselors receive observation scores following the preliminary and final evaluation cycles.
- During post-conferences, school counselors receive an area of reinforcement and refinement.
- Following each observation, the evaluator will score each Indicator using the scoring forms. Once scores have been recorded, the evaluator will store the evidence electronically or in hard copy.
- At the Continuing contract Formative level, if the school counselor receives all 3s and/or 4s on the observations, the evaluator can waive the observation during the final cycle. In the event the school counselors are evaluated during the final cycle, the final cycle scores will supersede the preliminary cycle scores.
- At the conclusion of the final evaluation cycle, the principal or administrative designee must complete the Professional Review of the school counselor. The Professional Review is used to determine the school counselor's Professionalism score.
- During the final scoring meeting, the evaluator will share and discuss the school counselor's final evaluation rating.
- Final scoring meetings must occur prior to the May 1 contract deadline.

### *Consensus Scoring for Annual and Continuing Summative Contract Level*

- Scores and evidence from each individual observation are used by the evaluation team to reach consensus for each Indicator.
- Observations are used as part of the scoring of the Planning, Program Management, and Direct/Indirect Services Domains.
- The Professionalism Domain is scored in the spring, at the very end of the summative evaluation period.
- With the consensus approach, school counselors receive consensus scores following the preliminary and final evaluation cycles. The preliminary conference does not need to include an overall composite score as the Professionalism Domain is not required until spring.
- During post-conferences, school counselors receive an area of reinforcement and refinement.
- Following each observation, the evaluator will score each Indicator using the scoring forms. Once scores have been recorded, the evaluator will store the evidence electronically or in hard copy. Evaluation evidence is maintained by the evaluation team chair.
- Following the preliminary cycle, after which each certified evaluator has conducted at least one observation, a consensus meeting will occur. Consensus meetings must be held with all evaluators present.
- During the consensus meeting, the evaluation team will discuss scores for each Indicator. Consensus must be reached on the scores for each Indicator. If the evaluation team cannot



reach consensus, an additional team member, who must be evaluator certified, can be brought in to resolve the scoring disagreement(s).

- Once consensus scores have been established, the evaluator will schedule a meeting with the school counselor to discuss the scores. The meeting must occur no later than five school days following the consensus meeting.
- Two scoring meetings must occur during the evaluation period, one for the preliminary cycle (fall semester) and one for the final cycle (spring semester).
- Prior to the consensus meeting for the final evaluation cycle, the evaluation chair must have the scored Professional Review from the building principal or administrative designee. The building principal or administrative designee must complete one Professional Review of the school counselor being evaluated at the conclusion of the final evaluation cycle. The scored Professional Review is used to determine the school counselor’s Professionalism score.
- During the final scoring meeting, the evaluation team chair will share and discuss the school counselor’s final evaluation rating.
- Final scoring meetings must occur prior to the May 1 contract deadline.

### *Domain Weightings*

The following weightings will be applied to each domain:

- Planning = 15 percent;
- Program Management = 15 percent;
- Direct & Indirect Services = 50 percent; and
- Professionalism = 20 percent.

### *Overall Evaluation Ratings*

The table below can be used to determine the appropriate ratings associated with each composite score. These ranges are also used to program the forms and calculations inside the educator effectiveness data management system, SCLead.org.

<b>Composite Score Range</b>	<b>ADEPT for SC Rating</b>	<b>Overall Effectiveness Rating</b>
1.00–1.50	Unsatisfactory	Not Met
1.51–2.50	Needs Improvement	Not Met
2.51–3.50	Proficient	Met
3.51–4.00	Exemplary	Met

In the event a school counselor receives an Unsatisfactory rating on any one Domain, the overall effectiveness rating is Unsatisfactory and reported as “Not Met”. Annually, districts will report evaluation data to the SBE including, but not limited to, overall effectiveness ratings and indicator-level scores. Per Section 59-18-1960, “[E]ducator effectiveness data must be exempt from public disclosure pursuant to Section 30-4-30, and may not be subject to the South Carolina Freedom of Information Act.”

### **Alternative, Aligned District-Developed Systems for Evaluation**

Districts have flexibility to develop an alternative, aligned approach to evaluation of professional practice. Any school district, school-based program, or school counselor education program that

proposes using an alternative to the SCDE (state model) rubric for evaluating and supporting school counselors must present, as part of the annual ADEPT plan, a description that verifies rubric alignment to the four South Carolina School Counselor Rubric Domains and related Indicators and evidence that the proposed alternative standards and/or models meet expectations outlined within these guidelines. Additionally, alternative models must yield educator effectiveness ratings that are aligned with the state's reporting system and can be reported annually to the SCDE in the standard statewide reporting format. All alternative educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

## **ADEPT for School Counselors Training Requirements**

Those educators who are responsible for implementing ADEPT SC must successfully complete one or more of the two levels of training:

**ADEPT for School Counselors trainer training** is required for all educators who seek to train other educators to become ADEPT SC evaluators.

- The primary purpose of this training is to ensure *fidelity of implementation* of ADEPT SC.
- To be eligible to provide ADEPT SC evaluator training, an educator must:
  - Have completed ADEPT SC evaluator training, and
  - Be recommended for the training by a school district administrator or a faculty member at an educator preparation program.
- The School Counselor trainer tutorial is designed to acquaint the trainer-in-training with the requirements for evaluator training, including the agenda, materials, and evaluation rubric.

**ADEPT for School Counselors evaluator training** is required for all school counselors who serve on ADEPT evaluation teams for teachers employed at the Induction-, Annual-, and Continuing- contract levels.

- The primary purpose of evaluator training is to ensure *reliability*.
- To be eligible to participate in the School Counselor evaluator training, an educator must:
  - Be recommended for the training by a school district administrator or a faculty member at an educator preparation program.
- The School Counselor evaluator training must be conducted by a certified ADEPT SC trainer and must include the entire module provided by the SCDE.

## Appendix A: South Carolina School Counselor Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

The South Carolina School Counselor Evaluation Rubric brings a comprehensive focus on four key domains: **Planning, Program Management, Direct and Indirect Services, and Professionalism.**

Planning	Program Management	Direct and Indirect Services	Professionalism
1. Program Plans	1. Assessment	1. Direct Services	1. Ethics
2. Communication	2. Progress Monitoring	2. Indirect Services	2. Growing & Developing Professionally
3. Lesson Planning			3. Student Success
			4. Leadership
			5. Collaboration

Performance definitions are provided at levels *Exemplary (4)*, *Proficient (3)*, *Needs Improvement (2)*, and *Unsatisfactory (1)*.

## PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;"><b>Program Plans</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Pre-Conference Questions #1 and 2</i></li> <li>• <i>School Counselor Plan: Role and Responsibilities</i></li> <li>• <i>School Counselor Plan: Use of Time</i></li> <li>• <i>Student Growth Goal: SMART Goal</i></li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Designs the program to meet the needs of all students.</li> <li>• Creates plans that consistently and effectively teach competencies and explicitly communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement.</li> <li>• Consistently creates a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students.</li> <li>• Designs action plans for the delivery of a school counseling curriculum through various activities, lessons, small groups, and closing the gap programs.</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Designs the program to meet the needs of most students.</li> <li>• Creates plans that effectively teach competencies and communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement.</li> <li>• Usually creates a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students.</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Designs the program to meet the needs of some students.</li> <li>• Creates plans that sometimes effectively teach competencies and communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement.</li> <li>• Sometimes creates a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students.</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Designs the program to meet the needs of few students.</li> <li>• Creates plans that do not effectively teach competencies and communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement.</li> <li>• Does not create a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students.</li> </ul>
<p style="text-align: center;"><b>Communication</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Pre-Conference Question 2</i></li> <li>• <i>School Counselor Plan: Role and Responsibilities</i></li> <li>• <i>School Counselor Plan: Use of Time</i></li> <li>• <i>Student Growth Goal: SMART Goal</i></li> </ul>	<p>The school counselor always:</p> <ul style="list-style-type: none"> <li>• Publishes, shares, and regularly updates a master calendar to plan the program activities throughout the year.</li> </ul>	<p>The school counselor usually:</p> <ul style="list-style-type: none"> <li>• Publishes and shares a master calendar to plan the program activities throughout the year.</li> </ul>	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> <li>• Publishes and shares a master calendar to plan the program activities throughout the year.</li> </ul>	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> <li>• Publishes and/or shares a master calendar to plan the program activities throughout the year.</li> </ul>
<p style="text-align: center;"><b>Lesson Planning</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Post-conference Question 3</i></li> <li>• <i>School Counselor Plan: Role and Responsibilities</i></li> <li>• <i>School Counselor Plan: Use of Time</i></li> <li>• <i>Student Growth Goal: SMART Goal</i></li> </ul>	<p>The school counselor always:</p> <ul style="list-style-type: none"> <li>• Researches, designs, and delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students.</li> </ul>	<p>The school counselor usually:</p> <ul style="list-style-type: none"> <li>• Researches, designs, and delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students.</li> </ul>	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> <li>• Researches, designs, and delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students.</li> </ul>	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> <li>• Researches, designs, and/or delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students.</li> </ul>

## PROGRAM MANAGEMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;"><b>Assessment</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Pre-Conference Question #1</i></li> <li>• <i>Observation</i></li> <li>• <i>School Counselor Plan: Assessment</i></li> <li>• <i>Student Growth Goal: Rationale</i></li> </ul>	<p>The school counselor always:</p> <ul style="list-style-type: none"> <li>• Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready.</li> <li>• Disaggregates the data to analyze gaps in performance.</li> <li>• Creates programs to close the gaps between subgroups.</li> <li>• Creates and administers needs assessments to determine additional areas of needed support.</li> <li>• Provides opportunities for students to self-assess their own progress and share their progress with others.</li> </ul>	<p>The school counselor usually:</p> <ul style="list-style-type: none"> <li>• Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready.</li> <li>• Disaggregates the data to analyze gaps in performance.</li> <li>• Creates programs to close the gaps between subgroups.</li> <li>• Creates and administers needs assessments to determine additional areas of needed support.</li> </ul>	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> <li>• Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready.</li> <li>• Disaggregates the data to analyze gaps in performance.</li> <li>• Creates programs to close the gaps between subgroups.</li> <li>• Creates and administers needs assessments to determine additional areas of needed support.</li> </ul>	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> <li>• Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready.</li> <li>• Disaggregates the data to analyze gaps in performance.</li> <li>• Creates programs to close the gaps between subgroups.</li> <li>• Creates and administers needs assessments to determine additional areas of needed support.</li> </ul>

## PROGRAM MANAGEMENT

<p><b>Progress Monitoring</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Pre-Conference Question # 2</i></li> <li>• <i>Observation</i></li> <li>• <i>School Counselor Plan: Results Report of the School Counseling Program</i></li> <li>• <i>School Counselor Plan: Collaboration</i></li> </ul>	<p>The school counselor frequently:</p> <ul style="list-style-type: none"> <li>• Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program.</li> <li>• Analyzes how he/she contributes to program goals.</li> <li>• Analyzes the results data from the various activities implemented throughout the year.</li> <li>• Creates a results report to determine the value of the current year's activities on student achievement.</li> <li>• Shares program results report with administration and stakeholders.</li> <li>• Uses the results report as a guide for planning the comprehensive school counseling program and calendar for the following school year.</li> </ul>	<p>The school counselor periodically:</p> <ul style="list-style-type: none"> <li>• Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program.</li> <li>• Analyzes how he/she contributes to program goals.</li> <li>• Analyzes the results data from the various activities implemented throughout the year.</li> <li>• Creates a results report to determine the value of the current year's activities on student achievement.</li> <li>• Shares program results report with administration and stakeholders.</li> </ul>	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> <li>• Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program.</li> <li>• Analyzes how he/she contributes to program goals.</li> <li>• Analyzes the results data from the various activities implemented throughout the year.</li> <li>• Creates a results report to determine the value of the current year's activities on student achievement.</li> <li>• Shares program results report with administration and stakeholders.</li> </ul>	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> <li>• Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program.</li> <li>• Analyzes how he/she contributes to program goals.</li> <li>• Analyzes the results data from the various activities implemented throughout the year.</li> <li>• Creates a results report to determine the value of the current year's activities on student achievement.</li> <li>• Shares program results report with administration and stakeholders.</li> </ul>
---	--	---	--	---

## DIRECT AND INDIRECT SERVICES

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p><b>Direct Services</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Pre-Conference Questions #2 and 3</i></li> <li>• <i>Post-Conference Questions #1, 2, 3</i></li> <li>• <i>Observation</i></li> <li>• <i>School Counselor Plan: Role and Responsibilities</i></li> <li>• <i>Student Growth Goal: Planned Activities/Strategies/Interventions by School Counselor</i></li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of national professional competencies and student competencies to make certain they are capable of accurately and consistently handling the expectations of the profession along with providing effective services.</li> <li>• Always ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.</li> <li>• Conducts consistently effective school counseling curriculum activities or small groups based on collected and analyzed data.</li> <li>• Facilitates ongoing student-led activities and students can articulate how the activities assist them with their academic, career, and social-emotional development and/or goals.</li> <li>• Provides consistently appropriate responsive services such as individual counseling, small-group counseling, and/or crisis counseling based on the immediate needs and concerns of students.</li> <li>• Provides consistently appropriate interpretation of assessment data with significant and just information and students can articulate how the data connects to progress towards their goals.</li> <li>• Seeks feedback from students in determining student needs and identifying special areas of focus for services.</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of national professional competencies and student competencies to make certain they are capable of accurately handling the expectations of the profession along with providing effective services.</li> <li>• Consistently ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.</li> <li>• Conducts mostly effective school counseling curriculum activities or small groups based on Collected and analyzed data.</li> <li>• Regularly conducts ongoing activities to assist students with their academic, career, and social-emotional development and/or goals.</li> <li>• Provides mostly appropriate responsive services such as individual counseling, small-group counseling, and/or crisis counseling based on the immediate needs and concerns of students.</li> <li>• Provides mostly appropriate interpretation of assessment data with significant and just information.</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Demonstrates some knowledge of national professional competencies and student competencies and some capability to accurately handle the expectations of the profession along with providing effective services.</li> <li>• Sometimes ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.</li> <li>• Conducts somewhat effective school counseling curriculum activities or small groups based on collected and analyzed data.</li> <li>• Sometimes conducts ongoing activities to assist students with their academic, career, and social-emotional development and/or goals.</li> <li>• Provides somewhat appropriate responsive services such as individual counseling, small-group counseling, and/or crisis counseling based on the immediate needs and concerns of students.</li> <li>• Provides somewhat appropriate interpretation of assessment data with significant and just information.</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Demonstrates minimal or no knowledge of national professional competencies and student competencies.</li> <li>• Does not demonstrate capability to accurately handle the expectations of the profession along with providing effective services.</li> <li>• Rarely ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.</li> <li>• Conducts minimally effective school counseling curriculum activities or small groups based on collected and analyzed data.</li> <li>• Rarely conducts ongoing activities to assist students with their academic, career, and social-emotional development and/or goals.</li> <li>• Provides inappropriate responsive services.</li> <li>• Provides inappropriate interpretation of assessment data.</li> </ul>



## DIRECT AND INDIRECT SERVICES, *continued*

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;"><b>Indirect Services</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Observation</i></li> <li>• <i>School Counselor Plan: Collaboration</i></li> <li>• <i>Student Growth Goal: Collaboration</i></li> <li>• <i>Student Growth Goal: Planned Activities/Strategies/Interventions by School Counselor</i></li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Frequently monitors student progress and develops appropriate interventions.</li> <li>• Develops and consistently maintains a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.).</li> <li>• Frequently collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards.</li> <li>• Frequently consults and collaborates effectively with students, parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.).</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Regularly monitors student progress and develops appropriate interventions.</li> <li>• Develops and usually maintains a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.).</li> <li>• Regularly collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards.</li> <li>• Regularly consults and collaborates effectively with parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.).</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Sometimes monitors student progress and develops appropriate interventions.</li> <li>• Develops and somewhat maintains a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.).</li> <li>• Sometimes collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards.</li> <li>• Sometimes consults and collaborates effectively with parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.).</li> </ul>	<p>The school counselor:</p> <ul style="list-style-type: none"> <li>• Rarely monitors student progress and develops appropriate interventions.</li> <li>• Does not develop or maintain a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.).</li> <li>• Rarely collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards.</li> <li>• Rarely consults and collaborates effectively with parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.).</li> </ul>

## PROFESSIONALISM

	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;"><b>Ethics</b></p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to the national and state school counselor ethics standards</li> </ul>	Always	Often	Sometimes	Rarely
<p style="text-align: center;"><b>Growing &amp; Developing Professionally</b></p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in professional development meetings, bringing artifacts when requested</li> </ul>	Always	Often	Sometimes	Rarely
<p style="text-align: center;"><b>Student Success</b></p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Student Growth Goal: Planning</li> <li>• Student Growth Goal: Planned Activities / Strategies/ Interventions by School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes the national and state model as a framework to meet the needs of all students</li> </ul>	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> <li>• Promotes academic, social/emotional, and career success of all students</li> </ul>	Always	Often	Sometimes	Rarely
<p style="text-align: center;"><b>Leadership</b></p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• School Counselor Plan: Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Takes a leadership role within the school counseling program as well as the school and outside community</li> </ul>	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> <li>• Demonstrates leadership, advocacy, and collaboration skills to bring systemic change</li> </ul>	Always	Often	Sometimes	Rarely

## PROFESSIONALISM, *continued*

<p style="text-align: center;"><b>Collaboration</b></p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> <li>• <i>Observation</i></li> <li>• <i>School Counselor Plan: Collaboration</i></li> <li>• <i>Student Growth Goal: Collaboration</i></li> </ul>	<ul style="list-style-type: none"> <li>• Works in conjunction with the school system to provide support and assistance for other school programs</li> </ul>	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> <li>• Collaborates effectively with teachers, administrators, and all other educational stakeholders to ensure fair and just outcomes for all students</li> </ul>	Always	Often	Sometimes	Rarely

## Appendix B: School Counselor Plan

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
School Year

### Role and Responsibilities

Describe how you will support and help to accomplish the School Counseling Program Goal(s).

---

---

---

---

---

---

Indicate how students are assigned to your caseload and your specific responsibilities.

Caseload Defined by:

- Alpha: last names beginning with/to
- Grade level: students in grades:
- All students in building
- Other:

School Counselor Responsibilities

#### Direct Student Services

- School Counseling Core Curriculum
- Academic Advisement
- Individual Student Planning

#### Responsive Services

- Individual Counseling
- Small Groups
- Crisis Response

#### Indirect Student Services

- Referrals to Community Agencies

#### Special Programs and Other

- \_\_\_\_\_

**Use of Time**

I plan to spend the following percentage of my time delivering the components of the school counseling program.

Direct and Indirect Student Services (Recommended 80% or more)

Planned Use of time	Function	Description
__ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students
__ percent	Individual student planning	Assists students in the development of educational, career and personal plans
__ percent	Responsive services	Addresses the immediate concerns of students
__ percent	Indirect services: Referrals, consultation, and collaboration	Interacts with others to provide support for student achievement

Program Planning and School Support (Recommended 20% or less)

Planned Use of time	Function	Description
__ percent	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities

**Assessment**

Describe what data sources you collected and analyzed to develop appropriate services for all students.

---



---



---

How did you disaggregate the data and create programs to address those subgroups needing support?

---



---



---

Attach and describe the needs assessment you created/used to determine additional areas of needed support.

---



---



---

**Results Report of School Counseling Program**

Progress Monitoring	Results Data from Implemented Activities	How the School Counseling Program Has Impacted Student Growth	Implications: What new goals will you establish based on this data?
Preliminary Evaluation Cycle			
Final Evaluation Cycle			

**Additional Comments**

---

**Collaboration**

Describe how you collaborate with classroom teachers to effectively deliver your services to the students.

---

Describe how you consult and collaborate with parents, administrators, and other stakeholders to ensure quality services (i.e., parent workshops, staff development, community presentations, etc.)

---



---



---

How will you share the Results Report with parents and other stakeholders?

---



---



---

**Signatures**

	Preliminary Approval Conference	Preliminary Evaluation Conference	Final Evaluation Conference
School Counselor	_____ Date:	_____ Date:	_____ Date:
Evaluation Chair	_____ Date:	_____ Date:	_____ Date:

## Appendix C: Student Growth Goal

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
School Year

### Rationale

Identify the baseline data (i.e., achievement, attendance, behavior, etc.) that serves as a basis for the Student Growth Goal.

### SMART Goal

By \_\_\_\_\_, \_\_\_\_\_ will \_\_\_\_\_  
 (End Date) (Targeted Group) (increase/decrease something related)  
 by \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.  
 (Measure of Change) (Baseline Data) (Target Data)

Describe the counseling practice you will use to support this goal.

Around which Indicator will you focus your professional learning?

### Collaboration

I collaborated with the following stakeholders (parents, teachers, administrators, etc.) to identify possible factors contributing to this problem/issue.

### Lesson Planning

Identify one or two national mindsets and behaviors most relevant for this targeted group and goal.

Based on these mindsets and behaviors, write one or two learning objectives/competencies students need to learn.

### Planned Activities/Strategies/Interventions by School Counselor

### Signatures

	Preliminary Approval Conference	Preliminary Evaluation Conference	Final Evaluation Conference
School Counselor	_____ Date:	_____ Date:	_____ Date:
Evaluation Chair	_____ Date:	_____ Date:	_____ Date:

**Appendix D: Annual Calendar**

School: \_\_\_\_\_ Academic Year: \_\_\_\_\_

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

<b>Month</b>	<b>Delivering Direct Student Services Activities</b>	<b>Delivering Indirect Student Services Activities</b>	<b>Program Planning and School Support</b>
Ongoing Services			
August			
September			
October			
November			
December			



<b>Month</b>	<b>Delivering Direct Student Services Activities</b>	<b>Delivering Indirect Student Services Activities</b>	<b>Program Planning and School Support</b>
January			
February			
March			
April			
May			
June			

## Appendix E: Pre-Conference Planning Sheet

- The purpose of the pre-conference is to collect evidence related to planning and to give the school counselor the opportunity to provide context for the observation.
- It is best practice for school counselors to be notified of the date and time for the pre-conference at least three school days in advance.
- Absent unusual circumstances (e.g., weather, absences, illness, etc.), announced observations should occur no later than two school days following the pre-conference.
- If the evaluator is unable to observe at the intended time, a new pre-conference must be scheduled and conducted.
- During the pre-conference, the evaluator should ask all required questions and collect evidence prior to the upcoming observation. Evaluators may ask additional questions as needed. Additionally, school counselors can ask their evaluators clarifying questions about the SC School Counselor Rubric and/or specific Indicators within the rubric.

Date \_\_\_\_\_

### Introduction & Greeting

- Greeting/Set the tone
- Establish the length of the conference (10-20 minutes)
- Review the process
- Ask a general question

### Required Questions

What data did you use to plan this activity? How does this activity align with the comprehensive school counseling program or school vision and mission? (PLANNING DOMAIN: Program Plans and PROGRAM MANAGEMENT DOMAIN: Assessment)

How will the planned counseling activity allow students to demonstrate growth in knowledge, attitude, skills, or competencies? (DIRECT AND INDIRECT SERVICES Domain: Direct Services, PLANNING DOMAIN: Program Plans, Lesson Planning, and PROGRAM MANAGEMENT DOMAIN: Progress Monitoring)

How were services designed to be developmentally appropriate? (DIRECT & INDIRECT SERVICES DOMAIN: Direct Services)

### Closing

- Summary of next steps (if needed)
- Confirm logistics for observation (when, where)

## Appendix F: Post-Conference Form

### Observation Post-Conference Summary

Planning	Observer Score	Self Score
Program Plans	1 2 3 4	1 2 3 4
Communication	1 2 3 4	1 2 3 4
Lesson Planning	1 2 3 4	1 2 3 4
Program Management	Observer Score	Self Score
Assessment	1 2 3 4	1 2 3 4
Progress Monitoring	1 2 3 4	1 2 3 4
Direct and Indirect Services	Observer Score	Self Score
Direct Services	1 2 3 4	1 2 3 4
Indirect Services	1 2 3 4	1 2 3 4

### School Counselor Reflection & Refinement

Reinforcement Indicator

---

Reinforcement Objective

---

Reflection

---

---

### Observer Reflection & Refinement

Reinforcement Indicator

---

Reinforcement Objective

---

Reflection

---

---

Signatures

---

School Counselor

---

Evaluation Chair

---

Evaluator

## Observation Post-Conference Planning Sheet

### Conference Introduction & Greeting

- Greeting/Set the tone
- Establish the length of the Conference
- Review the process
  - The purpose is to reflect on the observation and to focus on best practice professional development.
  - We will reflect on a strength of the observation (Area of Reinforcement).
  - We will then identify an Area of Refinement that we want to strengthen.

### Required Questions

The purpose of the post-conference is to allow the school counselor an opportunity to reflect on his or her performance. The following questions are not required but may provide the evaluator with evidence for Descriptors within the South Carolina School Counselor Rubric. The evaluator may ask additional questions as needed.

1. In addition to the service observed, what appropriate responsive services (individual counseling, small group counseling, crisis counseling) are provided based on the immediate needs of students? (DIRECT & INDIRECT SERVICES DOMAIN: Direct Services)
2. How did the observed service demonstrate your knowledge and understanding of the national mindsets and behaviors addressed? (DIRECT & INDIRECT SERVICES DOMAIN: Direct Services)
3. How effective was the service observed in supporting students' academic, career, and/or emotional/social growth? What evidence do you have to support your answer? (DIRECT & INDIRECT SERVICES DOMAIN: Direct Services and PLANNING DOMAIN: Lesson Planning)

### Transition

- Ask general question, e.g. How did you think the observation went?

### Reinforcement Plan

---

---

### Questions

---

---

### Evidence

---

---

**Refinement Plan**

---

---

Questions

---

---

Evidence

---

---

Support Plan

---

---

**Closing**

- Restate Area of Refinement and Reinforcement
- Share scores
- Sign documentation
- Closing statement

## Appendix G: Consensus Form

### Consensus Meeting Post-Conference Observation Summary

#### Planning

	Consensus Score
Program Plans	1 2 3 4
Communication	1 2 3 4
Lesson Planning	1 2 3 4

#### Program Management

Assessment	1 2 3 4
Progress Monitoring	1 2 3 4

#### Direct & Indirect Services

Direct Services	1 2 3 4
Indirect Services	1 2 3 4

#### Reflection

---

---

---

#### Signatures

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
Evaluation Chair

\_\_\_\_\_  
Evaluator

## Appendix H: Professionalism Final Self-Review Form

### Ethics

1. The school counselor consistently adheres to the national and state school counselor ethics standards.
- Always     Often     Sometimes     Rarely

### Growing & Developing Professionally

2. The school counselor participates in professional development meetings, bringing artifacts when requested.
- Always     Often     Sometimes     Rarely

### Student Success

3. The school counselor consistently utilizes the national and state model as a framework to meet the needs of all students.
- Always     Often     Sometimes     Rarely
4. The school counselor consistently promotes academic, social/emotional, and career success of all students.
- Always     Often     Sometimes     Rarely

### Leadership

5. The school counselor takes a leadership role within the school counseling program as well as the school and outside community.
- Always     Often     Sometimes     Rarely
6. The school counselor possesses leadership, advocacy, and collaboration skills to bring systemic change.
- Always     Often     Sometimes     Rarely

### Collaboration

7. The school counselor works in conjunction with the school system to provide support and assistance for other school programs.
- Always     Often     Sometimes     Rarely
8. The school counselor collaborates effectively with teachers, administrators, and all other educational stakeholders to ensure fair and just outcomes for all students.
- Always     Often     Sometimes     Rarely

### Comments

---

---

### Signature

---

School Counselor

## Appendix I: Professionalism Final Review Form

### Ethics

1. The school counselor consistently adheres to the national and state school counselor ethics standards.
- Always     Often     Sometimes     Rarely

### Growing & Developing Professionally

2. The school counselor participates in professional development meetings, bringing artifacts when requested.
- Always     Often     Sometimes     Rarely

### Student Success

3. The school counselor consistently utilizes the national and state model as a framework to meet the needs of all students.
- Always     Often     Sometimes     Rarely
4. The school counselor consistently promotes academic, social/emotional, and career success of all students.
- Always     Often     Sometimes     Rarely

### Leadership

5. The school counselor takes a leadership role within the school counseling program as well as the school and outside community.
- Always     Often     Sometimes     Rarely
6. The school counselor possesses leadership, advocacy, and collaboration skills to bring systemic change.
- Always     Often     Sometimes     Rarely

### Collaboration

7. The school counselor works in conjunction with the school system to provide support and assistance for other school programs.
- Always     Often     Sometimes     Rarely
8. The school counselor collaborates effectively with teachers, administrators, and all other educational stakeholders to ensure fair and just outcomes for all students.
- Always     Often     Sometimes     Rarely

### Comments

---

### Signatures

---

School Counselor

---

Evaluation Chair



**Appendix J: Evaluation Results**  
**School Counselor Comments & Feedback**  
School Counselor Comments

---

---

---

**Final Conference & Comments**

Final Conference Date \_\_\_\_\_

**Evaluator Comments**

Feedback and comments from the Evaluator(s)

---

---

---

**Observations of Professional Practice**

Domain	Score	Weighted Score	Performance Level
Planning (15%)			
Program Management (15%)			
Direct & Indirect Services (50%)			
Professionalism (20%)			

**Final Evaluation Ratings**

Final Overall Composite Rating/Score \_\_\_\_\_

This is the composite score for observations and the professionalism rubric.

Overall Status \_\_\_\_\_

**Recommendations for Next Year**

Next Evaluation Level \_\_\_\_\_

Next Contract Level \_\_\_\_\_

Hire Status \_\_\_\_\_

**Signatures**

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
Evaluation Chair

\_\_\_\_\_  
Evaluator

**Completion**

Evaluation Complete? \_\_\_\_\_ The completion status of the evaluation. A signature from either the Evaluation Chair or principal must be present before an evaluation can be completed.

**Appendix K: South Carolina Comprehensive School Counseling and Career Guidance Model**

[South Carolina Comprehensive School Counseling and Career Guidance Model](#)

**Appendix L: Optional Templates from [ASCA Templates and Resources](#)**

[Curriculum Action Plan Template](#)

[Small Group Action Plan Template](#)

[Closing-The-Gap Action Plan Template](#)

[Use of Time Assessment](#)

[Lesson Plan Template](#)