

**MATTOON COMMUNITY UNIT SCHOOL DISTRICT #2
GUIDANCE COUNSELOR
EVALUATION PROCEDURES AND FORMS**



**Revised 07/03/12
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NON-TENURED GUIDANCE COUNSELOR EVALUATION PROCEDURES

Purpose:

The purpose of the *Non-Tenured Guidance Counselor Evaluation Procedures* section of this document is to provide an outline of the non-tenured employee evaluation process and procedure utilized throughout the District.

Administrative General Procedures:

- Each building Principal is to turn in a list of all employees to be evaluated (tenured and non-tenured) to the Human Resource Office by **September 15th** of each academic school year.
- Go over non-tenured evaluation process with all new non-tenured employees during new employee orientation or during a time prior in which non-tenured employee evaluations are to take place.
- Ensure that all phases of the non-tenured evaluation process are discussed and followed.
- Distribute a list of all employees (tenured and non-tenured) that are to be evaluated during the current school year at the first employee meeting held in August of each academic school year.

Non-Tenured Employee Evaluation Procedures:

- Conduct a pre and post conference for every formal observation.
- Conduct a post conference for every formal and informal observation within **15 school days** of the observation.
- Conduct one evaluation cycle (**at least one formal and one informal observation**) per semester during year **one and two for non-tenured employees**. Complete the first evaluation cycle no later than **December 1st**. The purpose of the first evaluation cycle is to provide feedback to the non-tenured employee. Complete the second evaluation cycle and have the completed **SUMMATIVE** evaluation turned into the Human Resources Office by **March 1st**. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term.
- Conduct one annual evaluation cycle during years three and four for non-tenured employees. However, if an administrator concern exists related to the performance of a third or fourth year non-tenured employee, the administrator will conduct additional evaluations.
- Informal observations can occur at anytime.
- During the evaluation process-document everything that is relevant. Document every conference and observation.

TENURED EMPLOYEE EVALUATION PROCEDURES

ARTICLE 8

8.1 STATEMENT OF PURPOSE

The purpose of evaluation is to make a periodic judgment about each employee's performance leading to a written statement that the employee is “excellent,” “proficient,” “needs improvement” or “unsatisfactory.”

8.2 SCHEDULE OF EVALUATION

- A. Each tenured employee will be evaluated on a two-year schedule. If an administrator finds it necessary to evaluate a tenured employee who received a rating of “satisfactory” (2011-2012 only) or “proficient” or higher in the previous year, the administrator shall notify such tenured employee in writing stating the cause for such additional evaluation. No “proficient” or “excellent” employee will be evaluated more than one time in any one year.

Each non-tenured employee shall be evaluated no more than twice each year until tenured; however, only the final summative evaluation in any given year will be used for the purposes relating to reduction-in-force as described in Section 7.7 of this Agreement. A tenured employee who receives a rating of “unsatisfactory” and successfully completes remediation or a tenured employee who receives a rating of “needs improvement” will be evaluated once in the year following receipt of the rating.

Tenured employees under remediation will be evaluated according to the remediation plan which shall not be limited to the procedures set forth in this Article 8.

Tenured employees most recently evaluated as “proficient” or “excellent” who were not evaluated in the prior school year and who have been informed that they will not be evaluated in the current school year, shall have the right to be evaluated if they so request. Tenured employees who were rated “proficient” or “excellent” in their last evaluation of the prior school year may ask to be evaluated in the current school year, with the evaluation to be conducted at the discretion of the evaluator.

Each building administrator will develop a schedule of evaluations for the employees assigned to his/her building. The administrator may alter the schedule if, for reasons such as transfers, attrition, retirement and the like, the number of employees to be evaluated over a two-year period would be substantially unequal.

- B. No later than September 15, and before any pre-observation conference or any observation takes place in any school term, the building principal or evaluators shall conduct a meeting(s) to inform the faculty as a whole about the evaluation procedures, standards and instruments to be used. This in-service may be district-wide and/or building meeting(s). Arrangements will be made to in-service any employee absent from the district/building meeting prior to his/her evaluation. The employee, during the first pre-observation conference, shall notify the evaluator if he/she has not received this in-service.

8.3 CERTIFIED EMPLOYEE EVALUATION TIMELINE

No later than September 15	The building principal or evaluator will present evaluation information to all employees through a district-wide or building meeting as provided in 8.2.
Before each formal observation	An appointment shall be made for the pre-observation conference.
Within 15 school days of each classroom observation	A post-observation conference will be held for each formal or informal classroom observation.
No later than May 15	All tenured employee evaluations to be completed including the final evaluation conference and rating.

8.4 LIST OF EVALUATORS

Only administrators who have been qualified in accordance with the Illinois State Board of Education regulations may conduct evaluations of certified employees. By September 15 each year, the administration shall make available to the Association a list of all of the District’s qualified evaluators. Any changes in the list will be sent to the Association within fifteen (15) working days.

8.5 OBSERVATIONS

A. Observation and Evaluators

A qualified evaluator will evaluate each employee by formal and informal observations. Formal observations shall take place at times during which the employee is engaged in his or her primary assignment. Teachers shall not be expected to prepare an unreasonable amount of materials as part of their evaluations. All formal observations shall be no less than forty-five (45) minutes or one class period. The pre-conference will not apply to informal observations. The evaluator shall advise the teacher at the start of an informal observation. The

final evaluation will be determined from a minimum of (1) one formal observations and a maximum total of four (4) observations. If the evaluator maintains that special circumstances exist which lead to the need for an increase in the number of observations, the evaluator shall meet with the employee to discuss such circumstances before any additional observations are conducted. The Association shall be notified and shall be allowed to appeal the decision to the Superintendent. The employee may request that the additional observations be conducted by a different evaluator.

B. Other Relevant Information

In addition to formal and informal observations, evaluators may consider information from other sources which are relevant and material to evaluation as long as the evaluator or administrator notifies the teacher within ten (10) days of the occurrence, or the evaluator's knowledge thereof; however, anonymous material shall not be used. This information shall not be used as the sole information to render an employee "unsatisfactory" in the overall rating. The data gathered during the observation of the employee's primary responsibility shall be the principal source of information, and the data described in this paragraph secondary in determining the evaluation rating.

C. Formal Observation Process

The formal observation process will be initiated by the evaluator with the scheduling of a pre-observation conference with the employee to be evaluated. The evaluator will review applicable observation instruments and the evaluator will establish the date and time of the formal observation. The employee will identify the topic of the lesson or activity which is scheduled to occur. The administrator and employee may agree to the employee's demonstration of particular skills to be observed during the formal observation and schedule the observation for a time and date such will occur.

During observations of the employee, the evaluator may use the data-collection method of choice. The evaluator shall endeavor to advise the employee of the data collection method at a pre-observation conference (if one is required). However, the evaluator may alter the data collection method, if in his or her discretion, the same is necessary or convenient for a meaningful observation. The evaluator will review data collected at a formal observation post-observation conference.

Any data gathered during the formal observation shall be shared with the employee and reduced to writing on the observation report form. Data gathering notes shall be destroyed unless attached to the observation report form.

D. Post Observation Conference

Except in case of emergency or absence, such as the illness of the evaluator or employee, within fifteen (15) school days of each formal or informal observation, a post-observation conference will be held. The purpose of the conference will be to discuss the observation and data collected.

E. Final Evaluation Conference

No more than fifteen (15) school days following the final observation, except in case of emergency or absence, such as the illness of the evaluator or employee, and before May 15, the evaluator will complete an evaluation conference with tenured employees. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term. The evaluator will reduce the evaluation to writing on the evaluation instrument, and give a copy to the employee. The evaluator will discuss the strengths and weaknesses of the employee, the overall rating, and supporting reasons.

F. Employee Right to Respond

The employee shall have the right to respond in writing and to have a meeting with the administrator to discuss the evaluation, if the employee requests, within ten (10) school days of receiving the evaluation. Within twenty (20) calendar days after the final evaluation conference, the employee may make a written response to be attached to the final written evaluation.

8.6 TRAVELING OR UNASSIGNED EMPLOYEES

Traveling employees, or employees not assigned to a single building, will be observed and evaluated by only one evaluator. In most cases, the evaluator will be the employee's primary supervisor. The primary supervisor may solicit input from administrators in other buildings to which the employee is assigned.

8.8 FINAL EVALUATION CALCULATION

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as one (1) for unsatisfactory, two (2) for needs improvement, three (3) for proficient, and four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains. Domain 1 will be weighted as 15%; Domain 2 as 35%; Domain 3 as 40%; and Domain 4 as 10%.

- A summative rating of Excellent shall be given an employee with a weighted average score greater than or equal to 3.4.
- A summative rating of Proficient shall be given an employee with a weighted average score greater than or equal to 2.7 up to 3.3.
- An employee with a weighted average score greater than or equal to 2.0 and up to 2.6 will receive a summative rating of Needs Improvement.
- An employee with a weighted average score below 2.0 will receive a summative rating of Unsatisfactory.

The following calculation is used to find the summative rating:

$$(\text{Average of Domain 1} \times .15) + (\text{Average of Domain 2} \times .35) + (\text{Average of Domain 3} \times .40) + (\text{Average of Domain 4} \times .10) = \text{Summative Rating.}$$

A tool that can be used to calculate the summative rating will be made available on the district web site before summative ratings are provided to employees.

8.9 REMEDIATION

Within thirty (30) school days after completion of a written evaluation which rates a teacher as "unsatisfactory," the evaluating administrator will, with the participation of a consulting teacher and the teacher deemed "unsatisfactory," formulate and commence a remediation plan designed to correct the deficiencies cited.

The remediation plan will include evaluations by a qualified administrator every thirty (30) school days, and a final remediation rating for the ninety (90) school days constituting the remediation period.

The observations for a tenured employee under remediation will conform to the remediation plan. Remediation plans are not incorporated into this Agreement.

8.10 CONSULTING TEACHER

The Employer may use a “consulting teacher” to help formulate a remediation plan and to give advice to the employee under remediation. The Mattoon Education Association may, if it so chooses, supply a roster of qualified employees from whom the consulting teacher is to be selected. The consulting teacher must have at least five (5) years teaching experience, must have a reasonable familiarity with the assignment of the teacher being evaluated, and must have received an “excellent” rating on his most recent evaluation.

The Employer will notify the employee in writing of his selection as consulting teacher. It will state in the notice that acceptance is voluntary. The Employer will not compel any employee, who is otherwise qualified, to participate in a remediation program as a consulting teacher. In the event that no employee is qualified, or no employee volunteers to be a consulting teacher, the Employer will request that the Regional Office of Education supply an individual who meets the criteria, or will choose a qualified employee from another Illinois school district.

A Mattoon Community Unit #2 consulting teacher will assist in his remediation responsibilities during the time when he is not scheduled to teach and will receive compensation at the hourly rate specified in Article 7. The consulting teacher will develop with the remediating teacher a consultation schedule which beyond forty (40) hours must be approved by the Superintendent.

With respect to a teacher that has been rated “unsatisfactory,” the consulting teacher will make no evaluation in any circumstance. No statements by the consulting teacher about any aspect of the remediating teacher, either personal or related to the behavior under remediation, will be used in any evaluation, conversations, hearings, or records. It is the intention of the parties that any statements made by the consulting teacher to or about the remediating teacher are confidential between those two individuals and are not to be used by any other person for any reason.

The Employer shall provide for the consulting teacher the same liability insurance protection as is provided for the school district administrators.

If, after thirty (30) days of working with the consulting teacher, the remediating teacher determines that the consulting teacher is not helping him or her remediate, he or she may request another consulting teacher from the pool of consulting teachers by a written request to the participating principal.

8.11 PROFESSIONAL DEVELOPMENT PLAN (PDP)

Within thirty (30) school days after the completion of an evaluation rating a tenured teacher as “needs improvement,” a district evaluator shall develop, in consultation with

the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, a professional development plan directed to the areas that need improvement and indicating any supports that the district will provide to address the areas identified as needing improvement. The plan will be conducted in accordance with the PDP Guidelines attached to this Agreement as Appendix C. Failure to complete the plan will not affect the employee's rating. Completion of the plan shall be taken into consideration when the employee is evaluated in the year following the rating of "needs improvement."

EMPLOYEE EVALUATION FORM

Employee: _____ Full-Time: [] Part-Time: []

Years of Experience: _____ Discipline/Grade Level: _____

School or Worksite: _____

Subject/Grade Level/Assignment: _____

Number of: Students/Class: _____ IEP: _____ Title I: _____

Evaluator: _____

Rating System

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Summative Rating

- **Excellent (4)** - shall be given to employees with a weighted average score greater than or equal to 3.4.
- **Proficient (3)**- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- **Needs Improvement (2)** – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- **Unsatisfactory (1)** – shall be given to employees with a weighted average score below 2.0.

Example

Domain 1 average score $_{2.8}_$ x $_{.15}_$ = $_{.42}_$

Domain 2 average score $_{2.3}_$ x $_{.35}_$ = $_{.81}_$

Domain 3 average score $_{2.0}_$ x $_{.40}_$ = $_{.80}_$

Domain 4 average score $_{2.6}_$ x $_{.10}_$ = $_{.26}_$

Total = $_{2.29}_$ = weighted average score

Summative Score:

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.
- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

Guidance Counselor
Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating knowledge of counseling, e.g. individual consultations, group process</i>	Counselor demonstrates little understanding of counseling. Counselor does not plan to meet with students individually or in groups.	Counselor demonstrates basic understanding of counseling. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling. Counselor plans frequent meetings with individual students or groups to help students make good academic or social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling. Counselor plans for students to increasingly make independent sound, informed academic and personal social choices.
<i>1b: Demonstrating knowledge of child and adolescent development</i>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays broad knowledge and understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<i>1c: Establishing goals for the counseling program appropriate to the setting and the students served</i>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary, and are practically suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clean and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues. Goals include working collaboratively with others to effect wider change throughout the school.

Guidance Counselor
Domain 2: The Learning Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an Environment of Respect and Rapport</i>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Counselor reflects a high degree of comfort and trust in the relationship with the students; counselor teaches students how to engage in positive interactions.
<i>2b: Managing procedures</i>	Counselor's procedures for the counseling center or classroom are non-existent or in disarray.	Counselor has rudimentary and partially successful procedures for the counseling center or classroom.	Counselor's procedures for the counseling center or classroom work effectively.	Counselor's procedures for the counseling center or classroom work are seamless.
<i>2c: Establishing standards of conduct, and contributes to the culture for student behavior throughout the school</i>	Counselor has established no standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling session, and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<i>2d: Organizing physical space</i>	The physical environment is in disarray, or is inappropriate to the planned activities	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities	Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Counseling center is user friendly and enhances student accessibility to resources

Guidance Counselor Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Assessing student needs</i>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's basic assessments of student needs are perfunctory.	Counselor assesses student needs, and knows the range of student needs in the school.	Counselor conducts detailed assessment of student needs to proactively contribute to program planning.
<i>3b: Assisting students and teachers in the formulation of academic and personal/social plans, based on knowledge of student needs</i>	Counselor's program is independent of identified student needs.	Counselor's attempts to assist students and teachers to formulate academic and personal/social plans are partially successful.	Counselor assists students and teachers to formulate academic and personal/social plans for groups of students.	Counselor assists individual students and teachers to formulate academic and personal/social plans.
<i>3c: Using counseling techniques, in individual and classroom programs</i>	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
<i>3d: Brokering resources to meet needs</i>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<i>3e: Demonstrating flexibility and responsiveness</i>	Counselor adheres to his or her plan, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with the evidence of the need for change.	Counselor makes revisions in the counseling program when it is needed..0	Counselor is continually seeking ways to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.

Guidance Counselor

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Reflecting on practice</i>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program may be improved.	Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining records, and submitting them in a timely fashion</i>	Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor’s reports, records, and documentation are generally accurate, but are occasionally late.	Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor’s approach to recordkeeping is highly systematic and efficient, and serves as a model for colleagues across other schools.
<i>4c: Communicating with families</i>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<i>4d: Participating in a professional community</i>	Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor’s relationships with colleagues are cordial, and counselor participates in school and district event and projects when specifically requested.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Engaging in professional development</i>	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor participation in professional development activities is limited to those that are convenient or required.	Counselor seeks out opportunities for professional development based on need.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession.
<i>4f: Showing professionalism including integrity, advocacy, and maintaining confidentiality</i>	Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principals of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.

Summative Rating Calculation

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Domain 1 average score _____ x .15 = _____

Domain 2 average score _____ x .35 = _____

Domain 3 average score _____ x .40 = _____

Domain 4 average score _____ x .10 = _____

Total = _____ = weighted average score

Summative Rating Score

Excellent (4) - shall be given to employees with a weighted average score greater than or equal to 3.4.

Proficient (3)- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.

Needs Improvement (2) – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.

Unsatisfactory (1) – shall be given to employees with a weighted average score below 2.0.

Final Evaluation Conference
(Signature Meeting)

Employment Recommendation

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.
- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

Evaluator's Signature	Date	Employee's Signature	Date
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Evaluator's Summative Comments

Employee's Comments (Optional)