PROFESSIONAL APPRAISAL SYSTEM FOR COUNSELORS

Macomb Community Unit School District #185

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Matthew Clark, Secretary

Larry Adams
Dan Colvin

Martha Klems
Ardell Thompson

Dr. Alene Reuschel, Superintendent
323 West Washington Street
Macomb, IL 61455

309-833-4161
Adopted: August 2003

by

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Developed By:

Susan Conlon, Lincoln Elementary School Counselor
Dianna Sharpe, Edison Elementary School Counselor
Karen Iverson, Macomb Senior High School Counselor
Rondelle Kuharich, Macomb Senior High School Counselor
Maria Dunstan, Principal, Edison Elementary School
Robert Meixner, Assistant Superintendent for Curriculum and Instruction

Macomb Community Unit School District #185 is committed to providing the best educational program for its students. To this end, it supports a professional appraisal system that focuses on excellence. The system is based on professionals working together in the process of continual improvement of teaching and learning.

We believe...

All faculty members recognize the benefits of professional development to achieve the goals of the school, District 185, and the State of Illinois.

All faculty members are committed to continual improvement of professional performance.

Appraisal of performance is based on a cooperative spirit, open communication, joint responsibility, and is applied as consistently as possible throughout the District.

Appraisal of performance is positive in nature and intent. It recognizes strengths and provides a means for support and improvement.

Appraisal of performance is designed to promote excellence in teaching and learning.

This Professional Appraisal Plan has been developed in a cooperative effort between District Administration and representatives of the Macomb Education Association. We respectfully present this Professional Appraisal System with the intent that it will extend professionalism and collegiality and lead to the development of a true "community of learners."

Susan Conlon, Lincoln Elementary School Counselor
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PROFESSIONAL APPRAISAL SYSTEM

PHILOSOPHY

PROFESSIONAL COMPETENCIES

NON-TENURED PLAN

Who: Non-tenured professional

What: Observation and evaluation of performance

Purpose: To ensure that standards for performance are understood, accepted and demonstrated
To provide a common ground for understanding the professional competencies
To provide accountability for decisions to continue employment

Method: Formal and informal observation with feedback
Review of artifacts
Participation in the mentor program
Discussion of professional practices

PROFESSIONAL GROWTH PLAN

Who: Tenured professional

What: Professional Growth Plan

Purpose: To enhance professional growth
To improve student learning
To provide feedback on professional issues and undertakings
To focus on school improvement initiatives

Method: Development of plan by faculty member(s) and administrator(s) action
Various methods of staff development
Feedback to faculty members
A mentor may be provided

PROFESSIONAL ASSISTANCE PLAN

Who: Tenured professional in need of specialized assistance in one or more areas of professional competencies.

What: Direct assistance to improve effectiveness

Purpose: To provide specific support to the faculty member in efforts to improve professional competency(ies) in identified domain(s)

Method: Observation and feedback focused specifically on identified areas of needed improvement
Years 1 and 2:

1. Formal Observations and/or conferences (a minimum of 3)
   One observation or conference will be of extended duration
   Preconferences and postconferences
   Preobservation form by professional
   Observation reflection form by professional
   Postobservation form by administrator

2. Informal Observations
   Walk-through and/or drop-in observations which may be announced and/or unannounced

3. Artifact Collection
   Documentation and support of professional competencies and growth

4. Participation in Mentor Program

5. Summative Review
   Written appraisal by administrator

Years 3 and 4:

1. Formal Observations and/or conferences (a minimum of 2)
   Preconferences and postconferences
   Preobservation form by professional
   Observation reflection form by professional
   Postobservation form by administrator

2. Informal Observations
   Walk-through and/or drop-in observations which may be announced or unannounced

3. Professional Growth
   Documentation and support of professional growth

4. Summative Review
   Written appraisal by administrator
Macomb Community Unit School District #185

PROFESSIONAL APPRAISAL SYSTEM

TENURED FACULTY MEMBERS

Professional Growth Plan

Part 1: Ongoing Appraisal
- Formal or Informal
- Varied school-related settings and activities
- Based on professional competencies

Part 2: Professional Development
- Directed toward improvement of student learning
- Determined by individual, team, or building
- Collaboratively developed
- Collaboratively implemented
- Collaboratively assessed

Professional Assistance Plan

Based on specific need
- Directed toward improvement of Professional Competencies
- Initiated by teacher or administrator
- Collaboratively developed, implemented

Phase 1: Awareness
- Short term, quick progress, concerns resolved

Phase 2: Support
- Specific action plan, timeline for progress

State of Illinois Remediation Plan

SCHOOLS
(105 ILCS 5/1) School Code.

(105 ILCS 5/Art. 24A heading)
ARTICLE 24A. EVALUATION OF CERTIFIED EMPLOYEES
State of Illinois Remediation Plan

SCHOOLS
(105 ILCS 5/) School Code.

(105 ILCS 5/Art. 24A heading)
ARTICLE 24A. EVALUATION OF CERTIFIED EMPLOYEES

(f) within 30 days after completion of an evaluation rating a teacher as "unsatisfactory", development and commencement by the district, or by an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3 in school districts having a population exceeding 500,000, of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom. In all school districts evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

(g) participation in the remediation plan by the teacher rated "unsatisfactory", a district administrator qualified under Section 24A-3 (or -- in a school district having a population exceeding 500,000 -- an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3), and a consulting teacher, selected by the participating administrator or by the principal, or -- in school districts having a population exceeding 500,000 -- by an administrator qualified under Section 24A-3 or by an assistant principal under the supervision of an administrator qualified under Section 24A-3, of the teacher who was rated "unsatisfactory", which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years' teaching experience and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the State Board of Education shall supply, to participate in the remediation process, an individual who meets these criteria.

(h) evaluations and ratings once every 30 school days for the 90 school day remediation period immediately following receipt of a remediation plan provided for under subsections (f) and (g) of this Section; provided that in school districts having a population exceeding 500,000 there shall be monthly evaluations and ratings for the first 6 months and quarterly evaluations and ratings for the next 6 months immediately following completion of the remediation program of a
State of Illinois Remediation Plan

SCHOOLS
(105 ILCS 5/) School Code.

(105 ILCS 5/Art. 24A heading)
ARTICLE 24A. EVALUATION OF CERTIFIED EMPLOYEES

teacher for whom a remediation plan has been developed. These subsequent evaluations shall be conducted by the participating administrator, or -- in school districts having a population exceeding 500,000 -- by either the principal or by an assistant principal under the supervision of an administrator qualified under Section 24A-3. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the administrator, or -- in school districts having a population exceeding 500,000 -- by either the principal or by an assistant principal under the supervision of an administrator qualified under Section 24A-3, unless an applicable collective bargaining agreement provides to the contrary. Teachers in the remediation process in a school district having a population exceeding 500,000 are not subject to the annual evaluations described in paragraphs (a) through (e) of this Section. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

(i) in school districts having a population of less than 500,000, reinstatement to a schedule of biennial evaluation for any teacher who completes the 90 school day remediation plan with a "satisfactory" or better rating, unless the district's plan regularly requires more frequent evaluations; and in school districts having a population exceeding 500,000, reinstatement to a schedule of biennial evaluation for any teacher who completes the 90 school day remediation plan with a "satisfactory" or better rating and the one year intensive review schedule as provided in paragraph (h) of this Section with a "satisfactory" or better rating, unless such district's plan regularly requires more frequent evaluations.

(j) dismissal in accordance with Section 24-12 or 34-85 of The School Code of any teacher who fails to complete any applicable remediation plan with a "satisfactory" or better rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12 or 34-85, either as to the rating process or for opinions of performances by teachers under remediation.
A FRAMEWORK
OF
PROFESSIONAL
COMPETENCIES

Aligned with Standards for School Counselors
Illinois School Code [23.110]
### Domain 1: Counseling

1a. Individual and Group Counseling and Crisis Response  
1b. The Helping Relationship  
1c. Human Growth and Development  
1d. Social and Cultural Diversity  
1e. Consultation

### Domain 2: Developmental Counseling Curriculum and Classroom Instruction

2a. Academic, Career, and Personal/Social Development Curriculum  
2b. Classroom Instruction  
2c. Program Development and System Support

### Domain 3: Professional Responsibilities

3a. Professional Orientation and Identity  
3b. Standards and Best Practices in School Counseling  
3c. Ethical Concerns and Legal Matters
Macomb Community Unit School District #185

Domain 1: COUNSELING (Standards 5,6,7,9,17,19,20)

Knowledge Indicators:
The competent school counselor understands and utilizes a variety of individual, group, and crisis counseling strategies. The school counselor understands the developmental stages of children and adolescents as they relate to counseling approaches and appropriate interventions. The school counselor understands human behaviors, developmental crises, disability, addiction, psychopathology, and situational and environmental factors as they affect both normal abnormal behavior. The school counselor understands the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse. The school counselor provides professional consultation with families, staff, other student service providers, and agencies outside the school.

Performance Indicators:

<table>
<thead>
<tr>
<th>1a. Individual and Group Counseling and Crisis Response</th>
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<tbody>
<tr>
<td>1. Assists students in clarifying problems, considering causes and identifying solutions and possible consequences.</td>
</tr>
<tr>
<td>2. Counsels students with personal and social problems and sets short and long-term goals and plans appropriate techniques/interventions to meet goals.</td>
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<tr>
<td>3. Implements appropriate techniques and interventions for students, families, and school during crisis situations.</td>
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<td>4. Provides appropriate referral services.</td>
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<td>5. Utilizes group counseling methods (support groups, leadership groups, psycho-educational groups), when possible, including appropriate counselor behaviors, group selection criteria, group dynamics, and collecting evaluation data.</td>
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<tr>
<td>6. Provides leadership to the school and community during school-wide crisis intervention.</td>
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<tr>
<td>7. Intervenes appropriately and ethically with students who may be suicidal or homicidal.</td>
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<thead>
<tr>
<th>1b. The Helping Relationship</th>
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<tbody>
<tr>
<td>1. Demonstrates the skills to build a therapeutic and trusting relationship.</td>
</tr>
<tr>
<td>2. Demonstrates the skills in goal setting utilizing a variety of intervention strategies, and evaluation of counseling outcomes.</td>
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<tr>
<td>3. Demonstrates appropriate skills in working with parents.</td>
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<tr>
<th>1c. Human Growth and Development</th>
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<tbody>
<tr>
<td>1. Plans interventions appropriate to students’ developmental level.</td>
</tr>
<tr>
<td>2. Works effectively with individuals with various disabilities.</td>
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<tr>
<th>1d. Social and Cultural Diversity</th>
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<tbody>
<tr>
<td>1. Incorporates an approach to social and cultural diversity that is equitable for all students.</td>
</tr>
<tr>
<td>2. Develops programs for students that acknowledge their diversity and meet special needs.</td>
</tr>
<tr>
<td>3. Intervenes effectively when students use inappropriate language or behaviors relating to issues of social and cultural diversity.</td>
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<td>3.</td>
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<td>4.</td>
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DOMAIN 2: DEVELOPMENTAL COUNSELING CURRICULUM AND CLASSROOM INSTRUCTION (Standards 1, 2, 3, 4, 8, 10, 11, 12, 13, 14)

Knowledge Indicators:
The competent school counselor understands learning styles, the learning process, the academic environment, the relationship between education and work, career theories, and the developmental needs of the school-aged population. The school counselor is guided by the National Standards for School Counselors to develop programs and interventions that promote achievement, career development, and optimum personal and social development of all students. The school counselor understands instructional planning and manages the tasks needed to support the developmental counseling program based upon knowledge of the students, the community, and the overall educational program.

Performance Indicators:

2a Academic, Career, and Personal/Social Development Curriculum

   1. Works collaboratively with all school personnel and parents to ensure student academic achievement.
   2. Implements strategies that enhance students’ academic development.
   3. Enhances students’ self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities.
   4. Assists students to develop self-awareness and self-efficacy, to respect self and others to express feelings to get along with peers, parents, and authority figures, to predict the consequences of choices, to solve conflicts and control anger, and to cope with peer pressure and manage life’s events.
   5. Uses technology to help students develop and evaluate personal goals and educational and career goals.
   6. Implements prevention programs appropriate to the age level.

2b. Classroom Instruction

   1. Utilizes classroom management skills to focus student’s attention and engage them in learning.
   2. Manages classroom procedures and utilizes positive behavioral interventions.
   3. Develops, organizes, and implements the developmental counseling curriculum in coordination with teachers.
   4. Varies strategies to meet the learning style of a diverse student body.

2c. Program Development and System Support

   1. Implements strategies designed to meet program goals and objectives and enhance students’ competencies.
   2. Develops and implements activities to orient staff, parent, and community to the counseling program.
   3. Uses technology as a resource to support the curriculum.
   4. Uses data to plan the developmental counseling program, to enhance students’ outcomes, and to evaluate and modify the program (needs assessments, surveys, interview, focus groups, program evaluation data).
   5. Assists in the analysis of test data in order to provide input into school improvement plans.
Macomb Community Unit School District #185

Domain 3: PROFESSIONAL RESPONSIBILITIES  (Standards 15,16,18,21)

Knowledge Indicators:
The competent school counselor understands the history, professional standards, and legal and ethical guidelines for school counselors and actively participates within the profession.

Performance Indicators:

<table>
<thead>
<tr>
<th>3a. Professional Orientation and Identity</th>
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<tbody>
<tr>
<td>1. Demonstrates respect and maintains relationships with colleagues.</td>
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<tr>
<td>2. Participates in continuous professional development activities.</td>
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<td>3. Keeps current with the professional research in Counseling.</td>
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<tr>
<td>4. Contributes to the school, district, and Counseling profession.</td>
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<tr>
<td>5. Joins and takes an active part in local, State and national school counseling professional organizations.</td>
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<table>
<thead>
<tr>
<th>3b. Standards and Best Practices in School Counseling</th>
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<tbody>
<tr>
<td>1. Adheres the National Standards for School Counselors and the Illinois School Code Standards for the School Counselor [23.110].</td>
</tr>
<tr>
<td>2. Works collaboratively with other student service providers.</td>
</tr>
<tr>
<td>3. Manages time to include individual student planning, responsive services, system support and developmental counseling curriculum activities.</td>
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<tr>
<td>4. Maintains accurate records and documentation of services provided.</td>
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<tr>
<th>3c. Ethical Concerns and Legal Matters</th>
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<tr>
<td>2. Adheres to ACA and ASCA professional standards and codes of ethics.</td>
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<tr>
<td>3. Demonstrates commitment to the values and ethics of the school counseling profession.</td>
</tr>
<tr>
<td>4. Maintains adequate safeguards for the privacy and confidentiality of information.</td>
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<tr>
<td>5. Inform students of their ethical rights, confidentiality, and the limitations of the counseling relationship.</td>
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NON-TENURED
PROFESSIONAL
COUNSELOR
APPRAISAL
PLAN
Macomb Community Unit School District #185

NON-TENURED PLAN

STATEMENT OF PURPOSE

Macomb Community Unit School District #185 is committed to excellence in education. This commitment is emphasized by its ongoing process of professional appraisal.

During the first four years of employment, all certified professionals will be involved in the Non-tenured Appraisal Plan.

The purposes of this plan are to:

1.  improve the quality of instruction and performance of professionals to enhance student learning as defined in the professional competencies;

2.  provide training and support for professionals new to teaching or new to District 185;

3.  create positive attitudes toward the purposes and value of appraisal and professional development;

4.  collect reliable and varied data for making employment decisions.

Timeline for Observations and Review Conferences

**1st and 2nd Year**

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tbody>
<tr>
<td>October</td>
<td>First observation or conference must occur</td>
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<tr>
<td>December</td>
<td>Second observation or conference must occur</td>
</tr>
<tr>
<td>February</td>
<td>Third observation or conference must occur</td>
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<tr>
<td></td>
<td>Ten (10) working days</td>
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<td></td>
<td>Prior to March Board of Education meeting</td>
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**3rd and 4th Year**

<table>
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<tr>
<th>Month</th>
<th>Event</th>
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<tbody>
<tr>
<td>January</td>
<td>First observation or conference must occur</td>
</tr>
<tr>
<td>February</td>
<td>Second observation or conference must occur</td>
</tr>
<tr>
<td></td>
<td>Ten (10) working days</td>
</tr>
<tr>
<td></td>
<td>prior to March Board of Education meeting</td>
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</tbody>
</table>
INFORMATION DATA COLLECTION

The core components of the School Counseling Program vary from K-12. The evaluation will address all three domains:

- Individual/Group Counseling and Consultation
- Developmental Counseling Curriculum and Classroom Instruction
- Professional Responsibilities

It is expected that the percentage of time the School Counselor devotes to each domain will differ based on the needs of students at each grade level. The administrator and/or School Counselor may choose one of the domains as an observational focus or may choose to dialogue about all three domains. The evaluation of the School Counselor will include both formal and informal observations, discussion sessions, and alternative sources of data collection.

1. **Formal Observation**

   A. The formal observation of the School Counselor will include both classroom observation and formal conference in which the School Counselor and Administrator discuss the counseling program.

   In each of the first two years of employment, a minimum of three observations and/or conferences will be conducted with one being of extended duration (not to exceed three clock hours on any given day or on successive days). The first observation and/or conference must occur by October 1. The second observation and/or conference must occur by December 1, and the third must occur by February 1. The classroom observations will be preceded by a pre-conference and followed by a post conference.

   In subsequent two years of non-tenure employment, a minimum of two observations and/or conferences will be conducted. One of the observations and/or conferences must occur by December 1. The second must occur by February 1. The classroom observations will be preceded by a pre-conference and followed by a post-conference.

   B. The formal observation process shall consist of:

      (1) Pre-observation Conference

         a. Agree upon initial observation date and subsequent dates
         b. Prior to scheduled observation, the staff member will submit the *Pre-observation Form – Classroom Counseling* for the activity to be observed. The form may be modified by mutual agreement of both the administrator and staff member. (See Appendix for a copy of the *Pre-observation Form*.)
(2) Observations

a. Practices used during observation will be consistent with the District 185 philosophy of appraisal and the Professional Competencies. The activities observed may vary dependent upon the experiences and needs of the staff, as well as the grade/subject level of students.

(3) Post-observation Conferences

a. The professional shall complete an Observation Reflection Form within two (2) working days of the observation in preparation for discussion of the observation. (See Appendix for a copy of the Observation Reflection Form – Classroom Counseling.)

b. A post observation conference between administrator and the professional shall occur within two (2) working days following the receipt of the Observation Reflection Form. The Observation Conference Form will be given to the Counselor within 5 working days of the post-conference. (See Appendix for a copy of the Observation Conference Form.) The professional shall indicate receipt of copy of the written Observation Conference Form. The professional may file in his/her personnel file any comment with respect to information contained in this form, provided such shall be submitted within five (5) working days of receipt of the Observation Conference Form.

C. Formal Conference

During the school year, the professional and the administrator will meet to discuss and document Professional Competencies not observed through the formal classroom observation process. The Conference Form will be used to guide a dialogue between the administration and the School Counselor about Individual/Group Counseling Services. The Artifacts for School Counselors will be instrumental in this process. The formal conference may include:

- Individual and/or group counseling sessions (real, mock, or videotaped) with student/parent consent
- A review of case files (with the students name disguised for confidentiality purposes)
- Crisis Response work
- Presentations to students/parents/staff
- Parent Conferences
- Documentation of Services
- Accountability Data
- Program Evaluation Data
2. **Informal Observation**

A major role of the School Counselor is to provide professional consultation to families, teachers, administrators, and community agencies. The School Counselor manages a caseload of students in coordination with teachers, psychologists, social workers, and community counselors. The informal observation is required to assess consultation skills, rapport with colleagues, and adherence to professional standards and legal and ethical guidelines. It may include:

- Daily interactions with students, parents, teachers, and administration
- Coordination of the teachers/agencies that provide the classroom lessons
- Grade Level Team Meetings
- Student Assistance Team Meetings
- IEP Meetings
- Committee Meetings
- Student Service Provider (SSP) Meetings

3. **Artifact Collection**

A. Required artifacts and timelines will be established by the administrator.

B. A list of required artifacts and timelines for each building will be filed with the teacher evaluation committee by September 1 of each school year.

C. Optional artifacts and timelines will be mutually agreed upon by the professional and administrator.

D. The professional and the administrator will meet to discuss the artifacts collected. Where appropriate, artifacts may be used as evidence that Professional Competencies have or have not been met. The *Observation Conference Form* and/or the *Conference Form* will be used for documentation.

E. The Suggested List of Artifacts is not exclusive; other options may be considered. (See Appendix for a copy of the *Suggested List of Artifacts for School Counselors.*)
PROFESSIONAL PRACTICES

1. Participation in the mentoring program is required for year 1. Participation in the mentoring program in year 2 may occur at the request of the counselor or the building administrator.
   A. Each faculty member new to the district will be assigned a mentor for the first year and as an option for the second year. The mentor will be responsible to work throughout the year to familiarize the new teacher with the district's Core Competencies and help build teaching practices around them, to help solve problems as they arise, to go over routine tasks and issues, and to acclimate new faculty members to our district.
   B. Mentors will be selected from a pool of volunteers within each building.
   C. Mentors will be in the professional growth phase of the appraisal system. Exceptions may be made by the building administrator.
   D. Mentors will be paid a yearly stipend for each new faculty member to whom they are assigned. The stipend is determined by the supplemental pay schedule of the contract.
   E. Each mentor and new faculty member is required to attend an inservice training prior to the beginning of the school year.
   F. Each mentor and his or her assigned faculty member will have a minimum of 16 contact hours.
   G. Mentors do not play a role in the professional appraisal process.

2. Professional growth activities are required for years 3 and 4.
   A. Evidence of revised artifacts
   B. Evidence of shared responsibility on district/building committees/co-curricular activities
   C. Evidence of participation in professional growth activities

3. A mentor may be requested by the professional in years 3 or 4 if the professional has a teaching assignment change.
SUMMATIVE PERFORMANCE REVIEW

The purpose of the Summative Performance Review conference is to discuss the *Summative Performance Review Form*.

1. A conference will be held to review the *Summative Performance Review Form* at least ten (10) working days prior to the March Board of Education meeting.

2. Formal and informal data and professional practices will be used to complete the *Summative Performance Review Form*. (See Appendix for copy of the *Summative Performance Review Form*.)

3. The professional may file in his/her personnel file any comment with respect to information contained in the Summative Performance Review. These comments shall be submitted within five (5) working days of receipt of the Summative Performance Review.
APPENDICES

Non-Tenure Professional Appraisal Forms For School Counselors

1. Suggested List of Artifacts ................................................................. 22

2. Pre-observation Form (filed at building level only) ....................... 23

3. Observation Reflection Form ............................................................... 25

4. Observation Conference Form ............................................................ 26

5. Conference Form .............................................................................. 28

6. Summative Performance Review Form ............................................. 30

7. List of Qualified Evaluators ................................................................. 32

8. Counselor Job Description ................................................................. 39

All forms are available from your building administrator.
Macomb Community Unit School District #185
SUGGESTED LIST OF ARTIFACTS FOR COUNSELORS*

Domain I - Counseling
Case files
Case notes
Consent forms
Release of Information forms
Treatment Plans
Short-term and long-term goals and objectives
Documentation of student progress
Group Counseling Lesson Plans
Crisis Plans
Suicide Checklist
Depression Screening
Anxiety Screening
Samples of children’s art, drawing, hand-made books
Parent Communication (notes, letters, phone calls, surveys, newsletters, parent classes)
Team/Grade level meeting notes
Staffing notes
Career Assessment/Student Portfolio
Student/Teacher needs assessments

Domain II - Developmental Counseling Curriculum and Classroom Instruction
Physical Layout
Seating Arrangement
Grouping strategies
Classroom rules/routine/management strategies
Modifications/Differentiation for Special Needs (IEP, 504, etc.)
Needs assessments
Developmental Counseling Curriculum
   Instructional Sequence
   Student work samples
   Student assessment samples
Technology (e-boards, CD/DVD, United Streaming, etc.)
Curriculum Mapper
Program Evaluation Data

Domain III - Professional Responsibilities
Professional Involvement (district and school committees, professional organizations)
Research to practice (Professional Reading, Journals)
Course work, Conferences, Workshops, Presentations
Attendance
Presentations to building staff
Copy of National Standards, ACA/ASCA Code of Ethics
Copy of daily/weekly/monthly schedule
Accountability data
DCFS file

*Use of technology resources is encouraged in developing artifacts
Macomb Community Unit School District #185

PRE-OBSERVATION CONFERENCE FORM
CLASSROOM COUNSELING

Non-Tenured Counselor

Name__________________________________________ Administrator____________________________
School__________________________________________ Date of Pre-conference_____________________
Grade_______ Subject____________________________ Time of Observation________________________

1. Describe the curriculum and classroom schedule. (Components 2A2, 2A3, 2A4, 2C1)

2. Briefly describe the student/s in this class including those with special needs. (Components 2A1, 2A4, 2B4)

3. What are the objective(s) for the classroom lesson? What do you want the students to learn? (Components 2A2, 2A3, 2A4, 2C1)

4. How do these objective(s) support the District's Developmental Counseling Curriculum, the Illinois School Code Standards for School Counselors, and/or the National Standards for School Counselors? (Components 3A3, 3A5, 3B1, 3B3)
5. How do you plan to engage students in the content? What will you do? What will the students do? (Components 2A5, 2B1, 2B2)

6. Describe any difficulties you anticipate and plans to accommodate these difficulties. (Components 2B1, 2B2)

7. What instructional materials or other resources will you use? (Components 2A2, 2A3, 2C1)

8. How do you plan to assess student and program success? (Component 2C4 and/or)

Observational Focus (During observation, all three domains will be observed):

This form will be filed at building level only.
Name_________________ School________________________
Grade_________________________________________ Subject_________________________________
Observation Date________________________________ Time___________________________________
Post Conference Date_____________________________ Time___________________________________

1. As I reflect on the classroom lesson, to what extent were students productively engaged? (Components 2A5, 2B1, 2B2)

2. Did the students learn what I intended? Were my instructional objective(s) met? How do I know? (Components 2C1, 2C4)

3. Did I alter my objective(s) or instructional plan as I facilitated the session/taught the lesson? If so, why? (Components 2C1, 2C4)

4. If I had the opportunity to facilitate this session/teach this lesson again, what would I do differently? Why? (Component 2C1, 2C4)

_________________________________________  ________________________________
Faculty Member's Signature/Date  Administrator's Signature/Date

This form will be filed at the building level only.
OBSERVATION CONFERENCE FORM
CLASSROOM COUNSELING

Non-Tenured Counselor

Name ___________________________________ Administrator _____________________________

School_________________________________ Date of Observation_______________________

Grade______ Subject______________________ Time of Observation_______________________

LESSON ANALYSIS

Brief Summary:

Professional Competencies Observed and/or Documented and Met:

Developmental Counseling Curriculum
2a:  1 _____ 2 _____ 3 _____ 4 _____ 5 _____

And Classroom Instruction:
2b:  1 _____ 2 _____ 3 _____ 4 _____
2c:  1 _____ 2 _____ 3 _____ 4 _____
Observation Conference Form - Non-Tenured Counselor
Page 2

Professional Competencies Observed and/or Documented and Not Met:

Developmental Counseling Curriculum
2a: 1 ______ 2 ______ 3 ______ 4 ______ 5 ______

And Classroom Instruction:
2b: 1 ______ 2 ______ 3 ______ 4 ______
2c: 1 ______ 2 ______ 3 ______ 4 ______

Strengths Observed and/or Documented:

Suggestions for Improvement:

________________________________________
__________________________________________

Faculty Member's Signature/Date

Administrator's Signature/Date

This form will be filed at the building level only.
Name_________________________________________Administrator____________________________
School_________________________________________Date of Conference________________________
Grade_______ Subject__________________________ Time of Conference________________________

Professional Competencies to Be Discussed:

Domain I
Counseling: 1a:  1 ______ 2 ______ 3 ______ 4 ______ 5 ______ 6 ______ 7 ______
1b:  1 ______ 2 ______ 3 ______
1c:  1 ______ 2 ______ 3 ______
1d:  1 ______ 2 ______ 3 ______
1e:  1 ______ 2 ______ 3 ______ 4 ______

Domain II
Developmental Counseling Curriculum 2a:  1 ______ 2 ______ 3 ______ 4 ______ 5 ______
And Classroom Instruction:
2b:  1 ______ 2 ______ 3 ______ 4 ______
2c:  1 ______ 2 ______ 3 ______ 4 ______

Domain III
Professional Responsibilities: 3a:  1 ______ 2 ______ 3 ______ 4 ______ 5 ______
3b:  1 ______ 2 ______ 3 ______ 4 ______
3c:  1 ______ 2 ______ 3 ______ 4 ______ 5 ______

(Below are suggested questions for all domains)
1. Describe your current counseling caseload and schedule. (Components 3BC, 3B4, 3C3)
2. Describe a current case including consent, release of information, assessments, treatment plan, short
   and long term objectives. (Components 1A1, 1A2, 1A5, 1B1-3, 3A1, 3B1-2, 3B4, 3C1-5)
3. Describe your consultation with other SSP’s and teachers, agencies, and parents. (Components 1B3,
   2A1, 2C2)
4. Describe any difficulties this case presents and how you accommodate these difficulties. (Components
   1C1, 1C2)
5. What interventions, techniques, materials, activities will you use? (Components 1A3, 3A2, 3A3,)
6. How do you plan to engage students in the content? What will you do? What will the students do?
   (Components 1A3, 1B2)
7. How will you measure student progress toward counseling goals? (Components 1A2, 1A3, 2C4)
8. Describe professional involvement (committees, organizations, course work, workshops,
   presentations). (Components 3A3, 3A4, 3A5)
9. What percentage of your time is spent on counseling, developmental curriculum and classroom
   instruction, and professional development? (Component 3B3)
10. Describe a current legal/ethical issue of concern. (Components 1A7, 3C1-5)
Strengths Observed and/or Documented:

Suggestions for Improvement:

Comments:

_________________________________________  _________________________________________
Faculty Member's Signature/Date  Administrator's Signature/Date

This form will be filed at the building level only.
I. Performance Review of Professional Competencies

Domain 1 - Counseling:

Domain 2 – Developmental Counseling Curriculum and Classroom Instruction:

Domain 3 - Professional Responsibilities:
II. Administrator's Comments (Summary of strengths and weaknesses):

III. Faculty Member’s Comments:

V. Administrator’s Recommendation for Employment:

______________________________  ________________________________
Faculty Member's Signature/Date  Administrator's Signature/Date

A copy of this form will be given to the teacher, filed at the building level and placed in the teacher’s personnel file at the district level.
Macomb Community Unit School District #185

LIST OF QUALIFIED EVALUATORS

Kelly Carpenter, Principal, MacArthur Early Childhood Center/
Rose Platt, Principal, Lincoln Elementary School
Maureen Hazell, Principal, Edison Elementary School
Dana Isackson, Principal, Macomb Junior High School
John Rumley, Macomb Senior High School
Amber France, Assistant Dean of Students – MJS HS/Principal – West Central Illinois Special Education Cooperative Program at MJHS
Ed Fulkerson, Dean of Students, Grades 7-12
David Bartlett, Athletic Director
Alene Reuschel, Superintendent of Schools
PROFESSIONAL GROWTH PLAN FOR TENURED COUNSELORS
Macomb Community Unit School District #185

PROFESSIONAL GROWTH PLAN

The Professional Growth Planning process supports the continual improvement of professional skills for the benefit of the students of Macomb Community Unit School District #185. A counselor entering tenure status has met the criteria established by Illinois law and has demonstrated satisfactory performance in all the Professional Competencies as described in this document. If a counselor has a teaching assignment change, a mentor may be requested by the professional.

From the outset of the first tenure year and continuing throughout the faculty member's professional career, the faculty member and administrator work collaboratively to ensure strengthening of the Professional Competencies. There are two major components to this process: (1) continued appraisal of the Professional Competencies and (2) planning for continued professional growth.

1. **Continued Appraisal of Professional Competencies**

   The appraisal of the professional competencies is holistic. It is an ongoing process and is conducted by the administrator through formal or informal classroom observations and other school settings, such as faculty meetings, staffings, in-service sessions, parent conferences, co-curricular activities. The Professional Competencies for counselors are the standards to which each counselor is held accountable. The administrator or the counselor may arrange for a conference to discuss performance related to the Professional Competencies as needed. A description of each counselor’s duties is set forth in the current, applicable job description for that class of counselor as promulgated by the Board of Education. (Reference to such job descriptions in this Plan is pursuant to the requirements of Section 24A-5 of the School Code only and shall not be construed to constitute agreement to discussion or negotiation of such job descriptions with the Association except to the extent otherwise required by law.)

Each tenured counselor shall be evaluated at least once in the course of every two (2) school years, and such evaluation shall include the following components:

- Personal observation by a qualified administrator. (To be documented on the Professional Appraisal Summary Form).

- Consideration of the counselor’s attendance, instructional planning, instructional methods, classroom management where relevant (individual and group counseling, crisis response, developmental counseling curriculum, professional responsibilities), as set forth in the Professional Competencies.

- A description of the counselor’s strengths and weaknesses, with supporting reasons for the comments made.

- A rating of each counselor’s performance as “Excellent”, “Proficient”, or “Unsatisfactory”, as follows: Unsatisfactory - failure to demonstrate one or more of the three domains at an acceptable level; Proficient - demonstration of all domains of Professional Competencies at an acceptable level; Excellent - performance generally exceeding expectations for acceptable counselor performance across the domains. Such ratings shall be determined at the discretion of the qualified administrator(s) evaluating the counselor based upon the counselor's performance.
• Placement of a copy of the evaluation in the counselor’s personnel file, with a copy to the counselor.

• For any counselor receiving an evaluation of “Unsatisfactory”, implementation of a remediation plan in accordance with Section 24A of The School Code within 30 thirty days of completion of the “Unsatisfactory” rating.

A listing of the District administrators currently qualified to evaluate counselor performance pursuant to Section 24A-3 of the School Code shall be attached to this Plan as an Appendix, and may be updated from time to time as necessary to remain current.

2. **Planning for Continued Professional Growth**

Planning for Professional Growth is the second component of the tenured counselor’s plan. It is both proactive and collaborative. The counselor identifies goals. The administrator(s) and counselor(s) collaborate to develop a plan that will meet those goals. If the Professional Growth Plan cannot be mutually agreed upon, the Professional Growth Plan prepared by the counselor will be referred to the District Professional Appraisal Committee for resolution. (See Appendix for procedure.) The Professional Competencies for Counselors are the standards to which each counselor is held accountable. The counselor’s professional goals, therefore, reflect the Professional Competencies. The Professional Growth Plan allows counselors to implement, evaluate and revise their instructional practices to strengthen the Professional Competencies. While achieving the identified goals is the objective, it is the process of working toward those goals that recognizes the individual as a true professional. During the process, each counselor may maintain a collection of artifacts that demonstrate progress toward achievement of the professional growth goals. (See Appendix for list of suggestions.)
Professional Growth Plan - Options and Choices

Individual or Team Professional Growth Participants:
Counselors may participate as part of a team with grade level colleagues, members of department teams, across schools or in any combination. Counselors may also elect to work individually. In cases of inter-school teams, all administrators of the involved schools are involved in the planning process.

Duration of Professional Growth Plan:
Professional Growth Plans may continue for one or two years.

Professional Growth Plan Goals:
Goals should reflect building or district goals, which result in the continuous improvement of student learning. The goals must be directly linked to the Professional Competencies for Counselors as published in this document.

Professional Growth Plan Activities/Methods:
Activities and methods may include any of the following:
  A. action research
  B. self-assessment of teaching through video taping
  C. mentoring
  D. graduate course work
  E. classroom observations
  F. development of teaching materials/instructional units
  G. Professional Growth team meetings
  H. workshops (presenter or participant)
  I. other

Professional Growth Plan Artifacts/Materials:
Artifacts are indicators of progress which demonstrate professional growth and may include tangible or intangible outcomes. Indicators of progress may be selected and agreed to as part of the Professional Growth Plan. See Appendix for suggested artifacts.

The artifacts are the property of the counselor.

Professional Growth Plan Revisions:
In the event a Professional Growth Plan needs to be revised, all revisions must be planned with the administrator and mutually agreed upon.

Professional Growth Plan Schedule:
Individual or group projects will last one or two years.
  A time line will be included as part of the plan.
  An annual progress report will be completed by each individual or team. (Two year plans only)
  A final summary will be completed by each individual.
  The final summary is included in the counselor's personnel file.

Following is a schedule of dates to accomplish the necessary documentation for the Professional Growth planning process. Each administrator is responsible for planning the schedule in the building. The Required Schedule Dates are common across the district.
REQUIRED SCHEDULE DATES

October 1          Single year plans - All revisions and plans finalized.

November 1        Two-year plans - All revisions and plans finalized.

March 1 - April 30  Individual or team meets with administrator to discuss progress. The two-year progress report must be sent to administrator at least one week in advance of scheduled meeting.

By April 30        Individual or team meets with administrator to discuss final summary form. The final summary form must be sent to administrator at least one week in advance of meeting.

By May 10         Conference for *Professional Appraisal Summary Form* to be completed biannually.
APPENDICES

Appraisal of Professional Competencies and Professional Growth Plan Forms

1. Counselor Job Description ................................................................. 39
2. Conference Form ................................................................................. 41
3. Professional Growth Plan Outline ....................................................... 43
4. Professional Growth Plan Annual Progress Report ................................ 44
5. Professional Growth Plan Final Summary Form .................................... 45
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7. Procedure for Professional Growth Plan Referral ................................ 46
8. Professional Appraisal Summary Form ............................................. 47
9. List of Qualified Evaluators .............................................................. 32

All forms are available from your building administrator.
MACOMB COMMUNITY UNIT SCHOOL DISTRICT NO. 185

JOB DESCRIPTION

TITLE: School Counselor

QUALIFICATIONS:
1. Meets standard Illinois certification requirements
2. Masters Degree in school counseling
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Building Principal

SUPERVISES: Appropriate employees when assigned by supervisor

JOB GOAL: To assist students with personal/social/academic development. To help students set realistic short/long term goals. To help students achieve a positive self-concept and build relationships.

PERFORMANCE RESPONSIBILITIES:

1. Provide individual counseling.
   a. Counsel students with personal, social, academic, and career needs.
   b. Implement appropriate techniques and interventions for students, families, and school during crisis situations.
   c. Provide appropriate referral services.
   d. Demonstrate the skills to build a therapeutic and trusting relationship.
   e. Demonstrate appropriate skills in working with parents.
   f. Plan interventions appropriate to students’ developmental level.
   g. Work effectively with students with various disabilities.
   h. Incorporate an approach to social and cultural diversity that is equitable for all students.
   i. Maintain confidentiality.

2. Provide group developmental, academic, and career counseling.
   a. Utilize group-counseling methods (support groups, leadership groups, psycho-educational groups), as needed.
   b. Work collaboratively with all school personnel and parent/guardian to ensure student academic achievement.
   c. Develop, organize and implement the developmental counseling curriculum in coordination with counselors.
   d. Utilize classroom management skills, when providing classroom instruction, to focus student’s attention and engage them in learning.
   e. Enhance students’ self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career explorations activities.
   f. Assist students to develop self-awareness and self-efficacy; to respect self and others; to express feelings; to get along with peers, parents, and authority figures; to predict the consequences of choices; to solve conflicts and control anger; and to cope with peer pressure and manage life’s choices.
g. Develop and implement activities to orient staff, parent, and community to the counseling program.

h. Use data to plan the developmental counseling program, to enhance students’ outcomes, and to evaluate and modify the program (needs assessments, surveys, interview, focus groups, etc.).

i. Use technology to help students develop and evaluate personal goals and educational and career goals.

3. **Attend Grade Level, Team, or Division Head Meetings as requested by principal.**

4. **Perform duties assigned by the principal which may include the following:**
   a. Assist in the development of class schedules.
   b. Assist in the registration of returning and new students.
   c. Coordinate and interpret annual student testing.
   d. Organize and interpret student records.
   e. Coordinate the process for identifying gifted students.
   f. Coordinate student and parent events as assigned.

5. **Participate in analysis and staffing of student referrals to special education, 504 Plan, and SAT/SAP Teams.**

6. **Follow Board of Education policies including awareness of the crisis management plan and work with building principal in crisis situation.**

7. **Follow national and state standards for school counselors.**

8. **Assist in maintaining a positive building climate.**

9. **Keep current with the professional research in counseling.**

10. **Perform other duties as assigned by the principal.**

**Terms of Employment:** Based upon negotiated contract.

**Evaluation:** Performance of this job will be evaluated in accordance with provisions of the Board’s policy on appraisal of professional personnel.

07/21/03
Macomb Community Unit School District #185

CONFERENCE FORM
Tenured Counselor

Name_________________________________________Administrator____________________________

School________________________________________ Date of Conference________________________
Grade________ Subject______________________ Time of Conference________________________

Professional Competencies to Be Discussed:

Domain I
Counseling: 1a: 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____
1b: 1_____ 2_____ 3_____
1c: 1_____ 2_____ 3_____
1d: 1_____ 2_____ 3_____
1e: 1_____ 2_____ 3_____

Domain II
Developmental Counseling Curriculum 2a: 1_____ 2_____ 3_____ 4_____ 5_____ And Classroom Instruction:
2b: 1_____ 2_____ 3_____ 4_____ 5_____ 2c: 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____

Domain III
Professional Responsibilities: 3a: 1_____ 2_____ 3_____ 4_____ 5_____ 3b: 1_____ 2_____ 3_____ 4_____ 3c: 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____

(Below are suggested questions for all domains)
11. Describe your current counseling caseload and schedule. (Components 3BC, 3B4, 3C3)
12. Describe a current case including consent, release of information, assessments, treatment plan, short and long term objectives. (Components 1A1, 1A2, 1A5, 1B1-3, 3A1, 3B1-2, 3B4, 3C1-5)
13. Describe your consultation with other SSP’s and teachers, agencies, and parents. (Components 1B3, 2A1, 2C2)
14. Describe any difficulties this case presents and how you accommodate these difficulties. (Components 1C1, 1C2)
15. What interventions, techniques, materials, activities will you use? (Components 1A3, 3A2, 3A3)
16. How do you plan to engage students in the content? What will you do? What will the students do? (Components 1A3, 1B2)
17. How will you measure student progress toward counseling goals? (Components 1A2, 1A3, 2C4)
18. Describe professional involvement (committees, organizations, course work, workshops, presentations). (Components 3A3, 3A4, 3A5)
19. What percentage of your time is spent on counseling, developmental curriculum and classroom instruction, and professional development? (Component 3B3)
20. Describe a current legal/ethical issue of concern. (Components 1A7, 3C1-5)
Strengths Observed and/or Documented:

Suggestions for Improvement:

Comments:

____________________________  ______________________________
Faculty Member's Signature/Date  Administrator's Signature/Date

This form will be filed at the building level only.
Macomb Community Unit School District #185
PROFESSIONAL GROWTH PLAN OUTLINE
This outline is to be completed by faculty members who work on an individual plan or collaboratively by all participants involved on a team

Participant (Include School, Grade/Dept./Team):

Evaluation Cycle ____

______________________________________________________________________________

Overall Goal(s):

______________________________________________________________________________

Activities to meet the goals of this plan:

______________________________________________________________________________

Artifacts to be collected (optional):

Administrator: ___________________ Date: ___________ Participant(s): ___________________ Date: ___________

Signature

Signature(s)
Participant (School, Grade):

Evaluation Cycle: ___

Plan Outcomes:

Artifacts Submitted (optional):

Counselor Comments/Reflections:

Future Considerations:

Administrator Comments/Reflections:

Administrator signature: ____________ Date: ________ Participant's signature: ____________ Date: ________

A copy of this form will be given to the counselor, filed at the building level, and placed in the counselor’s personnel file at the district level.
PROCEDURE FOR PROFESSIONAL GROWTH PLAN REFERRAL

1. Faculty Member(s) and/or administrator may contact the Assistant Superintendent to request the Professional Appraisal Committee to review the faculty member's Professional Growth Plan proposal.

2. Once the request has been made, the Assistant Superintendent will notify both parties in writing of the specified date for review.

3. The Professional Appraisal Committee will meet with faculty member(s) and administrator within 10 working days of the request for review.

4. Both faculty member(s) and administrator should be in attendance to present his/her concerns.

5. After hearing the concerns of both parties and careful review of the plan, the Professional Appraisal Committee will vote to resolve the issue.

6. In the event that a Professional Appraisal Committee member is directly involved in the dispute, that committee member will not participate as an active member of the Professional Appraisal Committee.

7. The Assistant Superintendent serves as a nonvoting member of the Professional Appraisal Committee. In the event an administrative member of the Professional Appraisal Committee is directly involved in the dispute, the Assistant Superintendent will then vote.

8. The Professional Appraisal Committee decision will be submitted in writing within 5 working days to both parties and may not be appealed.
Macomb Community Unit School District #185

PROFESSIONAL APPRAISAL SUMMARY FORM

Name_________________________________________ Administrator____________________________

School________________________________________ Date of Observation_______________________

Grade______ Subject__________________________ Time of Observation______________________

I. Administrator's Comments reflects evaluation of counselor's effort toward Continued Appraisal of
Professional Competencies and Planning for Continued Professional Growth. (See pp. 32 and 33 of
Professional Appraisal System for Counselors).

Summary of strengths and weaknesses:

II. Faculty Member's Comments:

III. Performance Rating: ☐ Excellent ☐ Proficient ☐ Unsatisfactory

________________________________________  ______________________________
Faculty Member's Signature/Date             Administrator's Signature/Date

A copy of this form will be given to the counselor, filed at the building level, and placed in the counselor’s
personnel file at the district level, biannually.
PROFESSIONAL ASSISTANCE PLAN FOR TENURED PROFESSIONALS
PROFESSIONAL ASSISTANCE PLAN FOR TENURED PROFESSIONALS

PURPOSE
The purpose of the Assistance Plan is threefold:

- to enable an administrator to assist a tenured professional needing assistance in a Professional Competency Domain.
- to enable a tenured professional the opportunity to seek assistance in any of the Professional Competency Domains.
- to assure demonstration of core competencies.

The Professional Assistance Plan consists of an Awareness Phase and a Professional Support Phase. At their discretion, parties may include representation during meetings. This Professional Assistance Plan may or may not run concurrently with a counselor’s performance evaluation cycle.

AWARENESS PHASE
The purpose of the Awareness Phase is to bring individuals together to identify and discuss areas of concern related to the Professional Competency Domains. Whenever possible, procedures, resources, and time lines relative to resolving the concerns will be mutually agreed upon. The Awareness Phase will be discussed at an initial meeting held within ten working days of written notification by either party. The Awareness Phase should reach completion within the established time frame. (See Awareness Phase Planning Form and Awareness Phase Meeting Minutes Form.)

A review of progress by the administrator will result in one of three recommendations:

1. Concerns resolved; no further action necessary.
2. Progress noted; continuation of procedures and time line.
3. Concerns remain unresolved; movement to the Professional Support Phase.

Meeting minutes and discussions within the Awareness Phase will remain at the building level between concerned parties. Written documentation of the Awareness Phase will remain on file at the building level for one calendar year following readmission to the Professional Growth Plan.

PROFESSIONAL SUPPORT PHASE
The purpose of the Professional Support Phase is to provide more specific guidance and assistance for the resolution of concerns identified in the Awareness Phase of the Assistance Plan for Tenured Professionals. The Professional Support Phase will be discussed at an initial meeting to be held within ten working days of the final meeting of the Awareness Phase. During this phase, intensive supervisory procedures will be implemented. Whenever possible, procedures and time lines will be established collaboratively. These procedures will be referred to as the Professional Support Action Plan. The professional support phase will be a minimum of one semester in length.
The Professional Support Action Plan will include:

- a statement identifying the concern relative to a Professional Competency Domain;
- an identification of individuals involved in the plan;
- a listing of activities/procedures to be initiated and utilized;
- a listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development, and budgetary considerations;
- a time line indicating implementation dates, meeting dates to review progress of the plan, and final review dates.

Meeting minutes and discussions within the Professional Support Phase will be filed at the building level only. The Professional Support Phase Action Plan form will be filed at both the building and district levels. At their discretion, parties may include representation during meetings.

A written review of progress at the conclusion of the designated time period will result in one of three recommendations:

1. Concern resolved; removal from Assistance Plan to Professional Growth Plan.
2. Progress noted; continuation on Professional Support Phase.
3. Concerns unresolved; "unsatisfactory" rating; movement to State of Illinois Remediation Plan.
APPENDICES

Professional Assistance Plan Forms

1. Awareness Phase Planning Form
2. Progress Meeting Minutes Form
3. Professional Support Phase Action Plan Form

All forms are available from the building administrator.
ASSISTANCE PLAN FOR TENURED PROFESSIONALS

AWARENESS PHASE PLANNING FORM

ADMINISTRATOR:

FACULTY MEMBER:

ADDITIONAL SUPPORT PHASE PARTICIPANTS (if applicable):

DATE:

Professional Competency Domain(s):

Concern(s):

Action Plan Strategies:

Action Plan Success Indicators:
Resources (if applicable):

Initial Meeting Date/Time:

Progress Meeting Dates/Times:

Final Meeting Date/Time:

Recommendation:

___1. Concerns resolved; no further action necessary.

___2. Progress noted; continuation of procedures and time line.

___3. Concerns remain unresolved; movement to the Professional Support Phase.

ADMINISTRATOR SIGNATURE _______________________________ DATE ______________

FACULTY SIGNATURE _______________________________ DATE ______________

This form will be filed at building level only.
ASSISTANCE PLAN FOR TENURED PROFESSIONALS

PROGRESS MEETING MINUTES

ADMINISTRATOR: ___________________________

FACULTY MEMBER: _________________________

DATE: _________________________________

_______________________________________________________________________________________

Professional Competency Domain(s):

Progress Noted:

Administrator Concern(s):

Faculty Concern(s):

Action Plan Modifications (if applicable):

ADMINISTRATOR SIGNATURE ____________________________  DATE ________________

FACULTY SIGNATURE _________________________________  DATE ________________

This form will be filed at building level only.

53
ASSISTANCE PLAN FOR TENURED PROFESSIONALS

PROFESSIONAL SUPPORT PHASE ACTION PLAN

ADMINISTRATOR:

FACULTY MEMBER:

ADDITIONAL SUPPORT PHASE PARTICIPANTS (if applicable):

DATE:

Professional Competency Domain(s):

Concern(s):

Action Plan Strategies:

Action Plan Success Indicators:

Resources (if applicable):

Professional Support Phase Action Plan  
Page 2

Initial Meeting Date/Time:

Progress Meeting(s) Dates/Times:

Final Meeting Date/Time:

Recommendation:

___1. Concern resolved; removal from Assistance Plan to Professional Growth Plan.
___2. Progress noted; continuation on Professional Support Phase.
___3. Concerns unresolved; "unsatisfactory" rating; movement to State of Illinois Remediation Plan.

ADMINISTRATOR SIGNATURE ___________________________DATE________________

FACULTY SIGNATURE_________________________________DATE________________

A copy of this form will be given to the counselor, filed at the building level, and placed in the counselor’s personnel file at the district level.