

**The U.S. Virgin Islands Guidance Counselor Evaluation Guidebook**

**2018-2019**

The Guidance Counselor Task Force acknowledges the invaluable expertise and contributions of the Florida and the Islands Comprehensive Center at ETS (FLICC) and the David C. Anchin Center at the University of South Florida to the development of this guidebook.

TABLE OF CONTENTS

Letter from the commissioner 3

Evaluating Guidance counselor effectiveness 4

introduction 4

forms and resources 5

setting expectations: the business rules 5

the guidance counselor evaluation process in the u.s. virgin islands 6

**aligning the job description and standards 6**

**aligning the standards with a framework 8**

**four domains of responsibility 9**

**evaluation instruments 11**

How evidence is collected 12

**measure 1: professional growth plan 12**

**Measure 2: artifact review/observation 16**

**measure 3: employee time 22**

summative scoring: how scores are determined 22

the summative evaluation meeting 23

reviewing the process: how, when, and why evaluation occurs 24

**evaluation improves practice 24**

**a cyclical process 24**

appendices 27

Glossary 34

**Letter from Commissioner**

**Evaluating Guidance Counselor Effectiveness**

***Introduction.***The U.S. Virgin Islands Department of Education (VIDE) is deeply committed to the implementation of the **U.S. Virgin Islands Employee Effectiveness System (EES)**, an evaluation system that provides growth and support for the educators and employees who serve the students of the Virgin Islands. Evaluation supports professional growth by identifying areas of strength and improvement. VIDE has designed an evaluation process for all guidance counselors as part of the Employee Effectiveness System (EES).

The VIDE considers this evaluation process ***an investment in the guidance counselors of the U.S. Virgin Islands*.** The system honors and enhances the professionalism of guidance counselors as they gain expertise throughout their careers.

In April of 2015, a Task Force was convened to develop and make recommendations for the evaluation process for guidance counselors. Members included guidance counselors and school and district administrators from the St. Thomas/St. John and the St. Croix school districts, AFT and EAA officers, and VIDE representatives. The Florida and the Islands Comprehensive Center (FLICC) staff, along with a national expert on evaluation systems, facilitated the development process. The goals of the Task Force were to

1. Develop a shared vision of what evaluation of school guidance counselors should look like, and
2. Make recommendations to the VIDE on standards, evaluation instruments, and procedures for the evaluation of school guidance counselors.

The Commissioner recognizes the dedication and service of those representing their colleagues on this Task Force:

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This document, the ***U.S. Virgin Islands Guidance Counselor Evaluation Guidebook,*** answers the following questions:

* How will a guidance counselor’s practice be evaluated?
* When will the evaluation take place?
* What are my responsibilities in the evaluation process?
* What standards will be used to evaluate practice?
* What measures will be used?
* What happens after the evaluation process has been completed?

**The guidance counselor evaluation process will be piloted during the 2018-19 school year**. At the end of the pilot year, VIDE will collect data from the pilot participants through methods such as surveys, focus groups, etc. These data will be used by the Department to document successes and determine any adjustments that may need to be made to the process for the following year.

***Forms and Resources***. Resources, such as this guidebook and copies of the forms discussed in this guidebook, are available on the Employee Effectiveness System [**Portal for the Guidance Counselor Evaluation Process**](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html) **(EES Portal)** found on the [VIDE website](http://www.vide.vi). The forms on the [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html) mirror the forms that guidance counselors and administrators will complete and submit in [**TalentEd**](https://vide.tedk12.com/sso/Account/Login). [[**TalentEd**](https://vide.tedk12.com/sso/Account/Login)](https://vide.tedk12.com/sso/Account/Login) is the electronic employee evaluation system. More details on accessing [**TalentEd**](https://vide.tedk12.com/sso/Account/Login) are provided during training and on the Portal. Additional questions may be directed to the EES Program Manager in the St. Thomas/St. John or St. Croix district office.

**Setting Expectations: The Business Rules**

Performance evaluation systematically documents performance for the purpose of ascertaining its quality, extending supports based on evidence-based feedback, and making human resources decisions. Evaluation is one important component of the efforts of the VIDE to build and maintain a highly effective workforce. Other components include certification, preparation, professional development, and retention processes.

Performance evaluation has always been an aspect of counselors’ work in the U.S. Virgin Islands. VIDE has evaluated guidance counselors in accordance with the language in the labor contract, and the U.S. Virgin Islands EES Evaluation Process for guidance counselors is commensurate with that language. Performance evaluation is also an important federal initiative. Business rules describe the evaluation procedure to be used with the St. Croix and the St. Thomas/St. John districts. The following information describes the evaluation business rules.

**Who is evaluated?** All school counselors are evaluated using the EES guidance counselor evaluation process. Previous performance, years of professional experience, and school level do not affect the use of the evaluation procedure.

**Who evaluates guidance counselors?** In the U.S. Virgin Islands, the school-based administrator (principal or assistant principal) is responsible for evaluating the counselor. The administrator will oversee and complete the performance evaluation procedure each year. All school-based administrators complete training in order to evaluate guidance counselors.

**How often are counselors evaluated?** All counselors will complete the evaluation process each year. Counselors will receive formative feedback mid-year and summative feedback before the end of each academic year.

**How will results be used?** Counselors will receive performance feedback from administrators each year during a Summative Meeting convened before the end of the academic year. Feedback is intended to document and improve performance. To ensure that the focus is on improved performance, the administrator discusses with the counselor the importance of reflecting on the current year’s feedback when planning for the following school year’s evaluation cycle. This encourages professional growth by directly linking previous evaluation results to future planning. VIDE will also use the results to plan strategically for professional development and for retention decisions.

**What is a Professional Growth Plan (PGP)?** Like all of the educators and employees of the VIDE, guidance counselors complete a PGP each year, regardless of previous performance or years of experience. The PGP addresses two learning goals which are linked to data, student needs, previous evaluation results, school or district improvement plans, and/or self-reflection. Counselors will be evaluated on the degree to which the PGP has been completed and they have engaged in and achieved their professional learning.

**What happens if disagreements occur about evaluation results?** If a counselor disagrees with evaluation results, he or she should acknowledge receipt of results by signing the required form and discussing areas of disagreement with the administrator. Should disagreements persist, the counselor should file an appeal with the VIDE Division of Human Resources and the American Federation of Teachers.

**When will evaluation occur and how much time will the evaluation require?** TheVirgin Islands Department of Education will set timelines according to the academic calendar. Although a sample timeline is provided in this document (Appendix 5), please refer to the EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html) for the current year’s timeline.

**The Guidance Counselor Evaluation Process in the U.S. Virgin Islands**

This section provides an overview of the design of the evaluation process for guidance counselors and the language and terminology used in describing the process.

***Aligning the Job Description and Standards***. Guidance counselors have a job description that outlines the basic, beginning-level knowledge expected for counselors entering the profession in the Virgin Islands. Guidance counselors work closely with the school administration to promote student success. Counselors guide and advocate for students. They manage student records and testing services, conduct individual and small groups counseling sessions, and meet with parents and guardians. They work closely with teachers to address the needs of particular students or groups or students, and may conduct informational sessions for students, parents, and staff on issues that have arisen or may arise (such as bullying, appropriate use of social media, etc.). They counsel high school students about preparing for their futures after graduation. Guidance counselors may also appear in police court where violation of a school regulation is involved.

In order to measure the performance of the guidance counselor, it is important that

1. The evaluation process aligns with the job description so that the performance of the counselor is evaluated based on those requirements, and
2. The performance of the counselor is measured against professional standards.

Beginning with standards establishes the criteria for performance and ensures that the instruments utilized for measuring performance align with the standards that state what a counselor should know and be able to do. VIDE has adopted the **American School Counselors Association (ASCA)** **National Model**, which encompasses both the **ASCA School Counselor Competencies** and the **Ethical Standards for School Counselors.** The ASCA National Model Executive Summary (see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)) includes this description of the competencies and standards:

“The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors’ decision-making and help to standardize professional practice to protect both students and school counselors.”

- ASCA National Model Executive Summary, p. 2

The knowledge, abilities, skills, and attitudes outlined in the **ASCA School Counselor Competencies** are listed under the following headings:

1. *School Counseling Programs*: School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.
2. *Foundations*: School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.
3. *Management*: School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.
4. *Delivery*: School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.
5. *Accountability*: School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

The full document, with the components under each of the competencies, is available on the EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html).

The **ASCA Ethical Standards** specify the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism expected of school counselors.  The seven areas explicated in the document are:

1. Responsibilities to Students
2. Responsibilities to Parent/Guardians
3. Responsibilities to Colleagues and Professional Associates
4. Responsibilities to Schools, Communities and Families
5. Responsibilities to Self
6. Responsibilities to the Profession
7. Maintenance of the Standards

The full document contains detailed information for each area and is available on the EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html). More information is available at [www.schoolcounselor.org](http://www.schoolcounselor.org)

***Aligning the Standards with a Framework.***Evaluation systems use frameworks to ensure that the process of evaluation is objective and fair across all schools. The framework divides the responsibilities of the guidance counselor into broad categories called domains. Each domain is further explained by components which describe what is important in that domain. The framework also serves as a rubric. A rubric describes practice and behaviors in observable and measurable terms at specific levels of performance. After studying evaluation systems in use across the country, the Task Force decided to adapt the Pennsylvania Department of Education Guidance Counselor Framework, which was based on the Framework for Teaching by Charlotte Danielson. The members of the Task Force modified the rubric, which is aligned with the ASCA standards, to describe the practice of counselors in the U.S. Virgin Islands. An additional resource available to guidance counselors is the document entitled *Aligning the School Counselor Rubric with the ASCA Standards for the School Counseling Profession: A Resource for Self-Reflection* (see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)).

**Standards outline the desired job performance; rubrics describe the performance at specific levels.**

The modified rubric was renamed the *U.S. Virgin Islands Performance Evaluation Framework for Guidance Counselors*. The rubric describes the domains and components across four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished. The descriptors help the counselor understand how to improve his or her practice and grow in the profession. The descriptors also guide the administrator in determining levels of performance for the guidance counselor during the evaluation process.

***Four Domains of Responsibility***. In order to operationalize the standards in day-to-day work, the counselor examines his or her responsibilities across four Domains: (1) Planning and Preparation, (2) The Environment, (3) Delivery of Services, and (4) Professional Responsibilities. The Domains are further explained by components. Each component defines an aspect of a domain. As the guidance counselor examines each domain and its components, s/he will notice that the components, when taken together, describe the broad area of practice under the Domain. Table 1 is a summary of the Domains and their components. This table, identified as the *Framework Placemat*, is available for download as a resource on the EES Portal.

Table 1.

*Domains and Components of the USVI Performance Evaluation Framework for Guidance Counselors*

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** | **Domain 2: The Environment** |
| 1a: Demonstrating knowledge of counseling theory, best practice, and technique  1b: Demonstrating knowledge of child and adolescent development  1c: Establishing goals for the counselor program appropriate to the setting and the students served  1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district  1e: Planning the counseling program, integrated with the regular school program | 2a: Creating an environment of respect and rapport  2b: Establishing a culture for productive communication  2c: Managing routines and procedures  2d: Establishing standards of conduct for counseling sessions and contributing to the culture for student behavior throughout the school  2e: Organizing physical space |
| **Domain 4: Professional Responsibilities** | **Domain 3: Delivery of Services** |
| 4a: Reflecting on practice  4b:Maintaining records and submitting them in a timely fashion  4c: Communicating with families  4d: Participating in a professional community  4e: Engaging in professional development  4f: Showing professionalism | 3a: Assessing student needs  3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of student needs  3c: Using counseling techniques in individual and classroom programs  3d: Brokering resources to meet student needs  3e: Demonstrating flexibility and responsiveness |

Although each domain refers to a distinct aspect of practice, the counselor recognizes that the domains are interrelated, as seen in Figure 1 below.

In both Table 1 and Figure 1 below, notice that Domains 1 and 4 are shown on the left side of the graphic, and Domains 2 and 3 are on the right. This placement is purposeful. Domains 1 and 4 describe the critical work that the counselor does behind the scenes to prepare, plan for, and support the students and school community. Domains 2 and 3 may be thought of as the domains that can be observed. The counselor and the administrator are aware, however, that what an observer sees while the counselor is actively engaged in the work is the result of the hard work done in Domains 1 and 4. Together, the domains and the components describe the holistic duties of the guidance counselor. The purpose of isolating separate aspects of practice is to allow the counselor to focus on, or shine a light on, components of practice that can be strengthened as s/he grows professionally. The counselor continuously grows and learns throughout his or her career, improving practice as s/he gains expertise.

*Figure 1*. The interrelatedness of the domains. This figure represents how the domains relate to one another, comprising the comprehensive practice of the counselor.

Figure 2 below shows an example of how the framework is constructed. Notice that the language of the framework is a useful tool as the counselor reflects on how to hone his or her craft and articulate what s/he is doing well. The complete document, the *U.S. Virgin Islands Performance Evaluation Framework for Guidance Counselors*, can be found in the EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html).

Domains are the broad categories

Components describe the Domains

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Levels of Performance** | | | |
| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Domain 1: Planning and Preparation** | | | | |
| **Component** |  |  |  |  |
| ***1a: Demonstrating knowledge of counseling theory, best practice, and techniques*** | Counselor demonstrates little understanding of counseling theory and techniques. | Counselor demonstrates basic understanding of counseling theory and techniques. | Counselor demonstrates understanding of counseling theory and techniques. | Counselor demonstrates deep and thorough understanding of counseling theory and techniques. |

*Figure 2*. Example of a component. This figure depicts a component and the descriptors across the four levels of performance found in the Guidance Counselor Rubric.

Descriptors under the Levels of Performance delineate the development of expertise along a continuum.

***Evaluation Instruments***. Best practices for evaluation systems require the use of standards-based instruments for these critical reasons:

1. The instruments **focus on evidence**.
   1. Evidence is recorded *at the component level* when conducting the evaluation.
   2. The administrator refers to the evidence when providing feedback to the counselor.
2. There is a **focus on professional growth**.
   1. The focus should not be on scores, though scores are a necessary product of the evaluation system.
   2. The focus should be on ***guiding and supporting professional growth*.**

Looking at evaluation in this way allows a professional to reflect on practice, celebrate accomplishments, and plan for growth in the profession. The guidance counselor is evaluated through the use of the Professional Growth Plan, Artifact Review and/or Observation, and Employee Time. Details describing the instruments used to collect evidence for these measures are found in the next section.

**How Evidence Is Collected**

The U.S. Virgin Islands Guidance Counselor Evaluation Process uses multiple measures to assess performance. Using multiple measures increases assessment fairness and accuracy. The measures used in the counselor process are as follows:

* The Professional Growth Plan
* Artifact Review and/or Observation (four components selected from the USVI Performance Evaluation Framework for Guidance Counselors)
* Employee Time

Each measure is described below.

**Measure 1: Professional Growth Plan (PGP)**

The Professional Growth Plan (PGP) is required for Domain 4 (Professional Responsibilities), Component 4e (Engaging in professional development). The PGP is created, reviewed, and scored in [TalentEd](https://vide.tedk12.com/sso/account/login)***.***  Planning for professional growth that will impact the practice of the counselor requires thoughtful, honest reflection. The better the planning, the more likely goals will be met, services will be improved, and students’ learning will be supported.

*The Five-Step Process*. The PGP process provides a meaningful, individualized opportunity for growth and accountability. There are multiple ways of developing skills and knowledge, and the process allows for differentiation based on the needs and experiences of the counselor. The process ensures that the counselor is actively involved in his or her own professional growth.

The process is cyclical to provide a continuous system of growth and improvement for all counselors (See Figure 3). It is a cycle of planning, implementing, checking, continuing the implementation, and reflecting on the impact of the counselor’s effort and resulting growth. The cycle continues the next year, informed by the learning from the previous year. All forms used for the process can be accessed on the EES [**Portal**](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html) or in [**TalentEd**](https://vide.tedk12.com/sso/account/login).

The first section ofthe *Evaluation Planning Form*(see EES [**Portal**](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)) is used to document the PGP. It is a template that walks the counselor through the completion of the plan. Near the end of the school year, the *PGP Reflection Form*(see EES [**Portal**](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html))is used by the counselor to reflect on the learning and application of the new knowledge and skills as a result of implementing the PGP.

*Figure 3*. The PGP Cycle. This figure illustrates the cyclical nature of the PGP process.

The steps of the process are detailed below.

**Step 1: Complete the first section of the Evaluation Planning Form**. The Evaluation Planning Form is used to document the PGP. The counselor follows the directions on the form in [**TalentEd**](https://vide.tedk12.com/sso/account/login)to develop **two goals**, one professional growth goal and one collaborative goal, which are linked to standards.

* The professional growth goal addresses an area of growth identified by the counselor and informed by self-reflection using theU*S*VI Performance Evaluation Framework for Guidance Counselors, previous evaluation results, and/or other available data.
* The collaborative goal is written by a team of professionals to identify a common area for professional learning. Counselors may wish to collaborate with other counselors at their school or across schools. They may also collaborate with teachers or teacher teams to address a common need. Keep in mind
  + The goal is the same for all of the team members.
  + Each member of the team is responsible for completing appropriate learning activities and reflecting on the learning and use of the new skills and knowledge.

**Remember to refer to the Professional Growth Plan Development Rubric while developing the PGP.**

The *Professional Growth Plan Development Rubric*(see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)) will assist with development of the PGP. The counselor should refer to this document while developing the PGP because it will be used to inform the scoring of the PGP.

Once the needs are identified, the counselor formulates goals for professional learning. Goals for learning are written as SMART goals. SMART is an acronym for **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. A template for writing the goal is shown below and then used in the example. Administrators and teachers are familiar with writing SMART goals and can serve as resources for the counselor. See the VIDE EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html) for additional examples of SMART goals.

Here is the template to use in writing the goal:

**Framing the SMART Goal**

I will improve my ability to (state the practice I want to improve) by (state how and when I will do this) to learn (state what I will learn), and I will implement (how and when I will apply the learning).

Following are examples of SMART goals. The color-coding aligns with the template. The counselor should check to see that all of the parts to the goal are included as s/he writes a goal.

**Example of Professional Growth Goal:** A counselor has heard the term “cultural competence” and after discussing the data collected by the administrative team in the previous school year related to school culture, decides to learn more specifics about how to apply culturally competent practices in her guidance program.

I will improve my ability to utilize culturally competent practices during classroom guidance by viewing a webinar in October on the ASCA website ([www.schoolcounselor.org](http://www.schoolcounselor.org)). I will learn how to infuse culturally competent behaviors into the school’s guidance program and record the specific practices from the webinar that I plan to utilize. I will implement by explaining, modeling, and discussing the specific behaviors with students, and I will journal about the effectiveness of the implementation as well as changes in my own behavior and the behaviors of students and staff.

Next, the counselor states a **rationale for the goal**. Here is a possible rationale for this example.

*As the population at our school becomes increasingly diverse, it is important for me to understand the concepts of acting in a culturally competent manner so that I can model and teach those behaviors to students and staff. Culturally competent behaviors and practices will improve our school culture and students’ perceptions of safety and security on our campus.*

After identifying the professional growth goal and proposed professional learning activity, the counselor identifies **how s/he will demonstrate progress** and achieve the goal. S/he proposes possible examples that might be used to show that the activities are completed, changes in practice occurred, and that the changed practice is used to support student learning.

**How will I know that I am making progress and achieving my goal?**

|  |
| --- |
| *Webinar completion certificate, lesson plans for classroom guidance, journal of the impact of utilizing the new practices* |

In the same way that students need support to achieve learning goals, the counselor also needs support to achieve his or her personal goal. Support comes in many forms and can be provided in many ways, including through technology. School colleagues, such as the other counselors, teachers, assistant principals or the principal may also provide support and/or assistance. **It is important to identify *possible* supports just in case they are needed.**

**What supports might I need to complete the activity and achieve my goal?**

|  |
| --- |
| *Access to technology to view the webinar* |

**Example of Collaborative Goal:** A team of counselors at the high school decides that they would have greater success in assisting students with disabilities plan for post-secondary transitions if they worked collaboratively toward this goal.

As a team of counselors, we will improve our ability to meet the individual needs of students with disabilities in our high school by January of 2019 by learning about the mission, goals and services of at least 3 outside agencies that serve this population (review agency information and websites). We will implement our learning by developing relationships with key personnel in the agencies, sharing information with the team about our contacts, and collaborating when needed to assist students with disabilities, their parents and teachers in formulating detailed post-secondary plans for academic, personal/social, and/or career goals.

**The rationale might state:**

*We decided that we needed to update our knowledge of and familiarity with the outside agencies that can provide support as our students with disabilities transition into the broader society after they leave our high school. This goal will benefit us both individually and as a group.*

**How will I know that we are making progress and achieving our goal?**

*We will create a database with the agencies, their purpose and other pertinent information, and contact information so that there is easy access to the information.*

**What supports might we need to complete the activity and achieve our goal?**

*We will need meeting time to divide up the tasks, update each other on the information we find, and plan for the creation of the database. We will also need a place to house the database that will be accessible to all counselors.*

**Step 2: Finalize the PGP**. The counselor reviews the PGP with the administrator at the Evaluation Planning Meeting. The administrator offers feedback and addresses any specific concerns regarding the performance of the counselor that may be improved through the implementation of the PGP. After this discussion, adjustments to the PGP are made collaboratively. The Evaluation Planning Form, which contains the completed PGP, is saved and submitted in TalentEd.

**Step 3: Begin implementation of the PGP.** Once the PGP is approved, the counselor begins work on the goals. As the work on the PGP progresses, the counselor retains any documents related to the PGP activities (see *PGP Evidence* document on the EES Portal) that may be submitted as evidence of goal achievement. Selected evidence will be uploaded to BriteLocker before the Summative Meeting at the end of the year. The librarian should also examine the *Professional Growth Plan Scoring Form* (see EES Portal) to ensure that s/he is aware of how the PGP will be scored.

**Step 4: Mid-Year Check-in**. The counselor completes the *Mid-Year Checklist* in TalentEd. This form includes progress to date onthe PGP goals. The administrator responds to any requested modifications or additional supports. If needed, the administrator may choose to schedule a meeting to discuss progress on the PGP goals. The Mid-Year Checklist (see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)) is saved and submitted in [**TalentEd**](https://vide.tedk12.com/sso/account/login)**.**

**Steps 5: Reflection**. After the counselor’s work on his or her professional growth and collaborative goals is completed for the year, s/he uploads the evidence of goal achievement to BriteLocker and completes the *PGP Reflection For*m in TalentEd to prepare for the Summative Meeting with the administrator. Progress on the PGP is one item that is discussed at this meeting. The counselor summarizes his/her reflections on the professional learning, how the learning was implemented and the impact of the learning on his/her practice. If completion of an activity occurred late in the year, and the counselor has not had an opportunity to utilize the knowledge or skills in practice, the score of the PGP will be impacted (See PGP Scoring Form on EES Portal). The Summative Meeting is scheduled in TalentEd and typically held in May or June.

**Measure 2: Artifact Review and/or Observation**

Each academic year, four components from the USVI Performance Evaluation Framework for Guidance Counselors are selected for the Artifact Review and/or Observation:

* *One component chosen by the administrator*. This is a school-wide component for all guidance counselors in the school. Administrators consider the needs of the school and how the guidance counselor(s) may contribute to meeting those needs. In choosing this component, the administrator should involve the counselor(s) in a discussion of the rationale for the choice.
* *Three components chosen by the counselor in consultation with the administrator.*

The guidance counselor considers those components that will enhance his or her practice. The evaluation system is meant to promote growth, so the counselor discusses with the administrator the components that will increase his or her effectiveness and improve practice.

*Selecting evidence to demonstrate competency* The components the counselor wishes to propose are recorded on the *Evaluation Planning Form* (see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)), along with suggestions for how specific artifacts or an observation will provide evidence for evaluating performance. The Guidance Counselor Task Force generated a helpful list of possible evidence for the components of the framework. This document, entitled *Examples of Evidence for Guidance Counselors* is in the Resources on the EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html).

There are two methods of evidence collection for the counselor to consider as s/he decides how to demonstrate competency in the four components: artifacts and/or observation. At the Evaluation Planning Meeting held at the beginning of the year (Sept/Oct), the counselor and the administrator discuss the proposed components and what they would consider to be strong evidence for the evaluation of each component. If artifacts are the best evidence, the counselor is responsible for identifying and uploading artifacts to **BriteLocker**, the electronic storage system within TalentEd.

Although an observation is not*required* for guidance counselors, the components that are chosen will determine whether an observation would be the preferred method for evaluating the guidance counselor’s performance on one or more of the selected components. If a counselor and the administrator agreed that a component(s) can only be evaluated or is best evaluated through observation, then the observation is scheduled with the administrator. The counselor and the administrator may also decide that a combination of an observation and an artifact would best provide the evidence needed to evaluate performance. Revisions to the Evaluation Planning Form are made based on the discussion. The Evaluation Planning Form is saved and submitted in TalentEd.

More information about Artifacts and Observation is found below.

1. *Artifacts*

Artifacts demonstrate professional accomplishments related to domains and the components of the framework chosen for the evaluation. Collecting artifacts is not intended to create additional work; rather, the counselor “harvests” artifacts during the academic year to document his or her work. “Harvesting” means that materials created during the day-to-day work of the counselor should be selected as evidence of competency. **Harvesting avoids increasing the counselor’s workload. The counselor should not be creating additional materials solely for the purpose of the evaluation process.** By selecting artifacts from what s/he does each day to provide services for students and other stakeholders, the counselor is building a true picture of his or her professional activities.

The counselor selects artifacts that demonstrate performance on specific components of the USVI Performance Evaluation Framework for Guidance Counselors. The counselor completes the *Artifact Reflection Form* and uploads the selected artifacts to BriteLocker. The administrator reviews the artifacts during the last quarter of the school year, prior to the Summative Meeting. The administrator will set a date for the Artifact Review; the administrator and the counselor can decide whether this will be handled through TalentEd communications or in a face-to-face meeting. The artifacts are scored using the *Artifact and Observation Scoring Form*, which is the same rubric used to score observations. The Framework and the component descriptors will serve as a point of reference for the discussion if the meeting is face-to-face.

Following are FAQs about artifact collection and review.

*How do I select my artifacts?* Choosing artifacts is a reflective process. Every artifact selected will have a purpose and be related to a domain and selected component. The counselor discusses ideas for artifacts with the administrator during the Evaluation Planning Meeting. The counselor is encouraged to collaborate with and share ideas for artifacts with fellow counselors and teachers. The counselor may collect a number of artifacts during the year. Then a final decision on which artifacts are most comprehensive and relevant to the chosen components can be made when it is time to upload them.

*Where will my artifacts be housed?* The counselor saves electronic PDF versions of the artifacts (e.g., scanned or photographed) on his or her computer for consideration as evidence for components chosen for the evaluation. Before uploading the artifacts to Britelocker, the counselor should examine the artifacts collected and determine which of the harvested evidence best demonstrates his or her practice in a particular component. The counselor then uploads the artifacts to BriteLocker, the electronic storage site within TalentEd. A **maximum of 7 artifacts for all four components may be uploaded to BriteLocker**. **Captions or brief descriptions should be included on each artifact to ensure that the administrator understands the relationship of the materials to the component.** *Note: A set of artifacts that provides evidence for a single component can be combined into one PDF*.

*Who selects artifacts?* The counselor will select artifacts as evidence for the selected components each year if that is the method s/he chooses to document performance. S/he may refer to information from prior years and reflect upon progress over time, but should not re-use the same materials from year to year. An exception might be a report that the counselor creates each year. While the report is the same, the data within the report will vary.

*What types of artifacts might be selected?*  Refer to the documen*t Examples of Evidence for Guidance Counselors* generated by the Task Force (see VIDE EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)). Please keep in mind that these are examples. Each counselor will generate ideas for artifacts based on the chosen components, the activities in which s/he engages during day-to day work, and discussions with the administrator.

*When should I start harvesting my artifacts?* As soon as possible! Once the counselor meets with the administrator and has approval on the individual components, s/he can begin harvesting artifacts. Harvesting artifacts works best when the counselor identifies the types of artifacts that are needed, and collects them as they are created and used during the performance of his or her regular duties. For example, if a counselor is planning a group session that will generate artifacts that are appropriate for a component, s/he should capture those artifacts electronically. There is real value in collecting artifacts early in the year, rather than hunting for them at the end of the year.

*Must artifacts be collected across the entire academic year?* No! The counselor may complete the evidence for a component using artifacts collected early in the school year. The purpose of the artifacts is to show good practice, and good practice can be demonstrated at the beginning of the year.

*Can I discuss my artifacts with my colleagues?* Absolutely! The counselor is encouraged to meet with colleagues to discuss components, artifacts, etc., and provide and receive feedback.

*How many artifacts are required for each component?* There is no set number of artifacts for each component; however, the counselor must keep in mind that the **maximum number of artifacts that may be uploaded to BriteLocker for all 4 components is 7.** The key is to use the USVI Performance Evaluation Framework for Guidance Counselors to guide artifact collection. The counselor should look at the descriptors of the highest level of performance (Level 4 – Distinguished) for the component to ensure that s/he is providing artifacts that clearly demonstrate performance at that level. While the counselor may fall short sometimes, Level 4 reflects best practice and should serve to guide the selection of artifacts. In some cases, one artifact will be sufficient to provide evidence of distinguished performance. In other cases, more may be needed. In part, the number of artifacts is dependent on whether they are complete and comprehensive. **One comprehensive artifact may take longer to create but provide stronger evidence than a collection of less detailed artifacts.** A comprehensive artifact, such as a Monthly Report that includes annotations of how activities demonstrate competency, may provide evidence for more than one component. In fact, a single comprehensive artifact can be used as the basis for determining performance on multiple components.

**Remember to include a caption or description on each artifact before uploading to BriteLocker.**

*What support will be provided to help plan for the timely completion of my artifacts?* Since the artifacts are harvested throughout the year, it would be problematic for the counselor to wait until the end of the year to start collecting materials to use for evidence of performance on the components. The administrator reviews the Mid-Year Checklist to establish that the counselor understands what to do and is harvesting materials. Progress on the Professional Growth Plan is also checked. The administrator should encourage additional opportunities for the counselor to meet with other counselors/colleagues to discuss and share materials for their artifact review. This process is not intended to be a solitary endeavor; rather, it presents a rich opportunity to share professional practice. Possible venues for discussion and sharing may include:

* Participants in professional learning communities (PLCs) bring their collection of evidence and discuss with colleagues,
* Part of a guidance counselor meeting held within the district is utilized for evidence sharing and comparison of artifacts,
* Everyone brings evidence to faculty meetings to share and discuss.

*Can colleagues or team members working on projects together use the same evidence?* A counselor who is working on a project with a team (other counselors or teachers) or serving as a resource for other staff may use the same materials or artifacts. For example, if a counselor is collaborating with a school-wide team of teachers, librarians, etc. focused on raising awareness about bullying, he or she may work together to guide and support student work such as projects, posters, videos, plays, or a booklet created by the students. Documentation of the counselor’s efforts, such as guiding students towards appropriate resources about positive and supportive behavior, would reflect the counselor’s individual contributions.

*How are artifacts reviewed?* The administrator will schedule an Artifact Review close to the end of the year, typically in May or June. The administrator and the counselor decide whether this will be handled through TalentEd communications or in a face-to-face meeting. Regardless of whether the review is done face-to-face or through TalentEd, the counselor completes appropriate section of the *Artifact Reflection Form* prior to the artifact review and submits it in TalentEd.

**Artifact Review may be accomplished through TalentEd or face-to-face.**

If scheduled, the face-to-face meeting would proceed as follows:

* The guidance counselor and the administrator review artifacts and observation evidence (if applicable).
  + The counselor discusses the annotation explaining the relationship of the artifact to the component.
  + The administrator asks clarifying questions when appropriate and provides feedback on the guidance counselor’s performance as reflected in the artifacts.
  + The counselor provides additional information as needed.
  + The administrator scores each component separately.
  + The administrator may take notes and then enter scores and feedback in TalentEd, or have TalentEd open during the meeting and enter information directly into TalentEd.

Whether conducted through TalentEd communications or face-to-face, the Artifact Review should focus on making clear the connections between the components and the artifacts. In addition, the administrator provides feedback on performance either in TalentEd or in person in order to promote the professional growth of the guidance counselor.

*What are the criteria for scoring artifacts?* Rubrics for each component can be found in USVI Performance Evaluation Framework for Guidance Counselors. The administrator will use the framework descriptors on the Artifact and Observation Scoring Form (same descriptors as the Framework) to determine which level the artifacts included as evidence in BriteLocker demonstrate. **This is why it is important that the counselor also uses the Framework to provide “targets” during collection of evidence for the Artifact Review.** The counselor should read the rubric descriptors for Level 4 – Distinguished for each component and use it as a target. Even if they fall short, aiming high will contribute to their professional growth.

*How will the artifacts be scored?* The administrator will score each component separately, using the appropriate component of the *Artifact and Observation Scoring Form*.

A useful timeline for Artifact Collection and Review that summarizes this section is found in Appendix 4.

1. *Observation*

The guidance counselor conducts many activities during a school year that are observable. For example, s/he implements classroom and small group guidance sessions on a variety of topics, participates in Basic Child Study Team meetings, conducts parent conferences about student progress and/or behavior, makes presentations to parents, students and faculty, and leads special programs, such as Career Day. If the counselor feels that his/her skills related to a specific component are better measured through direct observation and/or cannot be adequately measured with Artifact Review, then an observation is scheduled with the administrator.

Evidence for scoring is collected by the administrator during the observation based on the levels associated with the Components of the USVI Performance Evaluation Framework forGuidance Counselors. The*Artifact and Observation Scoring Form*(see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)) is used to record the evidence. Only the components selected by the guidance counselor in consultation with the administrator should be considered and scored during the observation.

After the observation, the administrator schedules a post-observation meeting in TalentEd, and the counselor confirms. Prior to that meeting, the counselor completes the *Observation Reflection Form*(see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html)) for the observed component(s) and submits in TalentEd. After discussing his or her feedback with the counselor during the post-conference, the administrator submits the Artifact and Observation Scoring Form. This is completed within 10 days of the observation.

**Measure 3: Employee Time**

Being present is an important professional requirement for all employees of the VIDE. The guidance counselor plays a significant role in the daily life of the students and staff at the school; therefore, it is important that the counselor be present. Employee Time is determined by attendance and punctuality and follows the U.S. Virgin Islands Department of Education Personnel Attendance Policy. The Policy designates four categories for employee attendance: Outstanding, Exceeds Standards, Satisfactory, and Unsatisfactory.

The administrator completes the *Employee Time Form* (see EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html))based on the counselor’s record of attendance and tardiness in TimeForce and submits it beforethe Summative EvaluationMeeting. A copy of the U.S. Virgin Islands Department of Education Personnel Attendance Policy can be accessed on the VIDE website: [www.vide.vi](http://www.vide.vi)

**Summative Scoring: How Scores Are Determined**

The focus of counselor evaluation is ongoing professional growth. Periodically, performance must be evaluated to acknowledge growth, as well as to provide opportunities to improve. Counselors will receive a summative rating of Distinguished, Proficient, Basic, or Unsatisfactory based on the performance levels of the USVI Performance Evaluation Framework for Guidance Counselors. Each measure described in the previous section contributes to the counselor evaluation, though each measure does not contribute equally.

The final Summative Score is derived from the three measures:

1. The Professional Growth Plan is scored using the Professional Growth Plan Scoring Form and accounts for **30%** of the summative score.
2. The Artifact Review/Observation consists of four components, each comprising 15% of the total and scored with evidence related to the USVI Performance Evaluation Framework for Guidance Counselors. Therefore, this represents **60%** of the summative score.
3. Employee Time, reflecting attendance and punctuality, comprises **10%** of the summative score.

*Figure 4:* Weight of evaluation measures. This figure shows the percentages of each evaluation measure in determining the summative score.

Once the administrator has entered a counselor's scores for the PGP, Observation/Artifact Review, and Employee Time, the weighted scores are automatically calculated in TalentEd. The maximum score is 4. The administrator will give the counselor the final score along with feedback at the Summative Evaluation Meeting.

Data from the pilot year (2018-19) will be analyzed to establish score ranges for each performance level. Beginning with full implementation in 2019-20, a counselor will receive a final score and an explanation of where that score falls on the continuum of Distinguished, Proficient, Basic, or Unsatisfactory. The counselor should consider how the summative score reflects his or her efforts and how s/he can continue to grow in his or her professional practice.

**The Summative Evaluation Meeting: Connecting Feedback to Professional Growth**

The administrator is ultimately responsible for the counselor’s evaluation procedures. S/he provides specific, timely, data-driven feedback intended to guide improvement in counselor effectiveness. When the administrator and counselor engage in the evaluation cycle using the USVI Performance Evaluation Framework for Guidance Counselors, they find that the language of the framework supports specific feedback. The rubric defines successful practice and promotes a common understanding of what the skills and behaviors of effective counseling look like.

Aspects of practice that are working well are recognized and strengthened. Aspects of practice that can be improved are revealed, and options for the continuous improvement of the counselor’s practice are discussed. Evidence gathered from the Professional Growth Plan (PGP), the Artifact Review/Observation, and Employee Time is used to set focused goals based on specific feedback.

The administrator can then support the counselor as s/he works toward his or her individual goals to increase effectiveness. Just as in other professions, every counselor has the responsibility to pursue a career-long quest to improve practice. Although feedback is continuous and ongoing throughout the year, the Summative Evaluation Meeting is a unique opportunity for the counselor to engage in a one-on-one collaborative conversation with the administrator focused on his or her growth over the year, using the language of the USVI Performance Evaluation Framework.

After the end-of-year Summative Evaluation Meeting, the counselor reflects on the score attained, and more importantly, on the feedback gained from the process and begins to think about goals for the following school year.

**Reviewing the Evaluation Process: How, When and Why Evaluation Occurs**

***Evaluation Improves Practice.***In designing the evaluation process for guidance counselors, the Task Force considered two purposes: (1) quality assurance and (2) professional growth. It is the desire of VIDE to merge these two goals in a system that is mutually beneficial for both the individual counselor and the organization. Accomplishing this means that all personnel are focused collectively on working to successfully implement the state priorities, which will significantly improve the achievement of all students.

With these purposes in mind, the Task Force has chosen a thoughtful approach to evaluation that engages the counselor in self-assessment, reflection, and professional conversations. The Task Force chose this approachbecause it is similar to those that have been used extensively across the nation and refined over the years. It is also very important to remember that VIDE considers this process ***an******investment in the guidance counselors of the U.S. Virgin Islands*.** The system was designed to honor and enhance each counselor’s professionalism as s/he grows and gains expertise throughout his or her career.

**Stay focused on the purposes of the VIDE evaluation system.**

***A Cyclical Process****.* Fidelity to the evaluation process helps ensure fairness and accuracy. The information provided next summarizes the guidance counselor evaluation process. The documents needed to facilitate the process are housed in TalentEd and in the EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html) and are discussed during training.

Guidance counselor evaluation is a cycle that repeats annually.

*Figure 5*. The Guidance Counselor Evaluation Process. This figure illustrates the cyclical nature of the evaluation process for the counselor.

The steps in the evaluation process explained in this guidebook are as follows:

* **Step 1: Evaluation Planning.** Prior to the Evaluation Planning Meeting, the counselor drafts the *Evaluation Planning Form* by completing goals for the PGP and selecting 3 choice components from the USVI Performance Evaluation Framework for Guidance Counselors. At the meeting, the administrator reviews past performance and district or school plans, explains the evaluation process to the counselor and sets any dates for the evaluation process according to the VIDE timeline. The administrator and counselor discuss the counselor’s PGP, the rationale for the school-wide component, and 3 choice components (total of 4 components). They also discuss how evidence may be collected. Revisions are made based on the discussion. The Evaluation Planning Form is saved and submitted in TalentEd.
* **Step 2: Evidence gathering.** The administrator observes the counselor’s performance if they agree that an observation will provide the best evidence for a component(s). The counselor begins harvesting artifacts to demonstrate evidence for the selected components and begins work on the PGP goals.
* **Step 3: Midyear Check-in.** The counselor submits the *Mid-Year Checklist* in TalentEd. Progress on harvesting artifacts and/or scheduling observations for the 4 components are indicated on the checklist. Any issues with Employee Time are noted. If necessary, the counselor and administrator negotiate appropriate adjustments to the PGP. Any agreed upon modifications are made.
* **Step 4: Evidence gathering.** The counselor continues harvesting evidence for the components and completing PGP goals. An observation(s) is scheduled if needed.
* **Step 5:** **PGP Reflection and Artifact Review.** The counselor reflects on the professional learning and the impact of the learning on the *PGP Reflection Form* in TalentEd, and uploads evidence of PGP completion to BriteLocker. The counselor also uses the *Artifact Reflection Form* to explain how harvested artifacts reflect his or her practice in relation to specific components. The administrator reviews the artifacts summitted to BriteLocker as evidence for the components chosen by the counselor. The Artifact Review is handled through TalentEd or face-to-face.
* **Step 6: Summative Meeting.** The administrator reviews and scores all evidence in preparation for the Summative Meeting. The counselor and administrator then meet for a collaborative discussion to review and reflect upon the year’s progress related to all of the measures and evidence used to determine the evaluation score and rating. **(A rating will not be given in the pilot year.)** The administrator completes the *Summative Evaluation Form* in TalentEd. The administrator and the counselor electronically sign the form, and the administrator submits it in TalentEd.

The Appendices provide additional charts to assist the guidance counselor with organizing the details of the evaluation process.

Inquiries regarding the evaluation process may be directed to the EES Program Manager in the St. Thomas/St. John or St. Croix district office.

**Appendices**

**Appendix 1.**

*Administrator and Counselor Tasks for the annual Guidance Counselor Evaluation Process*

| **Event** | **Task** | **Guidance Counselor** | **Administrator** |
| --- | --- | --- | --- |
| Evaluation  Planning | Complete Evaluation Planning Form & meeting | Draft the Evaluation Planning Form and submit to the administrator in TalentEd before the Evaluation Planning Meeting.  Confirm Evaluation Planning Meeting. | Confirm receipt of the Evaluation Planning Form. Review in preparation for the Evaluation Planning Meeting.  Schedule Evaluation Planning Meeting. |
| Evidence Gathering | Complete observation (optional) | Confirm observation date.  Confirm post-observation conference.  Complete and submit Observation Reflection Form before the post-conference. | Schedule observation (optional pre-conference).  Observe counselor. Save Artifact and Observation Scoring Form and notes in TalentEd.  Schedule post-conference.  Discuss and score observation with counselor at post-conference. |
| Gather artifacts and implement PGP | Harvest artifacts and implement  PGP learning activities. | Provide artifact collection and PGP support to counselor if needed. |
| Mid-year Check-In | Check progress to date | Complete and submit Mid-Year Checklist to document progress.  Adjust component evidence or PGP goals/evidence with administrator as needed. | Confirm receipt of Mid-Year Checklist.  Discuss adjustments with counselor if needed. |
| Evidence Gathering | Complete observation (optional) | Confirm observation date.  Confirm post-observation conference.  Complete and submit Observation Reflection Form before the post-conference. | Schedule observation (optional pre-conference).  Observe counselor. Save Artifact and Observation Scoring Form and notes in TalentEd.  Schedule post-conference.  Discuss and score observation with counselor at post-conference. |
| Gather artifacts and implement PGP | Harvest artifacts and implement  PGP learning activities. | Provide artifact and PGP support if needed. |
| Artifact Review and PGP Reflection | Complete evidence collection for components | Upload annotated artifacts into BriteLocker; complete and submit Artifact Reflection Form prior to the Artifact Review. (If  Confirm Artifact Review Meeting if face-to-face. | Review artifacts in BriteLocker and Artifact Reflection Form in TalentEd prior to the Artifact Review.  Schedule Artifact Review Meeting (if face-to-face).  **OR**  Provide feedback electronically if handling review on TalentEd. |
| Professional Growth Plan | Complete PGP and upload evidence to BriteLocker. Complete and submit PGP Reflection Form. | Complete the Professional Growth Plan Scoring Form. |
| End-of-year meeting | Summative Evaluation Meeting | Confirm Summative Evaluation Meeting.  Discuss performance, feedback, and scores.  Collaborate with administrator to plan for growth and/or improvement.  Sign the Summative Evaluation Form in TalentEd. | Schedule Summative Evaluation Meeting.  Prior to meeting, complete Artifact & Observation Scoring Form, Professional Growth Plan Scoring Form, and Employee Time Form. Submit in TalentEd.  Discuss performance, feedback, and scores.  Collaborate with counselor to plan for growth and/or improvement.  Submit the Summative Evaluation Form to TalentEd. |

**Appendix 2.**

*Annual Guidance Counselor Evaluation Events*

This chart is a quick overview listing the documents and scheduled meetings in TalentEd, organized by event.

|  |  |
| --- | --- |
| Event | Tasks for each event in the annual evaluation process |
| Evaluation Planning | * Counselor completes and submits the Evaluation Planning Form for the Professional Growth Plan and Artifact Review/Observation. * Administrator confirms receipt of the document. * Administrator schedules Evaluation Planning Meeting. * Counselor confirms the meeting. * Administrator saves and submits Evaluation Planning Form. |
| *Evidence gathering begins. Initiate PGP, harvest artifacts and/or schedule observation(s).* | |
| Optional Observation | * Administrator schedules observation. * Counselor confirms. * Administrator schedules post-observation meeting. * Counselor confirms. * Counselor completes and submits Observation Reflection Form. * Administrator saves Artifact and Observation Scoring Form evidence. |
| Mid-Year Check-in | * Counselor completes and submits the Mid-Year Checklist. * Administrator confirms receipt of the document. |
| *Evidence gathering continues. Complete PGP activities, artifact collection and/or observation(s).* | |
| Professional Growth Plan | * Counselor uploads PGP evidence and completes PGP Reflection Form. * Administrator scores using the Professional Growth Plan Scoring Form. |
| Artifact Review | * Administrator schedules meeting. * Counselor confirms. * Counselor uploads artifacts to BriteLocker. * Counselor completes and submits Artifact Reflection Form. * Administrator scores artifacts using the Artifact and Observation Scoring Form. |
| Summative Evaluation Meeting | * Administrator schedules meeting. * Counselor confirms. * Prior to meeting, Administrator completes the Artifact and Observation Scoring Form, Professional Growth Plan Scoring Form, and Employee Time Form and submits for scoring. * At the close of the meeting, Administrator completes Summative Evaluation Form. * Counselor and administrator sign Summative Evaluation Form. * Administrator submits Summative Evaluation Form. |

**Appendix 3.**

*Forms and Resources Available on the Portal*

The VIDE EES [Portal](http://vide.vi/for-employees/employee-portal/for-educators/vide-es/405-guidance-counselor-process.html) for guidance counselors on the VIDE website provides access to the information the guidance counselor needs to complete the annual evaluation process. This chart is a list of the items explained in this guidebook and available to download from the Portal.

|  |  |
| --- | --- |
| Forms | Resources |
| 1. Evaluation Planning Form 2. Mid-Year Checklist 3. Artifact Reflection Form 4. Observation Reflection Form 5. Artifact and Observation Scoring Form 6. PGP Reflection Form 7. Professional Growth Plan Scoring Form 8. Employee Time Form 9. Summative Evaluation Form | * The U.S. Virgin Islands Guidance Counselor Evaluation Guidebook * ASCA Ethical Standards * ASCA Competencies * Aligning the Danielson Framework with the School Counseling Profession * The U.S. Virgin Islands Performance Evaluation Framework for Guidance Counselors * Guidance Counselor Framework Placemat * Examples of Evidence for Guidance Counselors * PGP Frame and Samples * Information about TalentEd, BriteLocker * Common Core Standards * Guides4Learning |

**Appendix 4.**

*Timeline for Artifact Collection/Review*

|  |
| --- |
| Sept/Oct |
| 1. School leadership decides on a single high-priority component for which the counselor(s) will collect evidence (“school-wide component”). This provides the administrator(s) and counselor(s) with an opportunity to unite in their focus on a specific area. 2. The counselor selects three additional components (different from the school-wide component) on which s/he will focus. 3. At the Evaluation Planning Meeting, the counselor provides the administrator with the list of the selected components and suggested artifacts or possible events for observation that would provide evidence for each component on the Evaluation Planning Form. The administrator and the counselor discuss the proposed components and evidence, and make any adjustments. The administrator submits Evaluation Planning Form and both sign form through TalentEd. |
| First semester of school |
| As soon as components are approved, the counselor begins “harvesting” evidence and collecting data to demonstrate proficiency on the components. S/he organizes the evidence by component and annotates each piece of evidence. The artifacts are uploaded to BriteLocker (max of 7) as PDFs. If observations are necessary to provide evidence for the component in addition to, or instead of artifacts, those are scheduled with the administrator. |
| End of first semester/beginning of second semester |
| The counselor completes the Mid-Year Checklist in January to indicate progress in collecting and organizing evidence for the approved components. S/he also indicates progress in meeting the Professional Growth Plan goals and self-assesses Employee Time. A counselor who has no evidence or little evidence is provided with additional guidance and a date is scheduled for a re-check. The administrator submits Mid-Year Checklist and both sign form through TalentEd. |
| Second semester of school |
| The counselor continues with artifact collection if more evidence is necessary to demonstrate competence for the components. |
| End of school year |
| The administrator schedules the Artifact Review no later than a month prior to the end of school year so that s/he can determine a score for the components to be shared with the counselor at the Summative Meeting in June. It is up to the administrator and counselor to jointly decide whether the Artifact Review will be handled through TalentEd or face-to-face. |

**Appendix 5.**

*U.S. Virgin Islands Guidance Counselor Evaluation Process Suggested Timeline\**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Aug.** | **Sept.** | **Oct.** | **Nov.** | **Dec.** | **Jan.** | **Feb.** | **Mar.** | **Apr.** | **May** | **June** |
| Complete Evaluation Planning Form |  |  |  |  |  |  |  |  |  |  |  |
| Discuss PGP, 1 school-wide component and 3 choice components with administrator at Evaluation Planning Meeting. |  |  |  |  |  |  |  |  |  |  |  |
| Implementation of PGP goals |  |  |  |  |  |  |  |  |  |  |  |
| Harvest artifacts |  |  |  |  |  |  |  |  |  |  |  |
| Complete observation(s) if needed |  |  |  |  |  |  |  |  |  |  |  |
| Complete Mid-Year Checklist, indicating progress on PGP, component evidence and time |  |  |  |  |  |  |  |  |  |  |  |
| Modify PGP/component evidence if needed, schedule observation(s) if needed |  |  |  |  |  |  |  |  |  |  |  |
| Artifact Review |  |  |  |  |  |  |  |  |  |  |  |
| Reflection on PGP goals |  |  |  |  |  |  |  |  |  |  |  |
| Summative Evaluation Meeting |  |  |  |  |  |  |  |  |  |  |  |

\* This is a sample timeline for a typical academic year that begins in August and ends in June. Specific due dates for a given academic year will be set by VIDE in coordination with district administrators. Remember to check the VIDE EES Portal for the current year’s dates.

**Glossary**

**BriteLocker** is the electronic storage system for uploading and organizing artifacts.

**Components** define and further explain distinct aspects of the domains. Descriptors of performance at four levels (Distinguished, Proficient, Basic, and Unsatisfactory) provide further specifics about the components.

**Domains** represent broad categories of practice. The practice of guidance counselors is categorized into four domains: (1) Planning and Preparation, (2) The Environment, (3) Delivery of Services, and (4) Professional Responsibilities.

The **U.S. Virgin Islands Employee Evaluation System (EES**) is the evaluation system for all VIDE employees. EES is a growth-oriented system that is focused on meaningful feedback for continuous improvement.

**Evaluation** is a systematic, annual assessment of job performance.

**Feedback** is a specific, timely, data-driven exchange of information intended to guide improvement in employee performance.

A **Framework** is a rubric that describes practice in observable and measurable terms and is used to determine levels of performance. A framework provides an overall structure for the evaluation system.

The[**Portal**](http://www.vide.vi/for-employees/educators-portal/vide-es.html)for the U.S. Virgin Islands Employee Effectiveness System (EES) provides access to information about the process for employee evaluation. It can be found on the Virgin Islands Department of Education [website](http://www.vide.vi) under the For Employees tab/ Effectiveness System. The Portal houses the evaluation calendar, guidebook, forms, resources, and other information and is organized by employee title, e.g., teacher, paraprofessional, librarian, guidance counselor, etc.

**Professional Growth Plan (PGP)** is a document used for planning and setting goals for professional learning that results in improved practice. The PGP is required for all employee evaluations by VIDE.

A **Rubric** describes practice and behaviors in observable and measurable terms and is used to determine levels of performance for the purpose of evaluation. Rubrics provide descriptors at four levels of performance to guide evaluation scoring and feedback.

The **Summative Evaluation Score** is the numerical score automatically calculated by TalentEd once the administrator enters the scores for the observations/artifacts measure (60%), the PGP (30%), and Employee Time (10%).

The **Summative Evaluation Rating** is determined once the final scores have been calculated. The performance levels will be identified using a chart that shows where scores fall on the continuum of Distinguished, Proficient, Basic or Unsatisfactory. *Performance Level Ratings will be assigned after full implementation (not in the pilot year) and after data have been analyzed and cut scores, which are the numerical point at which one level ends and the next begins, are finalized.*

**TalentEd** is the electronic employee evaluation system.