

# TEAM Observation Guidance Documents: Cover Sheet

BACKGROUND
<p>Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.</p>
COMPONENTS
<p>The accompanying documents for each educator group are broken down into two components.</p> <ol style="list-style-type: none"> <li>1. <b>The <i>Observation Guidance</i> document provides:</b> <ul style="list-style-type: none"> <li>• a quick glance at some guiding questions and overarching concerns for each educator group; and</li> <li>• examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.                             <ul style="list-style-type: none"> <li>○ <b>NOTE:</b> Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.</li> </ul> </li> </ul> </li> <li>2. <b>The <i>Observation Support</i> document provides:</b> <ul style="list-style-type: none"> <li>• additional context for the evaluator when considering the responsibilities of each educator,</li> <li>• detailed examples to illuminate some of the key indicators and areas for evidence, and</li> <li>• a platform for meaningful discussion between educators and evaluators around best practices.                             <ul style="list-style-type: none"> <li>○ <b>NOTE:</b> This can be especially useful for structuring pre-conference discussions.</li> </ul> </li> </ul> </li> </ol>

**Available observation guidance documents include:**

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
<ul style="list-style-type: none"> <li>• Alternative Educators</li> <li>• College, Career and Technical Educators (CCTE)</li> <li>• Early Childhood Educators</li> <li>• Pre-K Educators</li> <li>• Early Literacy K-3 Educators</li> <li>• Gifted Educators</li> <li>• Interventionists</li> <li>• Online Educators</li> <li>• Special Educators</li> </ul>	<ul style="list-style-type: none"> <li>• School Audiologists</li> <li>• School Counselors</li> <li>• School Psychologists</li> <li>• School Social Workers</li> <li>• Speech/Language Pathologists (SLP)</li> <li>• Vision Specialists</li> </ul>

# TEAM Observation Guidance: School Counselors

<b>PRE-OBSERVATION QUESTIONS</b>	
1.	<b>How do you coordinate services for students and families?</b>
2.	<b>How do you keep the school and your stakeholders aware of changes to the counseling program?</b>
3.	<b>What system of consultation do you use?</b>
4.	<b>In what ways do you ensure that the counseling program is personally meaningful to stakeholders?</b>
5.	<b>What type of data do you use in planning and delivering your comprehensive school counseling program?</b>
6.	<b>How does your comprehensive school counseling program impact student achievement?</b>
7.	<b>In what ways do you deliver a comprehensive school counseling program?</b>
<b>KEY AREAS FOR EVIDENCE</b>	
1.	<p>Planning of Services – Scope of Work</p> <ul style="list-style-type: none"> <li>• Counselor utilizes school and student data to set specific and measurable annual goals for the counseling program.</li> <li>• Counselor conducts an annual needs assessment to identify strengths and opportunities for program growth and effectiveness.</li> <li>• Counselors spends the majority of time in direct and student support services to students.</li> </ul>
2.	<p>Delivery of Services—Standards and Objectives</p> <ul style="list-style-type: none"> <li>• Counselor uses school counseling standards to assess student growth and development and guide the development of strategies, activities, and services that help students achieve their highest potential.</li> <li>• Counselor delivers large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level.</li> <li>• Utilizes action plans and program results reports to align counseling standards to services and measure the impact of the counseling program.</li> </ul>
3.	<p>Delivery of Services—Activities and Materials</p> <ul style="list-style-type: none"> <li>• Counselor delivers large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level.</li> <li>• Counselor utilizes individual student appraisal and advisement to help all students plan, monitor, and manage their own learning.</li> <li>• Counselor provide individual and group counseling to address students' immediate needs and concerns and resolve academic, social and emotional, or college and career issues that are interrupting learning.</li> <li>• Counselor provides support and assistance to students and school community to navigate critical and emergency situations.</li> <li>• Counselor makes students and families aware of school and community resources that can provide additional information or assistance to help students be successful.</li> </ul>
4.	<p>Delivery of Services—Developing Educational Plans for Students</p> <ul style="list-style-type: none"> <li>• Counselor utilizes individual student appraisal and advisement to help all students plan, monitor, and manage their own learning.</li> <li>• Counselor analyzes school achievement, attendance, and discipline data to identify impact of the counseling program on student development and growth.</li> <li>• Counselor examines program results data and stakeholder feedback to determine the extent of change in student learning and behavior and mastery of counseling standards.</li> </ul>
5.	<p>Environment—Professional Content Knowledge</p> <ul style="list-style-type: none"> <li>• Counselor consults the school counselor competencies and ethical standards to guide decision making, professional growth, and ensure students have access to a high quality school counseling program.</li> <li>• Counselor assesses professional skills to determine a professional growth plan</li> </ul>

<ul style="list-style-type: none"> <li>• Counselor responsibilities align to the school counselor’s training and expertise so that all students will benefit from the counseling program as well as master the school counseling standards.</li> </ul>		
<p>6. Environment—Respectful Culture</p> <ul style="list-style-type: none"> <li>• Counselor has worked with stakeholders to develop clear rules and expectations for behavior that sets high expectations for all students and holds them accountable for their actions.</li> <li>• Counselor practices regularly incorporate student interests and cultural heritage.</li> <li>• Counselor communications with students/stakeholders are consistently varied, of high quality, and demonstrate caring and respect for one another.</li> </ul>		
<b>EXAMPLES OF EVIDENCE/ARTIFACTS</b>		
<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• <b>Portfolios</b></li> <li>• <b>Needs assessments</b></li> <li>• <b>Program management agreements</b></li> <li>• <b>Action plans/results reports</b></li> <li>• <b>504 plans</b></li> <li>• <b>Advisory council meeting agenda</b></li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Post-secondary/graduation plans</li> <li>• Training agendas</li> <li>• Program goals (MEASURE)</li> <li>• Written/electronic communication</li> <li>• School improvement plan</li> <li>• Group counseling lesson plan</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• <b>Portfolios</b></li> <li>• <b>Needs assessments</b></li> <li>• <b>Program management agreements</b></li> <li>• <b>Action plans/results reports</b></li> <li>• <b>504 plans</b></li> <li>• <b>Advisory council meeting agenda</b></li> </ul>	<ul style="list-style-type: none"> <li>• Post-secondary/graduation plans</li> <li>• Training agendas</li> <li>• Program goals (MEASURE)</li> <li>• Written/electronic communication</li> <li>• School improvement plan</li> <li>• Group counseling lesson plan</li> </ul>
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## TEAM Observation Support: School Counselors

The evaluator will need to look more broadly at the school counselor than the classroom teacher, as the counselor is tasked with serving hundreds of students/stakeholders in a unique service setting. Counselor routines may vary at each school, and as such, the pace and structure of services may differ among school sites.

### I. ENVIRONMENT

<b>EXAMPLE—MANAGING STUDENT BEHAVIOR</b>
<p><b>The School Environment—Managing Student Behavior:</b></p> <p>The counselor receives a referral from a teacher regarding student behavior. The counselor does informal observation in class for a baseline of behaviors. The counselor meets with the student to discuss problematic behavior and engage in a participatory problem-solving process to generate possible solutions to help the student. Based on this discussion, the counselor works with the student and teacher to devise a behavior contract that is mutually agreeable to all parties. The student meets with the teacher, parents, and the counselor to review and sign the contract and discuss implementation of the behavior plan. The counselor follows up several times with the student, the teacher, and the parents in order to ensure that the contract is being implemented with fidelity. The counselor thoughtfully uses this feedback to make adjustments where necessary. The counselor provides additional resources for both the classroom teacher and the parent.</p>

### II. DELIVERY OF SERVICES

<b>EXAMPLE—COMMUNICATION</b>
<p><b>Delivery of Services—Communication:</b></p> <p>The counselor leads a parent meeting in a professional manner by hosting the meeting in a comfortable atmosphere, modeling expected behavior, presenting parents with updated documents, and maintaining a calm demeanor. The counselor stays on task throughout the meeting and deftly redirects the focus of the conversation to the topic at hand. The counselor pushes students and parents to actively participate in the problem-solving process and encourages thoughtful reflection.</p>

If a parent or student becomes upset, the counselor handles the situation calmly and professionally. Before ending the meeting, the counselor works with students and parents to come up with an actionable plan for next steps that is mutually agreeable.

#### **EXAMPLE—CONSULTATION**

##### **Delivery of Services—Consultation:**

A parent contacts the counselor to discuss recent changes in their child's behavior. The counselor pulls attendance, academic, and discipline information to help the parent determine if the issue is occurring at school, home, or both. The counselor shares child development information with the parent and works with the parent to come up with potential areas of discord that may be triggering the misbehavior. Throughout the meeting, the counselor makes sure that the parent is actively engaged in problem solving to ensure investment in the agreed upon strategies that will be used to address the issue. The counselor makes the parent aware of services that are available to the student in school as well as community resources and services that may be beneficial. The counselor works with the parent to come up with an action plan and schedules a concrete date for follow-up. The counselor follows up with the parent to provide any additional support and/or information as needed. All of these communications are clearly noted in a parent contact log.

#### **EXAMPLE—SERVICE STRUCTURE AND PACING**

##### **Delivery of Services—Service Structure and Pacing:**

A teacher contacts the counselor to let him/her know about a student with an immediate need. The counselor promptly pulls relevant information (e.g., attendance data, behavior records, previous contact, etc.) and arranges a meeting with that student as soon as possible. The counselor is able to utilize a variety of targeted intervention strategies to help address the issues facing the specific student. The counselor is able to connect the student's family to community resources and sets up a time for a meeting with the student and family. The student is able to leave the initial consultation with concrete, actionable next steps and a plan to effectively address the crisis. Highly effective pacing allows the counselor to meet the immediate stakeholder needs.

#### **EXAMPLE—KNOWLEDGE OF STUDENTS**

##### **Delivery of Services—Knowledge of Students:**

Counselor assists in interpreting student records to identify appropriate and targeted interventions for specific students on his/her caseload. Counselor makes numerous concerted efforts to better understand the cultural background, home life, and other relevant contextual factors of students with which he/she works on a regular basis (e.g., this may include attending cultural diversity workshops, poverty simulations, or other similar trainings to increase sensitivity to specific needs). As a result, students are able to receive specific feedback that aligns with their individual needs. Additionally, counselor works diligently to understand the student body as a whole and develop programming and services to best meet their needs. This overall knowledge allows students to have an increased level of comfort and will improve the chances of their seeking help from the counselor in the future.