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# COUNSELOR EVALUATIONS: MERGING THE DANIELSON FRAMEWORK WITH THE ASCA NATIONAL MODEL

# Workshop Targets

- Conversation on Counselor Evaluations
- Legislation Update
- 90 second Danielson training
- Combining ASCA and Danielson
  - Why?
  - Steps for merging
  - Benefits of a merged tool
  - Limitations
  - Tools, exercises, and resources to help you get started

# Workshop Targets

- VODCAST – Amber Swanson and Dr. Pete Verona
  - Administration/Counselor Collaboration
    - Lessons from the Implementation Process
    - Challenges of Implementation
    - Suggestions for Creating a Collaborative Process

# School Counselors

What my friends think I do

What my Parents think I do

What my colleagues think I do

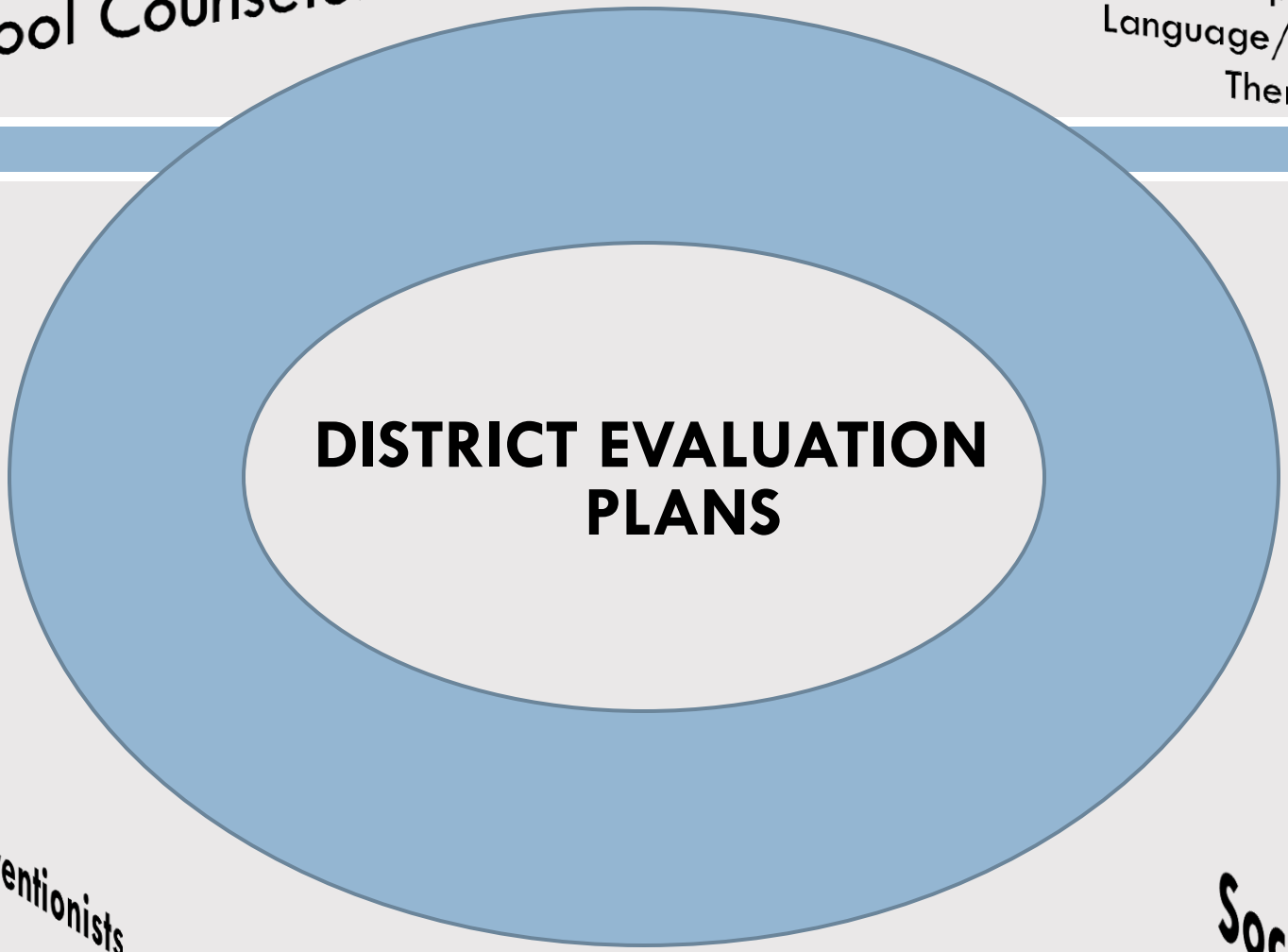
What society thinks I do

What my students think I do

What I actually do

# HAVE YOU EVER or ARE YOU STILL?

- Been evaluated on a teacher tool?
- Been left out of the evaluation process?
- Received feedback that was not useful for professional growth as a *counselor?*
- Evaluated a counselor without an appropriate tool?


School Counselors
Speech Language/Occupational Therapists
DISTRICT EVALUATION PLANS
Interventionists
School Psychologists
Social Workers

BE
PREPARED
NOT
SCARED

# Rationale

- Being held accountable is not a bad thing *if* we are being evaluated on appropriate measures.
- Growth can not occur without reflection and feedback from other professionals in the building.
- While the Danielson model moves us toward a system of accountability and professional growth, it does not connect well enough to ASCA.

# Rationale

- An evaluation tool can not truly be a growth model for counselors *unless* it is connected to ASCA Professional Standards and the National Model.

- Allows school counselors to share data and emphasize how our work supports student success and therefore, success of the school, district, and community.

# WHY DANIELSON?

- **Update on state legislation**
  - Requirement of 4 categories –
    - In effect as of 9/1/12
    - (Excellent, proficient, needs improvement, unsatisfactory)
    - "Danielson or similar tool"
  - Importance of evaluations in FY14
    - Connected to SB 7 and "tenure"
    - Riff situations no longer based on tenure but evaluations

# A 90-Second Danielson Training

## A Framework for Teaching

## Not JUST an Tool for Evaluation

- Intended to enhance professional practice
  - Growth model
- Encourage professional conversation among practitioners
- Links together school/district's mentoring program, professional development, and evaluation processes

# Domains, Components, & Elements

- DOMAINS – 4
  - 1.) Planning and Preparation
  - 2.) Classroom Environment / *The Environment*
  - 3.) Instruction / *Delivery of Service*
  - 4.) Professional Responsibilities
- COMPONENTS – 22
- ELEMENTS – 76

**Domain 1: Planning and Preparation**

1a Demonstrating knowledge of counseling theory and techniques

1b Demonstrating knowledge of child and adolescent development

1c Establishing goals for the counseling 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 district

1e Planning the counseling program, integrated with the regular school program

1f Developing a plan to evaluate the counseling program

**Domain 2: The Environment**

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 and contributing to the culture of student behavior through the school

2e Organizing physical space

**Domain 4: Professional Responsibilities**

4a Reflecting on Practice

4b Maintaining Accurate 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

**Domain 3: Delivery of Service**

3a Assessing student needs

3b Assisting students and teachers in the formulation of academic, personal/social, and career plans based on knowledge of student needs.

3c Using counseling techniques in individual and classroom programs

3d Brokering resources to meet needs

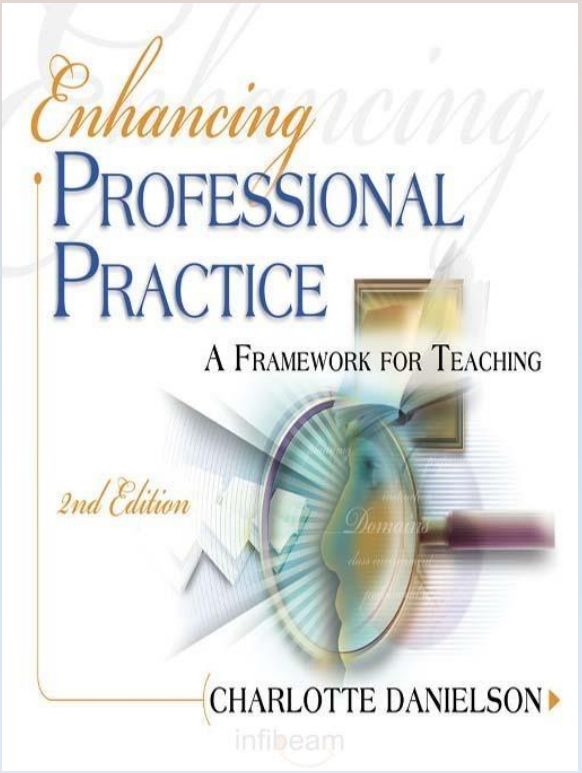
3e Demonstrating flexibility and responsiveness

WHERE IS THE NATIONAL MODEL IN ALL OF THIS?

# WHY TWO DIFFERENT WORLDS?

# WHAT WOULD IT LOOK LIKE IF DANIELSON AND ASCA MET?

AMERICAN SCHOOL COUNSELOR ASSOCIATION



| DANIELSON DOMAINS | ELEMENTS OF THE ASCA NATIONAL MODEL |
| --- | --- |
| Domain 1: Planning and Preparation | Development and Management |
| Domain 2: Environment | Advocacy and Leadership |
| Domain 3: Delivery of Services | Delivery of Services |
| Domain 4: Professional Responsibilities | Accountability |

# Steps to merge ASCA and Danielson

## STEP ONE – ALIGN TO STANDARDS

***Assign a school counselor performance standard to each Danielson component**

**-This process should highlight which components you feel are not aligned with ASCA or your district's program.**

1) Program Organization
2) Counseling Curriculum Delivered to All Students
3) Individual Planning with Students
4) Response Services
5) Systems Support
6) School Counselor/Administrator Agreement
7) Use of Data
8) Student Monitoring
9) Master Calendar/Time
10) Results Evaluation
11) Program Audit
12) Advisory Council
13) Infusing Themes

# Steps to merge ASCA and Danielson

## STEP TWO – Common Language

*Evaluate language of Danielson components and level of performance descriptions to include common language with ASCA.

### SUGGESTED TERMS TO INCORPORATE

-ALL STUDENTS
-COUNSELING CURRICULUM
-RESPONSIVE SERVICES
-PROGRAM MANAGEMENT
-SYSTEM SUPPORT
-ACCOUNTABILITY / DATA
-PROACTIVE
-COLLABORATION AND TEAMING
-AGREEMENT
-RESPONSIBILITY
-LEADERSHIP
-ADVOCACY
-CONSULTATION
-SYSTEMIC CHANGE
-NATIONAL MODEL
-STUDENT SUCCESS

| Domain 2 for School Counselors<br>Environment | | | | |
|---|---|---|---|---|
| **Component** | Level of Performance | | | |
| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| **2d. Encourages staff involvement to ensure the effective implementation of the counseling curriculum (IV-B-1e)** | Does not exhibit willingness or skill to work collaboratively with other professionals. | Sometimes collaborates with other professionals. | **Collaborates** with others with **counseling curriculum** implementation. | Exhibits skill and **leadership** in **professional collaboration** related to **counseling curriculum** implementation. |

# Steps to merge ASCA and Danielson

## STEP THREE:
## COLLABORATION WITH ADMINISTRATION

- **TRANSPARENCY**
  - *Honesty between counselor/administrators is essential to understand the needs of the other's role in the process.*

- **GOALS & TIMELINES**
  - *Requires setting regular meetings and potentially release time.*

- **MULTIPLE PERSPECTIVES**
  - *Include several people to gain the benefit of multiple perspectives*

- **LEADERS**
  - *Delegate department leaders for efficiency and specialization*

- **PRACTICE**
  - *Test drive the tool to reveal areas of concern*

# ADDITIONAL TIPS

- **COMMITTEE –** *Get on it!*

- **CONSULT WITH OTHER SPECIALISTS**
  - *In and out of district*

- **MISSION/VISION STATEMENT**
  - *Develop philosophical backbone before going any further*

- **JOB DESCRIPTION**
  - *Is it aligned with mission/vision and ASCA?*

- **DETERMINE NON-NEGOTIABLES**
  - *Work with your department to determine non-negotiable components for each domain.*
  - *Understand Danielson before you deviate.*
  - *Activity included to facilitate this process*

# Benefits of the Merged Tool

| Benefits | How? |
| --- | --- |
| Advocacy Tool | Requires the evaluator to become familiar with the ASCA model<br><br>Defends elimination of non counseling duties |
| Accountability | No credibility without this. (This is especially important because counselors are not currently included in the student growth requirements in the 2016 evaluations. However, we are not insulated from this accountability to our building, district and community. |
| Proactive | The creation process puts counselors in the driver's seat of department direction, not in mode of reaction |
| Leadership | School Counselors are major players in student growth and achievement. |

# Potential Road Bumps

* Districts mandating verbatim Danielson

*Incongruent with job description

*Lack of administrative/committee support

*Online software

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