Redondo Beach Unified School District
Tier 1 Evaluation – Expectations for Counseling Practice

The Redondo Beach Unified School District's Tier 1 Evaluation for counselors is derived from the Tier 1 Evaluation process for teachers. This evaluation draws on the California Standards for the Teaching Profession (CSTP). The CSTP's themselves are formative standards designed to promote a process of growth and development. The scope of the standards is broad and the descriptors are general so as to maximize applicability to a variety of grade-levels, student populations and circumstances. Accordingly, they do not incorporate specific examples of the actions or activities through which the achievement of a particular standard may be made evident.

The Redondo Beach Unified School District has endeavored to provide counselors with such examples which may be considered as representative of the expectations that we hold for counseling practice in the District. In this document, you will find more specific descriptions of the standards in action. These descriptions do not specify actual activities, but instead provide guidelines for the development of the kinds of actions and activities that a particular standard demands.

For example, Standard 1.1 of the CSTP: *Using knowledge of students to engage them in learning* asks, "How do I know my students as people and as learners? How do I understand reasons for behavior?" We have restated this standard as: *Using knowledge of students to engage them*. In Sub-standard 1.1a of this document, the question of how to accomplish this is answered in part as follows: "The counselor learns about students' backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust." The specific techniques for learning about the backgrounds, experiences, interests and values of the students are the work of the counselor.

This document is used to help you understand what is minimally expected of a counselor in the Redondo Beach Unified School District. It also serves as a solid foundation for discussions between you and your evaluator as you engage in the evaluation process. Its intention is to provide clarity on what each standard means when put into practice. Should you have any questions or uncertainties about the meaning of any standard or its exemplars, consult your evaluator immediately for clarification and guidance.

Engaging and Supporting All Students

Key Elements

<u>1.1   Using knowledge of students to build connections and engagement</u>

a. The counselor learns about students' backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust.

b. The counselor recognizes when students are behaving in an atypical manner and initiates appropriate intervention, collaboration and/or consultation.

c. The counselor assesses students' strengths, interests and needs and provides opportunities for them to make choices and decisions based on those strengths, interests and needs.

d. The counselor promotes parent interaction and involvement and seeks actively to learn about the students' families, relationships and communities through outreach and other activities.

e. The counselor connects students' individual goals and needs to their backgrounds, experiences, interests and values.

Standard Two

Creating & Maintaining Effective Environments

For Student Wellness

Key Elements

2.1   Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

a. The counselor references expectations, norms and procedures when resolving conflicts, re-directing behavior and mediating interactions.

b. The counselor uses both verbal and non-verbal behaviors that indicate a caring attitude toward students.

2.2   Creating physical or virtual environments that promote student wellness

a. The physical layout of the office is designed to facilitate student wellness.

b. The physical layout of the office is designed to support communication between counselor and students.

c. Materials, resources, and activity centers where applicable are easily accessible.

d. The school environment explicitly and implicitly displays academic and/or social-emotional learning goals through visual cues such as current, relevant student-generated bulletin boards.

2.3   Establishing and maintaining supportive environments that are physically, intellectually and emotionally safe

a. The counselor establishes and adheres to practices that ensure regular participation of all students.

b. The counselor involves students in the development of norms and expectations for offering opinions and perspectives and for responding to the opinions and perspectives of others.

c. The counselor actively addresses and mediates interpersonal issues between students according to established expectations and norms for behavior and respect.

2.4 Communicating a supportive environment with high expectations and appropriate support for all students

a. The counselor establishes expectations and routines for student grouping and student interactions in groups.

b. The counselor reinforces intra-group accountability and group responsibility for interactions and outcomes.

c. The counselor assesses progress in social development and provides appropriate acknowledgement and reinforcement of that progress.

2.5 Employing routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can self-advocate .

a. The counselor establishes and adheres to clear routines for student behavior.

b. The counselor uses meetings to review and process expectations, rules and procedures.

c. When asked, students can identify their school counselor and describe supports provided by the counselor.

d. The counselor provides appropriate acknowledgement and reinforcement of students meeting expectations for behavior.

e. The counselor uses non-verbal cues to reinforce expectations for behavior.

f. The counselor recognizes behavioral issues and situations that may escalate and intervenes in advance of an escalation.

2.6 Using counseling to support student growth

a. The counselor adapts and creates new strategies for unique student needs and situations.

b. The counselor creates and adheres to a counseling schedule, weekly and daily.

Standard Three

Understanding and Planning for College and Career Readiness

Key Elements

3.1   Demonstrating knowledge of grade-level expectations and College & Career Readiness standards

> a. The counselor continually increases the depth of his or her knowledge of College and Career Readiness standards and grade-level expectations and applies it in communication with parents, students, and staff.

> b. The counselor uses proven, reliable assessments and data to support students' individual academic growth.

> c. The counselor understands the grade-level expectations and works with parents and students to determine the appropriate educational program sequence.

> d. The counselor draws upon knowledge of grade-level expectations and College and Career Readiness Standards to identify the appropriate outreach for the students and families.

> e. The counselor provides outreach that demonstrates relevance to the "real world".

3.2   Applying knowledge of student development and proficiencies to ensure student success

> a. The counselor plans and utilizes strategies that are appropriate to the physical and cognitive development of his or her students.

> b. The counselor utilizes current research to develop understanding of how students learn and applies that understanding to their students.

3.3   Organizing student plans to facilitate student success with subject matter

> a. The counselor understands how to sequence the courses based on the knowledge, skill-level and learning needs of students where applicable.

> b. The counselor ensures that the sequencing of the courses builds upon demonstrated competencies and prior course completion where applicable.

3.4   Using and adapting resources and technologies to support all students

a. The counselor selectively identifies materials, resources and activities that support the standards-based curriculum and student development.

b. The counselor utilizes available resources (e.g. Illuminate, Google Forms, etc.) to determine student understanding efficiently and provide students with feedback on progress.

c. The counselor utilizes appropriate technologies (e.g. Google for Education, Infinite Campus, Naviance, etc.) to provide additional materials and resources for students.

3.5   <u>Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content</u>

a. The counselor ensures that supports and accommodations for English Learners, students in targeted sub-groups, and special needs students are addressed.

b. The counselor demonstrates cultural awareness and sensitivity in his or her interactions with students and families.

Standard Four

Planning Guidance and Social, Emotional and Academic Supports for All Students

Key Elements

4.1   Using knowledge of students' mindsets and behaviors, cultural background, and individual development to plan supports and interventions

> a. The counselor explicitly accounts for the specific social, emotional and academic needs of students with particular backgrounds in planning and designing supports and interventions

> b. The counselor incorporates plans for individual social, emotional, academic and career development.

> c. The counselor builds on the social, emotional, academic and career readiness of his or her students by planning and implementing supports and interventions based on their strengths in addition to their deficits.

4.2   Establishing goals for student growth

> a. The counselor clearly establishes expectations for social, emotional, academic and career readiness growth to students and parents.

> b. The counselor develops a clear set of sequential objectives that culminate in the achievement of the individual student's social, academic and career readiness growth.

4.3   Developing and sequencing long-term and short-term plans to support student social, emotional, academic and career readiness growth

> a. The counselor identifies which goals are appropriately planned for the short-term and which are appropriately planned for the long-term.

> b. The counselor breaks down goals into a series of intentionally sequenced objectives that build toward the social, emotional and academic growth of all students.

> c. The counselor explicitly identifies and plans for the delivery of skills needed to achieve short-term objectives.

> d. The counselor allows for modification of short-term plans based on current student needs, consultations, observations and student input.

<u>4.4   Planning supports and interventions that incorporate appropriate strategies to meet the</u>
<u>social, emotional, academic and career readiness of all students</u>

> a. The counselor uses the results of formal and informal data to plan supports and interventions according to students' strengths and needs.

> b. The counselor plans for the use of varied, strategies that promote critical-thinking, reflection and personal responsibility.

<u>4.5   Adapting supports and interventions to meet the needs of all students</u>

> a. The counselor will modify supports and interventions according to information gained from both formal and informal data reflecting student needs.

> b. The counselor reflects on the effectiveness/ineffectiveness of the supports and interventions as indicated by formal or informal assessment data and considers alternative approaches and options for students.

Standard Five

Assessing Student Academic and Social Emotional Progress

Key Elements

5.1   Applying knowledge of the purposes, characteristics, and uses of different types of assessments tools to monitor student progress

> a. The counselor understands and is able to utilize effectively various assessment tools and data to support, monitor, and identify individual, school-wide and district-wide trends.

> b. The counselor regularly uses tools and data to identify students in need of additional support. Such tools and data are utilized to develop a targeted intervention plan with clear outcomes for students.

> c. The counselor makes use of informal meetings , periodic check ins and/or analysis of student data to assess student progress .

5.2   Collecting and analyzing assessment data from a variety of sources to inform a yearly plan of action

> a. The counselor actively seeks a variety of information from different sources and perspectives to get to know students' needs and interests.

> b. The counselor understands and employs a variety of assessment tools that best reflect students' strengths.

> c. The counselor creates and modifies the yearly comprehensive counseling plan based on a variety of data/input from different sources.

5.3   Reviewing data, both individually and with colleagues, to monitor student progress

> a. The counselor consistently utilizes a system for assessing student progress both formally and informally, throughout the academic year. Counselors review student data that includes, but is not limited to, attendance, grades, and behavior.

> b. The counselor collaborates regularly with teachers, administrators, and support staff to review both individual and school-wide progress to achieve desired results.

> c. The counselor utilizes data to determine needs for additional interventions, resources, and/or support.

d. The counselor intervenes in a consistent and timely manner, when appropriate, and maintains an accurate record of interventions, resources, and/or support provided.

5.4   Involving all students in self-assessment, goal setting, and monitoring progress

a. The counselor provides goal-setting tools for all students, and provides students opportunities to evaluate and reflect on their progress and make adjustments, as needed.

b. The counselor provides a variety of organizational and self-reflection tools to students, along with strategies on prioritization, time management, and follow through.

c. The counselor uses a collection of data to make recommendations for individual students, their assigned school(s'), or district-wide programs, interventions, or outreach to community partnerships.

d. The counselor has students reflect on their performance at the end of each marking period and has the students offer suggestions and goals on how to increase their academic performance.

Standard Six

Developing as a Professional Educator

Key Elements

6.1   Reflecting on counseling practice in support of students

a. The counselor welcomes feedback from supervisors and peers and uses the feedback to improve professional practice.

b. The counselor makes an accurate assessment of the effectiveness of interventions and supports through the consideration of student academic, social and emotional outcomes.

c. The counselor cites specific suggestions on how counselor-student interaction can be revised to improve student outcomes.

d. The counselor is able to identify areas for professional growth and pursues professional development in those areas.

6.2   Establishing professional goals and engaging in continuous and purposeful professional growth and development

a. The counselor identifies and prioritizes areas for professional growth and develops a growth plan to address those areas.

b. The counselor actively seeks out current and relevant research in identified growth areas and integrates learned concepts into practice.

c. The counselor develops short and long term goals to increase breadth and depth of counseling strategies including the increasing integration of technology into the generation and use of student data.

d. The counselor engages in school-wide activities that contribute to the breadth of his or her professional growth and development.

6.3   Collaborating with colleagues and the broader professional community to support students

a. The counselor actively participates in the school's professional learning community and seeks professional development opportunities related to targeted student outcomes.

b. The counselor solicits feedback from administrators and colleagues on performance and uses the information to improve counseling practice.

c. The counselor contributes to and actively endorses the formulation of a wide variety student support services and activities in collaboration with professional learning communities (PLC's), grade-levels and departments.

6.4   Working with families to support students

a. The counselor initiates communication with parents/guardians and responds promptly to inquiries from parents/guardians.

b. The counselor communicates with parents/guardians in a professional, positive manner at all times.

d. The counselor provides regular information and opportunities for families to learn about and engage in the instructional program.

6.5   Engaging local communities in support of students

a. The counselor actively learns about and respects various cultural backgrounds of his or her students.

b. The counselor actively disseminates information on support services and resources that are available in the local community.

6.6   Managing professional responsibilities to maintain motivation and commitment to all students

a. The counselor continually seeks interactions and opportunities that renew and revitalize commitment to the profession and to the development of all students.

6.7   Demonstrating professional responsibility, integrity and ethical conduct

a. The counselor exhibits a high level of ethics characterized by honesty, integrity, confidentiality and mutual support of colleagues.

b. The counselor embraces continuous improvement through his or her own professional practices as well as through District and school initiatives.

c. The counselor presents professionally at all times in the use of language, manners and professional dress.

Redondo Beach Unified School District

Tier 1 Counselor Evaluation

Name _____

Rating

Level_____ Status _____

Sufficient Growth Insufficient Growth

Standard One – Engaging and Supporting All Students in

Learning 1.1 Using knowledge of students to engage them
☐ ☐

Comments:

Standard Two -Creating & Maintaining Effective Environments For Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
☐ ☐

2.2 Creating physical or virtual learning environments that promote student wellness
☐ ☐

2.3 Establishing and maintaining supportive environments that are physically, intellectually and emotionally safe
☐ ☐

2.4 Communicating a supportive environment with high expectations and appropriate support for all students
☐ ☐

2.5 Employing routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
☐ ☐

2.6 Using counseling to support student growth
☐ ☐

Comments:

Redondo Beach Unified School District
Tier 1 Counselor Evaluation

Rating

Sufficient Growth Insufficient Growth

Standard Three – Understanding and Organizing Subject Matter
for Student Learning

3.1 Demonstrating knowledge of grade-level expectations
and College & Career Readiness standards

☐ ☐

3.2 Applying knowledge of student development and
proficiencies to ensure student success

☐ ☐

3.3 Organizing student plans to facilitate student success with
subject matter

☐ ☐

3.4 Using and adapting resources and technologies to support
all students

☐ ☐

3.5 Addressing the needs of English Learners, students with
special needs, and students in targeted sub-groups to provide
equitable access to content

☐ ☐

Comments:

Standard Four – Planning Guidance and Social, Emotional
and Academic Supports for All Students

4.1 Using knowledge of students' mindsets and behaviors,
cultural background, and individual development to plan
supports and interventions

☐ ☐

4.2 Establishing goals for student growth

☐ ☐

4.3 Developing and sequencing long-term and short-term
plans to support student social, emotional, academic and
career readiness growth

☐ ☐

Redondo Beach Unified School District
Tier 1 Counselor Evaluation

Rating

	Sufficient Growth	Insufficient Growth
4.4 Planning supports and interventions that incorporate appropriate strategies to meet the social, emotional, academic and career readiness needs of all students	☐	☐
4.5 Adapting supports and interventions to meet the needs of all students	☐	☐

Comments:

Standard Five – Assessing Student Learning

	Sufficient Growth	Insufficient Growth
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment tools to monitor student progress	☐	☐
5.2 Collecting and analyzing assessment data from a variety of sources to inform a yearly plan of action	☐	☐
5.3 Reviewing data, both individually and with colleagues, to monitor student progress	☐	☐
5.4 Involving all students in self-assessment, goal setting, and monitoring progress	☐	☐

Comments:

Redondo Beach Unified School District

Tier 1 Counselor Evaluation

	Rating	
	Sufficient Growth	Insufficient Growth

Standard Six – Developing as a Professional Educator

	Sufficient Growth	Insufficient Growth
6.1 Reflecting on counseling practice in support of students	☐	☐
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	☐	☐
6.3 Collaborating with colleagues and the broader professional community to support students	☐	☐
6.4 Working with families to support students	☐	☐
6.5 Engaging local communities in support of students	☐	☐
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	☐	☐
6.7 Demonstrating professional responsibility, integrity and ethical conduct	☐	☐

Comments:

Summary Comments:

Counselor signature _____ Date _____

Evaluator signature _____ Date _____

Redondo Beach Unified School District Tier 1

Evaluation – Initial Reflection – Counselors

Name _____ Level_____ Date_____

The purpose of the Initial Reflection is to enable counselors to think more deeply about their goals for the year, areas of practice where they may wish to improve and specific standards on which they may wish to focus. The Initial Reflection is neither rated nor scored. It should serve as a starting point for discussion with the counselor's evaluator during the initial evaluation meeting.

Think carefully about each reflective prompt before responding. The candor and depth of your responses will enhance the benefits of your evaluation experience this year.

Reflection 1: What are my goals this year?

Reflection 2: What unanswered questions, issues or concerns would I like to resolve this year?

Reflection 3: In which areas of the RBUSD Expectations for Counseling Practice do I feel the greatest need for improvement? What might I do to achieve growth in this area?

Redondo Beach Unified School District Tier 1
Evaluation – Final Reflection – Counselors

Name _____   Level _____   Date_____

The purpose of the Final Reflection is to provide counselors the opportunity to review and assess their growth and development over the course of the year.

Like the Initial Reflection, the Final Reflection is neither rated nor scored.

Reflection 1: Did I accomplish any of my goals this year? What were key contributors/obstacles to my achievement?

Reflection 2: In what ways did my perspectives on my counseling practice change over the course of the year?

Reflection 3: In what areas did I achieve the most growth? What do I believe contributed to this growth?

Redondo Beach Unified School District

Tier 2 Evaluation—Request for deferral

Name_____ Grade/Subject_____ Date_____

At the conclusion of the final evaluation meeting, unit members who have been employed by the District for at least 10 years are eligible for a five year deferral of the evaluation process as stated in Article 9.4.1 of the collective bargaining agreement. Complete the form below and return it to your evaluator <u>no less than 30 work days after the start of the following school year.</u>

Describe how, over the next five years, you will continue to self-assess, reflect on, and continue to grow your practice through experimentation and risk-taking. Attach additional pages in either Word or PDF format.

<u>Years 1 - 2:</u>

What are my focus areas? In which aspects of my practice do I feel the need to grow most?

What changes, risks or experiments in my practice will I undertake over the next two years?

What outcomes do I expect from these changes, risks or experiments? How will student learning be affected?

What evidence will demonstrate the outcomes of my efforts?

☐ This unit member has successfully completed the Tier 2 evaluation process, has submitted the attached plan for growth and reflection over the next five years, and has been granted a 5 year deferral of the evaluation process.

During the deferral period the evaluator will continue to observe, meet with and discuss the progress of the unit member on the plan. This plan must be updated, revised and/or changed after the first two years of the deferral period with the understanding that it may also be revised at any time during the deferral period with mutual consent. If the evaluator determines the unit member is not pursuing the objectives of his/her plan, then the evaluator would meet with the unit member and may rescind the deferral.

_____   _____

  Evaluator's Signature   *Unit Member's Signature*

_____   _____

  Date   *Date*

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Redondo Beach Unified School District

Tier 2 Evaluation—Request for deferral

Name__Exemplar_____ Grade/Subject_____ Date_____

At the conclusion of the final evaluation meeting, unit members who have been employed by the District for at least 10 years are eligible for a five year deferral of the evaluation process as stated in Article 9.4.1 of the collective bargaining agreement. Complete the form below and return it to your evaluator <u>no less than 30 work days after the start of the following school year.</u>

Describe how, over the next five years, you will continue to self-assess, reflect on, and continue to grow your practice through experimentation and risk-taking. Attach additional pages in either Word or PDF format.

<u>**Years 1 - 2:**</u>

What are my focus areas? In which aspects of my practice do I feel the need to grow most?

These are difficult questions. It is not easy to think of myself as needing to grow or improve. I feel that I have a good handle on the content. My instruction and my procedures are clear and very well structured. Every year I have at least a couple of students who have difficulty staying on task and following through. Even a couple of off-task students can take away considerable time from instruction. I usually refer them to the office, *although I recognize that this is just a temporary reprieve, because they return and their issues have not gone away.* I have used the SST process to refer some of these students for special ed., *but does their behavior really mean that they qualify for special ed.? I need to find a way to handle these issues* so that I do not have to take time away from teaching. I also think this will benefit the rest of my classes as well as the students who are having difficulty. *While I don't think their behaviors are necessarily my fault, it may be a good idea to focus on the evaluation area of "individual student issues".*

What changes, risks or experiments in my practice will I undertake over the next two years?

I honestly do not have a complete idea of what I am going to do! I would like to try to find a way to get disruptive students more engaged. *The real question is: why is a particular student being disruptive?* Sometimes students disrupt when they do not understand the material, sometimes they disrupt when they are having issues at home, sometimes when they are feeling depressed or disconnected. *There are so many possible reasons that it is really impossible to have a set plan to deal with all of the possibilities. I think the first thing I need to do is to try to find out what is going on with individual students who are being disruptive.*

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That means trying to see things from the student's perspective instead of looking at them as just a problem messing up my lesson. It may not sound like much, but I think this approach has a lot of risks to it. What if students don't want to share their concerns with me? What if they are dealing with things that are way beyond my control or ability to help? *These are some of the uncertainties that I am feeling about approaching this issue differently. However, there is no way for me to find answers to these questions without at least trying. I have decided to try to get to know and understand at least two of my most disruptive students to find out what is motivating them.* Maybe showing them some empathy will help them engage with the class and the content.

What outcomes do I expect from these changes, risks or experiments? How will student learning be affected?

I hope that the first change is less disruption in class. I also would expect that at least some of the students will become more focused and engaged in class, both during directed lessons and group activities. *I don't really have the time to babysit students and continually remind them to stay on task. By building more empathetic connections with my students, I think that they will feel more accountable for their own behavior and more responsible for their learning.* Any changes that result in students being more accountable and self-directed in their learning should improve their achievement.

What evidence will demonstrate the outcomes of my efforts?

The most obvious evidence will be less disruption. I can measure this be comparing the number of office referrals between this year and next. I can also compare citizenship grades on average between this year and next, even though that might not be entirely scientific. I should also be able to measure improvement in academic performance by students who have continually been disruptive. If they truly become responsible and accountable to themselves, I would expect to see their grade improve.

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Comment [WU8]: Having embarked on a path of inquiry, different ideas and theories begin to suggest themselves. In this case, the sheer number of possibilities makes the individual re-frame the focus again.

Comment [WU9]: Acknowledging anxiety is yet another important breakthrough. Also, notice that the individual concludes with a resolve to take specific action.

Comment [WU10]: Rather than place the entire onus on the students, this individual has taken responsibility for building students' internal accountability and responsibility.

Comment [WU11]: An experimental approach should have observable, measurable results.

Redondo Beach Unified School District
Tier 2 Counselor Evaluation – Introduction to Reflection

Name _____   Level _____   Date_____

The following questions guide counselors through a process of self-examination that is intended to reveal one's receptivity to processes of introspection and reflection. Responding to these questions can be challenging at times, especially if one approaches them with requisite candor. The experience of uncertainty and perhaps even discomfort should be regarded as normal.

It is important that responses to these questions be written. The time required to write down one's thoughts increases mindfulness and thereby yields a more complete and forthcoming response. Your reflective writings and dialogue with your evaluator will constitute the greater part of the evaluation process.

Reflection 1: What do I feel is my greatest strength as a counselor? Where is my greatest need for growth?

Reflection 2: When do I feel most proud of my work? When have I felt like I have not done my best?

Reflection 3: When am I most critical of myself? Why?

Reflection 4: When I think about working with others, what comes to mind? Why?

Redondo Beach Unified School District
Tier 2 Counselor Evaluation – Introduction to Reflection

Reflection 5: How often do I take risks and experiment at work? When was the last time I did this and how did it turn out?

Redondo Beach Unified School District

Tier 2 Counselor Evaluation – Initial Reflection on Focus Area

Individual Student Issues

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. Counselors also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. What do I know about his/her background, family dynamics, prior knowledge and interests?

2. How confident am I about linking my practice to these interests?

3. What other challenges have I perceived? What might I do to address those challenges?

4. What questions am I asking about the student?

5. What beliefs or preconceptions do I have about the student on whom I am focusing? How might my beliefs or preconceptions be inducing bias toward this student?

6. What strengths does the student possess upon which I can build?

7. What meetings have I held with the student? How did they go? What have I done to deepen my relationship and trust with the student?

8. What are my expectations for the student? How did I formulate them?

Redondo Beach Unified School District

Tier 2 Counselor Evaluation – Initial Reflection on Focus Area

School Climate, Connectedness and Student Engagement

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. Counselors also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. What do I believe are the elements that make for a positive school culture? What makes me believe this? What creates a negative school culture? What make me believe this?

2. In what ways do I actively contribute to positive school culture?

3. Which school activities do I consider to be the most important? Which school activities do I consider to be the least important? What makes me feel this way?

4. How visible am I at school activities? What role do I assume during these activities?

5. How do I interact with students around campus or during extracurricular activities? How do these interactions differ from my interactions with students in my office?

6. How frequently do I connect with students outside of my office? What are the ways that I prefer to connect? What are some of the ways that I avoid? Why?

7. What is my understanding of positive behavior support? How should it be used in school discipline? What is my role in developing positive behavior supports?

8. What essential skills do I believe are most important for students to develop in their interactions with others? On what do I base my belief?

Redondo Beach Unified School District

Tier 2 Counselor Evaluation – Initial Reflection on Focus Area

School Climate, Connectedness and Student Engagement

9. How do I engage students in developing their understanding and application of core values to their interactions with others?

10. How do I in connect the academic work of students to their developing core values? How important do I believe this connection is to student motivation?

11. What methods have I traditionally used to motivate students to connect with student groups, activities or areas of study? How do I know if these methods are effective? What will I do to research and attempt other methods?

Redondo Beach Unified School District

Tier 2 Counselor Evaluation – Initial Reflection on Focus Area

College and Career Readiness

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. Counselors also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. How do I support the development of essential career and college readiness skills in students such as organization, collaboration and communication both orally and in writing?

2. How familiar am I with the A-G requirements for college admission? What do I know about the enrollment and pass rates in A-G classes for targeted subgroups in the District?

3. What are my beliefs about all students attending college?

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Tier 2 Counselor Evaluation – Initial Reflection on Focus Area

College and Career Readiness

4. What do I think the purpose of attending college is? Are there any students or groups of students I do not believe would benefit from college? Why?

5. How does the educational level of a student's parents influence my attitude toward offering that student college or career advice? How does this influence my perception of the student's options? How do cultural factors play a role?

6. Do I believe that some colleges are better than others? On what do I base those beliefs? What are my thoughts about the University of California system vs. the Cal State system? What are my thoughts about community colleges?

7. How familiar am I with the strengths and weaknesses of various colleges within the state? How about out-of-state colleges? What knowledge and insight do I need to gain in this area? How will I go about gaining that knowledge?

8. How familiar am I with student support structures (e.g. financial aid, tutoring, reasonable accommodation, counseling, housing, etc.) in place at various colleges? How comfortable and confident am I in making application recommendations to students based on their strengths, interests and personal circumstances?

9. How familiar am I with academic pathways at the college level that can lead to certain career pathways? How will I go about finding and learning about resources to assist students in making decisions about careers and courses of study at the college level?

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Tier 2 Counselor Evaluation – Initial Reflection on Focus Area

College and Career Readiness

10. How familiar am I with the availability of financial aid for students wishing to attend college? What will I do to research and disseminate information to families about grants, scholarships and loans?

11. How familiar am I with career paths that do not depend on a college degree? What will I do to learn more about these pathways? How can I help students navigate these options?

Redondo Beach Unified School District

Tier 2 Counselor Evaluation – Initial Reflection on Focus Area

The Path to Continuous Improvement

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. Counselors also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. What are my most effective practices? How long have I relied on them? Why have I not changed these practices and what makes me think they are effective?

2. What theories, approaches and practices have I encountered recently that differ from my current practice? What was my reaction to them? What made me respond this way?

3. How often do I embrace discomfort and uncertainty and change my practice? What concerns might I have about taking new approaches? How do I handle such concerns?

4. How do I define "success" in my work with students? Parents? Staff?

5. Are there components of my work where I have strong skills and knowledge? What might be other areas where I have weaknesses?

6. Are there components of my work where I have strong counseling strategies? What are my weaknesses?

7. In what ways do I collaborate with colleagues in developing my practice to overcome my areas of weakness? How might I engage more regularly and purposefully with colleagues in this work?

8. Do I use student assessment data to drive changes to my practice? In what ways are such data relevant to me?

9. What doubts do I have about my efficacy? What causes these doubts and how might I address them through collaboration and/or further study?

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Tier 2 Counselor Evaluation – Final Reflection

Name _____   Level _____   Date_____

At the conclusion of the Experimental Trial phase of the evaluation, complete the final written reflection in order to examine and synthesize the results of the evaluation process. If you need to add more pages for your responses, use MS Word and attach them.

1. How has my overall approach to (Focus Area issue) changed as a result of my experimental trial?

2. What were the most important changes that I made and how did they affect the outcomes of my experimental trial?

3. What did I learn about (Focus Area issue) that I did not expect?

4. How did my attitudes toward (Focus Area issue) change as a result of my experimental trial?

5. In what ways has my confidence with regard to (Focus Area issue) changed as a result of my experimental trial?

6. What would I like to share with my colleagues and/or evaluator about my experimental trial?

7. How will I use the reflective process in the future?

8. What other questions has this evaluation process led me to consider?