Our Vision
Empowering Excellence and Success

Our Belief
Pendergast sets high expectations! We provide diverse educational experiences for all students to have the knowledge, skills and opportunities that prepare them for the future.

Our Mission
Pendergast Elementary School District provides a quality education for all students so they can compete globally in their future endeavors and aspirations.

Our Goals
1. All schools will achieve the "A" label. Pendergast will improve student achievement:
   - Implement viable curriculum aligned to standards
   - Align our assessments to the standards
   - Provide rigorous instruction
   - Hire and retain highly qualified and effective staff
   - Develop shared academic partnerships with families

2. Provide differentiated and targeted communication to all stakeholders.

3. Ensure a positive climate and culture for student learning.

4. Utilize financial resources effectively:
   - Allocate district resources equitably directed towards tools that support or are directly related to student achievement
   - Provide transparency in financial reporting
   - Compensate staff in a fair and equitable manner
   - Maintain a balanced budget to include sufficient reserve
   - 5. Sustain and enrich technological resources (Hardware, Software and Infrastructure):
     - Move toward one-to-one model for students
     - Provide relevant and ongoing training for all stakeholders

6. Identify and mentor future leaders:
   - Implement a "Grow Your Own" leadership model
   - Provide leadership training through workshops and/or internships
   - Develop mentorship program for new leaders
KEY COMPONENTS OF THE PENDERGAST SCHOOL COUNSELOR EVALUATION SYSTEM

The Pendergast Counselor evaluation system is a collaborative model leading to improved certificated support performance, increased student academic progress and continuous school improvement. All Counselors who engage students will use this system. The counselor evaluation system includes the following components:

For purposes of student data and performance classification, the Group B categories and weighting are utilized.

At the conclusion of the evaluation process, a Performance Classification Profile Rating will be calculated using the categories and weightings listed above.

Based on established rubrics and in alignment with state labels, the performance indicators of Highly Effective, Effective, Developing and Ineffective will be used to rate performance in the individual areas of teaching/counselor performance, student academic progress, school-wide data, as well as overall performance.

PERFORMANCE

The philosophy of the Pendergast Elementary School District is evaluations are an opportunity to provide dialogue and specific feedback for continual professional growth. The evaluation process integrates improvement of instruction and support for the purpose of increasing student achievement and teacher proficiency. It is also used by administration to identify strengths and areas of concern and as an aid in determining retention or dismissal. Any evaluation should lead to information that may be used for improvement of instruction. Upon identification of specific recommendations for improvement, strategies for achieving improvement will be cooperatively developed by the educator and the evaluator. A written copy of the observations, summative evaluation, and recommendations will be made available to the educator.
School Counselor Observation/Summative Evaluation Process

- School Counselors are certified staff and therefore the evaluation process is similar to the Teacher Evaluation System

**Basic Process**

- **Evaluation Frequency**: All school counselors – **at least** once each year
- **Formal Observation(s)**:
  - At least two (2) observations of the teacher demonstrating counseling skills while in the classroom - in a complete facilitation cycle of the lesson (facilitation cycle of not less than 35 minutes)
  - The first observation may serve as basis for Preliminary Notice of Inadequacy of Classroom Performance; the second observation may be used to determine if inadequacies have been corrected.
  - Time of Observation:
    - No observation within two instructional days of a school break of one week or more
    - At least 60 calendar days between first and last observation
    - Second observation may occur after issuance of Preliminary Notice of Inadequate Performance and be used to determine if inadequacies have been corrected.
- The evaluator may waive the requirement of a second observation if the first observation places the school counselor in one of the two highest performance classifications on the Observation document.
- **Communications**:
  - Evaluator must provide:
    - “Written feedback” (may be in electronic format) to teacher within ten (10) business days after a formal observation.
    - Copy of written or electronic Summative Evaluation within five (5) days after its completion.
  - After teacher receives their Summative Evaluation, evaluator must:
    - Confer with teacher regarding specific recommendations for areas of improvement and professional development opportunities
    - Follow up with teacher after a reasonable period of time to determine whether the teacher is demonstrating adequate performance

- **Summative Evaluation Report Contents**:
  - Summative Evaluation report must include:
    - Teacher’s performance classification
    - Recommendations for areas of improvement “if performance warrants improvement”
After the review of all school counselor performance evidence, the school counselor will receive a Final Summative Evaluation that will be used in conjunction with additional data to determine the school counselor's final evaluation ratings.
## Individual Planning with Students

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<th>Individual planning with students Standards</th>
<th>5 - Exceeds</th>
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## Responsive Services

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| 5     | Exceeds Standards | The counselor always
- Provides individual and group counseling appropriate to students’ needs and abilities
- Consults with parents, educators and community agencies regarding strategies to help students
- Utilizes district and community resources to meet the needs of students, families and staff
- Provides support to students and their families in emergency situations
- Establishes good rapport and uses effective communication skills |
| 3     | Proficient in Standards | The counselor consistently
- Provides individual and group counseling appropriate to students’ needs and abilities
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| 1     | Developing | The counselor attempts to, but rarely
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| 0     | Unsatisfactory | The counselor does not attempt to
- Provide individual and group counseling appropriate to students’ needs and abilities
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- Utilizes district and community resources to meet the needs of students, families and staff
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### Guidance Curriculum (Instruction and Climate)

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<th>Grade</th>
<th>Description</th>
<th>Standards</th>
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| 5     | **Exceeds Standards**                            | The counselor always:  
- A. Elicits student-to-counselor and counselor-to-student interaction through use of questioning strategies and activities that effectively:  
  1. Increase retention and application of the content  
  2. Move students to think and apply  
  3. Move students through a complete facilitation cycle during the lesson as needed. (Facilitation cycle includes presentation-teaching-modeling-guided practice-independent practice-assessment).  
- B. The learning climate is effective, safe, functional and highly productive when:  
  1. Students demonstrate and promote respect towards their teacher(s) and peers  
  2. The counselor exhibits respect, warmth and friendliness, using positive verbal and non-verbal interactions that enhance student learning. |
| 3     | **Proficient in Standards**                      | The counselor consistently:  
- A. Elicits student-to-counselor and counselor-to-student interaction through use of questioning strategies and activities that effectively:  
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**Guidance Curriculum (Instruction and Climate) (cont’d.)**

B. The learning climate is effective, safe, functional and highly productive when:

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## Pendergast Elementary School District

### Summative Counselor Evaluation Report

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<thead>
<tr>
<th>School Name:</th>
<th>Support Team Member:</th>
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<tbody>
<tr>
<td>Counselor Name:</td>
<td>Support Team Member:</td>
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<td>Administrator’s Name:</td>
<td>Support Team Member:</td>
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#### INDICATORS

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<th>Recommended for continuing employment:</th>
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