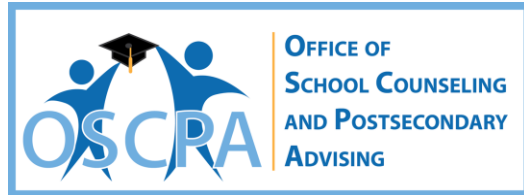


Recognizing Educators Advancing Chicago Students (REACH): The Foundations of a Counselor Focused Evaluation

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Participants will:

- Understand the value in utilizing an evaluation framework for school counselors that is unique to the services and practices of their position.
- How to utilize a school counselor framework to support best practices.

Context: School Counseling in CPS

- 702 school counselors:
444 ES | 258 HS
- School counselor-to-student ratios vary widely across the district (Lowest = 38; Highest = 1564, Average = 1:500)

Elementary Average: 1:546
High School Average: 1:316
 - 14% 1:250 or less (compliant with ASCA- recommended ratio)
 - 46% 1:251-500
 - 40% 1:501 or more
- Virtually all report performing non-counseling duties that prevent them from performing critical work aligned to our expectations

- RAMP schools: 5 current | 21 past
- CPS district funds three positions at EVERY school in CPS - a principal, a clerk, and a school counselor. Others are decided by the principal per student-based budget.
- Principals hire, supervise, and evaluate school counselors
- Performance evaluation: REACH Framework for School Counselors
- School counselors are generalists, operating in 3 domains and 3 tiers

*Research has shown that adding 1 additional school counselor resulted in a staggering 10% increase in the college enrollment rate. ([Source](#))

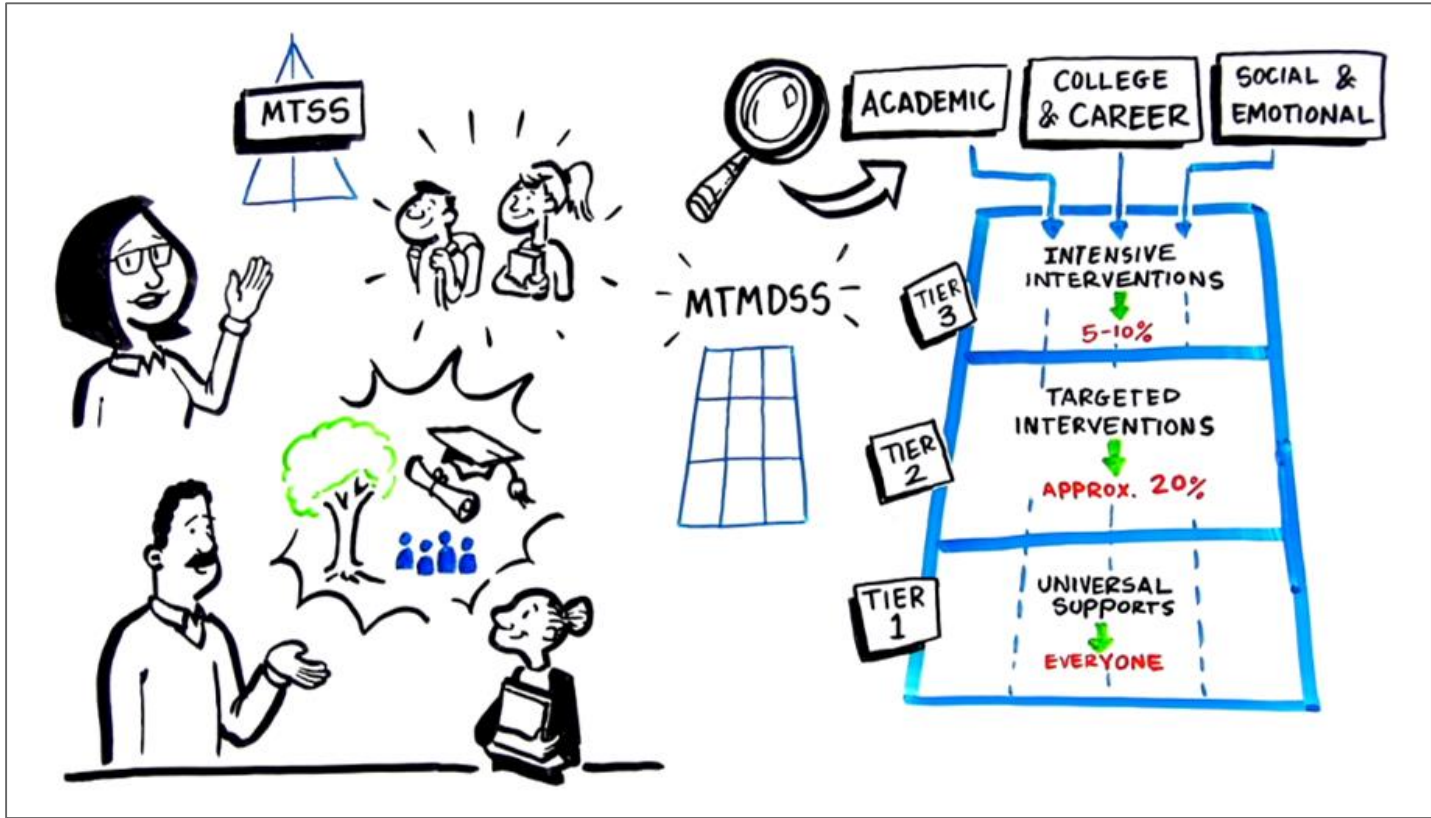
How CPS School Counselors are Expected to Support the District's 3-Year Vision

- **Improving Curriculum and Instruction**
 - School counseling core curriculum that is comprehensive in scope and sequence
 - Integrate the teaching of Academics, SEL, and Postsecondary with all subject areas
- **Ensuring Safe and Supportive Schools**
 - Participation on school climate teams, BHT/Care teams
 - Referring staff, students, and families to appropriate community supports
 - Attendance rate efforts
- **Simplifying the High School Application and Enrollment**
 - Equitable, student-centered advising on high school exploration and selection via GoCPS
 - Chicago Equity and Access Advising Credential (CEAAC)
- **Improving Postsecondary Success**
 - Supporting students in developing Concrete Postsecondary Plans (Learn.Plan.Succeed.)
 - ILP completion via Naviance
 - On-Track efforts, graduation rate efforts
 - Chicago College and Career Advising Credential
 - Intensified advising for “mid-tier” students and other strategic priority groups
 - Scholarships
- **Expand Opportunities to Earn College and Career Credentials**
 - School counselors support equitable access for all students in AP/IB/Early College programming



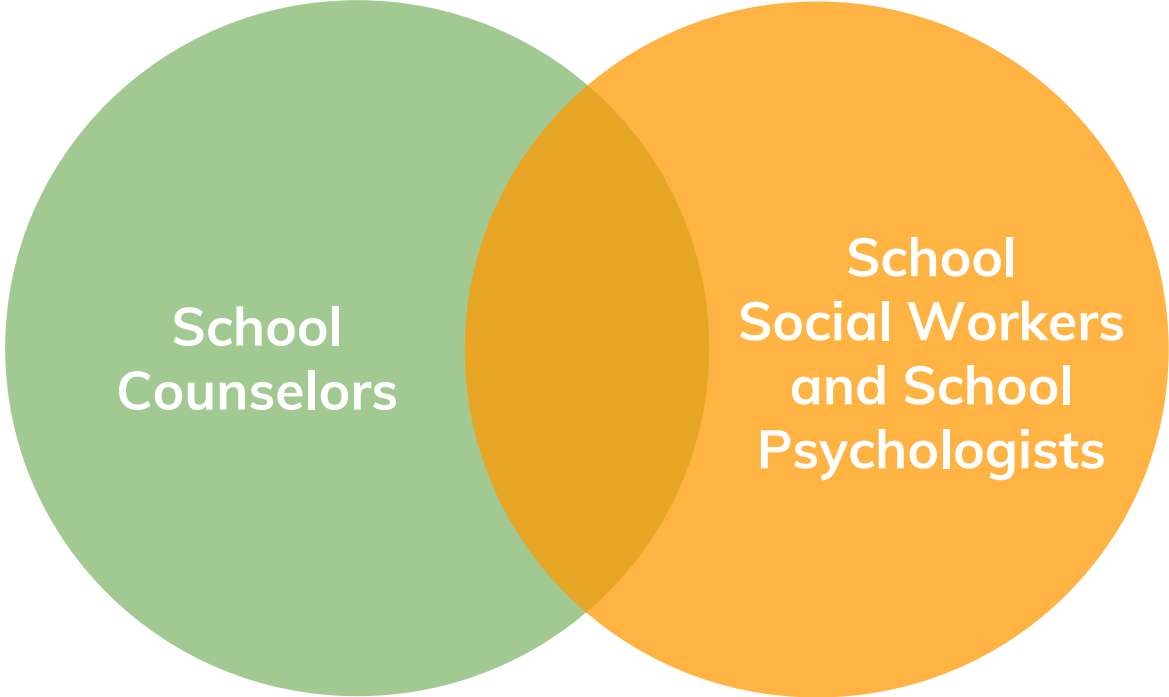
Five Core Principles

- High Quality, Rigorous Instruction
- Talented and Empowered Educators
- Safety and Support
- Financial Stability
- Collective Impact



Access this video at: www.hatchingresults.com/videos (3 min, 26 sec)

Service Providers' Recommended Use of Time



Tier 1

Tiers 2 & 3

What is **REACH**?

Recognizing Educators Advancing Chicago

CPS's comprehensive educator evaluation system

- Designed to facilitate an ongoing dialogue between administrators and educators to improve professional practice and increase student learning
- Provides a shared understanding of effective practice and trajectory for continuous improvement
- Offers a historic opportunity to significantly improve teaching capacity in CPS classrooms



REACH Background

- 2011: CPS conducted focus groups at over 200 schools, where more than 2,200 teachers participated and gave feedback about teacher evaluation in CPS.
- 2014: District rolled out 8 new performance evaluation frameworks, all of which included a common definition of “Proficient” practice:
 - Frameworks: School Counselor, Teacher, Librarian, Educational Support Specialist, Nursing, Social Work, Speech-Language Pathology, and Psychology

Goals of REACH

- Establish a **common definition** and standards for professional excellence.
- **Build Administrators' expertise** in observing and analyzing instruction to support educator growth.
- Provide educators with information and **guidance to inform their development.**

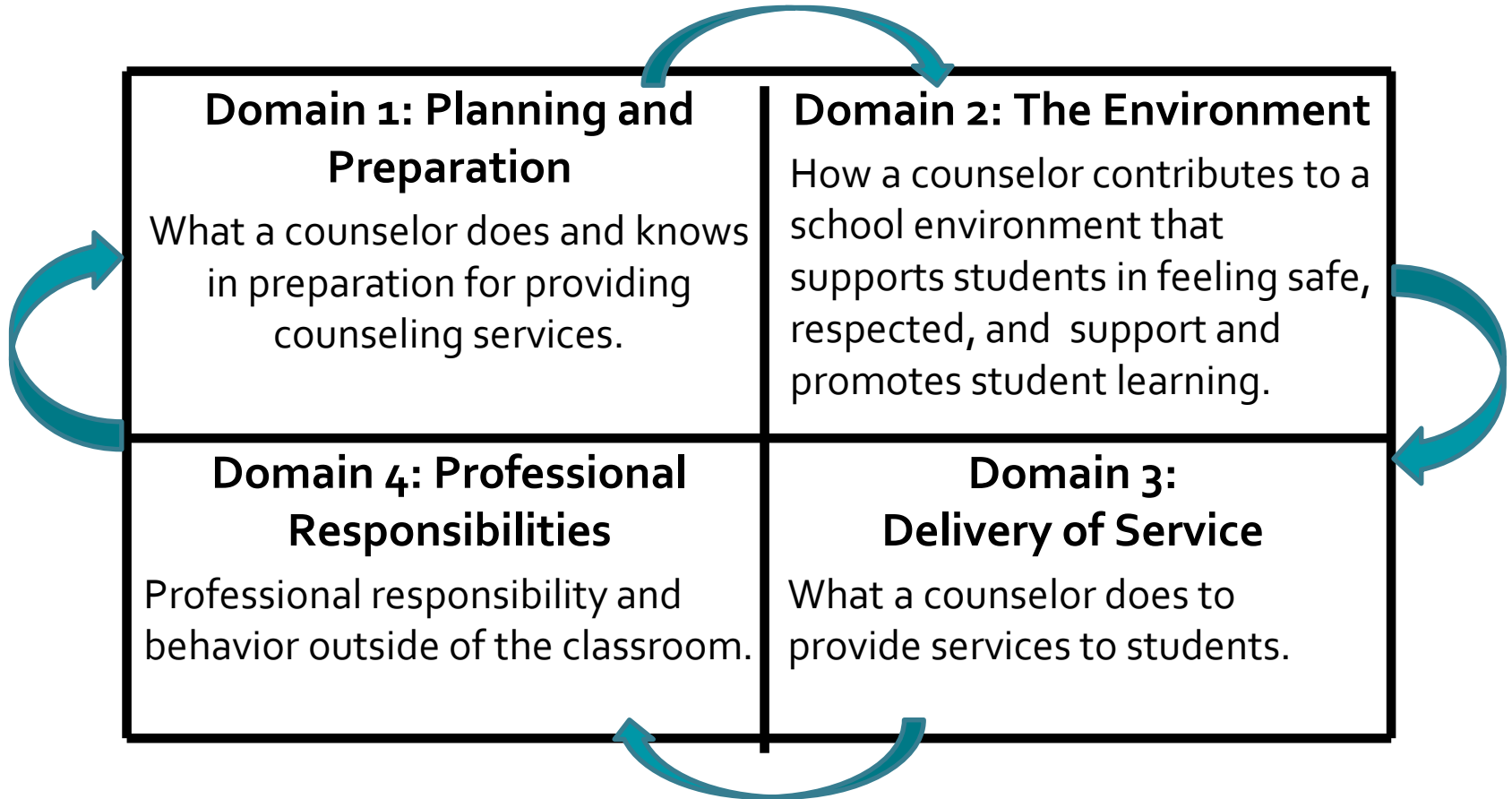
Goals of REACH

- Engage educators in **reflection and self-assessment** regarding their own performance.
- **Differentiate support and accountability** for educators based on their experience and/or impact on student learning.
- **Create a culture of continuous improvement** among educators, school leaders, system administrators and students.

What are the necessary steps in a Formal Observation?



The Four Domains



CPS Framework for Counselors: Vocabulary

Domain 3: Delivery of Service

3a. Assessing Student Needs Using Data Tools

Assessment of Student Needs

Range of School Counseling Intervention Opportunities

3b. Leading Stakeholders in the Formulation of Plans

Development of Academic, Social Emotional, and Career Plans

Data-Driven Monitoring of Student Progress

3c. Using Varied Counseling Techniques and Planning

Counseling Techniques

Acquisition of College and Career Readiness Skills

Varied Settings of Counseling Program Activities

3d. Leveraging Resources to Meet Student Needs

Resources for Students

3e. Demonstrating Flexibility and Responsiveness

Counseling Program Revision and Adjustment

4 Domains

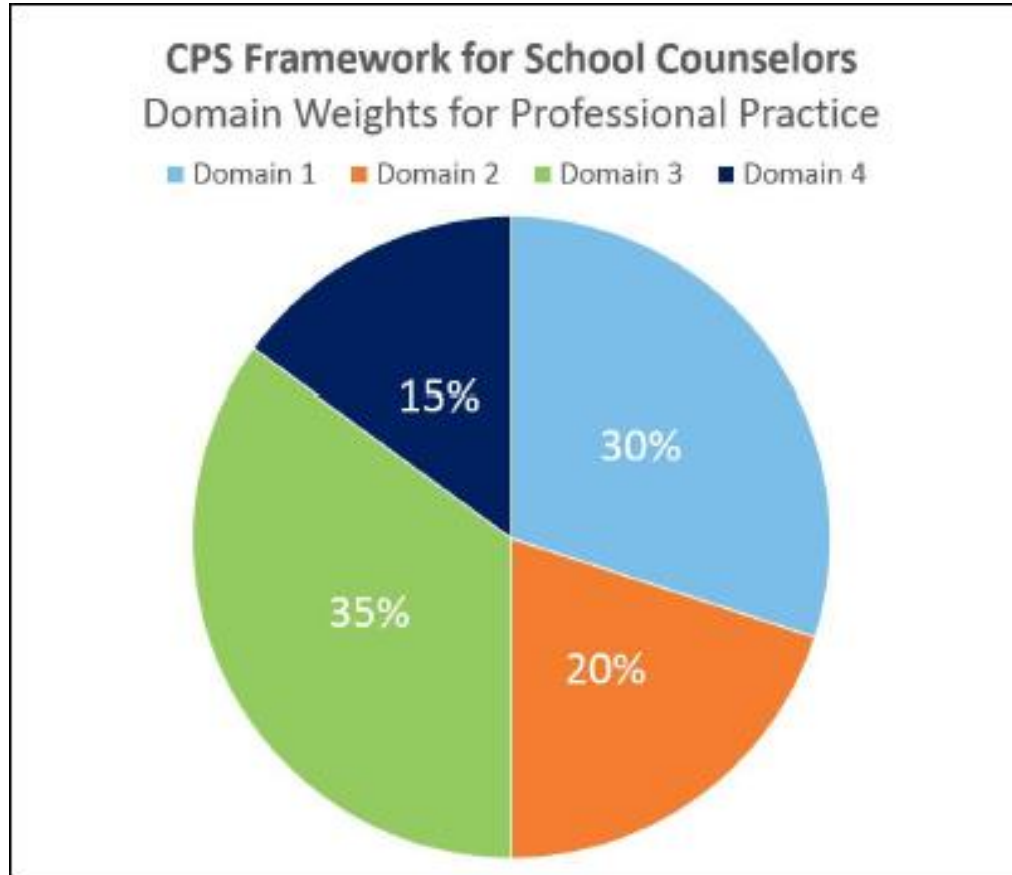
21 Components

Distinct, yet inter-related aspects of each domain

44 Elements

Specific features of each component

Domain Weights for School Counselors



Levels of Performance

Domain 3: Delivery of Service

UNSATISFACTORY

BASIC

PROFICIENT

DISTINGUISHED

3a: Using various data tools and techniques to provide suitable programs to students

Little or no
Inappropriate
Incomplete

Limited
Inconsistent
Partial

Most
Effective
Clear

Comprehensive
Individual
Thorough

3b: Leading students, parents, and teachers in the formulation of academic, social emotional, and career plans, based on evidence of student needs

School Counselor's program is independent of identified student needs. School Counselor does not comply with plan requirements or consider data; they are incomplete or unusable to inform student needs.

School Counselor's attempts to assist students, parents, and teachers to formulate academic, social emotional and career plans result in limited data to demonstrate student needs are met. Some students have a completed and up-to-date plan that is reviewed at least yearly.

DELIVERS
MEANINGFUL
EXPERIENCES

SYSTEMS CREATE
REFLECTIVE
CULTURE

3c: Using varied counseling techniques and individual planning to address the academic, social emotional and career needs of students for post-secondary

School Counselor has few counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Settings do not vary.

School Counselor displays a narrow range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are offered inconsistently or settings are

School Counselor uses a range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are regularly consistent in at least two settings.

School Counselor uses an extensive range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are always appropriate in all settings.

The levels of performance describe specific aspects of **counseling**, NOT the **counselor**.

School Counseling Program Critical Elements

SERVICES that should be implemented in EVERY school, “regardless of xyz”

- School counseling core curriculum delivered to all students
 - Naviance (grades 6-12)
 - Additional developmentally-appropriate curriculum ([samples](#))
- Menu of tier II and III services, with predetermined data elements that trigger the need for additional supports ([Sample 1](#) | [Sample 2](#) | [Sample 3](#))
 - Small groups
 - Individual counseling
 - Programs/interventions
 - Referral list (for services that are referred-out)

School Counseling Program Critical Elements

PRACTICES of school counselors in EVERY school, “regardless of xyz”

- Is evaluated under the [REACH Framework for School Counselors](#) (no other framework is appropriate)
- Required: Annual Agreement, Evidence-Based Implementation Plan, Results Report, and Flashlight Presentation ([more information](#))
- Establishes a system for referring students to the counselor ([sample form](#) | [sample process guide](#))
 - Develops a referral list of community services/hotline numbers and posts it in a location that is easily accessible to students, families, and staff (i.e. website)
- Maintains contact logs ([sample](#))

School Counseling Program Critical Elements

PRACTICES (con't)

- Tracks their time ([sample](#))
- Follows a schedule/calendars their time (should have a specified time block for walk-ins)
- Develops an annual calendar and posts in a location that is easily accessible to students, families, and staff (i.e. website) ([samples](#))
- Shares their weekly calendar with the principal and/or AP (i.e. Google Calendar)
- Uses pre-/post-tests to measure the change in student attitudes, knowledge, and skills before and after a lesson ([sample](#))

Supports That Our Office Provides Schools

- In-person feedback on school counselor's evidence-based implementation plans at [Counselor Coaching Sessions](#)!
- Administrators always welcome at any training! Principal strand at SWAP Conference each December.
- Phone/email consultation as needed
- School visits for intensive supports
- [REACH Companion Guide](#) (open source)
- [CPS School Counseling Handbook](#)

Resources: Knowledge Center

mfrench1@cps.edu



Welcome to the Knowledge Center

Search this site

HOME LEADERSHIP COMMON CORE MTSS FRAMEWORK FOR TEACHING CONTENT AREAS STUDENT ASSESSMENT REACH DEPTS

SY 18-19 BOY REACH Performance Tasks

Visit the REACH PT page to download your BOY PTs today!

The BOY PT window is scheduled for September 17th -



RECENT UPDATES

- 9/27 Early Childhood Check Out the Upcoming Deadlines!
- 9.25 Check Out the New Management Page.
- 8/17 REACH Handbook
- 8/2 Earn Your Teaching

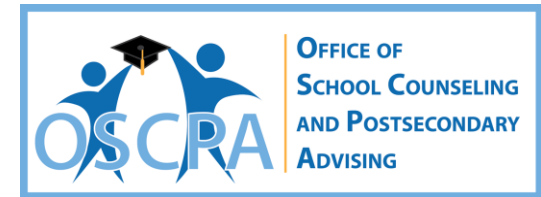
- TEACHER
- LIBRARIAN
- COUNSELOR**
- CASE MANAGER
- RELATED SERVICE PROVIDER
- EDUCATION SUPPORT STAFF
- REACH ORIENTATION
- GUIDANCE AND BEST PRACTICES
- DATA AND REPORTING
- CLASSROOM TEACHER RESOURCES
- NON CLASSROOM TEACHER RESOURCES

QUICK LINKS

Questions



Manuel French
Director of School Counseling
Chicago Public Schools



**THANK
YOU!**

...for supporting
school counselors!

They cannot successfully support
students without you!

References

- [ASCA National Model](#) (also see [Appropriate vs. Inappropriate Activities for School Counselors](#))
- [Hatching Results, LLC](#): Leadership, Training, and Consultation for School Counselors and Administrators
- Ockerman, M., Mason, E., & Hollenbeck, A. (2012). [Integrating RTI with School Counseling Programs: Being a Proactive Professional School Counselor](#). Journal of School Counseling 10(15).
- Response to Intervention: An Opportunity for School Counselor Leadership - Ryan, Theresa; Kaffenberger, Carol J.; Carroll, Amy Gleason - Professional School Counseling, v14 n3 p211-221 Feb 2011
- Smith, G., Kinard, L., & Lozo, D. (2008). [The integration of the Georgia student achievement pyramid of interventions with comprehensive school counseling: A framework that supports all students](#). Presentation for the Cobb County School District, Marietta, GA.