

## Talbot County Public Schools Professional Development Plan

Date Received By  
Personnel Office

\_\_\_\_\_

Sections 1 and 2 of the PDP are to be designed by the employee to ensure continued professional growth for the current certificate and to fulfill certification renewal requirements. The proposed PDP will be reviewed by the principal and Personnel Office.

<b>Name</b>	<b>Last 4 digits of S.S.#</b>
<b>School or Site</b>	<b>Current Assignment</b>

Current Certificate Held

<b>Type of Certificate</b>	<b>Validity Dates</b>
<b>Fields</b>	

1. Activities Proposed - Course/Workshop/ Seminar or Other Experience Proposed.	Location of Activity	Proposed Date	Credit SH/ MSDE/ RC

Signature of Certificate Holder

Date

Principal

Date

2. Activities Completed - Course/Workshop/ Seminar or Other Experience Proposed.	Location of Activity	Completed Date	Credit SH/ MSDE/ RC

I have shared the completion of this PDP with my immediate supervisor.

Signature of Certificate Holder

Date

The proposed PDP will be forwarded to the Personnel Office **within the first year of certification**. This **completed PDP (Section 2 above)**, will be sent to the Personnel Office no later than 60 days prior to certificate renewal.

**This form does not replace tuition reimbursement forms.**

Original to certificate holder

Copies to Principal and Personnel

**PDP**

(revised

7/13

**TALBOT COUNTY PUBLIC SCHOOLS  
TEACHER PERFORMANCE EVALUATION FORM**

Teacher Name		Tenured		Non-Tenured	
Subject/Grade		School		School Year	

**Directions to the evaluator:** Rate teacher performance according to the following key. HE: highly effective, E: effective, D: developing, IE: ineffective. Evaluator comments, including special strengths and recommendations for improvement, may be added using page EF3. All D and IE ratings must be supported with documentation. HE and E ratings may be supported by documentation.

IE	D	E	HE	<b>Planning and Preparation</b>
				Content
				Instructional Strategies
				Develops plans according to Board Policies and Administrative Regulations
				Utilizes assessments consistent with instructional objectives

IE	D	E	HE	<b>Instruction</b>
				Student Engagement
				Monitoring
				Communication
				Knowledge of subject matter
				Lesson Structure - Talbot County Instructional Process

IE	D	E	HE	<b>Classroom Environment</b>
				Learning Environment
				Expectations of Student Performance
				Instructional Time

IE	D	E	HE	<b>Professional Responsibilities</b>
				Maintains and assigns grades according to Board Policies and Administrative Regulations
				Implements school and Board policies and Administrative regulations.
				Observes regular attendance and punctuality
				Completes records and reports in an accurate and timely manner
				Communicates effectively with parents in both oral and written form and maintains annotated records of same
				Supervises students effectively in non-instructional or non-classroom settings
				Maintains a positive working relationship with staff, parents, and community
				Contributes to well-being of the school by serving on committees (i.e. School Improvement Team, Student Services Team, etc.)

Teacher's Comments: (Use optional page EF3 if necessary)

**In the judgment of the evaluator, the overall rating for this teacher is:**

Highly Effective     Effective     Ineffective

\*Teacher's Signature/Date

Principal's Signature/Date

\* Indicates receipt of copy only; might not indicate agreement with content.

**Administrative Recommendation/Decision:**

- |                                                                      |                                                                  |
|----------------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Continued Employment – Standard Rating      | <input type="checkbox"/> Continued Employment – Intensive Rating |
| <input type="checkbox"/> Continued Employment – Second Certification | <input type="checkbox"/> Dismissal; Non-Renewal                  |



## Professional Improvement Plan

<b>Teacher</b>		<b>Date</b>	
<b>Principal or Supt.'s Designee</b>		<b>Curriculum Coordinator</b>	

**Goals/Skills to be developed (Use descriptors if applicable):**

**Specific Strategies and Resources and include a timeline for completion of components:**

**Expected Outcomes:**

**Modification of Plan (if applicable):**

	Date Implemented	Date Reviewed	Date Completed
<b>Teacher's Signature</b>			
<b>Principal or Supt.'s Designee's Signature</b>			
<b>*Curriculum Supervisor's Signature</b>			

**\*Signature indicates participation in development of PDP.**

Original to certificate holder

Copies to: Principal, Supervisor, Personnel

Talbot County Public Schools  
School Counselor Developmental Form

Name:

Position:

Work Location:

Tenure Status:

Date:

Directions: Comment on at least three areas.

<p><b>FOUNDATION:</b> The School Counselor must possess ability, knowledge, attitudes and skill to develop a comprehensive school counseling program that focuses on student outcomes, teaches student competencies and is delivered with identified professional competencies that align with the ASCA model.</p>
<p><b>DELIVERY:</b> The School Counselor plans, implements and provides counseling services to students, parents, school staff and the community which are aligned to the TCPS goals and ASCA National Standards.</p>
<p><b>MANAGEMENT:</b> The School Counselor incorporates organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.</p>
<p><b>ACCOUNTABILITY:</b> The School Counselor analyzes school and school counseling program data to determine how students are changed by the school counseling program.</p>
<p><b>PROFESSIONALISM:</b> The School Counselor established and sustains an effective working relationship with school staff, county staff and parent/guardians that promotes student achievement.</p>

With each use of this form indicate the status of the Naviance program by describing the number of lessons/modules that have been completed.

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Employee Signature

Date

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Evaluator Signature

Date

Employee's signature does not necessarily indicate agreement with the evaluation

Distribution: Counselor, Principal, Personnel File

**Talbot County Public Schools**  
**School Counselor Observation Form**

School Counselor:

Date:

School:

Key: IE=Ineffective D=Developing E=Effective HE=Highly Effective

FOUNDATION - The School Counselor must possess ability, knowledge, attitudes and skill to develop a comprehensive school counseling program that focuses on student outcomes, teaches student competencies and is delivered with identified professional competencies that aligns with the ASCA model.		IE (1)	D (2)	E (3)	HE (4)	Comments
1						
1.1	Provides a comprehensive school counseling program that addresses all domains including academic, career and personal/social.					
1.2	Communicates, supports, and reinforces high expectations for all students.					
1.3	Establishes positive rapport and trust with all staff, students and parents/guardians.					
1.4	Demonstrates an understanding of legal and ethical standards and principles of the school counseling profession and educational system, including TCPS policies and procedures.					

**Total Domain:      Total Points:      0      Average Total Domain: 0**

Rating Key: IE = 1 D = 2 E = 3 HE = 4

Ineffective	Developing	Effective	Highly Effective
An ineffective School Counselor inconsistently meets or does not meet the expectation of the standard as listed above.	A developing School Counselor partially meets or displays limited knowledge of the expectations of the standard as defined by the indicators above.	An effective School Counselor meets the expectations of the standard as defined by the indicators listed above.	A highly effective School Counselor exceeds all expectations of the standard as defined by the indicators listed above while advocating for students success and developing a comprehensive school counseling program.

2	DELIVERY - The School Counselor plans, implements and provides counseling services to students, parents, school staff and the community which are aligned to the TCPS goals and ASCA National Standards.	IE	D	E	HE	Comments
		(1)	(2)	(3)	(4)	
2.1	Provides structured classroom lessons designed to present the school counseling curriculum in collaboration with and in support of the school's overall curriculum.					
2.2	Coordinates ongoing systematic activities designed to assist students in establishing personal goals and developing comprehensive plans for the future.					
2.3	Delivers counseling and responsive services designed to meet students ongoing or immediate needs, through individual, small group and/or crisis response counseling.					
2.4	Utilizes technology to effectively and efficiently deliver school counseling services.					

**Total Domain:      Total Points:      0      Average Total Domain:      0**

Rating Key: IE = 1 D = 2 E = 3 HE = 4

Ineffective	Developing	Effective	Highly Effective
An ineffective School Counselor inconsistently meets or does not meet the expectation of the standard as listed above.	A developing School Counselor partially meets or displays limited knowledge of the expectations of the standard as defined by the indicators above.	An effective School Counselor meets the expectations of the standard as defined by the indicators listed above.	A highly effective School Counselor exceeds all expectations of the standard as defined by the indicators listed above while advocating for student success and developing a comprehensive school counseling program.

3		IE (1)	D (2)	E (3)	HE (4)	Comments
<b>MANAGEMENT - The School Counselor incorporates organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.</b>						
3.1	Coordinates effective services for students in the academic, personal/social and career domains, in a manner consistent with the suggested ASCA National Model of at least 80% of time being spent toward direct and indirect services to students and 20% of time for program planning and school support.					
3.2	Organizes time and resources effectively to support the school counseling program.					
3.3	Works in collaboration and in support of the school administration to define an appropriate management system for delivery of the comprehensive school counseling program.					
3.4	Maintains appropriate records and documentation according to the Maryland Student Records System Manual and TCPS policy and procedures.					

**Total Domain:      Total Points:      0      Average Total Domain: 0**

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4	ACCOUNTABILITY - The School Counselor analyzes school and school counseling program data to determine how students are changed by the school counseling program.	IE	D	E	HE	Comments
		(1)	(2)	(3)	(4)	
4.1	Uses data to measure the overall impact of the school counseling program and to guide change within the school counseling program in an effort to continually improve student achievement, attendance and behavior as well as overall college/career readiness for all graduates.					
4.2	Utilizes appropriate baseline data to develop Targeted Intervention Plans that promote student achievement, behavior, and attendance.					
4.3	Evaluates data and uses it to develop Gap Plans for individual students that are aimed at closing the achievement gap.					
4.4	Conducts self analysis to determine strengths and areas of improvement and plans relevant professional development accordingly.					

**Total Domain:      Total Points:      0      Average Total Domain: 0**

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5	Professionalism - The School Counselor establishes and sustains an effective working relationship with school staff, county staff and parents/guardians that promotes student achievement.	IE	D	E	HE	Comments
		(1)	(2)	(3)	(4)	
5.1	Maintains a professional relationship with colleagues and staff.					
5.2	Works collaboratively with colleagues to strategically address the needs of the student.					
5.3	Cooperates with others to support school, county and state programs.					
5.4	Addresses student and parent/guardian concerns in a timely, accurate, and professional manner.					

**Total Domain:      Total Points:      0      Average Total Domain: 0**

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OVERALL EFFECTIVENESS OF SCHOOL COUNSELOR	RECOMMENDATION:										
Overall Average Total Domain= 0.0 Highly Effective ___ Average Total Domain of 3.5 - 4.0  Effective ___ Average Total Domain of 2.4 - 3.4  Ineffective ___ Average Total Domain of 2.3 or lower	<table border="0"> <tr> <th data-bbox="901 157 1112 189"><u>NON TENURED</u></th> <th data-bbox="1112 157 1401 189"><u>TENURED</u></th> </tr> <tr> <td data-bbox="901 189 1112 220">___ On track to tenure</td> <td data-bbox="1112 189 1401 220">___ Maintain tenure</td> </tr> <tr> <td data-bbox="901 220 1112 252">___ Improvement Plan</td> <td data-bbox="1112 220 1401 252">___ Improvement Plan</td> </tr> <tr> <td data-bbox="901 252 1112 283">___ Non-renewal</td> <td data-bbox="1112 252 1401 283">___ 2nd Class Certificate</td> </tr> <tr> <td></td> <td data-bbox="1112 283 1401 315">___ Non-renewal</td> </tr> </table>	<u>NON TENURED</u>	<u>TENURED</u>	___ On track to tenure	___ Maintain tenure	___ Improvement Plan	___ Improvement Plan	___ Non-renewal	___ 2nd Class Certificate		___ Non-renewal
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<p>*School Counselor _____ Principal _____</p> <p>*School Counselor Signature indicates receipt of copy only</p> <p>Supervisor _____ Assistant Principal _____</p>											

**Talbot County Public Schools** School Counselor:  
**School Counselor Performance Evaluation Form**

Date:  
 School:

Key: IE=Ineffective D=Developing E=Effective HE=Highly Effective

1	<b>FOUNDATION - The School Counselor must possess ability, knowledge, attitudes and skill to develop a comprehensive school counseling program that focuses on student outcomes, teaches student competencies and is delivered with identified professional competencies that aligns with the ASCA model.</b>	IE (1)	D (2)	E (3)	HE (4)	Comments
1.1	Provides a comprehensive school counseling program that addresses all domains including academic, career and personal/social.					
1.2	Communicates, supports, and reinforces high expectations of all students.					
1.3	Establishes positive rapport and trust with all staff, students and parents/guardians.					
1.4	Demonstrates an understanding of legal and ethical standards and principles of the school counseling profession and educational system, including TCPS policies and procedures.					

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<b>DELIVERY - The School Counselor plans, implements and provides counseling services to students, parents, school staff and the community which are aligned to the TCPS goals and ASCA National Standards.</b>						
2.1	Provides structured classroom lessons designed to present the school counseling curriculum in collaboration with and in support of the school's overall curriculum.					
2.2	Coordinates ongoing systematic activities designed to assist students in establishing personal goals and developing comprehensive plans for the future.					
2.3	Delivers counseling and responsive services designed to meet students ongoing or immediate needs, through individual, small group and/or crisis response counseling.					
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5 Professionalism - The School Counselor establishes and sustains an effective working relationship with school staff, county staff and parents/guardians that promotes student achievement.	IE (1)	D (2)	E (3)	HE (4)	Comments
5.1 Functions collaboratively and effectively as a team member by partnering with TCPS staff, parents and school community members to strategically address the social/emotional and academic needs of all students.					
5.2 Addresses student and parent/guardian concerns in a timely, accurate, and professional manner.					
5.3 Cooperates with others to support school, county and state programs and initiatives.					
5.4 Adheres to professional, legal and ethical standards including but not limited to confidentiality.					

**Total Domain:      Total Points:    0      Average Total Domain:    0**

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___ On track to tenure	___ Maintain tenure										
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	___ Non-renewal										
<p>In the judgement of the evaluator, the overall rating for this counselor is:</p> <p>Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Ineffective <input type="checkbox"/></p> <p>*School Counselor _____ Principal _____</p> <p>*School Counselor Signature indicates receipt of copy only</p> <p>Supervisor _____ Assistant Principal _____</p>											