

| | |
|--------------------------|---------------------------------|
| Walk-through Name | Template |
| Formal Evaluation 1 | Heartland-IA Teaching Standards |
| Board Name | School Name |
| AEA 11 - Colo-Nesco | Colo-Nesco Elementary |
| Observer | Subject |
| Mickolyn Clapper | Jessica Radmaker |
| Start Date | End Date |
| Thu Jan 16 2014 12:23 PM | |
| Grade | Subject |
| 4 | Information Literacy |

Standards 1 & 2

1. Standard 1 Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

- 1a. Provides evidence of student learning to students, families, and staff.
- 1b. Implements strategies supporting student, building, and district goals.
- 1c. Uses student performance data as a guide for decision-making.
- 1d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- 1e. Creates an environment of mutual respect, rapport, and fairness.
- 1f. Participates in and contributes to a school culture that focuses on improved student learning.
- 1g. Communicates with students, families, colleagues, and communities effectively and accurately.

Note : Ms. Radmaker does a nice job of gathering information and communicating with parents. She has made her concerns about the role of the counselor known and is working on establishing clear guidelines for her job expectations.

2. Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position.

- 2a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- 2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- 2c. Relates ideas and information within and across content areas.
- 2d. Understands and uses instructional strategies that are appropriate to the content area.

Note : She used a role playing activity to get the students engaged in the content. She asked all students to raise their hand, rather than just asking one. You did a great job with this activity. The students were very interested in the topic and they seemed to really get into the role playing. I thought maybe there was an opportunity to talk about bullying when the students mentioned that being bullied would be really scary. That could have lead to some really interesting conversation with these students.

Standards 3 & 4

1. Standard 3 Demonstrates competence in planning and preparing for instruction.

- 3a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.
- 3b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- 3c. Uses students' developmental needs, background, and interests in planning for instruction.
- 3d. Selects strategies to engage all students in learning.
- 3e. Uses available resources, including technologies, in the development and sequencing of instruction. Computer lab use, IMC, AEA.

Note : Ms. Radmaker has been working very hard to write a curriculum and standards for our guidance program at CN. She has been using the Second Step Curriculum with the elementary students this year. The lesson had several parts so it kept moving and the students stayed engaged in the lesson.

2. Standard 4 Uses strategies to deliver instruction that meets the multiple learning needs of students.

- 4a. Aligns classroom instruction with local standards and district curriculum.
- 4b. Uses research-based instructional strategies that address the full range of cognitive levels.
- 4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- 4d. Engages students in varied experiences that meet diverse needs and promote social,

emotional, and academic growth.

- 4e. Connects students prior knowledge, life experiences, and interests in the instructional process.
- 4f. Uses available resources, including technologies, in the delivery of instruction.

Note : She engaged students in conversation and the reflected on their prior knowledge. She used appropriate vocabulary with the students to teach them the guidance curriculum. The lesson was related to the District Standards. She noticed that we are having problems with the grade with using empathy so she is focusing her lessons around that topic to address the needs of her students. Turn to a partner and talk to them about the video segment. This is a good way to get all the students involved in the lesson.

Standards 5 & 6

1. Standard 5 Uses a variety of methods to monitor student learning.

- 5a. Aligns classroom assessment with instruction.
- 5b. Communicates assessment criteria and standards to all students and parents.
- 5c. Understands and uses the results of multiple assessments to guide planning and instruction.
- 5d. Guides students in goal setting and assessing their own learning.
- 5e. Provides substantive, timely, and constructive feedback to students and parents.
- 5f. Works with other staff and building and district leadership in analysis of student progress.

Note : She gave multiple opportunities for the students to demonstrate their learning in multiple ways. She explained the expectations to the students and most of them followed along with what they were supposed to be doing. Other times I have seen Ms. Radmaker work with students to set goals around their behavior and then she follows up with them on their progress.

2. Standard 6 Demonstrates competence in classroom management.

- 6a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- 6b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- 6c. Develops and implements classroom procedures and routines that support high expectations for learning.
- 6d. Uses instructional time effectively to maximize student achievement.
- 6e. Creates a safe and purposeful learning environment.

Note : You create a community that encourages positive interactions, and the students are actively engaged in your lessons. One area to work on would be classroom management. You might want to work on procedures that let the students know that you are in charge and that you have high expectations and you expect them to meet them. This is common for new teachers, but it's something to work on in the future.

Standards 7 & 8

1. Standard 7 Engages in professional growth.

- 7a. Demonstrates habits and skills of continuous inquiry and learning.
- 7b. Works collaboratively to improve professional practice and student learning.
- 7c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- 7d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Note : Ms. Radmaker works very well with the elementary staff to meet the needs of our students. She participates in parent meetings with students and she has open communication with families. Jessica works closely with her mentor and with Mrs. Michels to improve her practice. She is very focused on doing a good job for our students.

2. Standard 8 Fulfills professional responsibilities established by the school district.

- 8a. Adheres to board policies, district procedures, and contractual obligations.
- 8b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- 8c. Contributes to efforts to achieve district and building goals.
- 8d. Demonstrates an understanding of and respect for all learners and staff.
- 8e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Note : Ms. Radmaker is always focused on doing a good job. She is always professional in her interaction with the students and staff. She is focused on improving her profession. She really values the role of the counselor and is an advocate for her students.

Behaviors & Characteristics

1. Orientation

- Students engaged
- Teacher actively engaged with students
- Study period/seatwork
- Students attentive
- Off-task behavior
- Cooperative learning activity
- Students engaged with each other
- Teacher lecture
- Students inattentive

Note : There were some students off task. The other teacher corrected the student behavior a couple of times. When she was trying to get the group to listen she reminded them that they were supposed to be listening. The students were not responding respectfully to Ms. Radmaker. This would be a good area for growth.

2. Curriculum Decisions

- Core curriculum being taught
- Evidence of differentiation/modifications
- Integrates assessment into instruction
- Integration of technology
- Enrichment activities
- Real-life curriculum connection
- Remediation activities

Note : The lesson included several video segments. The lesson was from the Second Step Curriculum so it matched our district curriculum. The lesson is something our kids could use right away in their daily lives.

3. Instructional Decisions

- Teacher working primarily with individuals or small groups
- Students working independently
- Teacher incorporating literacy strategies
- Teacher using instructional strategies (graphic organizer, coop. learning, etc.)
- Students participating in discussion
- Teacher conferencing with students
- Teacher as facilitator
- Students as facilitators

Note : Turn to a partner and talk about the video. They did a role playing activity with a partner to practice being assertive and aggressive.

4. Environment

- Room reflects curriculum
- Student work displayed
- Learning centers
- Motivational posters
- Desks in rows
- Desks in group formations
- Positive stimulating environment

Note : NA (this is not her classroom)

5. Classroom Management

- Student expectations displayed or evident through climate
- Positive relationships evident
- Active supervision
- Interacted with most students
- Minor rule violation handled quietly and quickly
- Smooth transitions between activities
- Positive reinforcement observed

Note : There was some off task behavior that went unnoticed. The group was small enough though that it didn't really effect the lesson. Ms. Radmaker did a nice job of walking over to the group of boys who were off task so that her proximity caused them to stop the misbehavior.

Assessment & Prof. Dev.

1. Assessment Observed

- Rubric
- Observation for assessment
- Pencil and paper

- Individual feedback
- Peer review
- Project-based
- Technology use for assessment

Note : While the students were doing the role playing, she was walking around, asking questions and giving feedback.

2. Professional Development Connections

- Testing learned strategies
- Different assessment methods
- Collaborative student projects
- Learned data collection methods
- Unique use of data
- Specific questioning techniques
- More possible customized to district professional development activities

Note : We have been talking about student engagement and Ms. Radmaker did a good job of keeping the students engaged in the lesson. She gave multiple opportunities for the students to participate in the lesson.

Reflection Sheet

Counselor: Jessica Radmaker

Date: 1/22/14

Subject: Counseling

Concept or Topic: Being Assertive

1. As I reflect on this lesson, to what extent were students productively engaged?

I feel like they were productively engaged for the majority of the lesson. One part where I feel that students were not engaged was when I had them break into partners and work on their own—some students worked well together and some just messed around.

2. Did the students learn what I intended them to learn? Were my instructional goals met? How do I know? Or how and when will I know?

I wanted students to understand the difference between passive, aggressive, and assertive and to be able to demonstrate how to be assertive. I think students were able to identify aspects of body language, tone of voice, and words that would make a person's actions passive, aggressive, or assertive during roleplays in front of the group. Many students were also able to demonstrate assertive behavior when working with their partners. I will know if students fully understood the concepts in this lesson when I observe them in their daily interactions and from the feedback I get from teachers.

3. Did I alter my goals or instructional plans as I taught this lesson? Why? Why not?

No, I did not alter my goals much as I taught this lesson. I did end up spending more time on roleplays than I originally intended since this seemed to help students understand concepts better and practice their skills.

4. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?

I might do more roleplays with the group as a whole and less partner work since students were not fully engaged in the partner work. I might also set students up with different partners that they might work better with. I could also make the expectations and rules very clear before we start partner work so that students are more engaged.

Instruction Plan

Teacher: Jessica Radmaker

Date: 1-16-14

Subject: Counseling

Grade: 4

1. Briefly describe the students in this class?

This is Joy Lee's 4th grade class. These students are typically highly engaged and grasp the concepts that we cover quickly. I typically do not have issues with this class of students but I also do not know these students very well yet.

2. What are your goals for the lesson? What do you want the students to learn?

Key concepts: being assertive means asking for what you want or need in a calm, firm, respectful voice; being assertive helps you be successful in a variety of social and academic situations.

Objectives: students will be able to identify passive, aggressive, and assertive responses; students will be able to demonstrate assertive responses with their partners.

3. Why are these goals suitable for this group of students?

All students should understand what being assertive means and how this is more likely to get them what they need and want than being passive or aggressive. Forth grade students are capable of practicing these skills and giving other students constructive feedback.

4. How do these goals support the district's standards and benchmarks?

The Second Step curriculum I use is aligned with the Common Core and is also aligned with the American School Counselor Association's standards and benchmarks. The Second Step curriculum is also aligned with PBIS and RTI.

5. How do you plan to engage students in the content of this lesson? What will you do? What will students do?

I ask for and encourage participation, I use visuals with posters and videos, and I allow students to practice skills they are learning with partners. Students will share answers with their partners and the class as a whole, students will watch video clips and respond to these, and students will practice the skills they are learning with their partners.

6. What difficulties do students experience in this content area? How do you plan to react to these difficulties?

The difficulty students experience in this content area is that they sometimes assume that they already have the skills we are working on so they can become distracted or disengaged. I plan to react to these by keeping the lesson moving from one activity to the next so that students will stay engaged in learning.

mclapper@colo-nesco.k12.ia.us
 Jessica Radmaker on 04/09/2014
 April 9, 2014 2:14 PM

I accidentally selected the wrong name when I started this. I selected Erin Murphy, but of course, you were the one I was actually observing. For some reason, I can't get it changed though. Sorry about that.

Have a good afternoon,
 Mickolyn

| | |
|--------------------------------|--------------------------|
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| Jessica Radmaker on 04/09/2014 | engagement |
| Board Name | School Name |
| AEA 11 - Colo-Nesco | Colo-Nesco Elementary |
| Observer | Subject |
| Mickolyn Clapper | Erin Youngers-Murphy |
| Start Date | End Date |
| Wed Apr 09 2014 01:06 PM | Wed Apr 09 2014 01:10 PM |

| | |
|---|---|
| Page 1 | |
| 1. Objectives Posted | ☒ |
| 2. Students were engaged in lesson Note : 14/16 | - |
| 3. Students were not engaged in lesson Note : 2/16 Braxton and Trenton were messing around. | - |
| 4. Students were Note : Playing a game called if then. | - |
| 5. Teacher was Note : The teacher was explaining the rules. | - |

| | |
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| Walk-through Name | Template |
| Jessica Radmaker on 04/09/2014 | engagement |
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**BUENA VISTA UNIVERSITY
GRADUATE PROGRAM
PROFESSIONAL SCHOOL COUNSELING FIELD PRACTICUM**

**PROFESSIONAL SCHOOL COUNSELOR
SCHOOL COUNSELING PRACTICUM PERFORMANCE EVALUATION FORM**

EVALUATION PERIOD: 7/31/13 – 3/18/14

NAME OF COUNSELOR: Jessica Radmaker

SCHOOL: Colo-Nesco CSD

EVALUATOR: Mickolyn Clapper TITLE: PreK-4 Principal

**COUNSELOR EVALUATION FORM
AND JOB DESCRIPTION**

The school counselor evaluation form will be used by the graduate student as a self-audit guide to the field practicum experience. It will also be used by supervisors to evaluate the student-counselor's performance in the field practicum.

DIRECTIONS FOR FORM COMPLETION:

I. **THE RATING SCALE:** Please write the appropriate number in the space provided beside each item. Mark the space N/O if you had no opportunity to observe and/or to evaluate. The rating scale is:

- | | |
|-----|--|
| 5 | - -Performance is clearly outstanding |
| 4 | - -Performance consistently exceeds standards |
| 3 | - -Performance consistently meets standards |
| 2 | - -Performance is below expectations; consultation is required; and improvement is needed in specific areas |
| 1 | - -Performance is unsatisfactory or lacking, and little or no improvement has resulted from consultation |
| N/O | - -No opportunity to observe and/or evaluate |

II. **COMPLETING THE EVALUATION FORM:** Numerical ratings are to be assigned to each indicator. The indicator ratings are averaged to arrive at the role average of the counselor's performance. An N/O rating is not calculated in the role average.

It is not necessary for the evaluator to comment on each indicator; however, comments are encouraged for some areas where exceptional strength is indicated (i.e., a 4 or 5 rating is earned) or for areas which require improvement (i.e., a 1 or 2 rating is earned).

Jessica

PROFESSIONAL SCHOOL COUNSELOR
PERFORMANCE EVALUATION REPORT

ROLE 1: PROGRAM MANAGEMENT

A. PLANS, IMPLEMENTS, AND EVALUATES A
COMPREHENSIVE PROGRAM OF PROFESSIONAL
SCHOOL COUNSELING, INCLUDING COUNSELING SERVICES.

- | | | | | | | |
|--|-----|---|---|---|---|---|
| 1. Uses a planning process to define needs, priorities and program objectives. <i>Surveys</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Implements a comprehensive and balanced program. <i>2nd step I have a plan Roads to Success</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes. <i>Informally but working on formal for next year</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 4. Educates the school staff, parents and the community about the guidance program through a public information program. <i>Website College fair Colo-News News</i> | N/O | 1 | 2 | 3 | 4 | 5 |

ADD SCORES 15
ROLE AVERAGE 3.75

ROLE 2: GUIDANCE

A. TEACHES THE SCHOOL DEVELOPMENTAL SCHOOL COUNSELING
CORE CURRICULUM.

- | | | | | | | |
|---|-----|---|---|---|---|---|
| 1. Outlines, in writing, a school counseling core curriculum consistent with the district's guidance program plan and tailored to the specific building level needs. <i>work in progress worked with AEA staff to</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Teaches core curriculum units effectively. <i>design working on improved classroom management.</i> | N/O | 1 | 2 | 3 | 4 | 5 |

ADD SCORES 7

B. ASSISTS TEACHERS IN THE TEACHING OF SCHOOL COUNSELING
RELATED CURRICULUM.

- | | | | | | | |
|--|-----|---|---|---|---|---|
| 1. Consults with administrators and teachers regarding the teacher's areas of responsibility in teaching the developmental school counseling core curriculum. <i>following through activities for 2nd step. Homework for 2nd step.</i> | N/O | 1 | 2 | 3 | 4 | 5 |
|--|-----|---|---|---|---|---|

2. Supports teachers in teaching of a school counseling core curriculum which are developmentally based.

Helps with Bullying issues in the Classroom

N/O 1 2 3 4 5

ADD SCORES 8

C. GUIDES INDIVIDUALS AND GROUPS OF STUDENTS THROUGH THE DEVELOPMENT OF EDUCATIONAL PLANS AND CAREER AWARENESS.

1. Involves students in personalized educational and career awareness.

*Field trips
Talks to every class 6-12 I HAVE a plan*

N/O 1 2 3 4 5

2. Presents relevant information accurately and without bias.

N/O 1 2 3 4 5

ADD SCORES 10

ROLE AVERAGE 4.16

ROLE 3: COUNSELING

A. COUNSELS INDIVIDUAL STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling systematically.

*Next year add more students
K-12 students served*

N/O 1 2 3 4 5

2. Responds to students individually.

wants to add more small groups over time.

N/O 1 2 3 4 5

ADD SCORES 8

B. COUNSELS SMALL GROUPS OF STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling in groups as appropriate.

N/O 1 2 3 4 5

2. Provides group counseling systematically.

Small groups w/ 4th grade leadership (5 & 6 small groups)

N/O 1 2 3 4 5

ADD SCORES 6

C. USES ACCEPTED THEORIES AND TECHNIQUES APPROPRIATE TO SCHOOL COUNSELING.

1. Uses accepted theories.

Brief counseling

N/O 1 2 3 4 5

2. Uses effective techniques.

Solution Focused Counseling

N/O 1 2 3 4 5

ADD SCORES 8

ROLE AVERAGE 3.7

ROLE 4: CONSULTATION

A. CONSULTS WITH PARENTS, TEACHERS, ADMINISTRATORS AND OTHER RELEVANT INDIVIDUALS TO ENHANCE THEIR WORK WITH STUDENTS.

- | | | | | | | |
|---|-----|---|---|---|---|---|
| 1. Provides professional expertise collaboratively. | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Interprets information and ideas effectively. | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Advocates for students. <i>on regular basis</i> | N/O | 1 | 2 | 3 | 4 | 5 |

ms students w/ mental health issues

ADD SCORES 12

ROLE AVERAGE 4

ROLE 5: COORDINATION

A. COORDINATES WITH SCHOOL AND COMMUNITY PERSONNEL TO BRING TOGETHER RESOURCES FOR STUDENTS.

- | | | | | | | |
|--|-----|---|---|---|---|---|
| 1. Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate. <i>YSS Marshalltown of Commence</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Develops and maintains positive working relationships with other school professionals. <i>Admin, YSS, AEA Staff</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Develops and maintains positive working relationships with representatives of community resources. | N/O | 1 | 2 | 3 | 4 | 5 |

ADD SCORES 15

B. USES AN EFFECTIVE REFERRAL PROCESS FOR ASSISTING STUDENTS AND OTHERS TO USE SPECIAL PROGRAMS AND SERVICES.

- | | | | | | | |
|---|-----|---|---|---|---|---|
| 1. Accurately assesses students' and their families' needs for referral. <i>YSS mcmc Orchard Place</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Participates actively in the process for referral of students to school/district special programs and/or services. | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Uses an effective referral process for assisting students and others to use AEA and community agencies and services. | N/O | 1 | 2 | 3 | 4 | 5 |

ADD SCORES 12

ROLE AVERAGE 4.5

ROLE 6: ASSESSMENT

A. PARTICIPATES IN THE PLANNING AND EVALUATION OF THE SCHOOL GROUP STANDARDIZED TESTING PROGRAM.

1. Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development. N/O 1 2 3 4 5

2. Collaborates in the planning and evaluation of the group standardized testing program. N/O 1 2 3 4 5

Worked with lots staff to coordinate

ADD SCORES 8

B. INTERPRETS TEST AND OTHER APPRAISAL RESULTS APPROPRIATELY.

1. Correctly applies principles of test and measurement to tests and other appraisal results interpretation. N/O 1 2 3 4 5

2. Interprets test and other appraisal results to school personnel. *Posts information online* N/O 1 2 3 4 5

3. Interprets test and other appraisal results to students and their parents. N/O 1 2 3 4 5

4. Uses other sources of student data as assessment tools for the purpose of educational planning. N/O 1 2 3 4 5

5. Maintains the confidentiality of student assessment. N/O 1 2 3 4 5

6. Ensures that the uses of student records are for the benefit of students and personnel working with those students. N/O 1 2 3 4 5

ADD SCORES 24

ROLE AVERAGE 4.25

ROLE 7: PROFESSIONALISM

A. ADHERES TO ETHICAL AND LEGAL STANDARDS

1. Observes ethical standards of the Iowa and the American School Counselor Association. N/O 1 2 3 4 5

2. Observes relevant legal standards. N/O 1 2 3 4 5

ADD SCORES 10

B. ADHERES TO PROFESSIONAL DISTRICT STANDARDS

| | | | | | | |
|--|-----|---|---|---|---|-----|
| 1. Pursues continuous professional growth and development. <i>Attends conferences and webinars often</i> | N/O | 1 | 2 | 3 | 4 | (5) |
| 2. Keeps abreast of current and innovative procedures and practices in the fields of school counseling and in education. <i>Must to stay current talk to other counselors</i> | N/O | 1 | 2 | 3 | 4 | (5) |
| 3. Selects counselor interventions appropriate to students' issues and circumstances. <i>5th & 6th grade interventions 2nd step</i> | N/O | 1 | 2 | 3 | 4 | (5) |
| 4. Creates an atmosphere in which confidence, understanding and respect result in a helping relationship. | N/O | 1 | 2 | 3 | 4 | (5) |
| 5. Maintains positive working relationships with other counselors. <i>Others in other districts monthly meetings</i> | N/O | 1 | 2 | 3 | 4 | (5) |
| 6. Maintains professional records. | N/O | 1 | 2 | 3 | 4 | (5) |
| 7. Respects the integrity of the student. | N/O | 1 | 2 | 3 | 4 | (5) |

ADD SCORES 35

ROLE AVERAGE 5

**Colo-NESCO Community Schools
Individual Career Development Plan 2013-2014**

| | | |
|---------------------|-----------------|-------------|
| Teacher Name | Building | Date |
| Jessica Radmaker | District | 10-16-13 |

District Goal: To raise student achievement in reading, math and science and utilize the Iowa Common Core's Characteristics of Effective Instruction along with becoming a digital learning environment.

Specific Teacher Goal:

Interact with 7th and 8th grade students more often. Go into 7th and 8th grade classrooms at least once a semester and find activities and presenters that will benefit 7th and 8th grade students—at least one per year for both 7th and 8th grade.

Rationale for the Plan:

What student learning concerns will this individual plan address and what is the baseline data for analyzing the goals and progress:

This will address the student's academic, career, and personal/social development (the American School Counselor Association domains). The data I will use to analyze the goals and progress is to track how many times I go into each classroom, collect surveys from students, and track how many outside presenters I bring into the school or send 7th and 8th grade students to.

How does this plan relate to building and district student achievement goals?

Helping students develop in academic, career, and personal/social domains will undoubtedly impact the reading, math, and science scores of students as they become more well-rounded citizens. I will show the 7th and 8th grade students the school counseling website and explain features they can utilize both now and when they get to high school. This will help develop a digital learning environment.

How will the strategies and activities in this plan lead to accomplishing the goals?

Offering a slightly more comprehensive school counseling program to the 7th and 8th grade students will help these students develop in the academic, career, and personal/social domains. Interacting with 7th and 8th grade students more often will help them to understand what I do as a school counselor and help them feel more comfortable coming to me.

Check the Iowa Teaching Standards that are addressed in this plan:

| | | | |
|---|--------------------------------|---|----------------------------------|
| x | 1. Enhance Student Achievement | x | 5. Monitoring Student Learning |
| x | 2. Content Knowledge | | 6. Classroom Management |
| x | 3. Planning and Preparation | x | 7. Professional Growth |
| | 4. Instructional Strategies | x | 8. Professional Responsibilities |

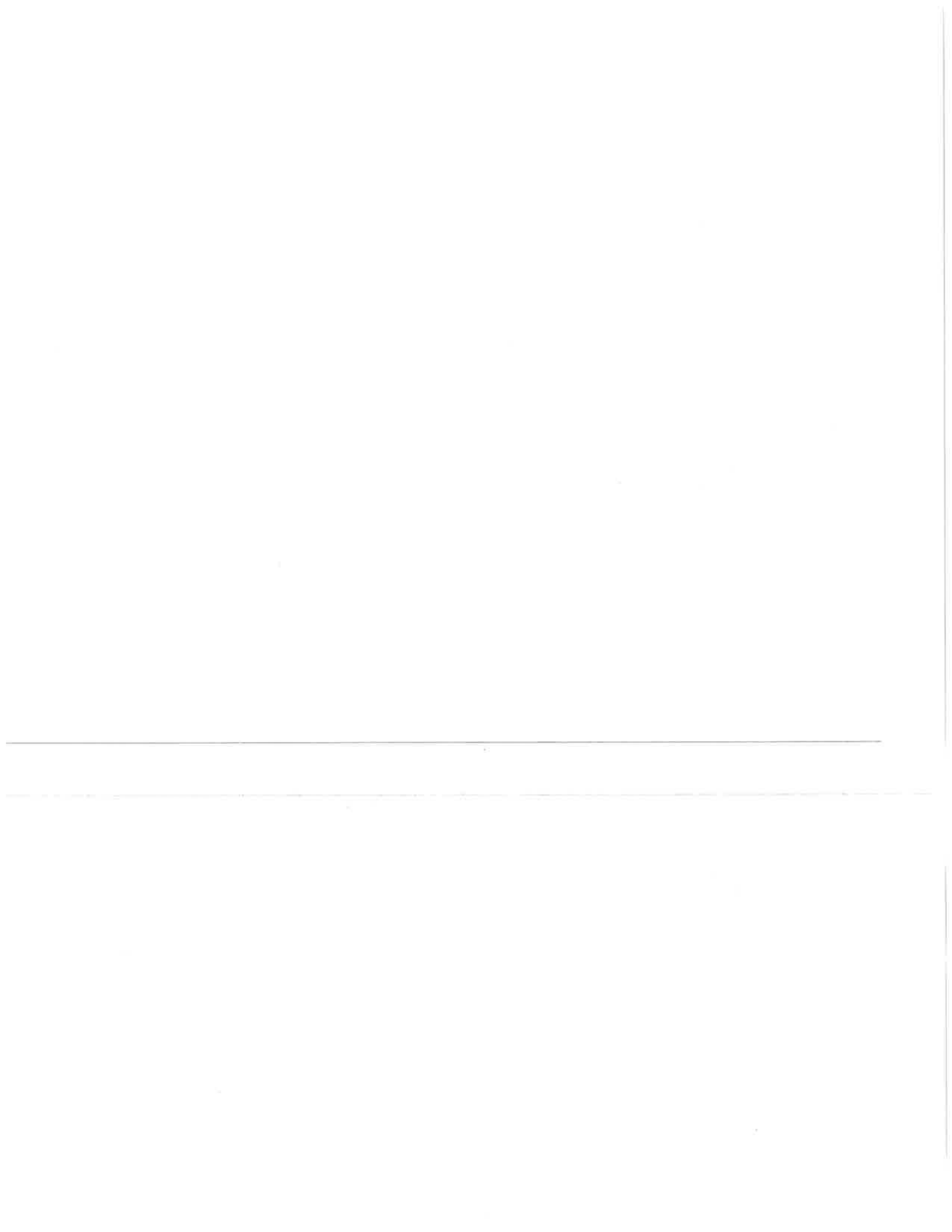
Strategies, Activities, and periodic Assessments:

I will use student surveys to track information I receive from 7th and 8th grade students. I will seek out outside resources and presenters that the 7th and 8th grade students may benefit from. I will track how many times I go into the 7th and 8th grade classrooms and how many outside resources I offer to these students.

Resources needed to implement the plan:

I will need to work with 7th and 8th grade teachers to allocate time to go into their classrooms to interact with students since this time is not built into the 7th and 8th grade schedule. I will need time to seek out outside resources and the support of administration and teachers to bring these resources into the school.

| | |
|-----------------------------------|---|
| Teacher signature and date | Administrator signature and date |
|-----------------------------------|---|



| | |
|---------------------------|--|
| Jessica Radmaker 10-16-13 | |
|---------------------------|--|

