

**Memorandum of Understanding
By and Between
The Camas School District 117
and
The Camas Education Association (CEA)**

2021-2023 ESA Evaluations

The Camas School District (District) and the Camas Education Association (Association) agree that the following changes to the 2020-23 Collective Bargaining Agreement will be effective for the 2021-22 school year and continue through the 2022-23 school year.

Article III Personnel

Section 3.20 Certified Employees' Evaluation Procedure

(e) Applicability to Unique Assignments:

4. Counselors shall use the form* below for evaluations for the 2020-23 school years; Educational Staff Associates will be evaluated using the mutually agreed upon frameworks found in the Special Education Handbook. For the 2020-2021 school year, School Psychologists, Speech and Language Pathologists, and Occupational and Physical Therapists shall use the 2019-20 frameworks as agreed upon in a Memo of Understanding dated October 11th, 2019. For School Psychologists, Speech and Language Pathologists, and Occupational and Physical Therapists who participate in this evaluation pilot for the 2020/2021 school year, they shall receive no summative evaluation lower than basic/satisfactory. All other provisions and timelines of the evaluation section 3.20 are applicable to ALL bargaining members. In June 2021, the Association and District will negotiate these frameworks for the remainder of the CBA. **School Psychologists, Behavior Specialists, Speech and Language Pathologists, and Occupational and Physical Therapists shall use the 2019-20 frameworks found in the Special Education Handbook for 2021-22 and 2022-23 school years. All other provisions and timelines of the evaluation section 3.20 are applicable to ALL bargaining members.**

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This MOU shall be rolled into the 2023-26 CBA including adding the counselor evaluation form into Section 7.01 Appendices.

Agreed to this day of June 21, 2021.

Signed this day of August 2, 2021.

FOR THE ASSOCIATION:

FOR THE DISTRICT:

Original Signature on File

Michelle Houle, CEA President

Original Signature on File

Doug Hood, Superintendent
on behalf of the Board of Directors

***Section 7.01 Appendix A: Counselor Evaluation**
School Counselor Performance Appraisal- Camas School District

Counselor _____

Evaluator _____

Position _____

Year _____

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished
<p>The counselor consistently fails to take appropriate action when action is reasonably called for.</p> <p>-OR-</p> <p>Gaps in knowledge or skill negatively impact services provided.</p>	<p>The counselor consistently takes action in a manner that is step-focused or completion oriented.</p> <p>-OR-</p> <p>Gaps in knowledge or skill are present but do not negatively impact services provided.</p>	<p>The counselor consistently takes action and monitors whether his/her practice is having the desired effect.</p> <p>-OR-</p> <p>Knowledge and skills related to this component are complete and comprehensive.</p>	<p>The counselor consistently monitors that his/her practice is having the desired effect for diverse subsets of individuals who are typically underserved or for whom typical practice does not produce the desired effect</p> <p>The counselor is a recognized leader regarding the knowledge and skills within this component.</p>

DIRECTIONS: During the initial goal setting meeting, the Counselor and Evaluator shall establish the focus components around which year’s evaluative conversations shall be centered. Across the three Major Functions, a minimum of four (4) total focus components shall be established. These can be all within one criterion or distributed across multiple Major Functions. Indicate these by highlighting the cells of the selected components. For counselors in their first three career years, it is recommended that at least two components be identified in each Major Function.

Professional Growth Goal(s) (To be established by the Counselor, approved by the Evaluator, and related to one or more of the selected focus components below):

CRITERION 1. Major Function: Development and Management of a Comprehensive School Counseling Program.	
1.1 Discusses the compressive school counseling program with the school administrators	
1.2 Uses data to develop school counselling program goals, and shares the goals with the stakeholders (i.e.; administrators, teachers, students, parents, and community and business leaders).	
1.3 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.	
1.4 Uses the majority of the time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability.	
1.5 Uses date to develop compressive programs that meet student needs.	
Observations and Comments:	

CRITERION 2. Major Function: Delivery of a Comprehensive School Counseling Program	
Direct Services	
2.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services).	
2.2 Delivers school counseling core curriculum lessons in classroom and large-group settings.	
2.3 Provides appraisal and advisement to assist all students with academic, career and personal/social planning.	
2.4 Provides individual and group counseling to students with identified concerns and needs.	
Indirect Services	
2.5 Indirect student services are provided on behalf of identified students; strategies to include referrals, consultation and collaboration.	
2.6 Refers students and parents to appropriate school and community resources to support student achievement and success.	
2.7 Consults with parents and other educators to share strategies that support student achievement and success.	
2.8 Collaborates with parents, other educators and community resources to support student achievement and success.	
Observations and comments:	
CRITERION 3. Major Function: Accountability	
3.1 Identifies and analyzes school data to inform the school counseling program and measure program results.	
3.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data.	
3.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement.	
3.4 Monitors student academic performance, attendance and behavioral data to inform school counseling program goals.	
3.5 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly.	
3.6 Conducts a school counseling program assessment annually to review extent of program implementation and effectiveness.	
3.7 Shares school counseling program results data with relevant stakeholders.	
Observations and comments:	
HOLISTIC OVERALL RATING	
<i>The overall rating should be based on the preponderance of evidence, not necessarily a mathematical average.</i>	
Overall Performance Comments by Evaluator:	
Comments by School Counselor:	