

Sample Counselor Evaluation

The purpose of having concise evaluation procedures is to address the reality that evaluations may be conducted by evaluators that are both certified and non-certified in school counseling. This document provides a compass with which evaluators can navigate their way through the evaluation process.

The immediate supervisor for the school counselor shall complete the following three components.

1. Annual Goal Setting

- ☐ Supervisor shall meet with each counselor by early November to set goals for the year.
- ☐ Goals should be mutually agreed upon.
- ☐ Goals may be personal growth or system related.
- ☐ Supervisors will assist in the attainment of mutually agreed goals.
- ☐ A progress report will be due from the supervisee to the supervisor by January 1st.
- ☐ A final report on goal attainment is due to the supervisor by mid May.

2. Formal Observation

Counselors should receive a minimum of one formal observation per year.

This observation should include:

- ☐ A pre-observation conference to discuss the objectives of the activity to be observed.
- ☐ A post-observation conference to review and process the observation.

3. Summary Evaluation

Using the following list of indicators as a guide, the immediate supervisor will cite areas of particular strength as well as those areas in need of improvement.

(Systems may want to adapt the rating system, if any, used for summary evaluation of other professional, certified staff. A dual rating system of self-evaluation and supervisor evaluation may also be used.)

Counseling

The counselor:

- ◆ assists students in developing decision-making skills;
- ◆ demonstrates knowledge of family development and family life;
- ◆ employs knowledge of career development;
- ◆ makes appropriate student referrals;
- ◆ demonstrates the ability to provide individual counseling to target populations;
- ◆ demonstrates ability to initiate counseling relationships with students;
- ◆ demonstrates skill and sensitivity in terminating counseling relationships;
- ◆ displays respect for the rights and unique characteristics of students;
- ◆ counsels students in their adjustment to a new school;
- ◆ creates a counseling environment which fosters feelings of acceptance and empathy
- ◆ demonstrates sensitivity to multicultural and multiethnic issues in counseling;
- ◆ modifies one's own professional behavior in response to constructive criticism;
- ◆ demonstrates ability in group counseling;
- ◆ assists with the transition from elementary to middle school, middle school to high school and to post-high school options;
- ◆ provides interventions and support in crisis situations;
- ◆ provides information and guidance in selecting schools and colleges (middle and high schools); and
- ◆ assists students in making schedule adjustments due to conflicts in scheduling (middle and high schools).

Strengths:

Areas in Need of Growth (counseling):

Consulting

The counselor:

- ◆ provides school expertise for community agencies;
- ◆ provides counseling perspective and relevant information to other school departments;
- ◆ assists instructional personnel in relating subject matter to career development;
- ◆ shares general information related to family development and family life;
- ◆ shares information relative to secondary planning;
- ◆ participates in the special education and ADA, Section 504 planning process where counselor input is required;
- ◆ shares background information pertinent to student performance with appropriate parties;
- ◆ shares information pertinent to available community resources;

- ◆ provides counseling perspective in the development of school initiatives;
- ◆ employs mediation skills with the school population;
- ◆ contributes expertise to the development and implementation of district wide policies and procedures;
- ◆ plans and delivers parent programs;
- ◆ interprets test and career interest inventory information to target populations; and
- ◆ provides information on the selection of post secondary education and training (high school).

Strengths:

Areas in Need of Growth (consulting):

Coordinating

The counselor:

- ◆ coordinates the services and activities of the school counseling program;
- ◆ coordinates community resources related to the services and activities of the school counseling program;
- ◆ develops cooperative working relationships between the school and community agencies, business and industry;
- ◆ coordinates school resources to ensure the provision of school counseling information to target populations;
- ◆ initiates communication between the school counseling department and home;
- ◆ facilitates the provision of career and vocational information to all students;
- ◆ collaborates with members of the instructional staff to maximize the academic experience for students;
- ◆ serves as liaison among students, parents, teachers and system support personnel; and
- ◆ coordinates programs for students and parents to assist in post secondary planning.

Strengths:

Areas in Need of Growth (coordinating):

Managing the Curriculum

The counselor:

- ◆ demonstrates knowledge of school counseling topics presented;
- ◆ designs, evaluates and revises a planned sequential and developmentally appropriate school counseling curriculum;
- ◆ addresses goals and objectives in units of instruction;
- ◆ employs a variety of strategies to achieve instructional objectives in the delivery of the curriculum;
- ◆ promotes a positive learning environment;
- ◆ facilitates the instructional process by using school and community resources;
- ◆ modifies teaching methods using a variety of evaluation techniques;
- ◆ designs procedures to measure student outcomes; and
- ◆ collaborates with classroom teacher in the delivery of the school counseling curriculum.

Strengths:

Areas in Need of Growth (managing the curriculum):

Individual Planning

The counselor:

- ◆ provides a systematic approach to individual planning of postsecondary planning using academic and career information (middle and high schools).

Strengths:

Areas in Need of Growth (individual planning):

Managing

The counselor:

- ◆ manages time, space, materials and equipment for the provision of the school counseling program;
- ◆ uses technology to improve the delivery of the program;
- ◆ implements and evaluates a developmental school counseling program;
- ◆ organizes the public relations program of the school counseling program;
- ◆ conducts evaluations of the school counseling program and interprets the results to the school and community;
- ◆ uses evaluations to modify the school counseling program;
- ◆ plans, implements, maintains and evaluates the systems necessary for the support and maintenance of the school counseling program;
- ◆ uses applied research to modify the program;
- ◆ manages the collection, use, retention, and destruction of educational records in accordance with local policies, state and federal laws;
- ◆ manages resources for researching opportunities such as scholarships, military, apprentices and other post secondary options;
- ◆ supervises the clerical workers, paraprofessionals, volunteers, etc. who are assigned to the school counseling program; and
- ◆ articulates the school counseling program to students, parents and staff.

Strengths:

Areas in Need of Growth (managing):

Contributing

The counselor:

- ◆ participates in activities which contribute to the effective operation of the school;
- ◆ establishes and maintains effective relationships with staff and administrators;
- ◆ communicates with administrators, teachers, staff, students, parents and the community regarding the school counseling program;
- ◆ participates in school-wide decision making; and
- ◆ is active on school and district committees.

Strengths:

Areas in Need of Growth (contributing):

Promoting Professionalism

The counselor:

- ◆ adheres to the ethical standards of the state and national school counselor associations;
- ◆ adheres to preferred practices prescribed by state and national school counselor associations;
- ◆ demonstrates knowledge of local policies and state and federal laws pertaining to school
- ◆ guidance and counseling;
- ◆ demonstrates personal growth and professional development;
- ◆ advocates for equal access to programs and services for all students;
- ◆ demonstrates knowledge of current practices in the field of school counseling; and
- ◆ clarifies limits of confidentiality to students.

Strengths:

Areas in Need of Growth (promoting professionalism):

Overall Summary (narrative)