

SCHOOL COUNSELOR PERFORMANCE APPRAISAL PROCESS

Guidelines

1. The supervisor/evaluator(s) and the school counselor mutually define the competencies appropriate to each job function at the beginning of the school year. Every function is to be evaluated.
2. A plan for evaluation, feedback, and indicated revisions of performance standards is developed. Designated times for formative feedback during the year should be included.
3. Multiple sources of information and data used to evaluate competencies and functions are considered, especially for areas where observations may intrude on the service being delivered (i.e. counseling and assessment).
4. Attempts are made to have a trained counselor evaluate the employed counselor on technical and professional aspects of practice (i.e. counseling and consulting processes). Such peer evaluation is especially important during years when the school counselor is being considered for advancement on the career ladder.
5. Once the evaluation is completed as specified on the performance appraisal instrument, the supervisor and school counselor develop appropriate professional development plans. Professional development plans should not be limited to areas of deficiency but should also be developed for areas “at standard” or higher in which the school counselor may have special interests or desire continued growth.

SCHOOL COUNSELOR PERFORMANCE APPRAISAL INSTRUMENT

Instructions

1. The evaluator is to rate the school counselor on a six-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The school counselor is provided an opportunity to react to the evaluator’s ratings and comments.
4. The evaluator and the school counselor must discuss the results of the appraisal and any recommended action pertinent to it.
5. The school counselor and the evaluator must sign the instrument in the assigned spaces.
6. The competencies pertinent to each major function must be selected and discussed by the supervisor and school counselor at the beginning of the year.
7. The instrument must be filed in the school counselor’s personnel folder.

A local board shall use the performance standards and criteria adopted by the State Board unless the board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those adopted by the State Board. G.S. 115C-333(a)

SCHOOL COUNSELOR PERFORMANCE APPRAISAL INSTRUMENT

Counselor Name: _____

School: _____

1.0 MAJOR FUNCTION: PROGRAM PLANNING

Rating Scale (Please Check)

- 1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.
- 1.2 Initiates and coordinates school-wide guidance and counseling activities.
- 1.3 Manages time effectively and provides services on schedule.
- 1.4 Maintains an organized, functional, and up-to-date office/counseling center.
- 1.5 Seeks input from teachers and staff in making decisions about the school counseling program.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:

2.0 MAJOR FUNCTION: COUNSELING

- 2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.
- 2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.
- 2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services.
- 2.4 Follows up individual and group counseling to monitor student progress.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:

3.0 MAJOR FUNCTION: CONSULTING

- 3.1 Demonstrate knowledge of consulting processes and techniques with student, parents, teachers, and administrators.
- 3.2 Assists parents and teachers in understanding and responding to developmental levels of students.
- 3.3 Presents instructional/informational programs to groups, parents, and teachers (e.g., parent education programs, group guidance, teacher in-service).
- 3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:

4.0 MAJOR FUNCTION: COORDINATING

- 4.1 Communicates effectively with students, parents, and staff.
- 4.2 Advocates for all students.
- 4.3 Assists teachers with the integration of guidance activities into the curriculum.
- 4.4 Shares appropriate information about students with school personnel, parents, and community agencies.
- 4.5 Makes appropriate referrals of students to school and community programs.
- 4.6 Assist with coordination of student services in the school.
- 4.7 Assist with coordination of the school’s annual testing program.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:
