

EVALUATION OF COUNSELOR PERFORMANCE

Counselor: _____ School Year: _____

Worksite(s) /Program(s): _____

Status of Counselor: _____ Probationary _____ Permanent

Rating Scale: (1) Meets or Exceeds Standards (2) Satisfactory w/Recommendations (3) Unsatisfactory

STANDARD 1: PLANNING AND PREPERATION	1	2	3
1.1 Assess various data sources to identify the needs of stakeholders, then determine which ASCA Behavior Standards will be targeted and supported for the current academic year			
1.2 Establish goals for the school counseling program appropriate to the school setting and based on needs assessments (ie., student, parents, staff and principal)			
1.3 Develop curriculum, activities, strategies, and interventions to achieve the Student Outcome Goals as identified in the required documents by the American School Counseling Association (ASCA)			
1.4 Develops and delivers classroom guidance lesson plans, which provide counseling instruction to participants/stakeholders at appropriate grade levels, and reflects appropriate counseling instruction based on the American School Counselor Association (ASCA) approved standards, ASCA Mindsets & Behaviors for Student Success .(see attachment)			
STANDARD 2: ENVIORNMENT	1	2	3
2.1 Creates a collaborative climate that promotes the development of positive respect for all			
2.2 Presents lessons/presentations in such a way as to encourage participants/stakeholders to utilize a variety of counseling techniques and strategies			
2.3 Provides direct and indirect student services by utilizing and making appropriate referrals to school and community resources			
STANDARD 3: DELIVERY OF SERVICE/INSTRUCTION	1	2	3
3.1 Demonstrates professional knowledge of ASCA Mindsets & Behaviors, and/or K-12 College and Career Readiness. School Counselor transmits that knowledge using a variety of techniques and/or materials to accomplish the objectives of the counseling instruction			
3.2 Demonstrates use of time for professional purposes, with all participants/stakeholders being involved in meaningful culturally sensitive counseling techniques, culturally sensitive student learning activities and culturally sensitive discussion techniques			
3.3 Makes clear the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective			
3.4 Provides direct and indirect student services through an Multi-Tiered Systems of Support (MTSS) through classroom, large group, small group, and individual setting			

STANDARD 4: PROFESSIONAL RESPONSIBILITIES		1	2	3
4.1	Actively participates in program improvement activities and self-reflection			
4.2	Communicates to staff members, participants/stakeholders, and/or parents without difficulty; using current data, precise information in a timely manner			
4.3	Take a leadership role within the department, the school setting and the educational community			
4.4	Collaborate with teachers parents and the community to promote academic success of students			
4.5	Establish and maintain effective relationships with those contacted in the course of work			
4.6	Comply with established rules, regulations policies, contracts and laws			
4.7	Fulfill assigned duties with the aligned appropriate activities of a school counselor per ASCA National Model (see attachment)			

Commendations:

Recommendations:

OVERALL EVALUATION:

- Meets or Exceeds Standards
 Satisfactory w/Recommendations
 Unsatisfactory
-
-

 Signature of Evaluator

 Date

In accordance with Education Code Section 44663, you have the right to comment upon this document (or any statement that may be contained herein) in writing, and you may have your written comments attached to this document in your Personnel File.

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation.

 Signature of Counselor

 Date

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Counselor Goal Setting Form

Counselor: _____

Worksite(s) /Program(s): _____

Year of Evaluation: _____

Purpose: The purpose of the goal-setting conference is to provide an opportunity for a conversation about good counselor practices as reflected in the Standards below to establish an evaluation focus. In addressing the four standards, you will be responsible for three key elements as specific areas of focus. However, in the evaluation process, you are responsible for satisfactory performance in all four standards.

Evaluator's Initials	Counselor's Initials	Date of Conference	Areas of Focus for the Year (check)	Standard 1: PLANNING AND PREPARATION
				Assess various data sources to identify the needs of stakeholders, then determine which ASCA Behavior Standards will be targeted and supported for the current academic year
				Establish goals for the school counseling program appropriate to the school setting and based on needs assessments (ie., student, parents, staff and principal)
				Develop curriculum, activities, strategies, and interventions to achieve the Student Outcome Goals as identified in the required documents by the American School Counseling Association (ASCA)
				Develops and delivers classroom guidance lesson plans, which provide counseling instruction to participants/stakeholders at appropriate grade levels, and reflects appropriate counseling instruction based on the American School Counselor Association (ASCA) approved standards, ASCA Mindsets & Behaviors for Student Success . (see attachment)
Evaluator's Initials	Counselor's Initials	Date of Conference	Areas of Focus for the Year (check)	Standard 2: THE ENVIRONMENT
				Creates a collaborative climate that promotes the development of positive respect for all
				Presents lessons/presentations in such a way as to encourage participants/stakeholders to utilize a variety of counseling techniques and strategies
				Provides direct and indirect student services by utilizing and making appropriate referrals to school and community resources

Evaluator's Initials	Counselor's Initials	Date of Conference	Areas of Focus for the Year (check)	Standard 3: DELIVERY OF SERVICE/INSTRUCTION
				Demonstrates professional knowledge of ASCA Mindsets & Behaviors, and/or K-12 College and Career Readiness. School Counselor transmits that knowledge using a variety of techniques and/or materials to accomplish the objectives of the counseling instruction
				Demonstrates use of time for professional purposes, with all participants/stakeholders being involved in meaningful culturally sensitive counseling techniques, culturally sensitive student learning activities and culturally sensitive discussion techniques
				Makes clear the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective
				Provides direct and indirect student services through an Multi-Tiered Systems of Support (MTSS) through classroom, large group, small group, and individual setting
Evaluator's Initials	Counselor's Initials	Date of Conference	Areas of Focus for the Year (check)	Standard 4: PROFESSIONAL RESPONSIBILITIES
				Actively participates in program improvement activities and self-reflection
				Communicates to staff members, participants/stakeholders, and/or parents without difficulty; using current data, precise information in a timely manner
				Take a leadership role within the department, the school setting and the educational community
				Collaborate with teachers parents and the community to promote academic success of students
				Establish and maintain effective relationships with those contacted in the course of work
				Comply with established rules, regulations policies, contracts and laws
				Fulfill assigned duties with the aligned appropriate activities of a school counselor per ASCA National Model (see attachment)

OTHER KEY ELEMENTS AS ESTABLISHED BY EVALUATOR AND COUNSELOR:

Counselor: _____ Date: _____

Evaluator: _____ Date: _____