

Section 7.02 Appendix B: Counselor Evaluation Form
School Counselor Performance Appraisal- Camas School District

Counselor: _____ Evaluator: _____

Position: _____ Year : _____

| 1= Unsatisfactory | 2= Basic | 3= Proficient | 4= Distinguished |
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| <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 the 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 their 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 their 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>OR</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):

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| 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 counseling 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 | |

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| 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 data to develop comprehensive 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 advice 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. | |

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| 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 the extent of program implementation and effectiveness. | |
| 3.7 Shares school counseling program results data with relevant stakeholders. | |
| Observations and comments: | |
| HOLISTIC OVERALL RATING | |
| The overall rating should be based on the preponderance of evidence, not necessarily a mathematical average. | |
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| Comments by School Counselor: | |