

*Washington County School District
School Counselor Performance Appraisal*

Counselor: _____ School: _____ Evaluator _____ Date _____

Levels of Performance

- Level 4** Performance *consistently exceeds* standards at a **distinguished level**.
Level 3 Performance *consistently meets* (and may occasionally exceed) standards at a **proficient level**.
Level 2 Performance *approaches* standards or does not consistently meet standards at a **basic level**.
Level 1 Performance is *below* standards and is at an **unsatisfactory level**.

Counselor Performance Evaluation- Guidance Curriculum					<i>Comments</i>
<i>Standard 1: The professional school counselor plans, organizes and delivers comprehensive guidance services.</i>					
	1	2	3	4	
1.1	The professional school counselor demonstrates and delivers services to meet the needs of all students.				
1.2	The professional school counselor demonstrates positive interpersonal relationship skills with students, parents/guardians, and educational faculty and staff members.				
<i>Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured classroom lessons for all students.</i>					
	1	2	3	4	<i>Comments</i>
2.1	The professional school counselor develops materials and instructional strategies to meet student needs and school goals.				
2.2	The professional school counselor teaches school guidance lessons effectively.				
2.3	The professional school counselor encourages staff involvement and training to ensure the effective implementation of the school guidance curriculum.				

<i>1.1</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Yearly goals not set Rarely demonstrates specific attention to student population Rarely demonstrates use of indicators 	<ul style="list-style-type: none"> Demonstrates a limited understanding of goals and objectives of school counseling. Demonstrates limited follow through with assigned students. Exhibits occasional attention to select population with limited communication 	<ul style="list-style-type: none"> Participation in school improvement team Ongoing use of needs assessment to set goals and objectives with assigned students/ Designs programs to meet the needs of select population with some use of indicators 	<ul style="list-style-type: none"> Systematically demonstrates working with school leadership (i.e. school improvement team, Advisory Council, PLCs) as integral team member to identify areas of need that can be addressed through a comprehensive guidance program. Systematically providing or participating in creation of monthly guidance calendars; communication to parents, administrators and community, strong, integral team member Systematically demonstrates ongoing assessment (pre/post tests, surveys, questionnaires) to meet all assigned students needs and revise where necessary

<i>1.2</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Rarely maintains confidentiality Rarely maintains professional and collegial relationships with staff, students and community Rarely or never responds to staff, parent or student concerns 	<ul style="list-style-type: none"> Demonstrates inconsistent levels of confidentiality Exhibits limited professional and collegial relationships with staff, students, and community Responds inconsistently to parent, staff, and student concerns 	<ul style="list-style-type: none"> Demonstrates professional confidentiality Maintains professional and collegial relationships with staff, students and community Responds consistently to parent, staff and student concerns. 	<ul style="list-style-type: none"> Demonstrates highest level of confidentiality Maintains professional and collegial relationships with staff and community and takes initiative in leadership roles. Handles and responds professionally and expediently to parent, staff, and student concerns

2.1	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Never provides classroom presentations Rarely aligns presentations with needs & goals Demonstrates little or no knowledge of best practice or available resources 	<ul style="list-style-type: none"> Occasionally provides classroom presentations. Inconsistently aligns meeting goals and objectives Demonstrates limited knowledge of best practices and available resources 	<ul style="list-style-type: none"> Consistently provides classroom presentation that align with goals and objectives Demonstrates knowledge and uses available resources and materials and uses best practices. Consistently shares valuable information with others 	<ul style="list-style-type: none"> Systemically presents classroom presentation that align with goals and objectives Systemically demonstrates vast knowledge of best practices, available resources and materials supporting RTI Tier I interventions Systematically reevaluates goals and objectives and modifies presentations to better meet needs of students

2.2	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Demonstrates a lack of understanding of effective instructional strategies (i.e. visual aids, learning styles, differentiated instruction) Demonstrates a lack of understanding of effective classroom management techniques (i.e. eye contact, proximity, verbal cues, engaging activities) 	<ul style="list-style-type: none"> Demonstrates a limited understanding of instructional strategies (i.e. visual aids, learning styles, differentiated instruction) Demonstrates a limited understanding of effective classroom management techniques (i.e. eye contact, proximity, verbal cues, engaging activities) 	<ul style="list-style-type: none"> Demonstrates a thorough understanding of instructional strategies (i.e. visual aids, learning styles, differentiated instruction) Demonstrates a thorough understanding of effective classroom management techniques (i.e. eye contact, proximity, verbal cues, engaging activities) 	<ul style="list-style-type: none"> Systematically demonstration understanding of instructional strategies (i.e. visual aids, learning styles, differentiated instruction) Demonstrates an understanding of effective classroom management techniques (i.e. eye contact, proximity, verbal cues, engaging activities)

2.3	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Does not plan with teachers to provide meaningful guidance activities. Does not provide training for staff 	<ul style="list-style-type: none"> Occasionally works with teachers to provide meaningful guidance activities Limited training provided for staff on guidance related issues 	<ul style="list-style-type: none"> Consistently participates with teachers in implementing guidance activities Consistently provides training for staff on a variety of guidance related subjects 	<ul style="list-style-type: none"> Systematic participation with PLCs in identifying needs and implementing meaningful guidance activities Provides training for staff on a variety of guidance related subjects Seeks out best practices for staff training with regards to improving student achievement related to guidance issues

Counselor Performance Evaluation- Individual Planning										Comments
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of personal, educational and career plans.					1	2	3	4		
3.1 The professional school counselor, in collaboration with teachers and parents/guardians, helps students establish educational and career goals through IEP's, SEP's, SEOP's, 504's, etc.										
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of various assessment data and the presentation of relevant, unbiased information.										

3.1	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Works ineffectively with students and/or is ineffective in developing or supporting a SEP/SEOP, IEP, and/or 504 Rarely participates in parent/teacher/student conferences. Provides no or little SEP/SEOP teacher/advisor training Rarely conducts or provides staff support for a meaningful SEP/SEOP 	<ul style="list-style-type: none"> Occasionally provides satisfactory support for SEP/SEOP, IEP and/or 504 plan Occasionally participates in parent/teacher/student conferences. Demonstrates minimal SEP/SEOP teacher/advisor training Conducts SEOP/SEOPs in the school that are not well defined followed consistently 	<ul style="list-style-type: none"> Works effectively with most assigned students to develop a SEP/SEOP, IEP, and/or 504 plan addressing individual student needs Consistently participates in parent/teacher/student conferences. Demonstrates adequate SEP/SEOP teacher/advisor training, as needed Developed well defined process for conducting SEP/SEOP and follows it consistently 	<ul style="list-style-type: none"> Works effectively with all assigned students and can develop a SEP/SEOP, IEP, and/or 504 plan addressing individual student needs Systematically participates in parent/teacher/student conferences. Demonstrates outstanding SEP/SEOP teacher/advisor training, as needed Instrumental in the development of the process for conducting SEP/SEOP

3.2	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Rarely provides opportunities for students to determine their abilities, achievements, interests, and goals (i.e. Choices, Career Futures, ability/interest inventories, testing results and interpretation) 	<ul style="list-style-type: none"> Occasionally provides opportunities for students to determine their abilities, achievements, interests, and goals (i.e. Choices, Career Futures, ability/interest inventories, testing results and interpretation) 	<ul style="list-style-type: none"> Consistently provides opportunities for students to determine their abilities, achievements, interests, and goals (i.e. Choices, Career Futures, ability/interest inventories, testing results and interpretation) 	<ul style="list-style-type: none"> Systematically provides opportunities for students to determine their abilities, achievements, interests, and goals (i.e. Utah Futures, ability/interest inventories, testing results and interpretation)

Counselor Performance Evaluation- Responsive Services									<i>Comments</i>
Standard 4: The professional school counselor provides responsive services through the effective use of individual and small- group counseling, consultation and referral skills.					1	2	3	4	
4.1	The professional school counselor demonstrates effectiveness in counseling with individual students and small groups of students with identified needs and concerns.								
4.2	The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals in the school district and within the community.								
4.3	The professional school counselor implements an effective referral process with administrators, teachers and other school personnel for services and resources within the school system and providing a link to outside government, private and community agencies.								

4.1	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> • Rarely provides effective individual counseling opportunities. • Rarely provides effective small group counseling opportunities. • Rarely demonstrates an understanding of a variety of accepted theories and techniques. 	<ul style="list-style-type: none"> • Occasionally provides effective individual counseling opportunities. • Occasionally provides effective small group counseling opportunities. • Occasionally demonstrates an understanding of a variety of accepted theories and techniques. 	<ul style="list-style-type: none"> • Usually provides effective individual counseling opportunities. • Usually provides effective small group counseling opportunities. • Usually demonstrates an understanding of a variety of accepted theories and techniques 	<ul style="list-style-type: none"> • Systematically provides proven effective individual counseling opportunities. • Systematically provides proven effective small group counseling opportunities. • Systematically demonstrates an understanding of a variety of accepted theories and techniques

4.2	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> • Rarely initiates consultations with parents, administrators, teachers, and other relevant individuals to enhance student development. • Rarely asked to participate in consultation. 	<ul style="list-style-type: none"> • Occasionally initiates consultation with parents, administrators, teachers, and other relevant individuals to enhance student development. • Occasionally asked to participate in consultation 	<ul style="list-style-type: none"> • Initiates consultations with parents, administrators, teachers, and other relevant individuals to enhance student development. • Perceived as a valuable member of a consultation teams and regular requested for consultation 	<ul style="list-style-type: none"> • Systemically engages consultation opportunities with parents, administrators, and other relevant individuals to enhance student development. • Demonstrates expertise that is highly valued by others in consultation

4.3	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> • Unsure of community, school, and family resources rarely makes community referrals. • Demonstrates a marginal knowledge of community and alternative resources. • Demonstrates little knowledge of own/system limitations • Often unable to define problems and needs 	<ul style="list-style-type: none"> • Occasionally makes community referrals, • Demonstrates a satisfactory knowledge of community resources. • Demonstrates limited knowledge of own/system limitations • Demonstrates some understanding of student needs 	<ul style="list-style-type: none"> • Makes referrals to community resources as needed. • Demonstrates comprehensive knowledge of community resources. • Understands own and system limitations and readily refers students to appropriate school programs • Demonstrates a satisfactory knowledge of community resources. • Skilled at identify student needs and defining the problem. • Creates a network of options within the school system 	<ul style="list-style-type: none"> • Systemically anticipates the needs for services • Actively participates in community resource develop to provide input for needed resources. • Highly skilled at identifying multiple options and solutions within the community, school, and family • Demonstrates personal relationship with many agencies. • Systemically provides access to school services

Counselor Performance Evaluation- Counselor Professionalism and System Support									Comments
Standard 5: The professional school counselor demonstrates best practices in assuming professional responsibilities					1	2	3	4	
5.1	The professional school counselor uses data to guide counseling program direction, emphasis, revisions and interventions.								
5.2	The professional school counselor demonstrates effective strategies supporting a positive school environment, RTI/PBIS (Positive Response Intervention System).								
5.3	The professional school counselor demonstrates evidence of professional characteristics.								

5.1	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Rarely or never assesses effectiveness Has no plans to use results of any assessments within the school 	<ul style="list-style-type: none"> Conducts annual assessment Demonstrates limited use of assessment results 	<ul style="list-style-type: none"> Conducts ongoing evaluation of effectiveness of counseling program components Demonstrates use of data results in a meaningful way 	<ul style="list-style-type: none"> Systematic evaluation and assessment of counseling work Systematic involvement of school and community including parents, students, teachers, administrators and outside agencies. Systemically uses assessment results in a variety of ways and continually looks for new methods of evaluation

5.2	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Rarely manages implementation of the counseling component of the program providing consistent expectations for positive student social/academic behavior. Rarely manages a program supporting goal setting, problem solving, climate of respect for all, and connecting choices, behaviors, and outcomes supporting PBIS 	<ul style="list-style-type: none"> Occasionally manages implementation of the counseling component of the program providing consistent expectations for positive student social/academic behavior. Occasionally manages a program supporting goal setting, problem solving, climate of respect for all, and connecting choices, behaviors, and outcomes supporting PBIS 	<ul style="list-style-type: none"> Demonstrates a thorough understanding of the counseling component of the program providing consistent expectations for positive student social/academic behavior. Demonstrates a program supporting goal setting, problem solving, climate of respect for all, and connecting choices, behaviors, and outcomes supporting PBIS 	<ul style="list-style-type: none"> Systematically manages the counseling component of the program providing consistent expectations for positive student social/academic behavior. Systemically provides program supporting goal setting, problem solving, climate of respect for all, and connecting choices, behaviors, and outcomes supporting RTI/PBIS

5.3	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
	<ul style="list-style-type: none"> Rarely works effectively with some staff demonstrating leadership identifying barrier to student achievement, actively implementing interventions Rarely demonstrates understanding of ASCA Ethical Standards (i.e. responsibility to all stakeholders, confidentiality, dual relationships, appropriate referrals, group/individual counseling) Infrequently demonstrates support or knowledge of district policy Rarely demonstrates support of school and district PLCs Rarely demonstrates student advocacy 	<ul style="list-style-type: none"> Occasionally works effectively with some staff demonstrating leadership identifying barrier to student achievement, actively implementing interventions Occasionally demonstrates understanding of ASCA Ethical Standards (i.e. responsibility to all stakeholders, confidentiality, dual relationships, appropriate referrals, group/individual counseling) Occasionally demonstrates support or knowledge of district policy Occasionally demonstrates support of school and district PLCs Occasionally demonstrates student advocacy 	<ul style="list-style-type: none"> Works effectively with some staff demonstrating leadership identifying barrier to student achievement, actively implementing interventions Demonstrates understanding of ASCA Ethical Standards (i.e. responsibility to all stakeholders, confidentiality, dual relationships, appropriate referrals, group/individual counseling) Demonstrates support and knowledge of district policy Demonstrates support of school and district PLCs Demonstrates student advocacy 	<ul style="list-style-type: none"> Works effectively with all staff demonstrating leadership identifying barriers to student achievement, actively implementing interventions Systemically adheres to ASCA Ethical Standards (i.e. responsibility to all stakeholders, confidentiality, dual relationships, appropriate referrals) Systemically adheres to district policy Systemically supports school and district PLCs Systemically demonstrates unyielding student advocacy