

PROFESSIONAL SCHOOL COUNSELOR PERFORMANCE EVALUATION AND JOB DESCRIPTION

EVALUATION PERIOD _____

NAME OF COUNSELOR _____ SCHOOL _____

EVALUATOR _____ TITLE _____

TEXAS EDUCATION AGENCY COUNSELOR EVALUATION FORM AND JOB DESCRIPTION

The counselor as a self-audit may use the counselor evaluation form. Supervisors to annually evaluate the counselor's performance may also use it. This TEA Counselor Evaluation and Job Description was developed in cooperation with the Texas Counseling Association and Texas School Counselors Association and is the recommended evaluation form as directed by TEC 21.356. Longview Independent School District counselors have added Section 7-Professionalism to the TEA recommended form.

DIRECTIONS FOR FORM COMPLETION

The Rating Scale: Please circle the appropriate letters in the spaces provided beside each item. Circle **N/O** if you had no opportunity to observe a job performance statement. **Circle only one response to each statement.**

EE=Exceeds Expectations	---	Performance consistently exceeds standards
ME=Meets Expectations	---	Performance consistently meets standards
BE=Below Expectations	---	Performance is below expectations; consultation is required; and improvement is needed in specific areas
N/O	---	No opportunity to observe and/or evaluate

Completing the Evaluation Form: Please evaluate your campus guidance counselor by completing the following evaluation form. Guidance Counselors are evaluated on seven major roles/responsibilities. After completing each of the seven roles, please include a role average for each area.

PERFORMANCE EVALUATION FORM

Role 1: Program Management

Plans, implements, and evaluates a comprehensive program of guidance including counseling services.

1. Uses a planning process to define needs, priorities and program objectives.	N/O	BE	ME	EE
2. Implements a comprehensive and balanced program.	N/O	BE	ME	EE
3. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes.	N/O	BE	ME	EE
4. Educates the school staff, parents, and the community about the guidance program through a public information program	N/O	BE	ME	EE

Comments: _____ Role Average: _____

Role 2: Guidance

Teaches the school developmental guidance curriculum.

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|--|-----|----|----|----|
| 1. Outlines, in writing, a campus guidance curriculum consistent with the district's guidance program plan and tailored to campus needs. | N/O | BE | ME | EE |
| 2. Teaches guidance units effectively. | N/O | BE | ME | EE |

Assists teachers in the teaching or guidance related curriculum.

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|---|-----|----|----|----|
| 1. Consults with administrators and teachers regarding the teacher's areas of responsibility in teaching the developmental guidance curriculum. | N/O | BE | ME | EE |
| 2. Supports teachers in teaching essential knowledge and skills. | N/O | BE | ME | EE |
| 3. Identified in the SBOE Rules for Curriculum, which are guidance-related. | N/O | BE | ME | EE |

Guides individual and groups of students through the development of educational plans and career awareness.

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|--|-----|----|----|----|
| 1. Involves students in personalized educational and career awareness. | N/O | BE | ME | EE |
| 2. Presents relevant information accurately and without bias. | N/O | BE | ME | EE |

Comments: _____ Role Average: _____

Role 3: Counseling

Counsels individual students with presenting needs/concerns.

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|--|-----|----|----|----|
| 1. Provides counseling systematically. | N/O | BE | ME | EE |
| 2. Responds to students individually. | N/O | BE | ME | EE |

Counsels small groups of students with presenting needs/concerns.

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|--|-----|----|----|----|
| 1. Provides counseling in groups as appropriate. | N/O | BE | ME | EE |
| 2. Provides groups counseling systematically. | N/O | BE | ME | EE |

Uses accepted theories and techniques appropriate to school counseling.

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|-------------------------------|-----|----|----|----|
| 1. Uses accepted theories. | N/O | BE | ME | EE |
| 2. Uses effective techniques. | N/O | BE | ME | EE |

Comments: _____ Role Average: _____

Role 4: Consultation

Consults with parents, teachers, administrators, and other relevant individuals to enhance their work with students.

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|---|-----|----|----|----|
| 1. Provides professional expertise collaboratively. | N/O | BE | ME | EE |
| 2. Interprets information and ideas effectively. | N/O | BE | ME | EE |
| 3. Advocates for students. | N/O | BE | ME | EE |

Comments: _____ Role Average: _____

Role 5: Coordination

Coordinates with school and community personnel to bring together resources for students.

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|--|-----|----|----|----|
| 1. Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate. | N/O | BE | ME | EE |
| 2. Develops and maintains positive working relationships with other school professionals. | N/O | BE | ME | EE |
| 3. Develops and maintains positive working relationships with representatives of community resources. | N/O | BE | ME | EE |

Uses an effective referral process for assisting students and others to use special programs and services.

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|---|-----|----|----|----|
| 1. Accurately assesses students' and their families' needs for referral. | N/O | BE | ME | EE |
| 2. Participates actively in the process for referral of students to school/district special programs or services. | N/O | BE | ME | EE |
| 3. Uses an effective referral process for assisting students and others to use community agencies and services. | N/O | BE | ME | EE |

Comments: _____ Role Average: _____

Role 6: Assessment

Participates in the planning and evaluation of the school group standardized testing program.

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|---|-----|----|----|----|
| 1. Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development. | N/O | BE | ME | EE |
| 2. Collaborates in the planning and evaluation of the group standardized testing program. | N/O | BE | ME | EE |

Interprets test and other appraisal results appropriately.

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|---|-----|----|----|----|
| 1. Correctly applies principles of test and measurement to test and other appraisal results interpretation. | N/O | BE | ME | EE |
| 2. Interprets test and other appraisal results to school personnel. | N/O | BE | ME | EE |
| 3. Interprets test and other appraisal results to students and their parents. | N/O | BE | ME | EE |
| 4. Uses other sources of student data as assessment tools for the purpose of educational planning. | N/O | BE | ME | EE |
| 5. Maintains the confidentiality of student assessment. | N/O | BE | ME | EE |
| 6. Ensures that the use of student records are for the benefit of students and personnel working with those students. | N/O | BE | ME | EE |

Comments: _____ Role Average: _____

Role 7: Professionalism

Promotes positive school climate.

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|---|-----|----|----|----|
| 1. Presents a positive role model for students exemplifying the mission of the school district. | N/O | BE | ME | EE |
| 2. Maintains a positive and effective working relationship with supervisors. | N/O | BE | ME | EE |
| 3. Complies with all district and local campus routines and regulations. | N/O | BE | ME | EE |

Exhibits professional growth and development.

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|---|-----|----|----|----|
| 1. Develops and maintains a plan for professional improvement. | N/O | BE | ME | EE |
| 2. Demonstrates professional growth by providing leadership in addressing the challenges facing the profession. | N/O | BE | ME | EE |

Comments: _____ Role Average: _____

FIGURING FINAL EVALUATION RATING

<u>ROLE</u>	<u>AVERAGE SCORE</u>
Program Management	_____
Guidance	_____
Counseling	_____
Consultation	_____
Coordination	_____
Assessment	_____
Professionalism	_____

Evaluator's Comments _____

