

SCHOOL COUNSELOR PERSONNEL EVALUATION

NON-PERMANENT

Name: _____	School: _____	School Year: _____	Evaluator: _____
Contract Status: _____		Assignment: _____	
Standard/Competency selected by the counselor: Teacher's Initials: _____		Goal: _____	
Standard/Competency selected by the evaluator: Evaluator's Initials: _____		Goal: _____	
Standard/Competency selected jointly by the counselor and evaluator: School Counselor's Initials: _____ Evaluator's Initials: _____		Goal: _____ <small>(Attach separate page, if necessary)</small>	
The goals written to Standards/Competencies have been reviewed and agreed upon as of this date but may be modified per Article 9 of the Contract.			
Evaluator Signature: _____ Date: _____ Employee Signature: _____ Date: _____			
RATINGS: D-Distinguished: Exceeds Standard/Competency P-Proficient: Meets Standard/Competency		DE-Developing: Developing to meet Standard/Competency U-Unsatisfactory: Does not meet Standard/Competency	
<p>This evaluation document is based on the California Standards for the Teaching Profession (CSTP).</p> <ul style="list-style-type: none"> • Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the employee exceeds the Key Element or Standard. • Rating of Unsatisfactory requires the evaluator to provide written evidence to support the rating. 			
<input type="checkbox"/> 1st Evaluation Rating	<input type="checkbox"/> OVERALL RATING:	Recommendation:	
Evaluator Signature: _____ Date: _____ Employee's Comments: Attach Separate Page		School Counselor Signature: _____ Date: _____ My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.	
<input type="checkbox"/> 2nd Evaluation Rating	<input type="checkbox"/> OVERALL RATING:	Recommendation:	
Evaluator Signature: _____ Date: _____ Employee's Comments: Attach Separate Page		School Counselor Signature: _____ Date: _____ My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.	

Evaluator Initials: _____ **Employee Initials:** _____

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**EVALUATION DESCRIPTORS:
SCHOOL COUNSELING PROGRAMS
STANDARD/COMPETENCY 1**

School counselors should possess the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
	a) The school counselor establishes a climate that promotes fairness and respect.	The school counselor does not maintain a climate of fairness, caring, and respect. The pattern of school counselor response to inappropriate behavior is not fair and equitable.	The school counselor rarely maintains a climate of fairness, caring, and respect. The pattern of school counselor response to inappropriate behavior is rarely fair and equitable.	The school counselor maintains a climate of fairness, caring, and respect. The pattern of school counselor response to inappropriate behavior is fair and equitable.	The school counselor promotes and expands a climate of fairness, caring, and respect school wide. The pattern of school counselor response to inappropriate behavior is a model example to colleagues.
	b) The school counselor provides individual counseling, group counseling and crisis intervention, integrating students' backgrounds, experiences, interests, and developmental needs.	The school counselor does not provide individual counseling, group counseling and crisis intervention, integrating students' backgrounds, experiences, interests, and developmental needs.	The school counselor rarely provides individual counseling, group counseling and crisis intervention, integrating students' backgrounds, experiences, interests, and developmental needs.	The school counselor provides individual counseling, group counseling and crisis intervention, integrating students' backgrounds, experiences, interests, and developmental needs.	The school counselor consistently provides individual counseling, group counseling and crisis intervention, integrating students' backgrounds, experiences, interests, and developmental needs.
	c) The school counselor demonstrates knowledge of school counseling issues and student development.	The school counselor's working knowledge of school counseling issues and student development is inconsistently evident, does not adequately support students' needs, or may not be current.	The school counselor's working knowledge of school counseling issues and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The school counselor's working knowledge of school counseling issues and basic principles of student development incorporates different perspectives, supports all students' learning and is current.	The school counselor's working knowledge of school counseling issues and basic principles of student development incorporates advanced research and successful original practices which have been shared in professional venues.
	d) The school counselor collaborates with community, family, and colleagues to increase awareness of students' needs.	The school counselor does not collaborate with colleagues, family, and community to assist students in meeting their needs.	The school counselor rarely collaborates with colleagues, family, and community to assist students in meeting their needs.	The school counselor collaborates with colleagues, family, and community to assist students in meeting their needs.	The school counselor collaborates and pursues on-going dialog with all stakeholders to help guide the school counselor in addressing the needs of students.

_____ Overall Rating (U - Unsatisfactory, DE - Developing, P - Proficient, D - Distinguished)

Evaluator Comments:

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**EVALUATION DESCRIPTORS:
FOUNDATIONS
STANDARD/COMPETENCY 2**

School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
	a) The school counselor supports students in the application of strategies to achieve future career success and satisfaction.	The school counselor does not support students in applying decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and information resources, such as the Internet, to obtain career information.	The school counselor rarely supports students in applying decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and information resources, such as the Internet, to obtain career information.	The school counselor supports students in applying decision-making skills to career awareness, career planning, course selection or career transitions. Students are encouraged to use research and information resources, such as the Internet, to obtain career information.	The school counselor teaches and supports students in applying decision-making skills to career awareness, career planning, course selection or career transitions. Students are taught and supported by the school counselor in how to use research and information resources, such as the Internet, to obtain career information.
	b) The school counselor supports students in the successful completion of school with the academic preparation essential to choose from a wide variety of substantial post-secondary options, including college.	The school counselor does not support students in establishing challenging academic goals and understanding assessment results. The school counselor rarely supports students in applying knowledge of aptitudes and interests to goal setting, and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely supports students in establishing challenging academic goals and understanding assessment results. The school counselor rarely supports students in applying knowledge of aptitudes and interests to goal setting, and identification of postsecondary options consistent with students' interests and abilities.	The school counselor supports students in establishing challenging academic goals and understanding assessment results. The school counselor supports students in applying knowledge of aptitudes and interests to goal setting, and identification of postsecondary options consistent with students' interests and abilities.	The school counselor consistently supports students establish challenging academic goals and understands assessment results. The school counselor supports students in applying knowledge of aptitudes and interests to goal setting, and identification of postsecondary options consistent with students' needs, interests, and abilities.
	c) The school counselor demonstrates knowledge of school counseling issues and student development.	The school counselor's working knowledge of school counseling issues and student development is inconsistently evident, does not adequately support students' needs, or may not be current.	The school counselor's working knowledge of school counseling issues and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The school counselor's working knowledge of school counseling issues and basic principles of student development incorporates different perspectives, supports all students' learning and is current.	The school counselor's working knowledge of school counseling issues and basic principles of student development incorporates advanced research and successful original practices which have been shared in professional venues.
	d) The school counselor facilitates students understanding of the relationship between personal achievement and career success and explains how work can help students achieve personal success and satisfaction. The school counselor promotes lifelong learning and employability skills.	The school counselor does not facilitate students understanding of the relationship between personal achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The school counselor does not promote lifelong learning and employability skills.	The school counselor rarely facilitates students understanding of the relationship between personal achievement and career success and rarely explains how work can help students achieve personal success and satisfaction. The school counselor rarely promotes lifelong learning and employability skills.	The school counselor facilitates students understanding of the relationship between personal achievement and career success and explains how work can help students achieve personal success and satisfaction. The school counselor promotes lifelong learning and employability skills.	The school counselor consistently supports students' understanding of the relationship between personal achievement and career success and supports students in understanding how work can help students achieve personal success and satisfaction. The school counselor models and promotes lifelong learning and employability skills.
	e) The school counselor uses student standards, such as ASCA Student Standards, district, or state standards, to drive the implementation of a comprehensive school counseling program.	The school counselor does not use student standards, such as ASCA Student Standards, district, or state standards, to drive the implementation of a comprehensive school counseling program.	The school counselor rarely uses student standards, such as ASCA Student Standards, district, or state standards, to drive the implementation of a comprehensive school counseling program.	The school counselor uses student standards, such as ASCA Student Standards, district, or state standards, to drive the implementation of a comprehensive school counseling program.	The school counselor consistently uses student standards, such as ASCA Student Standards, district, or state standards, to drive the implementation of a comprehensive school counseling program.

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	f) The school counselor applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor.	The school counselor does not apply the ethical standards and principles of the school counseling profession and does not adhere to the legal aspects of the role of the school counselor.	The school counselor rarely applies the ethical standards and principles of the school counseling profession and infrequently adheres to the legal aspects of the role of the school counselor.	The school counselor applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor.	The school counselor consistently applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor.
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_____ **Overall Rating (U - Unsatisfactory, DE - Developing, P - Proficient, D - Distinguished)**

Evaluator Comments:

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**EVALUATION DESCRIPTORS:
MANAGEMENT
STANDARD/COMPETENCY 3**

School counselors should possess the knowledge, abilities, skills, and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
	a) The school counselor complies with district and school established rules, regulations, policies and laws, and respects student confidentiality. The school counselor upholds the standards and ethics of the profession.	The school counselor does not comply with district and school established rules, regulations, policies, and laws, and does not respect student confidentiality. The school counselor does not uphold the standards and ethics of the profession.	The school counselor rarely complies with district and school established rules, regulations, policies, and laws, and rarely respects student confidentiality. The school counselor rarely upholds the standards and ethics of the profession.	The school counselor complies with district and school established rules, regulations, policies and laws, and respects student confidentiality. The school counselor upholds the standards and ethics of the profession.	The school counselor consistently complies with district and school established rules, regulations, policies, and laws, and consistently respects student confidentiality. The school counselor consistently upholds the standards and ethics of the profession.
	b) The school counselor establishes professional goals and pursues opportunities to grow professionally.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and infrequently participates in the professional community.	Professional goals are rarely established. The school counselor rarely pursues opportunities to acquire new knowledge and skills and infrequently participates in the professional community.	Professional goals are developed, and the school counselor pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are developed with a fulfillment timeline and a plan to share results. The school counselor pursues appropriate opportunities to acquire new knowledge and skills and participates in the professional community to share and exchange knowledge and expertise.
	c) The school counselor utilizes and sequences school counseling activities and materials for group school counseling.	School counseling activities and materials are not appropriate to students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	School counseling activities and materials are partially appropriate to students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	School counseling activities and materials are appropriate to students, are designed to make content and concepts relevant and to engage most students in appropriate decision making. Activities are logically sequenced within individual lessons.	School counseling activities and materials are appropriate to students, are designed to make content and concepts relevant and to engage all students in appropriate decision making. Activities are logically sequenced within individual and group lessons.
	d) The school counselor designs and implements action plans aligning with school and school counseling program goals.	The school counselor does not design and implement action plans aligning with school and school counseling program goals.	The school counselor rarely designs and implements action plans aligning with school and school counseling program goals.	The school counselor designs and implements action plans aligning with school and school counseling program goals.	The school counselor consistently designs and implements action plans aligning with school and school counseling program goals.

Overall Rating (U - Unsatisfactory, DE - Developing, P - Proficient, D - Distinguished)

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**EVALUATION DESCRIPTORS:
DELIVERY
STANDARD/COMPETENCY 4**

School counselors should possess the knowledge, abilities, skills, and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
	a) The school counselor provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor promotes and expands opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
	b) The school counselor explains the students' right to a safe and secure school environment. The school counselor helps students to differentiate among situations that require peer support, adult assistance, and professional help. The school counselor helps students identify school and community resources.	The school counselor does not explain the students' right to a safe and secure school environment. The school counselor does not help students to differentiate among situations that require peer support, adult assistance, and professional help. The school counselor does not help students to identify school and community resources.	The school counselor rarely explains the students' right to a safe and secure school environment. The school counselor rarely helps students to differentiate among situations that require peer support, adult assistance, and professional help. The school counselor rarely helps students to identify school and community resources.	The school counselor explains the students' right to a safe and secure school environment. The school counselor helps students to differentiate among situations that require peer support, adult assistance, and professional help. The school counselor helps students identify school and community resources.	The school counselor teaches students about their right to a safe and secure school environment. The school counselor teaches students how to differentiate among situations that require peer support, adult assistance, and professional help. The school counselor assists students to identify school and community resources.
	c) The school counselor promotes the development of positive attitude towards self and others. The school counselor promotes personal growth and the identification and appropriate expression of feelings. The school counselor helps students understand and use effective communication skills.	The school counselor does not promote the development of positive attitude towards self and others. The school counselor does not promote personal growth and the identification and appropriate expression of feelings. The school counselor does not help students understand and use effective communication skills.	The school counselor rarely promotes the development of positive attitude towards self and others. The school counselor rarely promotes personal growth and the identification and appropriate expression of feelings. The school counselor rarely helps students understand and use effective communication skills.	The school counselor promotes the development of positive attitude towards self and others. The school counselor promotes personal growth and the identification and appropriate expression of feelings. The school counselor helps students understand and use effective communication skills.	The school counselor models and promotes the development of positive attitude towards self and others. The school counselor models and promotes personal growth and the identification and appropriate expression of feelings. The school counselor teaches and reinforces students' understanding and use of effective communication skills.
	d) The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The school counselor assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The school counselor does not assist students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The school counselor rarely assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The school counselor assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor uses guided practice to teach students how to use a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The school counselor provided on-going support to students in identifying and pursuing short-term and long-term goals and in developing appropriate action plans.

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	e) The school counselor encourages a positive interest in learning, helping students to identify attitudes, knowledge, and skills that lead to successful learning both in and out of the classroom.	The school counselor does not encourage a positive interest in learning by helping students to identify attitudes, knowledge, and skills that lead to successful learning both in and out of the classroom.	The school counselor rarely encourages a positive interest in learning and rarely helps students to identify attitudes, knowledge, and skills that lead to successful learning both in and out of the classroom.	The school counselor encourages a positive interest in learning, helping students to identify attitudes, knowledge, and skills that lead to successful learning both in and out of the classroom.	The school counselor instills a positive interest in learning, mentoring students to adopt attitudes, knowledge, and skills that lead to successful learning both in and out of the classroom.
	f) The school counselor supports students' efforts to balance school studies, extracurricular activities, leisure time and family life. Students are encouraged to become involved in the community and to understand the relationship between learning and work.	The school counselor does not support students' efforts to balance school studies, extracurricular activities, leisure time and family life. Students are not encouraged to become involved in the community and to understand the relationship between learning and work.	The school counselor rarely supports students' efforts to balance school studies, extracurricular activities, leisure time and family life. Students are rarely encouraged to become involved in the community and to understand the relationship between learning and work.	The school counselor supports students' efforts to balance school studies, extracurricular activities, leisure time and family life. Students are encouraged to become involved in the community and to understand the relationship between learning and work.	The school counselor mentors and supports students' efforts in balancing school studies, extracurricular activities, leisure time and family life. The school counselor assists students in becoming involved in the community and to understand the relationship between learning and work.

_____ Overall Rating (U - Unsatisfactory, DE - Developing, P - Proficient, D - Distinguished)

Evaluator Comments:

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**EVALUATION DESCRIPTORS:
ACCOUNTABILITY
STANDARD/COMPETENCY 5**

School counselors should possess the knowledge, abilities, skills, and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
	a) The school counselor analyzes data from “School Data Profile” and “Results Reports” to evaluate student outcomes and program effectiveness and to determine program needs.	The school counselor does not analyze data from “School Data Profile” and “Results Reports” to evaluate student outcomes and program effectiveness and to determine program needs.	The school counselor rarely analyzes data from school data profile and “School Data Profile” and “Results Reports” to evaluate student outcomes and program effectiveness and to determine program needs.	The school counselor analyzes data from school data profile and “School Data Profile” and “Results Reports” to evaluate student outcomes and program effectiveness and to determine program needs.	The school counselor consistently analyzes data from “School Data Profile” and “Results Reports” to evaluate student outcomes and program effectiveness and to determine program needs.
	b) The school counselor shares the results of the program assessment with administrators, the advisory council, and other appropriate stakeholders.	The school counselor does not share the results of the program assessment with administrators, the advisory council, and other appropriate stakeholders.	The school counselor rarely shares the results of the program assessment with administrators, the advisory council, and other appropriate stakeholders.	The school counselor shares the results of the program assessment with administrators, the advisory council, and other appropriate stakeholders.	The school counselor consistently shares the results of the program assessment with administrators, the advisory council, and other appropriate stakeholders.
	c) The school counselor identifies areas for improvement for the school counseling program.	The school counselor does not identify areas for improvement for the school counseling program.	The school counselor rarely identifies areas for improvement for the school counseling program.	The school counselor identifies areas for improvement for the school counseling program.	The school counselor consistently identifies areas for improvement for the school counseling program.
	d) The school counselor uses quantitative and qualitative data (Process, Perception, and Performance) to evaluate their school counseling program and to demonstrate program results.	The school counselor does not use quantitative and qualitative data (Process, Perception, and Performance) to evaluate their school counseling program and to demonstrate program results.	The school counselor rarely uses quantitative and qualitative data (Process, Perception, and Performance) to evaluate their school counseling program and to demonstrate program results.	The school counselor uses quantitative and qualitative data (Process, Perception, and Performance) to evaluate their school counseling program and to demonstrate program results.	The school counselor consistently uses quantitative and qualitative data (Process, Perception, and Performance) to evaluate their school counseling program and to demonstrate program results.

_____ Overall Rating (U - Unsatisfactory, DE - Developing, P - Proficient, D - Distinguished)

Evaluator Comments:

Evaluator Initials: _____ **Employee Initials:** _____

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EVALUATOR COMMENTS IN SUPPORT OF A DISTINGUISHED RATING

Please note the Standard(s) and Key Element(s) and describe specific behavior.

Evaluator Initials: _____ **Employee Initials:** _____

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