

JR. HIGH/ELEMENTARY COUNSELOR EVALUATION COMPONENTS AND FORMS

**PART A: EVALUATION FORM FOR JR HIGH/ELEMENTARY COUNSELOR**

Name: \_\_\_\_\_

Evaluation Year: \_\_\_\_\_

School Assignment/Position: \_\_\_\_\_

Total Years of Administrative/Teaching Experience: \_\_\_\_\_

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

**Evaluators Will Use the Following Rubrics to Score Each Question:**

**Highly Effective** - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

**Effective** - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

**Improvement Necessary** - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

**Ineffective** - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

**Academic Achievement:** School counselors utilize data, knowledge of current trends, and standards to impact academic achievement and to engage all students in critical thinking. Scoring is a 3, 2, 1 or 0 for each question with 21 points possible.

\_\_\_\_\_ 1. The school counselor utilizes data to monitor student achievement and works collectively with stakeholders to enhance student success.

- \_\_\_\_\_2. The school demonstrates knowledge of current trends in student development and academic achievement. .
- \_\_\_\_\_ 3. The school supports all students in making decisions, setting goals and taking appropriate action to achieve goals.
- \_\_\_\_\_ 4. The school counselor engages all students in problem solving, critical thinking and other activities.
- \_\_\_\_\_ 5. The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.
- \_\_\_\_\_ 6. The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of options.
- \_\_\_\_\_7. The school counselor analyzes the tests to identify strengths and weaknesses of the students.

\_\_\_\_\_ **Total score out of 21 points possible**

Evidence:

**Student Assistance Services:** School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration. Scoring is a 3, 2, 1 or 0 for each question with 27 points possible.

- \_\_\_\_\_1. The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and other.
- \_\_\_\_\_ 2. The school counselor facilitates all students' understanding of safety and survival skills, and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.
- \_\_\_\_\_ 3. The school counselor provides individual counseling, classroom guidance, consultation, crisis intervention, and referrals.
- \_\_\_\_\_ 4. The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture
- \_\_\_\_\_5. The school counselor describes how decisions students make and the possible consequences.
- \_\_\_\_\_6. The school counselor describes the obligations children have to their family, community, and society.
- \_\_\_\_\_7. The school counselor identifies at-risk behaviors that challenge students and set healthy goals in those areas.
- \_\_\_\_\_8. The school counselor identifies conflicts common to students and describes appropriate conflict management techniques.
- \_\_\_\_\_9. The school counselor identifies appropriate resources available to students to help them address stressors and conflicts common to students.

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\_\_\_\_\_ **Total score out of 27 points possible**

Evidence:

**Career Development:** School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies. Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

\_\_\_\_\_ 1. The school counselor is a resource for career programs that is age-appropriate and aligned with local, state and national standards.

\_\_\_\_\_ 2. The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the real world of work.

\_\_\_\_\_ 3. The school counselor provides individual counseling, classroom guidance, consultation, crisis intervention, and referrals.

\_\_\_\_\_ 4. The school counselor supports all students in the application of strategies to achieve future success and satisfaction.

\_\_\_\_\_ 5. The school counselor makes annual revisions as appropriate to a student's career plans.

\_\_\_\_\_ **Total score out of 15 points possible**

Evidence:

**Leadership Level of Performance :** School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program. Scoring is a 3, 2, 1 or 0 for each question with 27 points possible.

\_\_\_\_\_ 1. The school counselor establishes professional goals and pursues opportunities to grow. .

\_\_\_\_\_ 2. The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community. .

\_\_\_\_\_ 3. The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of student's needs.

\_\_\_\_\_ 4. The school counselor adheres to ethical standards of the counseling professional, respects student confidentiality, and follow the laws, policies, and procedures, which govern school programs.

\_\_\_\_\_ 5. The school counselor organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation.

\_\_\_\_\_ 6. The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student service.

\_\_\_\_\_ 7. The school counselor evaluates how the K-8 education is preparing children and advises the principal accordingly.

\_\_\_\_\_8. The school counselor is able to maintain professional relationships with all staff members.

\_\_\_\_\_9. The school counselor works closely with the principal and informs him of any problems that he needs to be aware.

\_\_\_\_\_ **Total score out of 27 points possible**

Evidence:

***Mandatory Domain - Core Professionalism:***

Four Core Areas: attendance; tardiness; rules/procedures/policies; and respect/rapport. Each guidance counselor must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified no later than January 1 of each year of the improvements necessary to retain his/her position in the school district. A score of zero (0) two years I \_\_\_\_\_ n a row is grounds for dismissal at the end of the second year. **Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination at the end of the second school year.**

\_\_\_\_\_ **Total Score is 1 or 0 is possible.**

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

**Part A** \_\_\_\_\_ **Total Score (out of 100 points possible)**

**Part B** - 50% - Percentage of referrals who received services \_\_\_\_\_

50% - Percentage of eligible students enrolled in \_\_\_\_\_  
the 21st Century Scholars Program \_\_\_\_\_

**Total Part B Score: \_\_\_\_\_ (Out of a total 100 points possible)**

Part B Evaluation Summary Comments:

**Part A and Part B; Combined:**

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

**Total Points**

**Part A Total Score** \_\_\_\_\_

**Part B Total Score** \_\_\_\_\_

**Part A and B Total Score** \_\_\_\_\_ (Out of a total 200 points possible)

**Signatures**

School Year \_\_\_\_\_

Date of Post Conference Evaluation Meeting \_\_\_\_\_

Evaluator's Signature

\_\_\_\_\_  
I acknowledge that I have reviewed and discussed this evaluation.

Counselor's Signature

\_\_\_\_\_  
(Administrator's signature does not automatically indicate agreement.)