

HIGH SCHOOL GUIDANCE COUNSELOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR HIGH SCHOOL 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 Development: Students gain knowledge and develop skills required to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for full range of options and opportunities following high school. Scoring is a 3, 2, 1 or 0 for each question with 33 points possible.

_____ 1. The guidance counselor analyzes their time-use and make plans for revision as needed.

_____ 2. The guidance counselor analyzes the most recent standardized test results to identify strengths and challenges.

_____ 3. The guidance counselor identifies sources of extra help available to students in grades 9-12 needing academic support.

_____ 4. The guidance counselor makes annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.

_____ 5. The guidance counselor annually revises postsecondary education goals as appropriate to reflect changes in their career plans.

_____ 6. The guidance counselor annually revises the four year high school course plans as appropriate to reflect changes in their career and postsecondary plans, standardized test scores, report card grades, and life experiences.

_____ 7. The guidance counselor develops a postsecondary transition plan.

_____ 8. The guidance counselor describes how to find and apply for merit based financial aid.

_____ 9. The guidance counselor describes how to find and apply for need-based financial aid.

_____ 10. The guidance counselor discusses annually the current relationship between the flexible career plans, postsecondary education goals, four year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revises each as appropriate.

_____ 11. The guidance counselor evaluates how the K-12 education has prepared the student for the future.

_____ **Total score out of 33 points possible**

Evidence:

Career Development: Students develop a positive attitude toward work; develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span; and gain an understanding of the relationship between success in school and future success in the world of work. Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

_____ 1. The guidance counselor makes annual revisions as appropriate to a student's career plans.

_____ 2. The guidance counselor identifies several resources for finding employment (e.g., newspapers, professional associations, and professional networks.)

_____ 3. The guidance counselor discusses with a student the employment outlook for occupation(s) of interest.

_____ 4. The guidance counselor describes effective practices for interviewing.

_____ 5. The guidance counselor analyzes the workforce readiness of a student in terms of his self-management skills.

_____ **Total score out of 15 points possible**

Evidence:

Citizenship Development: Students develop personal management and team building skills needed to become successful learners, responsible citizens, and productive workers. Scoring is a 3, 2, 1 or 0 for each question with 30 points possible.

_____ 1. The guidance counselor describes the unique rights and responsibilities students have as young adults.

_____ 2. The guidance counselor describes decisions young adults make and the possible consequences of those decisions.

_____ 3. The guidance counselor identifies at-risk behaviors that challenge young adults and set healthy goals in those areas.

_____ 4. The guidance counselor identifies stressors common to young adults and describes appropriate stress management techniques.

_____ 5. The guidance counselor identifies conflicts common to young adults and describes appropriate conflict management techniques.

_____ 6. The guidance counselor identifies appropriate resources available to young adults to help them address stressors and conflicts common to young adults.

_____ 7. The guidance counselor describes decisions young adults make and the possible consequences of those decisions.

_____ 8. The guidance counselor describes the obligations young adults have to their family, community, and society.

_____ 9. The guidance counselor describes the personal and societal benefits of earning a livelihood.

_____ 10. The guidance counselor helps students develop a log of their school, work, and community activities.

_____ **Total score out of 30 possible points**

Evidence:

Professional Leadership: The guidance counselor adheres to ethical standards, grows professionally, advocates for student success, provides system support, and delivers a comprehensive school counseling program. Scoring is a 3, 2, 1 or 0 for each question with 21 points possible.

_____ 1. The guidance counselor establishes professional goals and pursues opportunities to grow professionally.

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

_____ 3. The guidance counselor collaborates with all stakeholders to advocate for the success of all students and increase awareness of students' needs.

_____ 4. The guidance counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.

_____ 5. The guidance counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).

_____ 6. The guidance counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services.

_____ 7. The guidance counselor is able to maintain professional relationships with all staff members.

Evidence:

_____ **Total score out of 21 points possible**

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 in 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.**

Part A _____ Total Score (Out of 100 points possible)

PART B EVALUATION FORM FOR HIGH SCHOOL GUIDANCE COUNSELORS

A high school guidance counselor receives the same grade as his/her school but only after two years in the job.

Grade of A = 100 points = Highly Effective

Grade of B = 80 points = Effective

Grade of C = 60 points = Improvement Necessary

Grade of D = 40 points = Improvement Necessary

Grade of F = 20 points = Ineffective

Bonus points = 15 for Four Star School Status

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

Part B Total Overall Score: _____ (Out of 100 points possible)

Part B Evaluation Summary Comments:

Part A and Part B Total

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

Part A Total Score _____

Part B Total Score _____

Part A and B Total Score _____ (Out of a 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.)