

Professional School Counselor Evaluation Report

School Counselor Name _____ Self Evaluation
 School _____ Grade Level _____ Date _____
 Administrator/Supervisor _____

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC is highly skilled in organizing guidance units based on student needs. The PSC establishes a classroom environment highly conducive to learning and uses a wide array of instructional strategies to ensure student mastery of guidance competencies.	The PSC organizes guidance units based on student needs. The PSC establishes a classroom environment that encourages learning and uses effective instructional strategies that ensure student mastery of guidance competencies.	The PSC is inconsistent in organizing guidance units. There is little evidence of the use of effective instructional strategies and consequently, poor student mastery of guidance competencies occurs.	The PSC seldom organizes guidance units to ensure student mastery of guidance competencies.

2. The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC encourages staff involvement to ensure the effective implementation of the guidance curriculum. The PSC collaborates with or assists teachers to develop and/or teach guidance units effectively. The PSC provides teachers with guidance materials as well as provides ongoing in-service training for teachers on guidance related subject matter and guidance instruction methodology.	The PSC collaborates with or assists teachers to develop and/ or teach guidance units effectively. The PSC provides teachers with guidance materials.	The PSC is inconsistent in his or her collaboration with teachers in the development and teaching of guidance units.	The PSC fails to encourage staff to become involved in the teaching of guidance units.

3. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC teaches guidance units effectively. The PSC assists students in determining their abilities, achievements, interests, and goals. The PSC actively encourages teachers, other professionals, and parents to participate in student educational and career planning.	The PSC assists students in determining their abilities, achievements, interests, and goals. The PSC involves teachers, other professionals, and parents in student educational and career planning.	The PSC is inconsistent in assisting students in determining their abilities, achievements, interests, and goals.	The PSC fails to assist students in determining their abilities, achievements, interests, and goals.

4. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC applies basic statistical concepts and principles of measurement in the use of assessment data, making certain that the confidential nature of individual assessment data is respected. The PSC organizes and makes educational and career information available in an effective manner.	The PSC interprets data and presents information accurately and appropriately. Assessment data are used in an ethical confidential manner.	The PSC interprets data and information inconsistently and poorly.	The PSC does not interpret data or present information accurately and appropriately.

5. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC makes sure that students, parents, teachers, and administrators know the process to refer students for individual and/or small group counseling. The PSC uses appropriate theories and techniques in working with students, assisting in the establishment of concrete plans, aimed at problem resolution.	The PSC counsels individual students and small groups of students based on identified needs, using appropriate theories and techniques.	The PSC counsels individual students and small groups occasionally using a limited number of techniques.	The PSC fails to counsel individual students and small groups of students with identified needs and concerns.

Evaluation Report (continued)

Professional School Counselor _____ School _____ Grade _____ Date _____

6. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC knows and uses an effective consultation model in working with parents, teachers, administrators, and other relevant individuals. The PSC assists consultees' development and implementation of plans of action.	The PSC consults on a regular basis with parents, teachers, administrators, and other relevant individuals.	The PSC consults inconsistently with parents, teachers, administrators, and other relevant individuals.	The PSC fails to consult with parents, teachers, administrators, and other relevant individuals.

7. The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC explains the referral process to others clearly and concisely and maintains an up-to-date list of referral sources. The PSC makes referrals appropriately, assisting parents and students, and participates in the development of follow-up activities for students.	The PSC consistently implements a referral process in collaboration with parents, administrators, teachers, and other school personnel.	The PSC implements a limited referral process.	The PSC fails to implement an effective referral process.

8. The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC, working with other school staff, provides students with the full array of guidance activities based on their needs. The PSC follows a guidance program calendar, uses guidance resources appropriately, and evaluates the program using the data gained to improve the program.	The PSC consistently and effectively provides a comprehensive and balanced program to all students.	The PSC is inconsistent in providing a comprehensive and balanced guidance program.	The PSC fails to provide a comprehensive and balanced guidance program.

9. The professional school counselor provides support for other school programs.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC works cooperatively with other school personnel in the best interest of students and for the betterment of the district. The PSC contributes to the operation of the school through the completion of "fair share" responsibilities.	The PSC contributes effectively and on a regular basis supporting other school programs.	The PSC is inconsistent in providing support to other school programs.	The PSC fails to provide support to other school programs.

10. The professional school counselor demonstrates positive interpersonal relations with students.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC has excellent interpersonal skills and uses them very effectively with students. The PSC works closely with students providing a climate of trust.	The PSC has effective interpersonal relations with students that opens the lines of communication.	The PSC has an inconsistent pattern of interpersonal relations with students.	The PSC has poor interpersonal relations with students.

11. The professional school counselor demonstrates positive interpersonal relations with educational staff.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC has excellent interpersonal skills and uses them very effectively with staff. The PSC works closely with educational staff providing a climate of trust that facilitates communication and cooperation.	The PSC uses professionally appropriate interpersonal skills when interacting with staff.	The PSC's interpersonal relations with educational staff are inconsistent has an inconsistent pattern of interpersonal relations with parents/patrons.	The PSC has poor interpersonal relations with educational staff.

Evaluation Report (continued)

Professional School Counselor _____ School _____ Grade _____ Date _____

12. The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC works closely with parents/patrons providing a climate of trust that opens up communication. The PSC handles expressions of conflict effectively and in a constructive manner.	The PSC has effective interpersonal relations with parents/patrons that open up the lines of communication.	The PSC inconsistently voluntarily participates in professional growth activities.	The PSC fails to demonstrate positive interpersonal relations with parents.

13. The professional school counselor demonstrates a commitment to ongoing professional growth.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC seeks out opportunities for professional growth through membership in professional organizations, coursework, workshops, and conferences. The PSC's professional development is aligned to district and building goals and objectives.	The PSC consistently participates in professional growth activities.	The PSC inconsistently voluntarily participates in professional growth activities.	The PSC seldom voluntarily participates in professional growth activities.

14. The counselor possesses professional and responsible work habits.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC carries out guidance responsibilities promptly and accurately in line with the established job description. The PSC makes effective use of technology as a management and counseling tool.	The PSC regularly displays professional and responsible work habits in carrying out guidance program responsibilities.	The PSC is inconsistent in displaying professional and responsible work habits in carrying out guidance program responsibilities.	The PSC seldom displays professional and responsible work habits in carrying out guidance program responsibilities.

15. The counselor follows the profession's ethical and legal standards and guidelines as well as cultural diversity and inclusivity in school policy and interpersonal relationships.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The PSC regularly adheres to the profession's ethical standards, district policies, and legal guidelines. The PSC follows standards in regard to confidentiality, does not impose values on others, and demonstrates impartiality with regard to gender, ethnicity, and promotes diversity.	The PSC regularly adheres to the profession's ethical standards, district policies, and legal guidelines.	The PSC is inconsistent in following the profession's ethical standards, district policies, and legal guidelines.	The PSC seldom follows the profession's ethical standards, district policies, and legal guidelines.

Any "Does not Meet Expectations" must be accompanied by a Professional Improvement Plan (PIP).

Supervisor's Summary: (commendable items may be included)

Recommendation for employment: Renewal of Employment: (check one)

- Be reemployed. Check here if the recommended reemployment will result in the attainment of tenure.
- Not to be reemployed for the next school year. (Applicable to Probationary Professional School Counselors only.)
- Be terminated. (Applicable to Permanent Professional School Counselors only.)

Professional School Counselor Comments:

Teacher's Signature _____ Date _____

Administrator's/Supervisor's Signature _____ Date _____

Signature indicates the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/Supervisor

Performance-Based Evaluation of Professional School Counselors