

SAMPLE CITY/COUNTY SCHOOL SYSTEM  
CENTRAL JUNIOR HIGH SCHOOL  
PERFORMANCE APPRAISAL INSTRUMENT  
SCHOOL COUNSELOR

NAME: Mrs. Jane Doe

SS#: \_\_\_\_-\_\_-\_\_\_\_

DATE: November 10, 2007

SCHOOL YEAR: 2007/2008

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INSTRUCTIONS:

1. The evaluator is to rate the School Counselor on a six-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The School Counselor is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the School Counselor must discuss the results of the appraisal and any recommended action pertinent to it.
5. The School Counselor and the evaluator must sign the instrument in the assigned spaces.
6. The competencies pertinent to each major function must be selected and discussed by the supervisor and School Counselor at the beginning of the year.
7. The instrument must be filed in the School Counselor's personnel folder.

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RATING SCALE

- |                   |                        |                |
|-------------------|------------------------|----------------|
| 1. Unsatisfactory | 2. Below Standard      | 3. At Standard |
| 4. Above Standard | 5. Well Above Standard | 6. Superior    |

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MAJOR FUNCTIONS:

1. PROGRAM PLANNING

1      2      3      4      5      6

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- 1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.
- 1.2 Initiates and coordinates school-wide guidance and counseling activities.
- 1.3 Manages time effectively and provides services on schedule.
- 1.4 Maintains an organized, functional, and up-to-date office/counseling center.
- 1.5 Seeks input from teachers and staff in making decisions about the school counseling program.

COMMENTS:

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2. COUNSELING

1      2      3      4      5      6

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- 2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.
- 2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.
- 2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services.
- 2.4 Follows up individual and group counseling to monitor student progress.

COMMENTS:

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3. CONSULTING

1      2      3      4      5      6

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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- 3.1 Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators.
- 3.2 Assists parents and teachers in understanding and responding to developmental levels of students.
- 3.3 Presents instructional/informational program to group of students, parents, and teachers (e.g., parent educational programs, group guidance, teacher in-service).
- 3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning.

COMMENTS:

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4. COORDINATING

1 2 3 4 5 6

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- 4.1 Communicates effectively with students, parents, and staff.
- 4.2 Advocates for all students.
- 4.3 Assists teachers with the integration of guidance activities into the curriculum.
- 4.4 Shares appropriate information about students with school personnel, parents, and community agencies.
- 4.5 Makes appropriate referrals of students to school and community programs.
- 4.6 Assists with coordination of student services in the school.
- 4.7 Assists with coordination of the school's annual testing program.

COMMENTS:

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5. STUDENT APPRAISAL

1 2 3 4 5 6

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- 5.1 Interprets testing results and other student data accurately.
- 5.2 Conducts non-standardized educational assessment according to professional practices (e.g., classroom observation).
- 5.3 Uses standardized tests and inventories according to published practices and professional standards.
- 5.4 Assures that testing conditions and the administration of standardized tests in the school are appropriate.

COMMENTS:

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6. PROFESSIONAL PRACTICES AND DEVELOPMENT

1            2            3            4            5            6

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- 6.1 Adheres to ethical standards of the counseling profession.
- 6.2 Follows the laws, policies, and procedures which govern school programs.
- 6.3 Carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.
- 6.4 Takes part in professional development activities to improve knowledge and skills.

COMMENTS:

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S U M M A R Y   C O M M E N T S

Evaluator's Summary Comments:

Line one.

School Counselor's Reaction to Evaluation:

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Signed _____	____/____/____
School Counselor	Date
Signed _____	____/____/____
Evaluator	Date

Signature indicates that the written evaluation has been seen and discussed.

## Levels of Performance

### 6. SUPERIOR

Performance within this function area is consistently outstanding. Practices are demonstrated at the highest level of performance. School Counselor continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

### 5. WELL ABOVE STANDARD

Performance within this function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. School Counselor frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

### 4. ABOVE STANDARD

Performance within this function area is frequently high. Some practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. School Counselor sometimes seeks to expand scope of competencies and performs additional responsibilities as assigned.

### 3. AT STANDARD

Performance within this function area is consistently adequate/acceptable. Practices fully meet all performance expectations at an acceptable level. School Counselor maintains an adequate scope of competencies, and performs additional responsibilities as assigned.

### 2. BELOW STANDARD

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. School Counselor requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

### 1. UNSATISFACTORY

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. School Counselor requires close and frequent supervision in the performance of all responsibilities.