

Michigan School Counselor Performance Evaluation Tool 2016

Developed by
The Michigan School Counselor Association

Counselor Annual Management Agreement
Counselor Evaluation Rubric
Counselor Evaluation Summary Sheet



Revised November 2016



Annual Management Agreement *

(Counselor/Principal Agreement)

School Counselor _____ Year _____

School Counselor Goals: The school counselor and administrator will identify a personal growth goal and a student growth goal. Goals must be SMART (Specific, Measurable, Attainable, Results Oriented {use of data}, and Time Bound). The personal growth goal could be developed from (but not limited to) any of the competencies in the school counselor performance rubric. See examples of personal and student goals in the Appendix.

Personal Growth Goal: _____

Student Growth Goal: _____

Counselor Evaluation Plan

Evaluation Weight Assigned: In the Evaluation Weight Assigned column, record the percent of emphasis each evaluated area will receive.

Note: All components are required for a comprehensive school counseling program.

Evaluation Area	School Counselor Activities		Evaluation Weight Assigned (Percentage)
Direct Services to Students (Direct and Indirect Services total 80% or more of the counselor's time)	Area I: School Counseling Core Curriculum	Provides developmental curriculum content in a systematic way to all students	
	Area II: Individual Student Planning	Provides activities designed to help students establish personal goals and future plans	
	Area III: Responsive Services	Addresses the immediate concerns of students	
Indirect Services for Students	Area IV: Indirect Student Services (referrals, consultation, collaboration)	Interacts with others to provide support for student achievement	
Program Planning and School Support (20% or less of the counselor's time)	Area V: Program Planning and School Support (foundation, management, accountability and school support)	Plans and evaluates the school counseling program and participates in school support activities	
Professional Behavior	Area VI: Professional Behavior	Maintains a high level of professional behavior and attitude	
Student Growth Goal	State-mandated	Facilitates achievement of student growth goal.	25%
			100%

Planning and Managing the School Counseling Program

Program Planning and Results Documents

The following documents may be helpful for developing and managing the school counseling program. Refer to the *ASCA National Model: A Framework for School Counseling Programs (2012)*. Check documents you will use.

- | | |
|--|--|
| <input type="checkbox"/> Annual Calendar | <input type="checkbox"/> Closing-the-Gap Action Plans |
| <input type="checkbox"/> Curriculum Action Plan | <input type="checkbox"/> Results Reports (from last year's action plans) |
| <input type="checkbox"/> Small-Group Action Plan | <input type="checkbox"/> Other |

Professional Development

I plan to participate in the following professional development based on the school counseling program goals.

Professional Collaboration and Responsibilities (Choose all that apply)

Group	Weekly/Monthly	Coordinator
School Counselor Team Meetings		
Administration/School Counselor Meetings		
Student Support Team Meetings		
Department/Grade Level Meetings		
School Improvement Meetings		
District/Regional Counselor Meetings		
School Counseling Program Advisory Council Mtgs.		
Other:		

Budget Materials and Supplies

Annual Budget \$ _____ Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____
 Counselor hours _____ to _____ (if flexible scheduling is used)

The Role and Responsibilities Assumed by Other Staff and Volunteers

Responsibilities for the support services provided to the counseling team will be divided among the support services staff:

- The counseling office assistant will: _____
- The data manager/registrar will: _____
- The attendance clerk will: _____
- The testing coordinator will: _____
- Other staff will: _____
- Volunteers will: _____

School Counselor Signature _____ Date _____

Principal Signature _____ Date _____

*ASCA document altered to meet the responsibilities of Michigan School Counselors.

SCHOOL COUNSELOR PERFORMANCE EVALUATION RUBRIC

The School Counselor Evaluation Rubric is scored at the end of the year. It is recommended the school counselor and the administrator complete the rubric independently. Columns are provided on the rubric for each party to indicate the item score. A face-to-face meeting will provide opportunity to discuss any discrepancy between the scores. For each area, total the competency scores and divide by the number of items assessed (do not include any competency areas marked NA.) See the *ASCA National Model: A Framework for School Counseling Programs (2012)* for examples of data collection.

Counselor Name _____

Date: _____

PERFORMANCE AREA	SCHOOL COUNSELOR COMPETENCY	INEFFECTIVE 0 Points	MINIMALLY EFFECTIVE 1 Point	EFFECTIVE 2 Points	HIGHLY EFFECTIVE 3 Points	SCORE		
						NA*	Counselor	Admin
AREA I	1. Effectively plans school counseling core curriculum consistent with identified student needs.	Competency not present.	Possesses basic understanding that a school counseling core curriculum exists but designs lessons that are unrelated to identified student needs.	Is knowledgeable about the school counseling core curriculum and designs lessons that address identified student needs.	Actively assists in planning the school counseling core curriculum, which addresses identified student needs and is regularly updated.			
	2. Uses effective instructional techniques.	Competency not present.	Uses a lesson plan with minimal evidence of student learning. Unable to establish and maintain a positive learning environment.	Delivers lesson plans that are effective and engage students in learning.	Consistently uses a variety of instructional strategies that consider diverse student needs and learning differences while engaging all students.			
	3. Uses data to demonstrate the effectiveness of the school counseling core curriculum.	Competency not present.	Rarely collects and uses data to demonstrate the effectiveness of the school counseling core curriculum.	Periodically collects and uses data to demonstrate the effectiveness of the school counseling core curriculum.	Frequently collects and uses data to demonstrate the effectiveness of the school counseling core curriculum.			
Implements the School Counseling Core Curriculum Component through effective instructional skills and the careful planning of group sessions for all students (classroom activities, group activities, etc.)	Comments:							
Weight Assigned: _____	* Will not be evaluated per administrator/counselor management agreement							

Total: _____ Divided by _____ = _____

Sum of Scores

of items

Total Score

PERFORMANCE AREA	SCHOOL COUNSELOR COMPETENCY	INEFFECTIVE 0 Points	MINIMALLY EFFECTIVE 1 Point	EFFECTIVE 2 Points	HIGHLY EFFECTIVE 3 Points	SCORE		
						NA*	Counselor	Admin
AREA II DIRECT SERVICES Implements the Individual Student Planning (ISP) Component with individuals and groups of students for educational and career appraisal, advisement, and transitions	1. Plans and conducts student meetings using educational and career activities consistent with identified student needs.	Competency not present.	Follows a prepared format without consideration of individual students characteristics/needs.	Follows a prepared format in ISP meetings with accurate information that is clear, unbiased with consideration of individual student characteristics/needs.	Pre-plans and facilitates the ISP meeting with accurate information that is clear, unbiased, and with consideration of individual student characteristics/needs.			
	2. Involves student/parent(s) in personalized educational and career planning.	Competency not present.	Presents information to student/parent(s), but does not integrate it with the individual student plan.	Uses educational and career information with student/parent(s) and integrates it with the individual student plan.	Uses educational and career information with student/parental input that integrates with the individual student plan.			
	3. Provides accurate and appropriate test interpretation.	Competency not present.	Can identify high and low scores but cannot relate that information to students in a useful way.	Understands and interprets assessment results and communicates them accurately to students for planning purposes.	Is knowledgeable about each test used and can accurately interpret results. Demonstrates to the student how the information can be helpful in educational and career planning.			
	4. Uses data to demonstrate that individual student planning interventions are effective.	Competency not present.	Rarely collects data to influence planning and interventions which promote student success.	Regularly attempts to collect data to influence planning and interventions which promote student success.	Frequently collects and uses data to influence planning and interventions which promote student success.			
	Weight Assigned: _____	Comments: * Will not be evaluated per administrator/counselor management agreement						

Total: _____ Divided by _____ = _____
Sum of Scores # of items Total Score

PERFORMANCE AREA	SCHOOL COUNSELOR COMPETENCY	INEFFECTIVE 0 Points	MINIMALLY EFFECTIVE 1 Point	EFFECTIVE 2 Points	HIGHLY EFFECTIVE 3 Points	SCORE		
						NA*	Counselor	Admin
Area III DIRECT SERVICES Implements Responsive Services Component (personal/small group counseling, and crisis counseling)	1. Demonstrates positive interpersonal relationships with students.	Competency not present.	Does not relate well with all students. Has difficulty establishing a professional and appropriate counseling relationship.	Develops relationships that are professional, warm and appropriate with all students.	Develops relationships that are professional, warm, and appropriate with all students. Uses strong interpersonal skills to encourage student contact.			
	2. Provides accurate identification of issues and develops appropriate actions, using listening and responding skills effectively.	Competency not present	Lacks depth of understanding of main issues and is rarely able to develop appropriate action plans.	Accurately identifies main issues and helps students develop appropriate action plans.	Accurately identifies issues, causes, and dynamics underlying student behavior in order to support students in making appropriate action plans.			
	3. Uses listening and responding skills when counseling and advising.	Competency not present.	Rarely uses effective listening and responding skills when counseling and advising.	Often uses effective listening and responding skills when counseling and advising.	Always uses effective listening and responding skills when counseling and advising.			
	4. Uses small group leadership skills to address student needs.	Competency not present.	Rarely uses small group process to address student needs.	Often uses small group process to address student needs.	Frequently uses small group process to address student needs.			
	5. Uses data to demonstrate that counselor responsive service interventions are effective in promoting student success.	Competency not present.	Rarely collects and uses data to demonstrate that counselor responsive services affect student success.	Periodically collects and uses data to demonstrate that counselor responsive services affect student success.	Frequently collects and uses data to demonstrate that counselor responsive services affect student success.			
Weight Assigned: _____	Comments: * Will not be evaluated per administrator/counselor management agreement							

Total: _____ Divided by _____ = _____
Sum of Scores # of items Total Score

PERFORMANCE AREA	SCHOOL COUNSELOR COMPETENCY	INEFFECTIVE 0 Points	MINIMALLY EFFECTIVE 1 Point	EFFECTIVE 2 Points	HIGHLY EFFECTIVE 3 Points	SCORE		
						NA*	Counselor	Admin
Area IV INDIRECT SERVICES Implements services through referrals, consultation and collaboration	1. Understands legal and ethical issues as related to appropriately referring students.	Competency not present.	Is unfamiliar with ethical and legal guidelines. Exceeds professional limits and reluctantly uses referral sources.	Is familiar with and follows professional ethical and legal guidelines. Is aware of professional limits and knows how to make appropriate referrals.	Is familiar with and follows professional ethical and legal guidelines, is aware of professional limits, knows how to make appropriate referrals, and continues to develop knowledge of current referral sources.			
	2. Communicates effectively and demonstrates positive interpersonal relationships with all stakeholders.	Competency not present.	Shows minimal effort in consulting and collaborating with stakeholders and struggles to establish positive working relationships.	Consults and collaborates with all stakeholders as requested in a professional, appropriate, and timely manner.	Frequently and pro-actively consults and collaborates with stakeholders as necessary in a professional, appropriate, and timely manner.			
	3. Communicates effectively with diverse populations.	Competency not present.	Has limited understanding of how diversity impacts communications and avoids involvement in issues of diversity.	Understands and accepts the diverse backgrounds of others and how diversity impacts communication. Regularly engages in issues of diversity.	Applies skills that promote inclusiveness and attempts to close achievement and/or opportunity gaps.			
	Comments: Weight Assigned: _____	* Will not be evaluated per administrator/counselor management agreement						

Total: _____ Divided by _____ = _____
 Sum of Scores # of items Total Score

PERFORMANCE AREA	SCHOOL COUNSELOR COMPETENCY	INEFFECTIVE 0 Points	MINIMALLY EFFECTIVE 1 Point	EFFECTIVE 2 Points	HIGHLY EFFECTIVE 3 Points	SCORE		
						NA*	Counselor	Admin
<p style="text-align: center;">Area V</p> <p style="text-align: center;">PROGRAM PLANNING AND SCHOOL SUPPORT</p> <p style="text-align: center;">Implements Program Planning and School Support indicators (Program Management, Professional Development, Data Analysis, Fair-share Responsibilities)</p>	<p>1. Manages time to assure delivery of a comprehensive and balanced school counseling program that is consistent with building and district goals.</p>	Competency not present.	Has difficulty managing multiple tasks in a timely manner. Does not seek assistance when needed.	Manages time and multiple tasks effectively. Asks for assistance when needed.	Adjusts easily to managing multiple tasks. Delegates specific tasks when appropriate.			
	<p>2. Implements a plan for continuous professional development.</p>	Competency not present.	Reads materials that are required and meets the minimum hours required for professional development.	Initiates professional development by reading professional articles and participating in at least two counseling-related professional development activities during the year to improve skills.	Belongs to professional associations, reads numerous articles or books about the profession, and participates in more than two professional development activities during the year to improve skills.			
	<p>3. Uses results data (student achievement, attendance and behavior) for program accountability and closing the gap.</p>	Competency not present.	Rarely monitors data that indicate student achievement trends. Rarely uses data for program. Does not monitor data over time.	Regularly identifies data that indicate student achievement trends. Uses data to make program changes. Occasionally monitors data over time.	Frequently identifies and presents to stakeholders data that indicate student achievement trends. Uses data to make program changes or changes in student interventions. Monitors data over time.			
	<p>4. Is actively involved in school improvement initiatives, supports other school programs, and accepts fair share responsibilities.</p>	Competency not present.	Has limited involvement in school improvement initiatives or support for other school programs. Rarely attends after school activities.	Is aware of important school improvement initiatives, participating on committees when asked. Occasionally attends after school activities.	Actively participates on committees and initiatives that facilitate school improvement. Frequently attends after school activities.			
	<p>Comments:</p> <p>Weight Assigned: _____</p> <p>* Will not be evaluated per administrator/counselor management agreement</p>							

Total: _____ Divided by _____ = _____

Sum of Scores

of items

Total Score

PERFORMANCE AREA	SCHOOL COUNSELOR COMPETENCY	INEFFECTIVE 0 Points	MINIMALLY EFFECTIVE 1 Point	EFFECTIVE 2 Points	HIGHLY EFFECTIVE 3 Points	SCORE		
						NA*	Counselor	Admin
Area VI PROFESSIONAL SCHOOL COUNSELOR Maintains a high level of Professional behavior and attitude.	1. Seeks consultation and supervision for continuous professional growth.	Competency not present.	Occasionally asks questions of a basic nature.	Periodically consults with other professionals. Asks questions about procedures. Upon suggestion may observe others as a model to gain new ideas.	Frequently contacts other professionals seeking suggestions and feedback-for continuous growth-			
	2. Maintains professional and responsible work habits.	Competency not present.	May not maintain a reliable and consistent work schedule. Inconsistent professional demeanor and attire.	Maintains a reliable and consistent work schedule to accomplish necessary tasks. Consistently displays professional demeanor and attire.	Maintains a reliable and consistent work schedule in order to accomplish tasks, often arriving early and/or staying late. Consistently displays professional demeanor and attire.			
	3. Demonstrates initiative within the department.	Competency not present.	Is rarely willing to take the lead in projects or tasks. When the lead is taken, cannot plan events without direct supervision. Is inconsistent in establishing objectives and/or procedures to reach an established goal.	Periodically takes the lead in assigned projects or tasks. Can establish workable objectives and procedures for tasks which are well-defined and which have set goals.	Frequently takes the lead in projects or tasks which are assigned or self-initiated. Establishes clear goals, objectives, and procedures where needed and can communicate those expectations effectively to all.			

Continued on the next page.

PERFORMANCE AREA	SCHOOL COUNSELOR COMPETENCY	INEFFECTIVE 0 Points	MINIMALLY EFFECTIVE 1 Point	EFFECTIVE 2 Points	HIGHLY EFFECTIVE 3 Points	SCORE		
						NA*	Counselor	Admin
Area VI (Continued) PROFESSIONAL SCHOOL COUNSELOR Maintains a high level of professional behavior and attitude.	4. Practices according to the ethical and professional standards and legal guidelines.	Competency not present.	Is unfamiliar with current ethical and legal guidelines.	Understands the legal and ethical constraints in delivering the school counseling program and periodically consults with other professionals in decision-making.	Understands the legal and ethical constraints in delivering the school counseling program and frequently applies those principles and consults with other professionals in decision making.			
	5. Uses written communication that is clear, grammatically correct, and well organized.	Competency not present.	Uses written communication that includes most important points but needs more clarity and organization. Contains grammatical errors.	Uses written communication that clearly explains its purpose, is instructive to its audience, and is error-free.	Uses written communication that is clear, instructive, accurate, and error-free. It maintains a warm but professional style.			
	6. Operates within established procedures, policies, and priorities.	Competency not present.	Is minimally aware of established procedures, policies, and priorities.	Follows established procedures, policies, and priorities. Consults when clarification is needed.	Follows policies and procedures and skillfully applies policies with judgment and compassion.			
	7. Uses technology to enhance program delivery.	Competency not present.	Has limited use of basic technology tools.	Demonstrates fundamental use of technology to communicate, present, and disseminate data/information.	Uses many available forms of technology for the enhancement of the school counseling program and encourages student use of technology in informed decision-making.			
Weight Assigned: _____	Comments: * Will not be evaluated per administrator/counselor management agreement							

Total: _____ Divided by _____ = _____

Sum of Scores

of items

Total Sco

Summary of School Counselor Performance Evaluation Rubric

Counselor Name: _____ Evaluator Name: _____ Date: _____

Instructions for evaluation:

There are two separate parts of the school counselor performance evaluation tool: the Administrator-Counselor Annual Management Agreement and the School Counselor Performance Evaluation Rubric.

The Administrator-Counselor Annual Management Agreement is to be completed before the beginning of the academic school year. It outlines the agreed upon duties for the year and the elements of performance listed on the rubric that will be evaluated. Depending on the school counseling program that is to be delivered, it is possible that not all items on the rubric will be scored. Those skills not a part of the evaluation will be indicated as NA.

The School Counselor Performance Evaluation Rubric is scored at the end of the year. It is recommended the school counselor and the administrator complete the rubric independently. Columns are provided on the rubric for each party to indicate the item score. A face-to-face meeting will provide opportunity to discuss any discrepancy between the scores.

RATING BY AREA	SCORING POINTS		
	Evaluation Percentage [from Annual Agreement]	Rubric Area Calculated Score	Multiply Percent by area score
AREA I –School Counselor Core Curriculum			
AREA II – Individual Planning			
AREA III – Responsive Services			
AREA IV –Indirect Services (Referrals, Consultation, and Collaboration)			
AREA V –Program Planning and School Support (Foundation, Management, Accountability, and School Support)			
AREA VI – Professional Behavior			
Student Growth Goal	25%		
	100%		/100
		Total score	Final Score

Step 1: Assign the percentage rate for each area to the summary grid above. The total should equal 100%. Use the Annual Management Agreement to help establish these percentages.

Step 2: Find the Rubric Area Calculated Score by dividing the accumulated points by the number of scored items Skills labeled NA are not included in the calculations. For example, Area 1 has 5 skills. If skill #3 were NA, divide the total points earned by 4.

Step 3: Using the Evaluation Percentage as a whole number, multiply it with the Rubric Area Calculated score.

Step 4: Overall Performance Rubric Rating: Total all the areas and divide the total score by 100 to get a final score.

Use the table on the following page to determine the proper level of effectiveness.

Ineffective	0 - .70	
Minimally Effective	.71 - 1.65	
Effective	1.66 - 2.60	
Highly Effective	2.61 - 3.00	

Counselor's over-all status: Cumulative score: _____ is at level: [Circle one]
INEFFECTIVE MINIMALLY EFFECTIVE EFFECTIVE HIGHLY EFFECTIVE

	Unacceptable	Needs improvement	Acceptable
The Counselor attendance was:			
The Counselor personal discipline record was:			
Achievement of Personal Growth Goal:			

A designation of "Unacceptable" or "Needs Improvement" may generate an additional professional goal for the coming year.

STRENGTHS

GROWTH AREAS

Counselor Signature:	Administrator Signature:
Date:	Date:

Note: These ratings have been discussed between the evaluator and the school counselor. The counselor's signature does not necessarily indicate agreement.



Appendix

Examples of Personal Growth Goals:

1. I will participate in a minimum of 2 professional development opportunities to further my develop my competency in working with diverse student populations, and will demonstrate the knowledge gained in at least two identifiable ways.
2. I will attend at least 5 school-sponsored activities.
3. I will deliver a needs assessment to the student population and offer at least one small group to address an identified need.

Examples of Student Growth Goals:

1. Improving academic achievement for a targeted at-risk group (i.e. incoming freshmen or 6th graders, students new to the district, students with ADHD in the elementary school).
2. Pre/post assessment markers for school counseling classroom lessons, small group interventions, or school-wide programs (i.e. safe touch, graduation requirements, study skills, listening skills, problem solving skills, anti-bullying skills).
3. Choose 5 students who need to reduce self-defeating behavior over a specific period of time (i.e. poor school attendance, removal from classroom, problematic behavior on the playground).



