

Michigan Comprehensive Guidance and Counseling Program

School Counselor Performance Review

The School Counselor Performance Review is used to assess how well the counselor is meeting the MCGCP School Counselor Performance Standards. MSCA recommends that the School Counselor Performance Review be completed by the administrator and the counselor as a form of self evaluation.

It is suggested that the entire performance review process be conducted on an ongoing basis. While the evaluation process should include the rating system to see how well the counselor is meeting the performance standards, it should also include narrative comments and discussion to enhance the school counselor's effectiveness in improving the school guidance and counseling program.

Response mode descriptions:

Unsatisfactory-Counselor exhibits little to no understanding of named criterion, improvement is needed.

Novice-Counselor exhibits basic understanding of named criterion.

Competent-Counselor exhibits understanding of named criterion and implements it in the program.

Exemplary-Counselor exhibits thorough understanding of named criterion, follows through with implementation of the program, and seeks improvement.

Notes/documentation-Utilize this area to support or offer suggestions regarding this criterion.

Additional comments-Utilize this area to make additional comments for future reference.

School _____ Date _____

Counselor _____

1. PROGRAM ORGANIZATION

The professional school counselor plans, organizes, and delivers the school counseling program. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/ documentation
1.1 Designs a program to meet the needs of the students and the school.					
1.2 Demonstrates positive interpersonal relationships with students.					
1.3 Demonstrates positive interpersonal relationships with educational staff.					
1.4 Demonstrates positive interpersonal relationships with parents/guardians.					

Additional comments:

2. SCHOOL GUIDANCE CURRICULUM

The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students to enhance their academic, career, and personal/social development.

The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/ documentation
2.1 Conducts an assessment of student needs to determine appropriate classroom guidance lessons.					
2.2 Teaches school guidance lessons and activities effectively.					
2.3 Develops materials and instructional strategies to meet student needs and school goals.					
2.4 Conducts classroom guidance lessons to ensure every student receives prevention education to address life choices in academic, career, and personal/social development.					
2.5 Encourages staff involvement to ensure the effective implementation of the school guidance curriculum.					
2.6 Exhibits effective classroom management skills.					
2.7 Develops classroom guidance lessons which contain measurable content (i.e. pre-post tests, product creation, or demonstration).					

Additional comments:

3. INDIVIDUAL STUDENT PLANNING

The professional school counselor implements the individual student planning component by guiding individuals and groups of students and their parents/guardians through the development of education and career plans. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/ documentation
3.1 Collaborates with parents/guardians to help students develop and use planning skills to establish goals.					
3.2 Demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.					
3.3 Assists with student academic, career, and personal/social interventions.					
3.4 Distributes accurate and effective material to support the individual planning efforts of students and their parents/guardians.					

Additional comments:

4. RESPONSIVE SERVICES

The professional school counselor provides responsive services through the effective use of individual and small group counseling, consultation, and and referral skills. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
4.1 Counsels individual students and small groups of students with identified needs and concerns.					
4.2 Consults appropriately with parents/guardians, teachers, administrators, and other relevant individuals.					
4.3 Implements an effective referral process with parents/guardians, teachers, administrators, and other relevant individuals.					

Additional comments:

5. SYSTEMS SUPPORT

The professional school counselor provides systems support through effective school counseling program management and support for other educational programs. The professional school counselor is also provided with and utilizes opportunities for obtaining professional development to enhance up-to-date and effective skills. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
5.1 Provides a comprehensive and balanced school counseling program in collaboration with school staff.					
5.2 Provides professional development to administrators, teachers, parents/guardians, local board of education, and others to support the school guidance and counseling program.					
5.3 Provides professional development to administrators, teachers, parents/guardians, local board of education, and others on relevant issues related to student success.					
5.4 Participates in professional development activities on an ongoing basis.					
5.5 Serves on district or building curriculum committees, subject area councils, community committees, or advisory councils.					

Additional comments:

6. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENT

The professional school counselor discusses the counseling department management system and the program action plans with the school administrator. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
6.1 Discusses the school counselor management agreement with other members of the counseling staff and has support.					
6.2 Discusses the program results anticipated when implementing the action plans for the school year.					
6.3 Decides how to access students, i.e. alpha assignments, domain specialization, career pathway, grade level, random, or other methods of counselor/student assignment.					

Additional comments:

7. ADVISORY COUNCIL

The professional school counselor is responsible for participating on the district's advisory council for the school counseling program.

The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
7.1 Meets with the advisory council.					
7.2 Reviews the school counseling program audit with appropriate stakeholders of the program.					
7.3 Records meeting information.					
7.4 Utilizes recommendations made by the advisory council to continue developing the comprehensive school guidance and counseling program.					

Additional comments:

8. USE OF DATA

The professional school counselor collects and analyzes data to guide program direction and emphasis. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
8.1 Uses data from the counseling program to make decisions regarding program revisions.					
8.2 Uses school data to support decisions regarding class offerings and special programs.					
8.3 Analyzes data to ensure every student has equity and access to a rigorous academic curriculum.					
8.4 Understands and uses data to establish goals and program activities to close the achievement gap.					

Additional comments:

9. STUDENT MONITORING

The professional school counselor monitors the students on a regular basis as they progress in school. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
9.1 Monitors student progress.					
9.2 Implements monitoring systems appropriate to the individual school.					
9.3 Develops appropriate interventions to address identified needs of students and monitors their progress.					

Additional comments:

10. USE OF TIME AND CALENDARS

The professional school counselor uses calendars and manages time to implement an efficient program. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
10.1 Uses a master calendar to plan activities throughout the year.					
10.2 Distributes the master calendar to parents/guardians, staff, and students.					
10.3 Posts a weekly or monthly calendar.					
10.4 Analyzes time spent delivering the comprehensive guidance and counseling program.					

Additional comments:

11. RESULTS EVALUATION

The professional school counselor develops a results evaluation for the program. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
11.1 Measures results attained from school guidance curriculum and closing the gap activities.					
11.2 Works with members of the counseling team and the administrator to clarify how programs are evaluated and how results are shared.					
11.3 Knows how to collect the process, perception, and results data.					

Additional comments:

12. PROGRAM AUDIT

The professional school counselor performs a yearly program audit. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
12.1 Completes a program audit to determine the degree to which the school counseling program is being implemented.					
12.2 Shares the results of the program audit with the advisory council.					
12.3 Uses the annual audit to make changes in the school guidance and counseling program and the calendar for the following year.					

Additional comments:

13. INFUSING THEMES

The professional school counselor is a student advocate, leader, collaborator, and a systems change agent. The professional school counselor:

CRITERIA	Unsatisfactory	Novice	Competent	Exemplary	Notes/documentation
13.1 Promotes academic success for every student.					
13.2 Advocates for equity and access for every student.					
13.3 Takes a leadership role within the counseling department, school setting, and community.					
13.4 Understands the reform issues and works to close the achievement gap.					
13.5 Collaborates with teachers, parents/guardians, and the community to promote academic success of all students.					
13.6 Builds effective teams by encouraging collaboration among all school staff.					
13.7 Uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.					

Additional comments: