School Counselor Final Performance Evaluation
Counselor Education Program

Student Counselor’s Name: ________________________________

Placement Site: ________________________________________

Site Supervisor’s Name: ________________________________

Site Supervisor’s Title: ________________________________

Date: ________________________________________________

Directions

Rate the counselor’s performance using the four-point scale listed below. Do so by circling the appropriate value on the scale along side the item to be rated. If an item does not apply or you do not have enough information to assign a rating, then leave the item blank. Room for comments has been provided at the end of this form. Please document any comments you may have relevant to the counselor’s performance. You are expected to comment on any area in which the counselor’s performance was either poor or in need of improvement.

Definitions of rating values

Poor (P): The counselor’s practice so deviated from the usual or customary ethical or professional standards of practice that it was judged to be harmful or potentially harmful to the client or the client’s well being.

Improvement Needed (IN): The counselor’s performance shows a need for remediation or additional training.

Good (G): The counselor was able to demonstrate a satisfactory degree of competence in performing a given task or skill.

Superior (S): The counselor is proficient and shows a high degree of expertness in performing a given task or skill.

Personal Characteristics

P  IN  G  S Arrives on time and keeps appointments.

P  IN  G  S Dresses appropriately and interacts with others appropriately.

P  IN  G  S Is motivated and self-directed.

P  IN  G  S Accepts and makes use of constructive advice and supervision.

P  IN  G  S Demonstrates knowledge of school setting and environment.

P  IN  G  S Develops rapport with colleagues, administrators, teachers, staff, parents.

P  IN  G  S Develops rapport and trust with students.

P  IN  G  S Maintains appropriate confidentiality.

Foundations

P  IN  G  S Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

P  IN  G  S Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
Counseling, Prevention, and Intervention

P IN G S Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

P IN G S Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

P IN G S Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

P IN G S Demonstrates the ability to use procedures for assessing and managing suicide risk.

P IN G S Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

P IN G S Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

P IN G S Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

P IN G S Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

P IN G S Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment

P IN G S Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

P IN G S Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

P IN G S Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

P IN G S Makes appropriate referrals to school and/or community resources.

P IN G S Assesses barriers that impede students’ academic, career, and personal/social development.

Research and Evaluation

P IN G S Applies relevant research findings to inform the practice of school counseling.

P IN G S Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

P IN G S Analyzes and uses data to enhance school counseling programs.

Academic Development

P IN G S Conducts programs designed to enhance student academic development.

P IN G S Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

P IN G S Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
Collaboration and Consultation

P IN G S Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

P IN G S Locates resources in the community that can be used in the school to improve student achievement and success.

P IN G S Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

P IN G S Uses peer helping strategies in the school counseling program.

P IN G S Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

Leadership

P IN G S Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

P IN G S Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Counselor’s strengths:

Counselor’s needs for improvement:

Student’s comments:

Site Supervisor’s Signature_________________________ Date_________________________

Student’s Signature_________________________ Date_________________________

Faculty Supervisor’s Signature_________________________ Date_________________________

The student’s signature indicates that this evaluation has been discussed with the student. It does not necessarily mean that the student agrees with the evaluation.