

Counselor/Student Support Specialist Summative Evaluation

Employee:

Date of Hire:

Length of Service in Title:

Supervisor:

Date:

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. Remember to (1) base opinions on the entire period covered and not upon isolated incidents; (2) be specific, be sure what is written is meaningful and helps describe the individual; and (3) consider each quality separately. Above all, this performance appraisal should be as accurate a portrayal of the individual as possible.

5 = Outstanding: Functions at or near the highest level of expected performance.

4 = High: Functions at a generally high level of expected performance.

3 = Satisfactory: Functions at a generally satisfactory level of expected performance.

2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.

1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Planning & Preparation	5	4	3	2	1
Demonstrates knowledge of counseling theory and techniques.					
Demonstrates knowledge of child and adolescent development.					
Demonstrates an understanding of students' diversity and their needs.					
Designs and delivers effective mental health-related presentations.					
Individual and group plans include activities, materials, and resources appropriate to students' ability levels.					
Organized and manages time effectively.					
Engages with school administrators, teachers, and other staff to ensure the effective implementation of instruction.					
Subtotal (35 points possible)					

Section 2: School Environment	5	4	3	2	1
Creates an environment of respect and rapport.					
Contributes to the school culture in which all students are expected to excel and be college/career ready.					
Communicates clearly and professionally with staff and administrators.					
Reinforces school-wide standards of student conduct.					
Manages disruptive behavior effectively and consistently.					
Contributes to a safe school environment.					
Physical space is organized and welcoming.					
Subtotal (35 points possible)					

Section 3: Counseling and Instruction	5	4	3	2	1
Uses counseling techniques in individual and classroom programs.					
Provides accurate identification of issues and develops appropriate actions, using effective listening and responding skills.					
Presents learning content clearly in a logical, sequential order. Gives clear and concise directions.					
Checks for understanding to determine that students understand the concept or skill taught.					
Analyzes data from lessons and activities to determine impact on student outcomes.					
Provides assistance to students and staff to help students function effectively in the school.					
Warm and approachable. Interactions are professional and respectful.					
Collaborates with external agencies to support the continuum of care.					
Demonstrates flexibility and responsiveness when changes in services are needed.					
Demonstrates the ability to manage crisis situations.					
Addresses parent inquiries/concerns and provides information					

regarding available community resources.					
Understands and communicates the limits of school counseling and the continuum of mental health services.					
Maintains a list of current referral resources for families and refers families as needed.					
Subtotal (65 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
Reflects on practices - what worked and what didn't work.					
Evaluates overall program effectiveness.					
Participates in a professional learning community. Requirements for PLC meetings are completed on time and effectively.					
Engages in professional development activities (readings, workshops) to enhance skills/expertise.					
Maintains current notes/data and keeps these in a secure location.					
Maintains confidentiality and understands appropriate occasions for sharing records/information.					
Attends professional meetings as required. Participation is timely, engaged, and positive.					
Attends Child Study meetings and consults with teachers, parents, and administrators to identify students with mental health and wellness concerns and develops intervention strategies.					
Understands the classical and college preparatory mission of the school.					
Strives to model the mission of the school in day-to-day interactions.					
Evidence of the mission implementation exists within the classroom.					
Subtotal (55 points possible)					

Overall Comments:

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.

B) Completion of Annual Q Comp Requirements

C) SCPA Administration Recommendation to move placement levels

Section 1: Section 1: Planning & Preparation (75% - 26/35)

Section 2: Section 2: The School Environment (75% - 26/35)

Section 3: Section 3: Counseling and Instruction (75% - 48/65)

Section 4: Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 41/55)

Total of 190 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

Employee Response:

Please take this opportunity to discuss this appraisal of your performance. You may wish to comment on specific elements of the rating as well as its overall accuracy.

Acknowledged:

Prepared by:

Date:
