

The School Counselor and Annual Performance Evaluation

(Adopted 1978; reaffirmed 1984; revised 1986, 1993, 2003, 2009, 2015; reviewed 1999)

American School Counselor Association (ASCA) Position

The annual performance evaluation of school counselors should accurately reflect the unique professional training and practices of school counselors working within a comprehensive school counseling program. These written evaluations should use forms and tools specifically designed for school counselors, based on documents such as the School Counselor Competencies and the School Counselor Performance Appraisal from the ASCA National Model.

The Rationale

The primary purposes of the annual performance evaluation are to ensure the school counselor's effectiveness, impact, high-level performance and continued professional growth (Dimmitt, 2009). School counselors should be evaluated based on professional standards of practice defined by school, district or state guidelines for school counselor evaluation (ASCA 2012). It is recommended the appraisal include the components of self-evaluation, administrative evaluation and assessment of goal attainment (Gysbers & Henderson, 2012). In addition, the "evaluators of school counselors' performance should be trained to understand school support evaluation" (Gysbers & Henderson, 2012). ASCA provides the School Counselor Competencies and a sample School Counselor Performance Appraisal as planning tools when developing a sound school counselor assessment tool (ASCA 2012).

The School Counselor's Role

The key purpose of the school counselor performance evaluation is to enhance the positive effect the school counselor and the school counseling program have on students and school stakeholders (VSCA, 2008). The school counselor:

- initiates the annual development of an annual agreement with administrators, to be referenced during annual performance evaluations
- consults with administrators regarding approved standards and competencies for school counselors and school counseling programs
- endorses the use of the ASCA National Model School Counselor Performance Appraisal and ASCA School Counselor Competencies
- educates stakeholders of the importance of appropriate school counselor evaluation tools and advocates for their use if such tools are not being used (VSCA, 2008)
- collaborates with administrators to develop appropriate tools to use in the evaluation of the school counselor and the school counseling program (see examples at www.schoolcounselor.org/resources)

Summary

The annual performance evaluation of the school counselor should use criteria reflecting the current competencies and performance appraisals of the school counseling profession. Annual performance forms and tools should also reflect these criteria.

References

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

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Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and counseling program* (5th ed.). Alexandria, VA: American Counseling Association.

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