

## **The Professional School Counselor and Annual Performance Evaluation**

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

### **American School Counselor Association (ASCA) Position**

The annual performance evaluation of professional 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 professional school counselors, based on documents such as, the School Counselor Performance Standards from the ASCA National Model and the ASCA School Counselor Competencies.

### **The Rationale**

The primary purpose of the annual performance evaluation is to ensure the professional school counselor's quality, high-level performance, and continued professional growth. Professional school counselors should be evaluated based on the implementation of the district's written comprehensive school counseling program (Isaacs, 2003), the school counselor's job description, and the principles expressed in the ASCA National Model School Counselor Performance Standards and the ASCA School Counselor Competencies. The annual performance evaluation should be a dynamic document, modified annually to reflect changing needs of students and schools, as well as the professional school counselor's current skills. Additionally, Gysbers and Henderson (2006) recommend three components of school counselor evaluation: self-evaluation, administrative evaluation, and assessment of school counseling program attainment.

### **The Professional School Counselor's Role**

The key purpose of the professional school counselor performance evaluation is to enhance the positive affect that the school counselor and the school counseling program have on students and school stakeholders. The professional school counselor:

- initiates the annual development of a management agreement with administrators
- consults with administrators regarding approved standards and competencies for professional school counselors and school counseling programs
- endorses the use of the School Counselor Performance Standards of the ASCA National Model and the ASCA School Counselor Competencies
- 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](http://www.schoolcounselor.org/resources)).

### **Summary**

The annual performance evaluation of the professional school counselor should use criteria reflecting the current standards and competencies of the school counseling profession.

### **References**

Gysbers, N. C., & Henderson, P. (2006). *Developing and managing your school guidance and counseling program* (4th ed.). Alexandria, VA: ACA.

Isaacs, M. L. (2003). Data-driven decision making: The engine of accountability. *Professional School Counseling*, 6(4), 288-295.