

Cedar Catholic Jr.-Sr. High School	
Guidance Counselor	Summative Performance Evaluation
Name:	Date:

Levels of Performance

1 = Meets Expectations	1 = Meets Expectatons - The teacher demonstrates an understanding of concept concept underlying the component and implements it effectively .
2 = Needs Improvement	2 = Needs Improvement - The teacher demonstrates an understanding of the concept underlying the component, but is not yet consistent in implementing it effectively .
3 = Not Acceptable	3 = Not Acceptable - The teacher does not yet demonstrate an understanding of the concepts underlying the component. Student learning my be jeopardized.

Counselor Performance Criteria	
Demonstrates/gives evidence of the following traits, competencies or professional standards	
Area I: Spiritual Leadership	Rating
1. Worships regularly as active member of local Christian Community. <i>(Actively reflects on their faith life and encourages students to write their own prayers to read in class)</i>	
2. Models Catholic Christian values, respect, and compassion for entire School community. <i>(Actively supports the Religious life of the students, have students bring a scriptural passage to share)</i>	
3. Articulates and shares faith experiences. <i>(Leads prayer at the beginning of each class period)</i> <i>(Takes time to have students talk about: retreats, campus ministry, discipleship groups, service hours)</i>	
4. Must have an understanding of Catholic doctrine, practices, and sacramental life. <i>(Integrates faith: "I am the way, the truth and the life"... What virtue or vice is good to emphasize today?)</i>	
5. Behavior and conduct that serves as positive "Christ-like" examples for both students and adults. <i>(Addresses issues in a timely, professional manner and to work to promote a positive school culture)</i>	
6. Treats students and others with respect and dignity. <i>(Creates environment of respect)</i> <i>(Actively listens and direct/connect to the mission of the school)</i>	
Area II. Planning and Development of the Guidance Counseling Program	Rating
1. Aligns goals and objectives of the guidance program to the counseling and academic needs of students. Creates weekly progress reports for students, parents, and teachers.	
2. Develops and implements a plan of action and coordinate aspects of the program in a meaningful sequence of guidance services. Coordination and oversight of the CCHS Work Release Program.	
3. Coordinates focus and continual improvement of the counseling program planning and curriculum development and assists other school staff in understanding and supporting guidance services.	
4. Coordinates CCHS Work Release Program and Coordinates Dual Credit class schedule, registration, purchasing required textbooks, dropping/adding, and recording grades on transcripts.	
Area III. Coordination of School Assessment Program	Rating
1. Coordinates the accumulation of meaningful information concerning students as needed, through such means as interviews, standardized test scores, academic records, and personal data forms.	
2. Facilitates the organization and maintenance of confidential files and student assessment data, administers the Pre-ACT and coordinates ACT registration for juniors and seniors.	
3. Interprets student information to students, parents, teachers, administration, and others professionally concerned with the student.	
4. Identifies students with special abilities and needs and assists in securing the support needed to accommodate identified needs.	

Area IV. Educational and Occupational	Rating
1. Assist the students and parents in relating the student's interests, aptitudes, and abilities to future educational and occupational opportunities in alignment with short and long-range plans.	
2. Creates the master schedule taking into consideration student interest, program and graduation requirements, staff availability, and impact on elective courses and programs.	
3. Consults with school administrators and faculty members regarding curricular offerings which best meet the abilities, interests, and needs of students.	
4. Provides academic and career information to the student, as required, regarding his/her future plans, college and/or career choices.	
5. Collects and disseminates to students and parents information concerning high school courses, in alignment with college, career, workforce and/or military service options.	
6. Assists students and parents in understanding procedures for making applications and planning for financing the student's educational goals beyond high school.	
7. Conducts graduate surveys to determine success and interest of students in post-secondary institutions, workforce, and/or military service.	
Area V. Management of Student Referrals	Rating
1. Seeks to develop in the student a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he/she and his/her parents are responsible.	
2. Assists students and parents who need such services to be aware of and to accept referral to other specialists in student personnel services and community agencies .	
3. Maintains a close working relationship in referrals to other specialists in student personnel services.	
4. Identifies students with special needs and connects students with community services, counseling and educational services.	
Area VI. Engaging and Supporting Parents	Rating
1. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.	
2. Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children	
Area VII. Engaging and Supporting Staff	Rating
1. Shares appropriate individual student data with staff members, with due regard to confidentiality.	
2. Assists teachers in identifying students with special needs and keeps teachers informed of developments concerning individual students which might have a bearing on the classroom.	
3. Provides materials and information concerning the characteristics and needs of the student population, follow-up studies, and employment trends for use in curriculum study and revision.	
Area VIII. Professional and Spiritual Growth	Rating
1. Develops spiritually by actively nurturing faith through prayer, study, community, and spiritual direction. <i>(Morning Prayer, School Mass, Retreats, Involves students in leading prayer)</i>	
2. Seeks and participates in frequent reflection of faith life, vocation, and leadership roles. <i>(Seeks and accepts leadership opportunities and responsibilities beyond the regular classroom assignment)</i>	
3. Assumes professional and spiritual leadership roles and responsibilities in the school and carries out assignments in a punctual and conscientious manner.	
4. Seeks to grow professionally and willingly participates in department and school-wide initiatives. <i>(Seeks and readily accepts feedback)</i>	

Guidance Counselor

Summative Performance Evaluation Form Page 3

Narrative Section: Written assessment of all areas of performance

Comments concerning performance criteria:

Comments concerning classroom observations:

Strengths:

Concerns: (areas where improvement or assistance is needed; formal action plan must be documented and be implemented)

Summative evaluation of overall performance:

I have reviewed this evaluation and discussed the contents with my administrator. I have been informed of my evaluation and have been provided an opportunity to make comments. My signature does not necessarily imply agreement with the assessment; merely that I have reviewed it and understand that it will be placed in my personnel file.

Counselor remarks attached: ____ Yes ____ NO

Formal action plan attached: ____ Yes ____ NO

Guidance Counselor's Signature

Date

Principal's Signature

Date

