



## **COUNSELOR JOB DESCRIPTION AND EVALUATION FORM**

The counselor evaluation form may be used by the counselor as a self-audit. It may also be used by supervisors to annually evaluate the counselor's performance. This TEA Job Description and Counselor Evaluation were developed in cooperation with the Texas Counseling Association and Texas School Counselors Association and is the recommended evaluation form as directed by TEC §21.356. The recommended version includes a system for weighting the ratings. Weighting reflects the relative importance of each domain within an individual counselor's job assignment. A weight is assigned to each domain to reflect how much of a counselor's resources are expected to be appropriated to that domain. Rating reflects the evaluator's judgment about the quality of a counselor's performance on a standard. Details about the rating scale and the application of weights are presented later under "Directions for Completion of the Performance Evaluation Form." A district or campus may choose not to use the weighting system. For additional information, contact John Lucas, TEA Guidance and Counseling at (512) 463-9498.

### **DOMAIN I: PROGRAM MANAGEMENT**

- Standard 1: Plans a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, §33.005)**
- Standard 2: Implements a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, §33.005)**
- Standard 3: Evaluates and promotes continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, §33.005)**
- Standard 4: Promotes the balanced provision of program content areas (self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior).**
- Standard 5: Manages program personnel and/or other program resources.**
- Standard 6: Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (Texas Education Code, §33.005)**
- Standard 7: Advocates the school developmental guidance and counseling program and counselors' ethical and professional standards with school personnel, parents, students, and the community.**

**DOMAIN II: GUIDANCE**

- Standard 1:** Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs.
- Standard 2:** Conducts structured group lessons to deliver the Guidance Curriculum effectively.
- Standard 3:** Involves students, teachers, parents and others to promote effective implementation of the Guidance Curriculum.
- Standard 4:** Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own educational development including provision of information regarding post-secondary opportunities.  
(Texas Education Code, §33.007)
- Standard 5:** Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own career development.  
(Texas Education Code, §33.007)
- Standard 6:** Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage a student's own personal and social development. (Texas Education Code, §33.006)
- Standard 7:** Uses accepted theories and effective techniques of developmental guidance to promote the career, educational, personal, and social development of students.

**DOMAIN III: COUNSELING**

- Standard 1:** Uses accepted theories and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling.
- Standard 2:** Uses accepted theories and effective techniques to provide group developmental, preventive, remedial, and/or crisis counseling.

**DOMAIN IV: CONSULTATION**

- Standard 1:** Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success. (Texas Education Code, Section 33.006)
- Standard 2:** Consults with school personnel, parents, and other community members to promote understanding of student development, individual behavior, the student's environment, and human relationships.
- Standard 3:** Collaboratively provides professional expertise to advocate for individual students and specific groups of students.

**DOMAIN V: COORDINATION**

- Standard 1:** Coordinates people and other resources in the school, home, and community to promote student success.
- Standard 2:** Uses an effective process when referring students, parents, and/or others to special programs and services.

**DOMAIN VI: STUDENT ASSESSMENT**

- Standard 1:** Adheres to legal, ethical, and professional standards related to assessment.
- Standard 2:** With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning.
- Standard 3:** Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data.

**DOMAIN VII: PROFESSIONAL BEHAVIOR**

- Standard 1:** Demonstrates professionalism, including a commitment to professional development.
- Standard 2:** Advocates for a school environment that acknowledges and respects diversity.
- Standard 3:** Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.

**DOMAIN VIII: PROFESSIONAL STANDARDS**

- Standard 1:** Adheres to legal standards including school board policies.
- Standard 2:** Adheres to state, district, and campus standards, regulations, and procedures.
- Standard 3:** Is committed to current professional standards of competence and practice. (Texas Administrative Code, Rule §239.15)
- Standard 4:** Promotes and follows ethical standards for school counselors.
- Standard 5:** Demonstrates professional and responsible work habits.
- Standard 6:** Uses professional written and oral communication and interpersonal skills.

## DIRECTIONS FOR COMPLETING THE PERFORMANCE EVALUATION FORM:

- I. **Complete the background information on the first page of the *Performance Evaluation Form***
- II. **Assign weights to each domain:** The individual is to be evaluated in light of his/her responsibilities within the overall guidance program. Therefore, weights for each of the domains should be agreed upon by the counselor and the evaluator at the beginning of the evaluation period and recorded on the first page of the *Performance Evaluation Form* (as percentages appropriate to the counselor's responsibilities). This page should be signed at the beginning of the evaluation period to confirm the weights and other information thereon. A district or campus may choose not to use the weighted system.
- III. **Compute the average (mean) for each domain:** Determine the domain average by adding the ratings of the standards in the domain and then dividing by the number of standards rated. If a standard is not applicable, "NO" is recorded on the form, and a value for that standard is not figured as part of the domain's average. Spaces for *comments*, *strengths*, and *areas to address* are provided on the *Performance Evaluation Form* for each domain. It is not necessary for the evaluator to comment on each standard or domain; however, comments are encouraged for areas where exceptional strength is indicated or for areas that require improvement.
- IV. **Calculate the Summary Evaluation Score:** To obtain the overall rating, multiply the domain average for each domain by its pre-determined weight (%) and then add these weighted domain values to arrive at a total of weighted values. Record this total of weighted domain values in the space for the "Summary Evaluation Score" on the last page (Summary Sheet) of the *Performance Evaluation Form*.
- V. **Sign the Summary Sheet of the *Performance Evaluation Form*:** Signatures of the evaluator and the counselor are required at the end of the Performance Evaluation Form to acknowledge that the evaluation has been discussed with and presented to the counselor. The counselor's signature does not necessarily indicate agreement with the evaluator's ratings.

**COUNSELOR PERFORMANCE EVALUATION FORM**

NAME OF COUNSELOR: \_\_\_\_\_

SCHOOL AND DISTRICT: \_\_\_\_\_

EVALUATION PERIOD: \_\_\_\_\_ through \_\_\_\_\_  
*month/day/year* *month/day/year*

YEARS OF COUNSELING EXPERIENCE:

Present counseling position	_____	Total in other districts	_____
Total in current district	_____	Other counseling experience	_____

ASSIGNMENT (circle applicable): Elementary Intermediate Middle High

STUDENT LOAD:		Number of
Assignment	_____	Students

EVALUATOR (name printed): \_\_\_\_\_ Title \_\_\_\_\_

WEIGHTS (%) for each domain agreed upon by the counselor and evaluator at the beginning of the evaluation cycle:

_____	Program Management
_____	Guidance
_____	Counseling
_____	Consultation
_____	Coordination
_____	Student Assessment
_____	Professional Behavior
_____	Professional Standards
100	TOTAL

PROFESSIONAL ACTIVITIES (Please attach): This section is to be used by the counselor to update his/her professional file with current professional activities and organizational memberships.

\_\_\_\_\_  
*Evaluator signature* *Date*

\_\_\_\_\_  
*Counselor signature* *Date*

**RATING SCALE FOR EACH STANDARD:**

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

**DOMAIN I: PROGRAM MANAGEMENT**

Rating

<b>Standard 1:</b>	<b>Plans a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)</b>	
<b>Standard 2:</b>	<b>Implements a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)</b>	
<b>Standard 3:</b>	<b>Evaluates and promotes continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)</b>	
<b>Standard 4:</b>	<b>Promotes the balanced provision of program content areas (self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior).</b>	
<b>Standard 5:</b>	<b>Manages program personnel and/or other program resources.</b>	
<b>Standard 6:</b>	<b>Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (Texas Education Code, Section 33.005)</b>	
<b>Standard 7:</b>	<b>Advocates the school developmental guidance and counseling program and counselors' ethical and professional standards with school personnel, parents, students, and the community.</b>	
<b>TOTAL</b> <input type="checkbox"/>		
<b>DOMAIN AVERAGE</b> <input type="checkbox"/>		

Comments:

Strengths:

Areas to Address:

**RATING SCALE FOR EACH STANDARD:**

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

**DOMAIN II: GUIDANCE**

Rating

<b>Standard 1:</b>	<b>Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs.</b>	
<b>Standard 2:</b>	<b>Conducts structured group lessons to deliver the Guidance Curriculum effectively.</b>	
<b>Standard 3:</b>	<b>Involves students, teachers, parents and others to promote effective implementation of the Guidance Curriculum.</b>	
<b>Standard 4:</b>	<b>Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own educational development including provision of information regarding post-secondary opportunities. (Texas Education Code, Section 33.007)</b>	
<b>Standard 5:</b>	<b>Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own career development. (Texas Education Code, Section 33.007)</b>	
<b>Standard 6:</b>	<b>Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage a student's own personal and social development. (Texas Education Code, Section 33.006)</b>	
<b>Standard 7:</b>	<b>Uses accepted theories and effective techniques of developmental guidance to promote the career, educational, personal, and social development of students.</b>	
<b>TOTAL</b> <input type="checkbox"/>		
<b>DOMAIN AVERAGE</b> <input type="checkbox"/>		

Comments:

Strengths:

Areas to Address:

**RATING SCALE FOR EACH STANDARD:**

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

**DOMAIN III: COUNSELING**

Rating

<b>Standard 1:</b>	<b>Uses accepted theories and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling.</b>	
<b>Standard 2:</b>	<b>Uses accepted theories and effective techniques to provide group developmental, preventive, remedial, and/or crisis counseling.</b>	
<b>TOTAL</b> <input type="checkbox"/>		
<b>DOMAIN AVERAGE</b> <input type="checkbox"/>		

Comments:

Strengths:

Areas to Address:

**DOMAIN IV: CONSULTATION**

Rating

<b>Standard 1:</b>	<b>Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success. (Texas Education Code, Section 33.006)</b>	
<b>Standard 2:</b>	<b>Consults with school personnel, parents, and other community members to promote understanding of student development, individual behavior, the student's environment, and human relationships.</b>	
<b>Standard 3:</b>	<b>Collaboratively provides professional expertise to advocate for individual students and specific groups of students.</b>	
<b>TOTAL</b> <input type="checkbox"/>		
<b>DOMAIN AVERAGE</b> <input type="checkbox"/>		

Comments:

Strengths:

Areas to Address:



**RATING SCALE FOR EACH STANDARD:**

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

**DOMAIN V: COORDINATION**

Rating

<b>Standard 1:</b>	<b>Coordinates people and other resources in the school, home, and community to promote student success.</b>	
<b>Standard 2:</b>	<b>Uses an effective process when referring students, parents, and/or others to special programs and services.</b>	
<b>TOTAL</b> <input type="checkbox"/>		
<b>DOMAIN AVERAGE</b> <input type="checkbox"/>		

Comments:

Strengths:

Areas to Address:

**DOMAIN VI: STUDENT ASSESSMENT**

Rating

<b>Standard 1:</b>	<b>Adheres to legal, ethical, and professional standards related to assessment.</b>	
<b>Standard 2:</b>	<b>With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning.</b>	
<b>Standard 3:</b>	<b>Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data.</b>	
<b>TOTAL</b> <input type="checkbox"/>		
<b>DOMAIN AVERAGE</b> <input type="checkbox"/>		

Comments:

Strengths:

Areas to Address:

**RATING SCALE FOR EACH STANDARD:**

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

**DOMAIN VII: PROFESSIONAL BEHAVIOR**

Rating

<b>Standard 1:</b>	<b>Demonstrates professionalism, including a commitment to professional development.</b>	
<b>Standard 2:</b>	<b>Advocates for a school environment that acknowledges and respects diversity.</b>	
<b>Standard 3:</b>	<b>Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.</b>	
<b>TOTAL</b>		<input type="checkbox"/>
<b>DOMAIN AVERAGE</b>		<input type="checkbox"/>

Comments:

Strengths:

Areas to Address:

**RATING SCALE FOR EACH STANDARD:**

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

**DOMAIN VIII: PROFESSIONAL STANDARDS**

Rating

<b>Standard 1:</b>	<b>Adheres to legal standards including school board policies.</b>	
<b>Standard 2:</b>	<b>Adheres to state, district, and campus standards, regulations, and procedures.</b>	
<b>Standard 3:</b>	<b>Is committed to current professional standards of competence and practice. (Texas Administrative Code, Rule §239.15)</b>	
<b>Standard 4:</b>	<b>Promotes and follows ethical standards for school counselors.</b>	
<b>Standard 5:</b>	<b>Demonstrates professional and responsible work habits.</b>	
<b>Standard 6:</b>	<b>Uses professional written and oral communication and interpersonal skills.</b>	
<b>TOTAL</b> □		
<b>DOMAIN AVERAGE</b> □		

Comments:

Strengths:

Areas to Address:

**Performance Evaluation Form**

**SUMMARY SHEET**

	Domain Average	x	Domain Weight (add to 100%)	=	Weighted Domain Value
Domain 1: Program Management		x	%	=	
Domain 2: Guidance		x	%	=	
Domain 3: Counseling		x	%	=	
Domain 4: Consultation		x	%	=	
Domain 5: Coordination		x	%	=	
Domain 6: Student Assessment		x	%	=	
Domain 7: Professional Behavior		x	%	=	
Domain 8: Professional Standards		x	%	=	

**Summary Evaluation Score** (Total of Weighted Values)

**For this evaluation period, the overall evaluation of this counselor's performance is represented by the Summary Evaluating Rating in the box above. Copy the Summary Evaluation Score to the appropriate blank below:**

- \_\_\_\_\_ 4.5-5.00 = Performance is clearly outstanding
- \_\_\_\_\_ 3.5-4.49 = Performance consistently exceeds standards
- \_\_\_\_\_ 2.5-3.49 = Performance consistently meets standards
- \_\_\_\_\_ 1.5-2.49 = Performance is below expectations; consultation is required, and improvement is needed in specified areas
- \_\_\_\_\_ 1.0-1.49 = Performance is unsatisfactory, and little or no improvement has resulted from consultation

\_\_\_\_\_  
*Evaluator signature* *Title* *Date*

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be placed in my personnel file.

\_\_\_\_\_  
*Counselor signature* *Date*