



# Massachusetts School Counselors Association

## School Counselor Performance Appraisal Instrument

The Massachusetts School Counselors Association (MASCA) has prepared this School Counselor Performance Appraisal Instrument (SCPAI) to assess whether a school counselor is meeting the standards set forth in the Massachusetts Model for Comprehensive School Counseling Programs. While the SCPAI is based on the Massachusetts Model, school districts that are not currently implementing the Model are encouraged to use this instrument as the basis for a school counselor evaluation.

PROFESSIONAL SCHOOL COUNSELOR: \_\_\_\_\_

DATE(S) OBSERVED: \_\_\_\_\_

ADMINISTRATOR/SUPERVISOR: \_\_\_\_\_

Please check ( ✓ ) the appropriate box for each indicator.

The Professional School Counselor:

<b>Standard 1:</b> <b>Plans, organizes and delivers the school counseling curriculum to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>• address the developmental needs of students while supporting the school mission</li> </ul>			
<ul style="list-style-type: none"> <li>• support learning and close the student achievement gap</li> </ul>			
<ul style="list-style-type: none"> <li>• foster a safe and supportive school climate by demonstrating and promoting positive interpersonal relationships with students, staff, parents/guardians, and community partners</li> </ul>			
<b>COMMENTS:</b>			
<b>Standard 2:</b> <b>Implements individual planning interventions in collaboration with partners (e.g., teachers, parents, mentors) to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>• develop/enhance students' planning and decision making skills</li> </ul>			
<ul style="list-style-type: none"> <li>• develop educational/career plans for students, individually, in groups or in the classroom</li> </ul>			
<ul style="list-style-type: none"> <li>• promote accurate and appropriate interpretation of assessment data and relevant information</li> </ul>			
<b>COMMENTS:</b>			

<b>Standard 3:</b> <b>Provides responsive services in consultation with administrators, teachers and student support services and through referrals to external organizations/agencies to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>• address students' identified needs and concerns individually and/or in small-group counseling</li> </ul>			
<ul style="list-style-type: none"> <li>• involve parents/guardians, teachers, administrators and support services staff as needed</li> </ul>			
<ul style="list-style-type: none"> <li>• use school and community agencies and organizations for providing long-term responsive and support services</li> </ul>			
<b>COMMENTS:</b>			
<b>Standard 4:</b> <b>Monitors student progress on a regular basis to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>• modify or develop curriculum and interventions based upon student needs</li> </ul>			
<ul style="list-style-type: none"> <li>• track students' progress with their education/career planning</li> </ul>			
<ul style="list-style-type: none"> <li>• identify students at risk and develop appropriate interventions</li> </ul>			
<b>COMMENTS:</b>			
<b>Standard 5:</b> <b>Manages and uses time effectively in order to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>• ensure adherence to a master calendar for program implementation</li> </ul>			
<ul style="list-style-type: none"> <li>• develop, distribute and post a calendar of events and services for timely access by students, parent/guardians, administrators and teachers</li> </ul>			
<ul style="list-style-type: none"> <li>• spend the recommended amount of time providing direct services</li> </ul>			
<b>COMMENTS:</b>			
<b>Standard 6:</b> <b>Collects and analyzes school counseling data to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>• establish goals and activities that work to close the student achievement gap</li> </ul>			
<ul style="list-style-type: none"> <li>• ensure that students are taking appropriate yet rigorous courses</li> </ul>			
<ul style="list-style-type: none"> <li>• guide counseling program direction and emphases</li> </ul>			
<ul style="list-style-type: none"> <li>• maximize use of counselor's time</li> </ul>			
<ul style="list-style-type: none"> <li>• measure results and disseminate outcome information</li> </ul>			
<ul style="list-style-type: none"> <li>• plan for and improve program evaluation</li> </ul>			
<b>COMMENTS:</b>			

<b>Standard 7:</b> <b>Encourages and provides system support to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>ensure that the school counseling program is meeting the needs of students and the school community</li> </ul>			
<ul style="list-style-type: none"> <li>support student achievement through collaboration with educational and community based programs</li> </ul>			
<ul style="list-style-type: none"> <li>obtain input from school administrators and staff in developing the counseling management system</li> </ul>			
<ul style="list-style-type: none"> <li>conduct program evaluations</li> </ul>			
<b>COMMENTS:</b>			
<b>Standard 8:</b> <b>Communicates regularly with the school council and other school advisory committees to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>learn of the needs and concerns of constituent groups</li> </ul>			
<ul style="list-style-type: none"> <li>inform the council and other advisory committees of program features and services</li> </ul>			
<ul style="list-style-type: none"> <li>review the school improvement plan and provide input</li> </ul>			
<b>COMMENTS:</b>			
<b>Standard 9:</b> <b>Conducts or assists with a yearly program audit to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>determine the degree to which the school counseling program is being implemented</li> </ul>			
<ul style="list-style-type: none"> <li>inform appropriate stakeholders of program results</li> </ul>			
<ul style="list-style-type: none"> <li>inform counseling staff of the need for modifications in the program and/or calendar</li> </ul>			
<b>COMMENTS:</b>			
<b>Standard 10:</b> <b>Acts as a student advocate, leader, collaborator and systems change agent to:</b>	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>ensure support for all students achieving at the highest levels</li> </ul>			
<ul style="list-style-type: none"> <li>ensure equity in the delivery and access of the program</li> </ul>			
<ul style="list-style-type: none"> <li>advance the school's and counseling department's mission and goals</li> </ul>			
<b>COMMENTS:</b>			

Standard 11: Takes professional responsibility to:	YES	NO	Not Applicable
<ul style="list-style-type: none"> <li>demonstrate a commitment to ongoing professional growth and development</li> </ul>			
<ul style="list-style-type: none"> <li>exercise good judgment, maintains good attendance, is punctual, maintains professional appearance and exercises emotional self control</li> </ul>			
<ul style="list-style-type: none"> <li>follow the profession's ethical and legal standards and guidelines</li> </ul>			
<ul style="list-style-type: none"> <li>value cultural diversity and inclusivity in school policy and interpersonal relationships</li> </ul>			
<ul style="list-style-type: none"> <li>utilize technology in an appropriate and beneficial manner</li> </ul>			
<b>COMMENTS:</b>          			

Administrator's/Supervisor's Summary:

\_\_\_\_\_

\*Signature of Professional School Counselor                      Signature of Administrator/Supervisor                      Date

\*Note: My signature on this evaluation indicates that I have read this document. It does not necessarily indicate that I agree with the contents. I understand that I have a right to respond in writing to the ratings and/or statements and that my comments will be attached to the evaluation form in my personnel file.