



# School Counselor Performance Appraisal

School Counselor \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Position \_\_\_\_\_  
 Date \_\_\_\_\_

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	Rating 0-3
<b>Mindsets</b>	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities	
Demonstrates belief all students should have access and opportunity to a high-quality education	
Demonstrates belief all students should have access to the school counseling program	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	
Demonstrates belief that school counselors are leaders in the school, district, state and nation	
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	
<b>Observations and comments:</b>	
PROFESSIONAL RESPONSIBILITIES	
Description	Rating 0-3
<b>Behaviors: Professional Foundation</b>	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	
<i>Demonstration includes:</i> a. Articulates knowledge of human development and learning theories that affect student success b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings c. Articulates knowledge of career development theories for postsecondary planning d. Uses principles of multitiered systems of support within a school counseling program	

<p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories</li> <li>b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief)</li> <li>c. Classroom and group Mindsets &amp; Behaviors action plans</li> <li>d. Closing-the-gap action plan/results report</li> </ul>	
<p><b>2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices</li> <li>b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation</li> <li>c. Explains process for development of policy and procedures at the building, district, state and national levels</li> <li>d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling</li> <li>e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate</li> <li>f. Articulates a rationale for a school counseling program</li> <li>g. Uses education research to inform decisions and programming</li> <li>h. Uses current trends in technology to promote student success</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)</li> <li>b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role</li> <li>c. Minutes from school counseling advisory committee meetings</li> <li>d. Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions</li> </ul>	
<p><b>3. Applies legal and ethical principles of the school counseling profession</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Practices in accordance with the ASCA Ethical Standards for School Counselors</li> <li>b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting</li> <li>c. Adheres to the ethical and statutory limits of confidentiality</li> <li>d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff</li> <li>e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise</li> <li>f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors</li> <li>g. Models ethical behavior</li> <li>h. Engages in continual professional development to inform and guide ethical and legal work</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)</li> <li>b. Weekly calendars, regarding documentation of critical interactions with students</li> </ul>	

<p>c. Completion certificates of professional development experiences</p>	
<p><b>4. Applies school counseling professional standards and competencies</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Stays current with school counseling research and best practices</li> <li>b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies</li> <li>c. Uses personal reflection, consultation and supervision to promote professional growth and development</li> <li>d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Membership documentation in state and national school counselor organizations</li> <li>b. Completed ASCA Professional Standards &amp; Competencies self-assessment with written plans for own professional growth</li> <li>c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought</li> </ul>	
<p><b>5. Uses ASCA Mindsets &amp; Behaviors for Student Success to inform the implementation of the school counseling program</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Selects ASCA Mindsets &amp; Behaviors for Student Success standards to address student needs demonstrated in data</li> <li>b. Prioritizes ASCA Mindsets &amp; Behaviors for Student Success standards aligned with school improvement goals</li> <li>c. Selects or creates competencies aligned with the ASCA Mindsets &amp; Behaviors for Student Success and state-specific standards</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Classroom and group Mindsets &amp; Behaviors action plan</li> <li>b. Closing-the-gap action plan/results report</li> <li>c. Lesson plans</li> </ul>	
<p><b>6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors</li> <li>b. Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school</li> <li>c. Maintains and communicates high expectations for every student, regardless of cultural, social or economic background</li> <li>d. Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively</li> <li>e. Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction</li> <li>f. Understands personal limitations and biases, and articulates how they may affect the school counselor's work</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completion certificates from professional development sessions on cultural, social or environmental influences</li> </ul>	

<ul style="list-style-type: none"> <li>b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others</li> <li>c. Annual professional growth plan</li> </ul>	
<p><b>7. Demonstrates leadership through the development and implementation of the school counseling program</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Identifies sources of power and authority and formal and informal leadership</li> <li>b. Demonstrates professional and personal qualities and skills of effective leaders</li> <li>c. Applies a model of leadership to the school counseling program</li> <li>d. Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model</li> <li>e. Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program</li> <li>f. Uses leadership skills to facilitate positive change for the school counseling program</li> <li>g. Defines the role of the school counselor and the school counseling program in the school crisis plan</li> <li>h. Serves as a leader in the school and community to promote and support student success</li> <li>i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Leadership roles in school, district or community committees focused on student success</li> <li>b. Participation in school counseling professional associations</li> <li>c. Annual student outcome goals</li> <li>d. Annual calendar</li> <li>e. Results reports</li> <li>f. Advisory council agendas and minutes</li> <li>g. Recognized ASCA Model Program (RAMP) certification</li> </ul>	
<p><b>8. Demonstrates advocacy in the school counseling program</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Models school counselor advocacy competencies to promote school counseling program development and student success</li> <li>b. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests</li> <li>c. Explains the benefits of the school counseling program for students and all stakeholders</li> <li>d. Provides rationale for appropriate activities for school counselors</li> <li>e. Provides rationale for discontinuation of inappropriate activities for school counselors</li> <li>f. Uses data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks</li> <li>g. Participates in school counseling and education-related professional organizations</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentations or information shared with school board and local, state or federal oversight organizations</li> <li>b. Presentations or information shared with faculty and staff, parents and other school stakeholders</li> <li>c. Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator)</li> <li>d. Participation in school counseling professional association advocacy events</li> <li>e. School-counselor-developed infographics based on results reports and disseminated to school stakeholders</li> </ul>	
<p><b>9. Creates systemic change through the implementation of the school counseling program</b></p>	

<p>Demonstration includes:</p> <ol style="list-style-type: none"> <li>Acts as a systems change agent to create an environment promoting and supporting student success</li> <li>Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success</li> <li>Uses data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps</li> <li>Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success</li> </ol> <p>Artifacts may include:</p> <ol style="list-style-type: none"> <li>Reports showing change in student achievement, attendance or discipline data</li> <li>Reports showing change in course enrollment or increased access to opportunities</li> <li>Reports showing change in postsecondary success linked to National Student Clearinghouse data</li> </ol>	
<p><b>Observations and comments:</b></p>	
<p><b>Description</b></p>	<p><b>Rating 0-3</b></p>
<p><b>Behaviors: Direct and Indirect Student Services</b></p>	
<p><b>1. Designs and implements instruction aligned to ASCA Mindsets &amp; Behaviors for Student Success in classroom/large-group, small-group and individual settings</b></p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> <li>Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction</li> <li>Assesses cultural and social trends when developing and choosing curricula</li> <li>Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets &amp; Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist</li> <li>Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction</li> <li>Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes</li> <li>Uses a variety of technologies in the delivery of lessons and activities</li> <li>Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction</li> <li>Analyzes data from lessons and activities to determine impact on student outcomes</li> </ol> <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> <li>Classroom and group Mindsets &amp; Behaviors action plan</li> <li>Closing-the-gap action plan/results report</li> <li>Lesson plans</li> <li>Annual calendar (details of specific school counseling events for the year)</li> </ol>	
<p><b>2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings</b></p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> <li>Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets &amp; Behaviors for Student Success</li> <li>Uses assessments to help students understand their abilities, values and career interests</li> </ol>	

<ul style="list-style-type: none"> <li>c. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans</li> <li>d. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals</li> <li>e. Helps students understand how academic performance relates to the world of work, family life and community service</li> <li>f. Helps students understand the importance of postsecondary education and/or training as a pathway to a career</li> <li>g. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes</li> <li>h. Connects students to workplace experiences to deepen understandings and explore career interests</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed graduation plans</li> <li>b. Completed postsecondary plans</li> <li>c. Completed career interest inventories with lesson plans showing appraisal and advisement activities</li> <li>d. Completed strengths inventories with lesson plans showing appraisal and advisement activities</li> <li>e. Completed field trips to communication organizations, businesses and postsecondary institutions</li> </ul>	
<p><b>3. Provides short-term counseling in small-group and individual settings</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Uses data to identify students in need of counseling intervention</li> <li>b. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success</li> <li>c. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy</li> <li>d. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma</li> <li>e. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Classroom and group Mindsets &amp; Behaviors action plan</li> <li>b. Group lesson/session plans</li> <li>c. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices</li> <li>d. Crisis response “pack” or bag/box</li> <li>e. Participation/membership on district crisis response teams</li> </ul>	
<p><b>4. Makes referrals to appropriate school and community resources</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues</li> <li>b. Communicates the limits of school counseling and the continuum of mental health services</li> <li>c. Articulates why diagnoses and long-term therapy are outside the scope of school counseling</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of school and community referral sources</li> <li>b. School-counselor-developed school counseling brochure</li> </ul>	
<p><b>5. Consults to support student achievement and success</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success</li> </ul>	

<ul style="list-style-type: none"> <li>b. Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations</li> <li>c. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise</li> <li>d. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentation materials from school-counselor-led trainings or workshops</li> <li>b. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.)</li> <li>c. Schedule of parent programs</li> <li>d. Member of school leadership team, data team, etc.</li> </ul>	
<p><b>6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Partners with others to advocate for student achievement and educational equity and opportunities</li> <li>b. Explains the potential for dual roles with families and other caretakers</li> <li>c. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation</li> <li>d. Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards &amp; Competencies</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of groups that partner with the school counseling program</li> <li>b. List of committee involvement in school, district or community focused on student success</li> </ul>	
<p><b>Observations and comments:</b></p>	
<p><b>Description</b></p>	<p><b>Rating 0-3</b></p>
<p><b>Behavior: Planning and Assessment</b></p>	
<p><b>1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success</li> <li>b. Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission</li> <li>c. Analyzes the school's vision and mission statements</li> <li>d. Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved</li> <li>e. Creates a school counseling mission statement aligned with school, district and state missions</li> <li>f. Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Belief statements aligned with mindsets from ASCA Professional Standards &amp; Competencies</li> </ul>	

<ul style="list-style-type: none"> <li>b. Vision statement describing what the school counselor hopes to see in students five-15 years in the future</li> <li>c. Mission statement aligned with school and district mission statement</li> <li>d. Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures</li> </ul>	
<p><b>2. Identifies gaps in achievement, attendance, discipline, opportunity and resources</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities</li> <li>b. Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed</li> <li>c. Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities</li> <li>b. Goals addressing achievement, opportunity and/or information gaps</li> <li>c. School data summary worksheet</li> <li>d. Annual student outcome goal plan worksheet</li> <li>e. Closing-the-gap action plan/results report</li> </ul>	
<p><b>3. Develops annual student outcome goals based on student data</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans</li> <li>b. Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement</li> <li>c. Uses student data and results from survey tools to monitor and refine annual student outcome goals</li> <li>d. Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Annual student outcome goals written in a SMART goal format including baseline and target data</li> <li>b. Annual student outcome goal plan worksheet</li> <li>c. Annual results reports</li> </ul>	
<p><b>4. Develops and implements action plans aligned with annual student outcome goals and student data</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data</li> <li>b. Determines appropriate students for the target group of action plans based on student, school and district data</li> <li>c. Identifies appropriate ASCA Mindsets &amp; Behaviors for Student Success addressing needs identified in action plans</li> <li>d. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist</li> <li>e. Identifies appropriate resources needed to implement action plans</li> <li>f. Identifies intended impact on academics, attendance and discipline as result of action plan implementation</li> <li>g. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research</li> </ul>	



<p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Classroom and group Mindsets &amp; Behaviors action plan and results reports</li> <li>b. Closing-the-gap action plan/results reports</li> <li>c. Annual and weekly calendars</li> <li>d. Annual student outcome goal plan worksheet</li> <li>e. Annual administrative conference template</li> </ul>	
<p><b>5. Assesses and reports program results to the school community</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Explains concepts related to program results and accountability within the school counseling program</li> <li>b. Reviews progress toward annual student outcome goals</li> <li>c. Analyzes data to assess school counseling program effectiveness and to inform program development</li> <li>d. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared</li> <li>e. Uses data to demonstrate the value the school counseling program adds to student achievement</li> <li>f. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentation materials with data from school counseling activities</li> <li>b. School data summary worksheet</li> </ul>	
<p><b>6. Uses time appropriately according to national recommendations and student/school data</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Articulates the distinction between direct and indirect student services</li> <li>b. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component</li> <li>c. Articulates the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals</li> <li>d. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time</li> <li>e. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals</li> <li>f. Identifies, evaluates and participates in fair-share responsibilities</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less)</li> <li>b. Annual administrative conference template and meeting notes</li> <li>a. Annual and weekly calendars</li> </ul>	
<p><b>7. Establishes agreement with the principal and other administrators about the school counseling program</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff</li> <li>b. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program</li> </ul>	

<ul style="list-style-type: none"> <li>c. Explains and models the appropriate role of the school counselor and the organization of the school counseling program</li> <li>d. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan</li> <li>e. Advocates for the appropriate use of school counselor time based on national recommendations and student needs</li> <li>f. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor</li> </ul>	
<b>8. Establishes and convenes an advisory council for the school counseling program</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Determines appropriate education stakeholders for representation on the advisory council</li> <li>b. Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program</li> <li>c. Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council</li> <li>d. Records advisory council meeting notes, and distributes as appropriate</li> <li>e. Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of representatives on the advisory council with their positions</li> <li>b. Agenda from advisory council meetings</li> <li>c. Minutes from advisory council meetings</li> <li>a. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)</li> </ul>	
<b>9. Uses appropriate school counselor performance appraisal process</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program</li> <li>b. Explains how school counseling activities fit within categories of a performance appraisal instrument</li> <li>c. Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed performance appraisal aligned with the ASCA Professional Standards &amp; Competencies</li> <li>b. Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model</li> <li>c. Recognized ASCA Model Program (RAMP) application</li> </ul>	
<b>Observations and comments:</b>	