



Iowa School Counselor Performance Evaluation

Iowa School Counselor Association (ISCA) Position, 2015

The annual performance evaluation of 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 school counselors, based on documents such as the School Counselor Competencies and the School Counselor Performance Appraisal from the American School Counselor Association (ASCA) National Model and the Evaluation Supplement for School Counselors from the Iowa School Counselor Association (ISCA).

The Rationale

The primary purposes of the annual performance evaluation are to ensure the school counselor's effectiveness, impact, high-level performance and continued professional growth (Dimmitt, 2009). School counselors should be evaluated based on professional standards of practice defined by school, district or state guidelines for school counselor evaluation (ASCA, 2012). Iowa Code requires school counselors to be evaluated based on the Iowa Teaching Standards as stated in Chapter 83 of Administrative Rule. While these teaching standards may be appropriate for the majority of education professionals, the work of the school counselor is broad in scope and is not accurately reflected in the Iowa Teaching Standards. ISCA has interpreted the Iowa Teaching Standards to reflect the unique work of the school counselor as he/she implements a comprehensive school counseling program. Iowa Code states, "a K-12 comprehensive school counseling program, [is] driven by student data and based on standards in academic, career, personal, and social areas, which supports the student achievement goals of the total school curriculum and to which all students have equitable access." (281—IAC 12.3(11))

ISCA developed the School Counselor Evaluation Supplement to connect the ASCA School Counselor Competencies with the Iowa Teaching Standards providing a pathway for professional growth for the school counselor as well as strengthening the school counseling program. The supplement is intended to support the administrator and the counselor through the evaluation process, including portfolio development and review.

The School Counselor's Role

The key purpose of the Evaluation Supplement for School Counselors (ESSC) is to enhance the positive effect the school counselor and the school counseling program have on students and school stakeholders. The school counselor:

- educates stakeholders of the importance of appropriate school counselor evaluation tools and advocates for the use of the Evaluation Supplement for School Counselors.
- utilizes the supplement for accurate personal reflection.
- initiates conversations with administrators to collaboratively review the supplement and create professional growth goals. This may be done through the Individual Professional Development Plan process, formal evaluation, or other informal processes.

- seeks input from administrators to identify and prioritize program goal areas based on school and district student achievement goals. This may be done in conjunction with the annual agreement development as part of the comprehensive school counseling program planning.

Summary

The School Counselor has a unique role and a unique set of skills. The evaluation of these individuals should be based on standards and competencies specific to that role. In Iowa, the Evaluation Supplement for School Counselors should be used by school counselors and administrators to accurately assess the performance of the school counselor.

References

- American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.
- American School Counselor Association. (2012). *ASCA school counselor competencies* (Rev. ed.). Alexandria, VA: Author.
- Dimmitt, C. (2009). Why evaluation matters: Determining effective school counseling practices. *Professional School Counseling*, 12(6), 395-399.
- Iowa School Counselor Association. (2014). *Evaluation Supplement for School Counselors*. Des Moines, IA: Author.