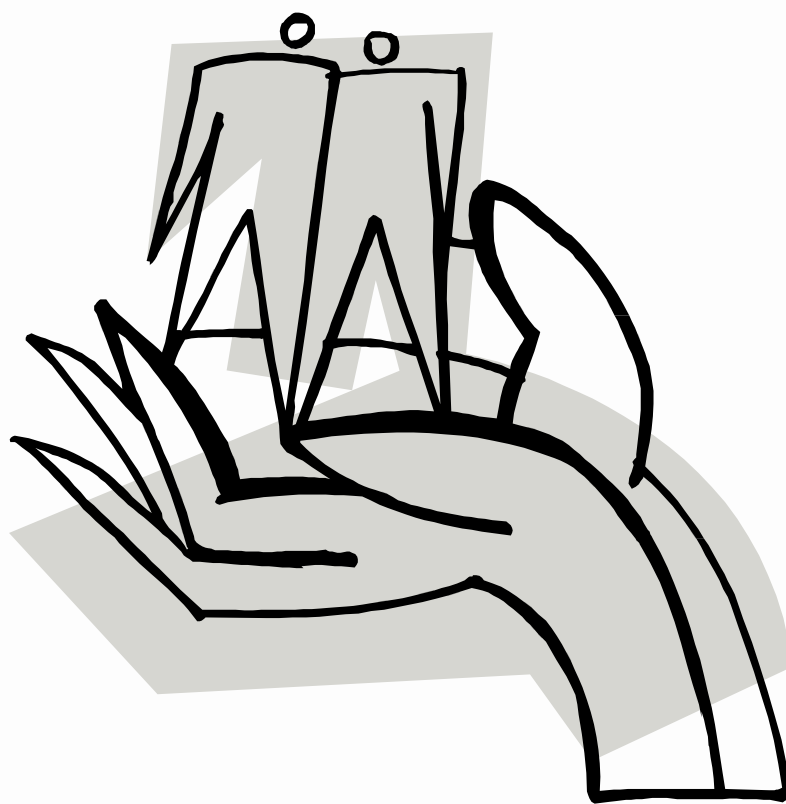




MINISTRY OF EDUCATION



Guidance Counsellor Performance Appraisal Policy & Procedure

Professional Development Unit

August 2008

Message from the Minister of Education

Meeting the learning needs of all, through quality education is a vision of the Ministry of Education. However, the complexities of the modern world, with its increasingly emerging information and communication technologies have brought about a paradigm shift in our education system. One of the challenges in education today is to offer school experiences that provide students with opportunities that will make the connections between, 'what they learn and how they live'. Education must provide for the growth of whole and healthy personalities, for the nurturing of basic competencies and national identity.

Achieving these goals will take the full participation of all our key stakeholders. Much hinge not only on what happens in the classroom in terms of quality teachers, but also on the performance of our guidance counsellors. The importance of the guidance counsellors cannot be overemphasized, as they play a critical role in the psychological and behavioural preparation of students for learning and achievement. Guidance Counsellors help students to develop skills in the areas of personal-social growth, educational planning, career and vocational development.

The Ministry of Education realizes the important role guidance counsellors play in our schools. Hence, it is important that they are supported in the process. The Guidance Counsellor Performance Appraisal Programme was developed as a tool to improve the performance of guidance counsellors and help them achieve their full potential. This performance appraisal programme is established on the principles of accountability, transparency, and fairness. This performance appraisal programme should be viewed as a system of highly interactive processes, and the creation of a standardized system of evaluation.

The primary objective of the Guidance Counsellor Performance Appraisal Programme is to help increase the overall efficiency and effectiveness of our schools by helping each guidance counsellor to improve his/her performance. This programme will address the institutions' needs as well as the guidance counsellors' professional needs and abilities.

The focus is on service delivery and professional growth. The programme will recognize the accomplishments of guidance counsellors; provide ideas for refining established practices and instituting new ones.

I fully endorse this programme and encourage guidance counsellors and school administrators to do likewise, as we strive towards professional and institutional growth and development in our education system.



Hon. Andrew Roobert

Minister of Education

Message from the Permanent Secretary

Performance management has taken on greater importance, as recent advances in the education reform movement have placed a strong emphasis on quality educators. Research has shown that the quality of our educators impacts students achievement. The Ministry of Education's mantra 'Every Child Can Learn...Every Child Must Learn...' mandates all educators to perform at their best as greater accountability will be required.

Performance appraisal is an integral part of performance management in any system. It is one of the tools that is used to evaluate employees to help them to reach reasonable goals, thus ensuring high performance levels. Performance appraisal is a process, not an event. The Guidance Counsellor Performance Appraisal Programme will guide the professional growth and development of guidance counsellors, by identifying their strengths and weaknesses and helping them to improve in the necessary areas through feedback and relevant support. This programme will promote effective job performance, as guidance counsellors will be given recognition for work well done and best practices will be identified and shared within the guidance and counselling community.

I endorse this programme, as one that will help school administrators to objectively assess the performance of guidance counsellors and empower them to work to their full potential. It is my wish that as stakeholders in education you will be able to identify your role in this appraisal process and work assiduously to ensure effective implementation.


Barbara Allen (Ms.)

Permanent Secretary (Actg.)

Message from the Chief Education Officer

Education is expected to prepare students for the world of work, provide them with knowledge, skills, attitudes, and values that will help them to develop good character and enable them to live as productive and creative citizens. However, this can only be achieved if school professionals get the support that they need. School guidance counsellors have a peculiar role to play in meeting the needs of today's learners. They too, help them become independent learners, capable of planning and managing their own futures.

As a means of providing support and quality assurance, the Ministry of Education has developed the Guidance Counsellors' Performance Appraisal Programme. This programme complements both the Principals' and Teachers' Performance Appraisal Programmes. The Guidance Counsellors' Performance Appraisal was specifically designed to provide guidance and support for guidance counsellors. Like the principals and teachers, the guidance counsellors are expected to perform with diligence and to their full potential, as they too are held accountable for students' performance.

The Guidance Counsellors' Performance Appraisal Programme contains the basic standards of practice expected of school counsellors. These performance standards not only function as the basis of the guidance counsellors' evaluation, but also serve as guides for self-evaluation. This performance appraisal programme is a systematic process of planning work and setting expectations, continually monitoring performance and developing the capacity to improve performance.

School administrators and guidance counsellors will find this programme to be helpful and meaningful. It will provide a mechanism for improving individual and organizational performance, as well as acknowledging the noteworthy contributions of guidance counsellors to their schools. In order for the programme to be effective, it will require a significant partnership with the key stakeholders groups at each institution.

I give this programme my full support. I encourage you to read this guide thoroughly, and be an active participant in the activities of your local school. By doing so, you will help ensure that the activities of your school reflect the needs of your community.



Joseph Landreault
Chief Education Officer.

ACKNOWLEDGEMENT

The Ministry of Education would like to acknowledge the contributions made by the following persons, who are members of the Steering Committee, in the development of the Performance Appraisal Programme for Guidance Counsellors.

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- | | | |
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The Professional Development Unit would like to thank the Supervisory Education Officers, the Guidance & Counselling Education Officers, the School Board Chairpersons, Principals, Teachers, PTA Representatives and Students of the following schools who participated in the piloting of the Guidance Counsellor Appraisal Programme.

Pilot Schools for Guidance Counsellor Performance Appraisal

St. Elizabeth	Manchester
Black River Primary	Bethabara Primary & Junior High
Black River High	Christiana High
Balaclava Primary	Christiana Moravia Primary
Linitz All Age	Holmwood Technical High
Maggoty High	Mandeville Primary & Junior High
St. Elizabeth Technical High	May Day High
Santa Cruz Primary & Junior High	Manchester High
	Forum Primary
	Spalding High

We thank you for your invaluable support. The feedback and comments you provided played a key role in the shaping of this manual.

This performance appraisal programme seeks to direct school activities by providing monitoring and support, which will enhance accountability among stakeholders. We hope the successful implementation of this programme will have a direct impact not only on students' academic performance but also on their social and emotional growth and development.



Dr. Mary Campbell
Assistant Chief Education Officer
Professional Development Unit

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INTRODUCTION

Changing societal and family values, traditions as well as disintegrated community forms the bases for a number of issues affecting youths in Jamaica. Negative societal trends have underscored the increasing demand for the services of professional guidance counsellors to provide comprehensive guidance programmes in schools to effectively address the needs of the school communities.

The Ministry of Education has developed the Guidance Counsellor Performance Appraisal Programme which is aimed at increasing transparency, democracy, accountability and in an effort to improve the Guidance and Counselling Services in schools. The programme facilitates a formal process that measures individual performance against defined standards. This programme is designed to complement both the Principal and Teacher Performance Appraisal Programmes; it will assist school supervisors in the assessment of the guidance counsellors for the purposes of appointment, professional development training and for the annual review of the guidance counsellors performance.

This Performance Appraisal requires collaboration and will provide the opportunity for continuous monitoring and evaluation of individual performance of the guidance counsellor overtime. The programme intends to foster personal and professional growth of guidance counsellors in order to enhance the education system. It is hoped that this process will meet its objectives and enhance the thrust to empower individuals to become world class citizens.



SECTION ONE

Guidance Counsellor Performance Appraisal Policy and Procedure Handbook



1.0 POLICY STATEMENT

The Ministry of Education is committed to raising the standard of administration among schools and improving the teaching-learning process in order to improve the standard of achievement for all students. To do this, a performance management system will be implemented to be used at all levels of the school system. This system will set the framework for principals, teachers and guidance counsellors to review and agree on priorities for setting individual goals within the context of the school's improvement plan and their professional needs. The annual performance evaluation report of principals, teachers, and guidance counsellors will form part of their permanent records.

2.0 GENERAL APPROACH

The Performance Management Programme is a formal evaluation of performance.

The three main purposes are:-

Strategic

- Link the employees' activities to the strategic goals of the organisation.
- Assess and deploy current skills in the organisation
- Conduct effective job analysis

Administrative

- Compensation management
- Promotions
- Retentions /Appointments
- Lay-offs /Redundancies

Developmental

- Diagnose strengths and challenges
- Improve performance
- Align performance
- Staff /Career development

This evaluation will determine whether the incumbent's performance meets the required standards of the post he/she temporarily or permanently occupies.

It will identify objectively the guidance counsellor's strengths and weaknesses. The Team Leaders/Reviewers will record the significant achievements and short comings of guidance counsellor on the Incident Review and Feedback Form provided. This form will be used as a reference point during the review period and should assist in formulating an objective assessment of the guidance counsellor's performance.

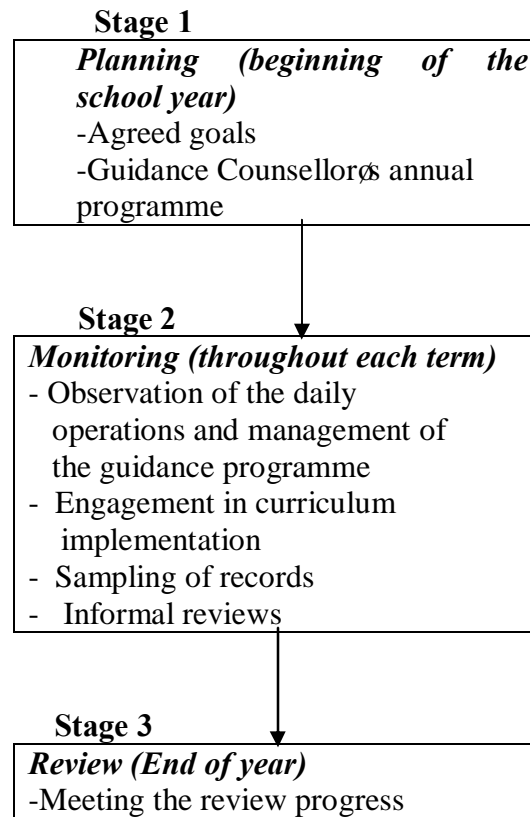
The assessment of the guidance counsellor's performance will identify training needs and assist with the guidance counsellor's career development. The emphasis of the programme is **developmental**, aimed at assisting and motivating guidance counsellors to attain their maximum potential and ultimately increase the efficacy of the education system. The team leaders/reviewers have a **vital** role to play in ensuring that the evaluation process is conducted accurately and objectively, thereby assisting in the realization of the objectives of this programme.

3.0 THE PERFORMANCE EVALUATION MODEL

All guidance counsellors will be involved in the programme. The process should be ongoing and involves a three-stage cycle. Guidance Counsellors will be involved in the three stages: planning, monitoring and reviewing throughout a regular school year. After the first year, future planning should flow naturally from the previous year's review.

- **The planning stage** involves the definition of job responsibilities, setting performance goals and development of an action plan (*based on the school improvement plan*). This should take place in term one of the school year.
- **The monitoring stage** involves monitoring the progress, providing feedback, coaching and professional development support. This should take place throughout the school year. There should be a minimum of one visit for observation and guidance by the appraisal team in each term throughout the school year. ***The guidance counsellor's records should be checked by the guidance and counselling education officer and principal at least once per term to ensure that they are appropriately maintained and are up to date.***

- **The review stage** should be a formal review and should take place in the latter half of the third term. The achievements of goals and results of national and school programmes should be used when considering students' progress.

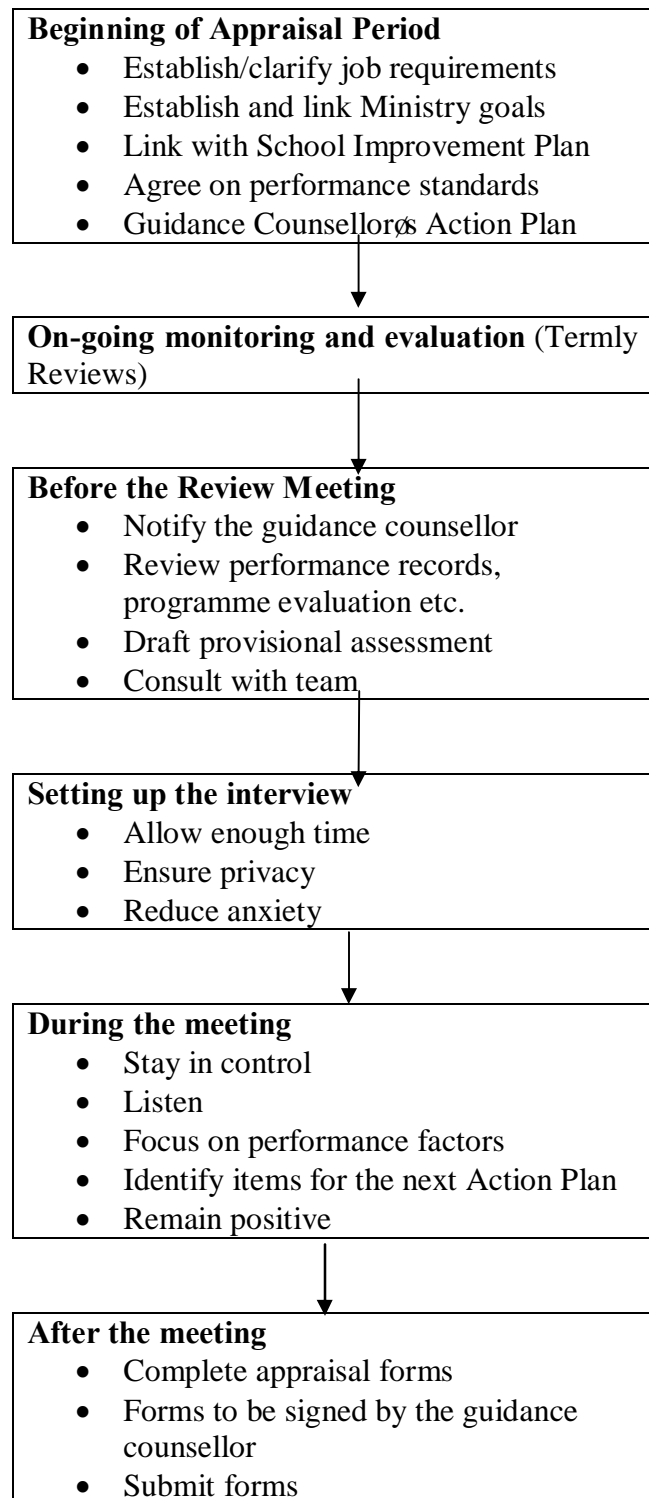


The performance management process should:

- Provide the opportunity for the guidance counsellor to participate in the implementation of the **School Improvement Plan** and to manage his or her own performance;
- Engage the guidance counsellor in continuing professional development and
- Be consistent with the values and beliefs of the school culture.

Guidance Counsellors, who are identified as having specific challenges that suitable training activities and intervention strategies can be developed to address, should be referred for relevant professional development training. The principal should report annually to the School Board on performance management in the school. A copy of the guidance counsellor's evaluation record should be made available to the Ministry of Education on request to the Principal or Board Chairman. *The performance appraisal report forms part of the guidance counsellor's permanent official record.*

4.0 PROCEDURAL GUIDELINES



4.1 BEGINNING OF THE REVIEW PERIOD

Some important actions the appraiser must pursue at the outset include the following:

- **Ensure there is a job description**
The job description should clearly establish the responsibilities, duties and accountabilities as well as the desired qualifications for performing the job.
- **Match individual attributes to job requirements**
Ensure as much as possible that the knowledge, skills and competencies of the individual are commensurate with what is required for effective performance in the job.
- **Explain the process**
Communicate clearly and thoroughly the purpose and format of the appraisal so that the guidance counsellor knows what to expect. The guidance counsellor should understand the objectives of the Appraisal exercise so that both parties can get the best results from the exercise.
- **Link job objectives and standards of performance**
Align Ministry's and school's objectives and strategies to those of the job.
- **Establish objectives and standards of performance**
Jointly establish objectives for the job and the supporting standards of performance. Objectives and standards of performance must be: Specific, Measurable, Attainable, Realistic and have a Timeframe (SMART). *These objectives should be directly linked to the School Improvement Plan.*

4.2 ON-GOING MONITORING & EVALUATION

- **Performance throughout the year**
Provide coaching, counselling, correction and training as necessary. Keep clear records; keep an appraisal file so that one

does not have to rely purely on memory. The appraisee is also encouraged to keep running records.

- **Perform termly reviews**
Do mini performance reviews and feedback on a termly basis, leading up to the annual performance appraisal interview/conference.

4.3 BEFORE THE REVIEW MEETING

- **The team leader should prepare written notification**
Confirm mutually convenient time for the review. Provide the appraisee with copies of any documents or forms that are to be used or referred to during the meeting.
- **Review the individual's Appraisal File for the period**
Make sure you have all the information you will need about what should have happened during the year and what actually happened. Make notes of points to be discussed and see to it that you can navigate the documents easily as the meeting progresses. *Conduct a review meeting with all the members of the appraisal team to agree on the ratings and comments.*
- **Check performance factors**
Review agreed standards and identify those that are no longer relevant or that may need to be changed.
- **Draft a provisional assessment**
Complete the appraisal form in pencil preferably, ahead of time. Brief notes can provide a starting point, prompt the agenda and link to the system. Don't pre-judge the discussion that will take place at the Appraisal Interview/Meeting. Sending a copy of the provisional/preliminary assessment for review by the appraisee ahead of the Appraisal Interview/Meeting will enhance the process. *The appraisee should be encouraged to do his/her self assessment before the meeting.*
- **Think ahead**
Be conversant with opportunities for professional development in order to negotiate with the appraisee.

4.4 SETTING UP THE INTERVIEW /MEETING

- **Allow enough time**
The typical Appraisal Review meeting usually lasts for an hour; some may last a longer time.
- **Create the right environment**
Appraisal Review meetings should be held in a comfortable and private place. Pausing to take even one telephone call sends the wrong signals.
- **Help the individual to be at ease**
Recognize that even with good communication before hand, appraisal review meetings may be viewed as somewhat intimidating. Anything that can be done to counter this is useful.

4.5 DURING THE PERFORMANCE APPRAISAL REVIEW MEETING

- **The team leader should outline the agenda and process**
Prepare an outline to guide the proceedings. Ask what priorities the appraisee wants to be recognized.
- **Direct the proceedings**
Do not intimidate the appraisee. Encourage his/her participation.
- **Ask questions**
Use questions to prompt and focus discussion.
- **Listen**
Use the meeting as an opportunity for the appraisee to communicate. In a well conducted appraisal review, the appraisee should do most of the talking; the appraiser's job is to make that happen.
- **Use the System**
Use the appraisal form to guide the meeting; working through the form systematically will ensure that most of what needs to happen does. Start each discussion of a performance factor with positives.

- **Encourage discussion**
Ask the appraisee for his/her own rating of personal strengths and weaknesses, successes and failures, and their implications for the future (*self assessment*).
- **Identify Items for the Next Action Plan**
Describe those actions that can be decided (who will do what, when); note those needing more discussion in terms of when and how action will be taken.
- **Conclude on a positive note**
Always thank the appraisee for the role he or she has played and for the past year's work. Encourage the appraisee to comment on the effectiveness of the process and to sign the form.

4.6 AFTER THE MEETING

- Complete and include a signed copy of the appraisal form on the relevant appraisee's file.
- Send a copy of the signed appraisal form to the Board Chairman. If subsequently there is an appeal, forward a copy to the Regional Office.

5.0 ROLES

- **The Principal and Guidance and Counselling Education Officer**
The Principal and Guidance and Counselling Education Officer should guide the development and monitor the implementation of the programme in keeping with their expertise and responsibilities and maintain proper records of the process. *Both the Principal and Guidance and Counselling Education Officer should conduct the final review.*

They over see the implementation of all three stages of the appraisal cycle ensuring that the review is carried out and relevant documentation is done.

The principal, as the final accountable officer, has the responsibility to ensure the completion of the performance management review of all Guidance Counsellors in the school. Depending on the size of the school, the principal can delegate to the Vice Principal.

NOTE:

Each appraisal will be conducted by a team and not the Principal and the Guidance and Counselling Education Officer alone. There should be no less than four persons on the appraisal team. The appraisal cannot be conducted without the following persons: the Guidance and Counselling Education Officer, the Principal or his/her designate, and a professional within the school chosen by the Guidance Counsellor. The Guidance and Counselling Education Officer and the Principal or designate will conduct the final performance review meeting or conference with the Guidance Counsellor.

- **Other Members of the Appraisal Team**

The other members of the appraisal team outlined on pages 18 & 42 should represent the views, concerns and ideas of the group they represent. They should monitor the performance of the guidance counsellor in keeping with the Guidance and Counselling Programme and provide appropriate feedback.

- **The Guidance Counsellor**

The guidance counsellor should participate in the development of the School Improvement Planning process; prepare his/her own development goals and programme. Goals should be documented, discussed and agreed on with the Team Leaders.

Regular and objective feedback should be sought, and training for weak areas provided.

The guidance counsellor should participate in all three stages of the cycle and he or she should receive a copy of the Performance Evaluation Report that will be included on his or her permanent record.

6.0 MEASURING PERFORMANCE

6.1 The Performance Evaluation and Review (PER) Instrument

- The main body of the instrument is divided into six (5) parts.

Part One: Administrative

The Team Leaders/Reviewers are required to observe/monitor those activities related to proper and timely delivery of services.

Part Two: Preventative

The Team Leaders/Reviewers are required to observe /monitor and make assessment of the initiatives implemented by the guidance counsellor to deter or minimize the onset of individual or group problems.

Part Three: Interventative

The Team Leaders/Reviewers are required to observe, monitor and review the activities initiated by the guidance counsellor as a response to existing situations to reduce the risk or impact on individuals or group.

Part Four: Supportive

The Team Leaders/Reviewers are required to observe/monitor those management activities that establish, maintain, and enhance the total guidance and counselling programme as well as the activities facilitated by the guidance counsellor but are not necessarily initiated by him or her.

Part Five: Personal & Professional Development

The Team Leaders/Reviewers are obligated to observe/monitor those activities which will enhance the guidance counsellor's personal and professional competence.

- There is a final section to the instrument for **Supplemental Comments**. This is possibly the most important aspect of the appraisal since it requires the Team Leaders/Reviewers to analyze all the information and to jointly (with the

guidance counsellor) make plans for the individual's future development.

The Team Leaders/Reviewers are required to make the following specific comments:

1. Describe the guidance counsellor's strongest attributes.
2. Describe the areas needing most improvement.
3. Establish technical (guidance & counselling) and personal (professional) improvement goals against which performance will be measured at the next performance appraisal.

6.2 INCIDENT REVIEW AND FEEDBACK FORM

- The purpose of this form is to ensure proper record keeping for recall of information during the appraisal process.
- More importantly it provides the basis for ongoing dialogue and support for the duration of the assessment period.
- The Team Leader/Reviewer is required to record incidents that are especially commendable (4-Exceeds Expectation) or that would represent a significant failure (1- Unsatisfactory).
- Any item considered important enough to be entered on this form must be discussed with the Guidance Counsellor.
- The form provides space for the following information.
 - Date of Observation
 - Accomplishment or Failure
 - Action Discussed
 - Date of Discussion with Incumbent
 - Follow-up Results
 - Incumbent's Signature
- Items given a rating of 1 or 4 on the Performance Appraisal Form should ordinarily be substantiated by information entered on the Incident Review and Feedback Form.

6.3 MEASURING PERFORMANCE

The Rating Scale

Each performance factor/attitude on the Performance Appraisal Form is to be rated in one of four categories, namely:

- 1- *Unsatisfactory*
Performance clearly not meeting position requirements and is therefore unacceptable.
- 2- *Area of Concern*
Performance is at minimally acceptable level and must improve.
- 3- *Meets Expectation*
Performance consistent in meeting all expectations.
- 4- *Exceeds Expectation*
Performance above average; exceeding requirements for the job; On par with the best.

Calculating the Score

- A four point rating scale is used to measure performance.
- The Team Leaders/Reviewers must carefully assess the guidance counsellor's performance against each performance factor/attitude and indicate a score of between 1- 4.
- The score for each section is determined by tallying the rating for the individual items.
- An average performance rating for each section can be arrived at by dividing the total score obtained by the number of items in the section.

Example:

Total score for Part 1- Administrative: 22

Number of items in Part 1: 6

Average performance rating for Part 1: $22/6 = 3.7$

- Similarly, a score can be calculated for each section or for the overall Performance Appraisal Form, by adding up the rating for items across the various sections of the Performance Appraisal Form, and dividing the total by the number of sections.

Example:

Components of Assessment	Highest Achievable Score	Appraiser's Total Score	No. of Items	Average
Part 1: Administrative	32	24	8	3.0
Part 2: Preventative	20	15	5	3.0
Part 3: Interventive	20	20	5	4.0
Part 4: Supportive	32	24	8	3.0
Part 5: Personal & Professional Development	36	27	9	3.0
Action Plan	<i>N/A (This is dependent on the number of major tasks)</i>	12	4	3.0
Rating from Instrument Completed by Student Representative	40	30	10	3.0
Overall Score (Part 1 to Part 5 + Action Plan)	180 (Plus the Action Plan)	152	49	3.1

Whether assessing the principal's performance for individual sections of the Performance Appraisal Form or for the Performance Appraisal Form as a whole, ratings will place performance in one of the following categories.

- 1.0-1.4 Unsatisfactory
- 1.5-2.4 Area of Concern
- 2.5-3.4 Meets Expectation
- 3.5-4.0 Exceeds Expectation

7.0 THE APPEAL PROCESS

7.1 Objectives

- Should the guidance counsellor disagree with the conduct of his/her performance appraisal, he/she should note same in the space provided on the appraisal form and discuss the disagreement with his/her:
 - Principal
 - Guidance and Counselling Education Officer.
- Only when all efforts to reach a resolution at the level of the Principal /Guidance and Counselling Education Officer have been exhausted should an official appeal be registered to the Chairman of the School Board.
- All appeals must be in writing.

7.2 APPEALS COMMITTEE

- The Appeals Committee is chaired by the Chairman of School Board. The Committee will comprise:
 - the Chairman of the School Board
 - the Supervisor Education Officer of the School
 - the Vice Principal or Senior Teacher
 - a teaching colleague normally from within the same school, and agreeable to both affected parties (*not if the person served on the appraisal team*)
- The Committee shall ascertain the facts and rule on the particular factors that are before it.

NOTE: No member of the Appeals Committee should have served on the Appraisal Team.

7.3 PROCEDURE

- The Committee shall receive the appeal in writing within thirty (30) days of the performance appraisal having been completed and a copy given to the appraisee.
- The written appeal must state the precise nature of the problem and delineate all prior actions taken to resolve the matter. It must also state that the guidance counsellor registering the appeal will in good faith pursue the process.
- The Chairman of the School Board shall acknowledge the appeal in writing within fifteen (15) days of the appeal having been received by him/her.
- The nature of the appeal will determine the length of the process and effort should be made to reach a resolution within three months of the appeal having been lodged not counting the intervening holidays or vacation.
- The Committee has the power to:
 - review all related documents and
 - to summon witnesses including the affected appraiser and appraisee
- At the end of the deliberation, the Committee shall make its ruling, which will be put in writing by the Committee Chairman (*Chairman of the School Board*).

8.0 CODE OF CONDUCT

The Team Leaders/Reviewers should operate at the highest standard in all aspects of the performance management process to ensure that the report is not compromised. The principles of objectivity, transparency, honesty and consistency should be upheld. Using the process effectively requires an investment of time and energy from the principal and guidance and counselling education officer (team leaders) and guidance counsellor.

The following principles must be maintained:

- Confidentiality in handling and storing all information.
- Awareness that performance is being assessed; i.e. the way the individual works, and not the individual himself or herself.
- Comments should provide clear evidence and measurements to support the rating given.
- Respect and courtesy should be displayed by all and to all who are involved in the evaluation process.
- Sensitivity should be demonstrated toward the context, circumstances and conditions in which the guidance counsellor works.
- While special recognition may be given to guidance counsellors who use their initiative in overcoming deficiencies in the system, a guidance counsellor should not be penalized where necessary materials, equipment etc. are not provided by the school or the Ministry of Education.
- The interest and welfare of the students are paramount in executing the Performance Management process.

9.0 SUMMARY

Whose Performance is to be evaluated?

The system is designed to evaluate the performance of the guidance counsellors at all levels of the school system.

Who will conduct the evaluation?

The following persons will be trained to conduct the evaluations at the school level or elsewhere in the system:

- The Guidance & Counselling Education Officer
- Principal
- Staff Representative chosen by the guidance counsellor
- Senior Teacher/ Head of Department
- P. T. A Representative
- Student Representative (*High Schools, Junior High, & All Age Schools*)

Why evaluate the performance?

The system is designed to:

- Encourage continuous professional growth.
- Identify both strengths and challenges among guidance counsellors.
- Provide remedies for performance that fails to contribute to productive professional and educational environment.
- Identify among guidance counsellor, those areas where excellence needs to be maintained and or improvement is desirable.
- Ensure a strict system of accountability.



SECTION TWO

DEFINITION OF TERMS



DEFINITION OF TERMS

Action Plan An action plan is a management tool that deliberately outlines a series of steps to be taken that are aimed at improving individual and institutional performance.

Action Research

Action research is inquiry in the context of focused efforts to improve the quality of an organization and its performance. It is typically designed and conducted by practitioners with the aim of improving their strategies, practices, and knowledge of the environments within which they practise.

Appeals Committee

An Appeals committee is empowered by the school for the purpose of hearing, reviewing and deciding on appeals or objections against decisions by the Guidance Counsellor Performance Appraisal Committee.

Appraisal Team

This is a team of persons who are selected to monitor and review the guidance counsellor's performance. Each appraisal will be conducted by a team of no less than four persons. The appraisal cannot be conducted without the following persons: the Guidance and Counselling Education Officer, the Principal or his/her designate, and a professional within the school chosen by the Guidance Counsellor.

Areas of Assessment

- Preventative
- Interventive
- Administrative
- Supportive
- Professional Development

Behavioural Assessment

Behavioural assessment is generally considered to be a problem-solving process for addressing student behaviour problem. It relies on a variety of techniques and strategies to identify the purposes of specific behaviour and interventions to directly address the problem behaviour.

Client Intake Form

This is a confidential form which is completed by or on behalf of each client/student that the guidance counselor counsels. It outlines the client's problem and is designed to assist the counseling process.

Descriptors

Descriptors are meant to standardize the ratings and to arrive at quick consensus among all parties involved

Exceptional Students

An exceptional child is one who is different in some way from the "normal" or "average" student. Exceptional children include students who are gifted or talented, students with disabilities, and students who have special learning needs.

Guidance & Counselling Programme

This is a comprehensive programme that is designed to support and enhance the overall school mission by promoting academic achievement, career and higher education planning and student personal, emotional and social development.

Home Visits

Guidance Counsellors make home visits in order to better meet the needs of the child and family. In promoting a partnership between parents and the guidance counsellor, home visits provide the means for effective team problem solving, observing children in their home environment, and encourage parental involvement. Home visits may also lend distressed parents needed support to foster positive parenting. Effective home visiting furthers the mental, emotional, and physical health and development of the child by serving the whole family.

Incident Review & Feedback Form

The purpose of this form is to ensure proper record keeping for recall of information during the appraisal process. It provides the basis for ongoing dialogue and support for the duration of the assessment period.

Major Task

This is the main activity/activities that the appraisee will use to achieve the objectives in his/her Action Plan.

Output

Output is the immediate tangible end results (product/s) of the major task/activity in the appraisee's Action Plan.

Performance Appraisal

Performance Appraisal is a powerful management tool; it is a formal assessment/evaluation of the performance of an employee/employees; it determines whether the employee's performance meets the required standard of the post which he/she occupies.

Performance Management

This is the means by which managers ensure that employees' activities and outputs are aligned to the goals of the organization.

Performance Standards

Performance standard is a benchmark, point of reference, standard or measurement, which indicates to both parties (the team leader and the appraisee) when a particular level of performance has been achieved.

Rating Scale *See pages- 14, 25, 40 &41*

- *Unsatisfactory*- Performance clearly not meeting requirements of the position and is therefore unacceptable.
- *Area of Concern* - Performance is at minimal acceptable level and must improve.
- *Meets Expectation* - Performance consistent in meeting all expectations
- *Exceeds Expectation* ó Performance is above average; exceeding requirements for the job. On par with the best

Referral Forms

Referral forms are completed by the Guidance Counsellor and delivered to the parent or guardian of the student. This is usually done when the student's behaviour is a counselling concern. Students are usually referred to institutions or persons that are better able to deal with their special need.

Respect

Does the Guidance Counsellor appreciate the value of each individual? Does he/she acknowledge the contributions of individuals? Does he/she esteem differences? Does he/she solicit others' opinions/expertise? Are personal/professional boundaries recognized?

Stakeholder

A person who affects, or can be affected by, the Guidance Counsellors' actions.



SECTION THREE

Performance Standards Descriptors



INSTRUCTIONS

- This document was developed as a guide for accurate and objective completion of the Guidance Counsellor Performance Appraisal Instrument.

The document contains performance descriptors. A performance standard is a benchmark, point of reference, standard or measure, which indicates to both the parties (the team leader and the appraisee) when a particular level of performance has been achieved.

- Descriptors are meant to standardize the ratings and to arrive at quick consensus among all parties involved.
- The performance appraisal is based on a four-point rating scale thus:
 - 1- Unsatisfactory
 - 2- Area of Concern
 - 3- Meets Expectation
 - 4- Exceeds Expectations
- The descriptors for given job factors e.g. **‘Observe strict code of confidentiality’- are presented in a manner consistent with the rating scale.**
- The Team Leader should use the performance standards descriptors to facilitate the appraisal process by doing the following.
 1. Determine from observation of guidance counsellor’s performance, review of entries on the Incident Review and Feedback Form etc. The level of performance attained by the guidance counsellor against a given job factor on the Performance Appraisal Instrument.
 2. Go to the corresponding factor in the manual containing the performance standards descriptors. Select the descriptor that most accurately matches the guidance counsellor’s performance. Note the number beside the descriptor.
 3. Return to the Performance Appraisal Instrument and mark the appropriate box, ie: 1, 2, 3, or 4.
- Please bear in mind that the descriptors are not custom designed for a specific individual and so may not match perfectly with the performance. **Use the performance descriptors as an aid only and with discretion.**



Definition: Those activities related to the proper and timely delivery of services.

A-1 *Has a Guidance and Counselling programme that reflects the needs of the school and is being implemented.*

4. A comprehensive Guidance and Counselling programme reflecting the needs of the school was developed and implemented.
3. A comprehensive Guidance and Counselling programme that reflects the needs of the school was developed, but partially implemented.
2. A limited Guidance and Counselling programme that reflects some of the needs of school was developed and is being implemented.
1. A limited Guidance and Counselling programme that does not reflect the needs of the school was developed and is being implemented.

A-2 *Maintains records of students consistent with ethical practices, e.g., referral forms, home visits, contacts, client intake etc.*

4. **All records** are up to date and consistent with ethical practices.
3. **Most records** are up to date and consistent with ethical practices.
2. **Most records** are up to date but **inconsistent** with ethical practices
1. **Little evidence** of records being kept.

A-3 *Shows evidence of collaboration.*

4. Evidence of collaboration between relevant agencies/services, home and community to enhance guidance and counselling services.
3. Evidence of collaboration with home and relevant agencies /services to enhance guidance and counselling services.
2. Evidence of collaboration through home visits to enhance guidance and counselling services.
1. No evidence of collaboration to enhance guidance and counselling services.

A-4 *Manages the public education function of the Guidance and Counselling programme.*

4. Has a Public Education programme targeting **all the** relevant stakeholder groups.
3. Has a Public Education programme targeting **at least three** stakeholder groups.
2. Has a Public Education programme targeting **at least two** stakeholder groups.
1. Has a Public Education programme targeting **at least one** stakeholder groups.

A-5 *Prepares calendar of actives.*

4. Implements and evaluates **at least 90%** of the calendar of activities.
3. Implements and evaluates **at least 70%** of the calendar of activities.
2. Implements and evaluates **at least 50%** of the calendar of activities.
1. Implements and evaluates **less than 50** of the calendar of activities.

A-6 *Prepares lesson plans.*

4. Implements, consistently evaluates and find remediation for **at least 90%** of relevant lesson plans.
3. Implements and evaluates **at least 70% of** relevant lesson plans.
2. Implementation and evaluation of **at least 50%** of relevant lesson plans.
1. Implementation of **less than 50% of lesson plans** and no evaluation of lesson plans.

A-7 *Submits reports of activities to principal and Guidance and Counselling Education Officer on activities carried out.*

4. Reports are timely, accurate and relevant.
3. Reports are accurate and relevant but not timely.
2. Reports are timely but with inconsistencies.
1. Seldom provides reports.

A-8 *Prepares and agrees on activities with principal and Guidance and Counselling Education Officer.*

4. Appropriate activities are prepared and submitted for approval in a timely manner.
3. Appropriate activities are prepared and submitted for approval.
2. Activities are prepared and submitted for approval.
1. Activities are prepared but not submitted for approval.



PART TWO
P - Preventive

Definition: Proactive initiatives implemented to deter or minimize the onset of individual or group problems.

P-1 *Ensures that all relevant stakeholders (School Administration, School Board, Staff, Students, Parents, and Community) are sensitised to the role of the Guidance Counsellor.*

4. Uses a variety of methods to sensitise all six stakeholder categories to the role of the Guidance Counsellor.
3. Uses a variety of methods to sensitise any four stakeholder categories to the role of the Guidance Counsellor.
2. Uses limited variety to sensitise any two-stakeholder category to the role of the Guidance Counsellor.
1. Only one stakeholder category sensitized.

P-2 *Guided by the Curriculum facilitates activities to enhance students' academic, personal, social and career development.*

4. Academic, personal, social and career development programmes developed and implemented to enhance students' development.
3. Programmes developed and implemented for any three areas to enhance students' development.
2. Programmes developed and implemented for any two areas to enhance students' development.
1. Programmes developed and implemented for one area to enhance students' development.

P-3 *Provides opportunities for the development of positive interpersonal relationships, team spirit, loyalty to and pride in school.*

4. Programmes developed and delivered that facilitate positive interpersonal relationships, team spirit, loyalty to and pride in school.
3. Programmes developed and delivered that facilitate any three of the above.
2. Programmes developed as evident in curriculum delivery but not implemented.
1. In adequate plan for the development of positive interpersonal relationships, team spirit, loyalty to and pride in school.

P-4 *Provides opportunities for students' development, for example, mentorship, peer-leadership, orientation for student, and programmes related to students.*

4. Provides **at least four** development programmes.
3. Provides **at least three** developmental programmes.
2. Provides **at least two** developmental programmes.
1. Provides **at least one** developmental programme.

P-5 *Demonstrates ability to communicate with members within the school Community.*

4. Information shared with at least four stakeholders using appropriate language and media (*memos, posters, letters, notice boards, discussions etc.*), with opportunity for feedback.
3. Information shared with any three-stakeholder groups using appropriate language and media (*memos, posters, letters, notice boards, discussions etc.*), with opportunity for feedback.

2. Information shared with limited opportunity for feedback.
1. Little or no information shared.



PART THREE
I - Interventive

Definition: Activities initiated in response to existing situations to reduce the risk to or impact on individuals or group

I -1 Ensures that programmes that address the needs of exceptional students are in place.

4. Programmes are developed and implemented consistent with needs and potentials.
3. Programmes are developed and implemented consistent with most needs and potentials.
2. Programmes are developed and implemented consistent with few needs and potentials.
1. Programmes are developed but not implemented.

I -2 Makes referrals for behavioural assessments

4. **At least 90%** of referrals are appropriately made.
3. **At least 70%** of referrals are appropriately made.
2. **At least 50%** of referrals are appropriately made.
1. **Less than 50%** of referrals are appropriately made.

I-3 *Conducts home visits as necessary.*

4. **At least 90%** home visits are completed, with reports and follow-up.
3. **At least 70%** of home visits completed, with reports and some follow-up.
2. **At least 50%** of home visits completed some reports and some follow-up.
1. **Less than 50%** of home visits completed.

I-4 *Enables students to access and use relevant services and or sources of information.*

4. Uses innovative and relevant methods to inform and expose students to the relevant services and sources of information.
3. Relevant methods used to inform and expose students to some services.
2. Provides a directory of services and information.
1. Provision of information is limited.

I-5 *Demonstrates versatility in a range of guidance and counselling strategies to deter the onset of problematic situations.*

4. Uses at **least four (4)** guidance or counselling techniques to deter the onset of problematic situations.
3. Uses **three (3)** guidance or counselling techniques to deter the onset of problematic situations.
2. Uses **two (2)** guidance or counselling techniques to deter the onset of problematic situations.
1. Uses **one (1)** guidance or counselling technique to deter the onset of problematic situations.



PART FOUR
S - Supportive

Definition: Those management activities that establish, maintain, and enhance the total Guidance and Counselling programme and are facilitated by the counsellors, but not necessarily initiated by him or her.

S -1 *Is involved in school and other related activities.*

4. Is actively involved in the planning and implementation of **at least 90%** of school and related activities.
3. Is actively involved in the planning and implementation of **at least 70%** of school and other related activities.
2. Is involved in the planning and implementation of **at least 50%** of school and other related activities.
1. Is involved in the planning and implementation of **less than 50%** of school and other related activities.

S-2 *Available to members of the school community for consultations.*

4. Is responsive to the needs of **at least 90%** the members of the school community.
3. Is responsive to the needs of **at least 70%** of the members of the school community.
2. Is responsive to the needs of **at least 50%** of the members of the school community.
1. Is responsive to the needs of **less than 50%** of the members of the school community.

S -3 *Provides advocacies for students.*

4. Informed of students' rights, listens to their concerns, actively pursues and leads to resolution **at least 90%** of the time.
3. Informed of students' rights, listens to their concerns and pursues to resolution **at least 70%** of the time.
2. Informed of students' rights, listen to their concerns, and pursues to resolution **at least 50%** of the time.
1. Informed of students' rights, listen to their concerns, and pursues to resolution **less than 50%** of the time.

S -4 *Coordinates the work of the Guidance and Counselling Committee*

4. Coordinates the work of the Guidance and Counselling Committee to achieve **at least 90%** of the Guidance and Counselling Programme.
3. Coordinates the work of the Guidance and Counselling Committee to achieve **at least 70%** of the Guidance and Counselling Programme.
2. Coordinates the work of the Guidance and Counselling Committee to achieve **at least 50%** of the Guidance and Counselling Programme.
1. Coordinates the work of the Guidance and Counselling Committee to achieve **less than 50%** of the Guidance and Counselling Programme.

S -5 *Conducts needs assessments for the various grade levels*

4. Needs assessment conducted at all grade levels and the Guidance and Counselling Plan informed.
3. Needs assessment conducted but not fully reflected in the Guidance and Counselling Plan.
2. Needs assessment conducted but the Guidance and Counselling Plan not significantly informed.

1. Needs assessment conducted but the Guidance and Counselling Plan not informed.

S -6 *Coordinates the evaluation of the school's Guidance and Counselling Programme and submits reports within specified.*

4. Completes evaluation as per guidelines and submits within specified time.
3. Completes evaluation as per guidelines and submitted within one month after the specified time.
2. Completes evaluation as per guidelines and does not submitted within one month after the specified time.
1. Evaluation incomplete.

S -7 *Coordinates the review of the Guidance and counselling programme and makes recommendations as necessary.*

4. Programme reviewed and recommendations made on a timely basis.
3. Programme review completed and recommendations made within two months of the specified time.
2. Programme review completed, but no recommendations made.
1. Programme review incomplete.

S -8 *Conducts action research as necessary.*

4. Identifies needs, conducts research; develops plan and implement.
3. Identifies needs, conducts research; develops a plan but **could not** implement.
2. Needs identifies and some investigation done.
1. Identifies needs, but have not responded.



**PART FIVE
PP - Personal &
Professional
Development**

Definition: Those activities which will enhance the counsellors' personal and professional performance competence.

PP-1 *Initiates and/ or makes use of opportunities for continuous and professional self- development.*

4. Participates in or initiates: workshops, meetings, seminars, and research project development and implementation.
3. Participates in any three of the above activities.
2. Participates in any two activities.
1. Participates in one activity.

PP-2 *Participates in in-service professional development activities.*

4. Participates in **most** in-service professional development activities offered by the school and the Ministry of Education, and actively seeks out other professional training opportunities.
3. Participates in **most** in-service professional development activities offered by the school and the Ministry of Education.
2. Participates in **some** in-service professional development activities offered by the school and the Ministry of Education.
1. Participates in **few** in-service professional development activities offered by the school and the Ministry of Education.

PP-3 *Demonstrates knowledge of policies and laws regarding Guidance and Counselling, Education, and the Rights of the Child by:*

- a. informing and educating the school population*
- b. maintaining appropriate records,*
- c. making appropriate responses through reports,*
- d. providing interventions,*
- e. providing feedback*

4. Indicates **strong knowledge** of all three areas evidenced by **any four** of the above (A-E).
3. Indicates **strong knowledge** of all three areas evidenced by **any three** of the above (A-E).
2. Indicates **knowledge** of all three areas evidenced by **any two** of the above (A-E).
1. Indicates **knowledge** of all three areas evidenced by **one** of the above (A-E).

PP-4 *Adheres to relevant guidelines regarding attendance and punctuality.*

4. Attends meetings and classes punctually **at least 90%** of the time.
3. Attends meetings and classes punctually **at least 70%** of the time.
2. Attends meetings and classes punctually **at least 50%** of the time.
1. Attends meetings and classes punctually **less than 50%** of the time.

PP-5 *Displays responsibility and commitment to duty.*

4. High level of responsibility and commitment to duty displayed **at least 90%** of the time.
3. High level of responsibility and commitment to duty displayed **at least 70%** of the time.

2. High level of responsibility and commitment to duty displayed **at least 50%** of the time.
1. High level of responsibility and commitment to duty displayed **less than 50%** of the time.

PP-6 *Demonstrates respect for all stakeholders.*

4. Respect for all stakeholders demonstrated through interaction and response **at all times**.
3. Respect for at least three stakeholder groups demonstrated through interaction and response **most of the times**.
2. Respect for at least two stakeholder groups demonstrated through interaction and response **some of the times**.
1. Respect for at least one stakeholder group demonstrated through interaction and response **few times**.

PP-7 *Establishes working relationships with stake holders*

4. Establishes and maintains an excellent working relationship with at **least six** stakeholder groups.
3. Establishes and maintains good working relationship with at **least five** stakeholder groups.
2. Establishes and maintains working relationship with at **least three** stakeholder groups.
1. Establishes and maintains good working relationship with at **least two** stakeholder groups.

PP -8 *Observes strict code of confidentiality.*

4. Strict code of confidentiality observed at **all times**.
3. Strict code of confidentiality observed **most of the times**.
2. Strict code of confidentiality observed **some of the times**.
1. Strict code of confidentiality observed **few times**.

PP-9 *Exhibits appropriate deportment.*

4. Counsellor models and is able to motivate students to be appropriately attired **at all times**.
3. Counsellor exhibits good deportment and motivates students to be appropriately attired **most times**.
2. Counsellor exhibits satisfactory deportment and somewhat motivates students to be appropriately attired **sometimes**.
1. Counsellor exhibits satisfactory deportment but does not motivate students to be appropriately attired **few times**.

NOMINAL DESCRIPTION OF PERFORMANCE

- | | |
|--------------------------------|---|
| 4 – Exceeds Expectation | The appraisee has consistently demonstrated strength and has an overall average score of 3.5 - 4.0 |
| 3 – Meets Expectation | The appraisee has more often than not demonstrated strength and has an overall average score of 2.5 -3.4 |
| 2 – Area of Concern | The appraisee has demonstrated reasonable strength and has an overall average score of 1.5-2.4 |
| 1 - Unsatisfactory | The appraisee has demonstrated very little strength and an overall average score of 1.0-1.4 |

INTERPRETATION OF SCORES

Check the Box that Applies		
RATING	SCORES	
Unsatisfactory	1.0 – 1.4	
Area of Concern	1.5 – 2.4	
Meets Expectation	2.5 – 3.4	
Exceeds Expectation	3.5 - 4.0	

The evaluation score assigned to the guidance counsellor’s action plan should be based on the actual results. This can be determined by using the following descriptors:

RATING SCALE FOR ACTION PLAN

90% - 100% of major tasks successfully completed within the agreed deadline.	4
70% - 89% of major tasks successfully completed within the agreed deadline.	3
50% - 69% of major tasks successfully completed within the agreed deadline.	2
Less than 50% of major tasks successfully completed within the agreed deadline.	1

APPRAISAL TEAM

Assessment must be done by a panel of **not less than four (4) persons and must include #s 1, 2 and 3 below**. See appraisal guideline for further suggestions regarding the panel composition.

Person / Title	Name	Signature
1. Guidance & Counselling Education Officer		
2. Principal		
3. Staff Member Selected by Appraisee		
4. Senior Teacher		
5. PTA Representative		
6. Student Representative <i>(High Schools, Junior High & All Age Schools Only)</i>		



SECTION FOUR

Guidance Counsellor Performance Appraisal Instrument





MINISTRY OF EDUCATION

GUIDANCE COUNSELLOR PERFORMANCE APPRAISAL INSTRUMENT

A. GUIDANCE COUNSELLOR INFORMATION

NAME:

YEARS OF EXPERIENCE a) In the Teaching Profession

b) As Guidance Counsellor.....

c) In Current Post.....

QUALIFICATIONS:

SCHOOL: PARISH..... REGION

ENROLLMENT: GRADE OF SCHOOL:

SCHOOL TYPE:

APPRAISAL PERIOD to EVALUATION #.....

B. APPRAISER INFORMATION

Name Position

Name Position

Name Position

Name Position

Name Position

Name Position

Length of Time Supervising This Employee.....YearsMonths

C. PURPOSE OF APPRAISAL

Annual Performance Review

Appointment

Professional Development Training

Other (Specify).....

Instruction - Tick the appropriate box to indicate the rating.

4- Exceeds Expectation 3- Meets Expectations 2- Area of Concern 1- Unsatisfactory

Areas of Performance and Levels of Competence		RATINGS				
		4	3	2	1	Remarks
PART 1. ADMINISTRATIVE (A)						
A-1.	Has a Guidance and Counselling programme that reflects the needs of the school and is being implemented.					
A-2.	Maintains records of students consistent with ethical practices, e.g., referral forms, home visits, contacts, client intake etc.					
A-3.	Shows evidence of collaboration.					
A-4.	Manages the Public Education function of the Guidance and Counselling programme.					
A-5.	Prepares calendar of activities.					
A-6.	Prepares lesson plans.					
A-7.	Submits reports to the principal and the Guidance and Counselling Education Officer on the activities carried out.					
A-8.	Prepares and agrees on activities with principal and Guidance and Counselling Education Officer.					
Rating for A:		Number of Items <input type="text"/>	Total Score <input type="text"/>	Average Score <input type="text"/>		
PART 2. PREVENTATIVE (P)						
P-1.	Ensures that all relevant stakeholders (<i>School Administration, School Board, Staff, students, Parents, & Community</i>) are sensitised to the role of the Guidance Counsellor.					
P-2.	Guided by the Curriculum facilitates activities to enhance students' academic, personal, social and career development.					
P-3.	Provides opportunities for the development of positive interpersonal relationships, team-spirit, loyalty to and pride in school.					
P-4.	Provides opportunities for students' development, for example, mentorship, peer leadership, orientation for students, and programmes related to students.					
P-5.	Demonstrates ability to communicate with members within the school community.					
Rating for P:		Number of Items <input type="text"/>	Total Score <input type="text"/>	Average Score <input type="text"/>		
PART 3. INTERVENTIVE (I)						
I-1.	Ensures that programmes that address the needs of exceptional students are in place.					
I-2.	Makes referrals for behaviour assessments.					
I-3.	Conducts home visits as necessary.					
I-4.	Provides opportunities for students to access and use relevant services and or sources of information in self-management.					
I-5.	Demonstrates versatility in a range of guidance and counselling strategies to deter the onset of problematic situations.					
Rating for I:		Number of Items <input type="text"/>	Total Score <input type="text"/>	Average Score <input type="text"/>		

Areas of Performance and Levels of Competence		RATING					
		4	3	2	1	Remarks	
PART 4. SUPPORTIVE (S)							
S-1.	Is involved in school and other related activities.						
S-2.	Is available to members of the school community for consultations.						
S-3.	Provides advocacy for students.						
S-4.	Coordinates the work of the Guidance and Counselling Committee.						
S-5.	Conducts needs assessment for the various grade levels.						
S-6.	Coordinates the evaluation of the school's Guidance and Counselling programme and submits reports to the principal within specified time.						
S-7.	Coordinates the review of the school's Guidance and Counselling programme and makes recommendations as necessary.						
S-8.	Conducts action research as necessary.						
Rating for S:		Number of Items	<input type="text"/>	Total Score	<input type="text"/>	Average Score	<input type="text"/>
PART 5. PERSONAL AND PROFESSIONAL DEVELOPMENT							
PP-1.	Initiates and/or makes use of opportunities for continuous and professional self-development.						
PP-2.	Participates in in-service professional development activities.						
PP-3.	Demonstrates knowledge of policies and laws regarding Guidance and Counselling, Education, and the Rights of the child.						
PP-4.	Adheres to relevant guidelines regarding attendance and punctuality.						
PP-5.	Displays responsibility and commitment to duty.						
PP-6.	Demonstrates respect for all stakeholders.						
PP-7.	Establishes working relationships with stake holders.						
PP-8.	Observes strict code of confidentiality.						
PP-9.	Exhibits appropriate deportment.						
Rating for PP:		Number of Items	<input type="text"/>	Total Score	<input type="text"/>	Average Score	<input type="text"/>



SECTION FIVE

Guidance Counsellor Performance Appraisal Instrument

To be Completed by Students





**MINISTRY OF EDUCATION
Professional Development Unit**

**GUIDANCE COUNSELLOR PERFORMANCE APPRAISAL
Questionnaire to be completed by Student Representative**

Instruction - Tick the appropriate box to indicate the rating

4- At all times 3- Most times 2- Sometimes 1- Seldom

**Please note that the student's scores should be totalled and averaged
and added to the final score.**

		A	M	ST	S
		4	3	2	1
1	The guidance counsellor demonstrates the ability to communicate with students at all levels within the school community.				
2	The guidance counsellor engages students in activities that enhance their academic, personal, and social development.				
3	The guidance counsellor exposes students to a wide range of career options.				
4	The guidance counsellor provides help for students with special needs.				
5	The guidance counsellor visits students' homes when necessary.				
6	The guidance counsellor provides advocacy for all students.				
7	The guidance counsellor is approachable.				
8	The guidance counsellor is confidential.				
9	The guidance counsellor demonstrates knowledge and practice of the Rights of the Child.				
10	The guidance counsellor involves stakeholders in guidance and counselling activities.				
Rating : Number of Items		<input type="text"/>	Total Score		<input type="text"/>
			Average Score		<input type="text"/>



SECTION SIX



MINISTRY OF EDUCATION

Guidance Counsellor Performance Evaluation

The Guidance Counsellor's Action Plan

To be used at the beginning of the Appraisal Period to establish agreed goals/targets/tasks

Guidance Counselor's full name:	School:	
Supervisor/Team Leader:	Period of Appraisal:	Academic Year:

Individual Objectives:

PLANNING STAGE

REVIEW STAGE

Major Tasks	Outputs	Resources Required	Achievement Date	Actual Results	Evaluation Rating	Remarks

Appraisee's Name _____

Signature _____

Name of Principal _____

Signature _____

Name of Guidance and Counselling Education Officer _____

Signature _____

Agreed Date _____

SUMMARY OF ASSESSMENT

COMPONENT OF ASSESSMENT	Highest Achievable Score	TOTAL SCORE	NUMBER OF ITEMS	AVERAGE SCORE
Administrative	32			
Preventative	20			
Interventive	20			
Supportive	32			
Personal And Professional Development	36			
Action Plan	<i>N/A (This is dependent on the number of major tasks)</i>			
Rating from Instrument Completed by Student Representative	40			
Overall Rating	180 (Plus the Action Plan)			

PERFORMANCE RATING

Rating Scales		Scores	Check the box that applies
1	Unsatisfactory	1.0 – 1.4	
2	Area of Concern	1.5 – 2.4	
3	Meets Expectation	2.5 – 3.4	
4	Exceeds Expectation	3.5 - 4.0	

SUPPLEMENTAL COMMENTS

1. Describe the individual's strongest attributes
í ...
í ...
í ...
í ...
í ...
í ...

2. Describe the areas needing the most improvement
í ...
í ...
í ...
í ...
í ...
í ...

3. Through conversation with the appraisee, establish technical (management) and Personal (professional) improvement goals against which performance will be measured at the next performance appraisal.

í .
í .
í .
í .
í .
í .
í .

Team Leader/Reviewer _____ Date _____

4. Appraisee comments on the rating received; the appraisal process; future prospects for development and advancement etc.

í
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Supervisee/Appraisee_____ Date_____

Note: Appraisee signs not in agreement or disagreement with the results of the appraisal but to verify that appraisal was conducted.

Comments of Principal

**Comments of Guidance and
Counselling Education Officer**

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Name _____

Name _____

Signature

Date

Signature

Date

INCIDENT REVIEW & FEEDBACK

(To be used for recording significant accomplishments or failures ONLY)

Guidance Counsellor's full name:		Tenure:		School:	
Supervisor/Appraiser:		Period of Appraisal:		Academic Year:	
<p>INSTRUCTIONS: Using the space below, record observed incidents which illustrate the significant accomplishments or failures by the appraisee in performing his or her job duties. Examples of areas to observe include: initiative, judgment, dependability resourcefulness, extracurricular, working with others. REMEMBER to bring each incident to the attention of the appraisee as soon as possible after the observation is made.</p>					
Date of Observation	Accomplishment or Failure	Action Discussed	Date of Discussion with Incumbent	Follow up Results	Incumbent's Signature

NB: Use this form to assist with coaching and/or providing timely feedback.

Name of Team Member: _____

Signature: _____

Date of Observation	Accomplishment or Failure	Action Discussed	Date of Discussion with Incumbent	Follow up Results	Incumbent's Signature

NB: Use this form to assist with coaching and/or providing timely feedback.

THINGS TO LOOK FOR WHEN EVALUATION THE GUIDANCE COUNSELLOR'S PERFORMANCE

1. Lesson Plans
2. Record Keeping
3. Log Book should be up to date
4. The Guidance Counsellor should have no more than 12 sessions per week
5. Is the School Improvement Plan reflected in the Guidance and Counselling Programme?
6. The Guidance Programme should have the following components
 - a. Curriculum
 - b. Responsive Service
 - c. Community Service (all schools have not been formally introduced to this component)
7. Does the Guidance & Counselling Programme address national events? Child Month, Parent Month, HIV/AIDS
8. Home Visits (if necessary)
9. Individual and Group Counselling
10. Needs Assessment
11. Guidance Committee
12. Referrals
13. Client Intake Form
14. Home Visit Form

Special Programmes

1. Career
2. Community Service
3. Special Needs

How does the guidance counsellor utilize the support programmes? For example:

1. Programme for Alternative Student Support (PASS)
2. Prevention Education Programme (PEP)
3. Child Guidance Clinic
4. HIV/AIDS Programme e.t.c.