

COUNSELOR APPRAISAL FORM

Name _____

Evaluation period _____

Position _____

Department/campus _____

Evaluator _____

Title _____

- Rating scale:**
- | | | |
|----------|-----------------------|--|
| O | Outstanding | Performance significantly exceeds expectations |
| E | Exceeds expectations | Performance exceeds expectations |
| M | Meets expectations | Performance meets expectations |
| I | Improvement indicated | Performance is below expectations |
| U | Unsatisfactory | Performance does not meet expectations |

Directions: Use the following descriptors to rate each performance area. Determine the overall job performance by reviewing all ratings. Supporting comments must be given for a rating of (O) outstanding, (I) improvement indicated, or (U) unsatisfactory.

Rating	General responsibilities and skills
_____	<p>Performance area: School and community relations</p> <p>Participates in school and community activities Works cooperatively with others Demonstrates knowledge of district policies and procedures Participates in meetings, training, and special events Follows appropriate lines of authority Adheres to state, district, and campus policies, regulations, and procedures</p> <p>Comments:</p>
_____	<p>Performance area: Planning and organization</p> <p>Sets goals with supervisor Completes tasks in a timely and accurate manner Keeps records organized, up-to-date, and accurate Disseminates information on a timely and periodic basis</p> <p>Comments:</p>

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_____	<p>Performance area: Communication</p> <p>Communicates in a clear, effective, and informative manner Writes and speaks in an understandable and organized manner Communicates role and program related to the district's mission and goals Promotes positive interactions with the community</p> <p>Comments:</p>
_____	<p>Performance area: Job knowledge and skills</p> <p>Demonstrates knowledge of job requirements Bases recommendations and decisions on data, knowledge, and experience Provides leadership and direction for improvement in areas of responsibility Evaluates and analyzes results to determine effectiveness Uses innovations and current developments in areas of responsibility</p> <p>Comments:</p>
_____	<p>Performance area: Professional growth and development</p> <p>Participates in self-evaluation Cooperatively sets goals that reflect feedback from evaluation process Seeks self-improvement ideas</p> <p>Comments:</p>
Specialized responsibilities and skills*	
_____	<p>Performance area: Program management—plans, implements, evaluates, and promotes a comprehensive developmental guidance and counseling program</p> <p>Uses planning process to define needs, priorities, and program objectives Implements a comprehensive and balanced program Evaluates effectiveness of individual activities and overall program Promotes continuous program improvement Manages program personnel and other program resources effectively</p> <p>Comments:</p>

COUNSELOR APPRAISAL FORM

<hr style="width: 80%; margin: 0 auto;"/>	<p>Performance area: Guidance—Plans and delivers the campus developmental guidance curriculum, assists teachers in the teaching of guidance-related curriculum, and guides students and parents to develop educational and career plans</p> <p>Develops written campus guidance curriculum consistent with the district’s guidance program Consults with administrators and teachers regarding teachers’ area of responsibility in teaching the developmental guidance curriculum Supports teachers in teaching guidance-related essential elements Guides students and parents to plan, monitor, and manage educational, career, personal, and social development Presents relevant information accurately and without bias</p> <p>Comments:</p>
<hr style="width: 80%; margin: 0 auto;"/>	<p>Performance area: Counseling—provides individual and group developmental, preventive, remedial, and crisis counseling using accepted theories and techniques</p> <p>Provides counseling systematically Responds to students individually Provides counseling in groups as appropriate Uses accepted theories Uses effective techniques</p> <p>Comments:</p>
<hr style="width: 80%; margin: 0 auto;"/>	<p>Performance area: Consultation—consults with parents, teachers, administrators, and other relevant individuals to enhance his or her work with students and promote student success</p> <p>Provides professional expertise collaboratively Interprets information and ideas effectively Advocates for individual and specific groups of students Promotes understanding of student development, individual behavior, student’s environment, and human relationships</p> <p>Comments:</p>

COUNSELOR APPRAISAL FORM

<hr style="width: 80%; margin-left: 0;"/>	<p>Performance area: Coordination—coordinates people and other resources in the school, home, and community to promote student success and uses an effective referral process to assist students and others to use special programs and services</p> <p>Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate Develops and maintains positive working relationships with other school professionals Develops and maintains positive working relationships with representatives of community resources Accurately assesses referral needs of students and their families Uses district process to refer students to district programs and services Uses an effective process to refer students and others to community agencies and services</p> <p>Comments:</p>
<hr style="width: 80%; margin-left: 0;"/>	<p>Performance area: Student assessment—participates in planning and evaluating the group standardized testing program and interprets test and other appraisal results appropriately</p> <p>Adheres to legal, ethical and professional standards related to assessments Demonstrates knowledge of principles of testing and measurement Uses other sources of student data as assessment tools for educational planning Interprets test results and other assessment data for school personnel, students, and parents Maintains confidentiality of student assessments</p> <p>Comments:</p>
Performance goals	
General comments	
Employee comments	

COUNSELOR APPRAISAL FORM

Overall performance rating (check one)

- Outstanding Exceeds Expectations Meets Expectations
 Improvement Indicated Unsatisfactory

This evaluation has been discussed with me by my supervisor. I have read and received a copy of it.

Employee signature

Date

Evaluator signature

Date

Reviewer signature

Date

* Includes information from *Professional School Counselor Performance Evaluation Form and Job Description* distributed by the Texas Education Agency (http://tea.texas.gov/counselor_evaluation_form.pdf).

NURSE APPRAISAL FORM

Name _____ Evaluation period _____

Position _____ Department/campus _____

Evaluator _____ Title _____

Rating scale:

O	Outstanding	Performance significantly exceeds expectations
E	Exceeds expectations	Performance exceeds expectations
M	Meets expectations	Performance meets expectations
I	Improvement indicated	Performance is below expectations
U	Unsatisfactory	Performance does not meet expectations

Directions: Use the following descriptors to rate each performance area. Determine the overall job performance by reviewing all ratings. Supporting comments must be given for a rating of (O) outstanding, (I) improvement indicated, or (U) unsatisfactory.

Rating	General responsibilities and skills
_____	<p>Performance area: School and community relations</p> <ul style="list-style-type: none"> Participates in school and community activities Works cooperatively with others Demonstrates knowledge of district policies and procedures Participates in meetings, training, and special events Follows appropriate lines of authority Adheres to state, district, and campus policies, regulations, and procedures <p>Comments:</p>
_____	<p>Performance area: Planning and organization</p> <ul style="list-style-type: none"> Sets goals with supervisor Completes tasks in a timely and accurate manner Keeps records organized, up-to-date, and accurate Disseminates information on a timely and periodic basis <p>Comments:</p>
_____	<p>Performance area: Communication</p> <ul style="list-style-type: none"> Communicates in a clear, effective, and informative manner Writes and speaks in an understandable and organized manner Communicates role and program related to the district's mission and goals Promotes positive interactions with the community <p>Comments:</p>

NURSE APPRAISAL FORM

	<p>Performance area: Job knowledge and skills</p> <p>Demonstrates knowledge of job requirements Bases recommendations and decisions on data, knowledge, and experience Provides leadership and direction for improvement in areas of responsibility Evaluates and analyzes results to determine effectiveness Uses innovations and current developments in areas of responsibility</p> <p>Comments:</p>
	<p>Performance area: Professional growth and development</p> <p>Participates in self-evaluation Cooperatively sets goals that reflect feedback from evaluation process Seeks self-improvement ideas</p> <p>Comments:</p>
Specialized responsibilities and skills	
	<p>Performance area: Prepares a safe and appropriate health-care program to identify needs for each campus assigned</p> <p>Assesses health promotion, protection, and care needs of each campus Systematically collects, compiles, and analyzes pertinent student health data Formulates goals for campus health services program based on district priorities and campus needs Prepares a plan for both problem intervention and prevention Confers regularly with campus administration to review and revise plan</p> <p>Comments:</p>
	<p>Performance area: Demonstrates ability in implementing campus health-care program to support district mission and goals</p> <p>Maintains a safe, clean, and orderly work area Develops an effective system for the acquisition, maintenance, and use of supplies and equipment for the school health facility Provides a private and comfortable environment for emergency health care and health-care counseling Effectively performs emergency first aid to meet student and staff needs Authorizes appropriate exclusion and readmission of students according to district policy Manages school health facility through effective management of students</p> <p>Comments:</p>
	<p>Performance area: Demonstrates proficiency in nursing skills</p> <p>Organizes campus health facility to provide for efficient ongoing school health care Clearly communicates health assessments, screening results, and medical or specialist consulta</p>

NURSE APPRAISAL FORM

	<p>tion reports to parents and appropriate school personnel Demonstrates skill in collecting data using a variety of appropriate methods: interviewing, screening, observing, and reviewing records Demonstrates appropriate use of crisis intervention procedures Establishes safe systems of medication administration and communicable disease containment</p> <p>Comments:</p>
	<p>Performance area: Demonstrates health teaching skills and provides services to the school community</p> <p>Implements self-care concept into plan of campus activities Provides appropriate assistance to teachers of health education Makes health information accessible to staff, students, and parents Identifies candidates for referral to special programs</p> <p>Comments:</p>
	<p>Performance area:</p>
Performance goals	
General comments	
Employee comments	

Overall performance rating (check one)			
<input type="checkbox"/> Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	
<input type="checkbox"/> Improvement Indicated	<input type="checkbox"/> Unsatisfactory		
This evaluation has been discussed with me by my supervisor. I have read and received a copy of it.			
Employee signature	Date	Evaluator signature	Date
		Reviewer signature	Date

OFFICE AND TECHNICAL APPRAISAL FORM

Name _____

Evaluation period _____

Position _____

Department/campus _____

Evaluator _____

Title _____

Rating scale:

E	Exceeds expectations	Performance exceeds expectations
P	Proficient	Performance meets expectations
I	Needs improvement	Performance does not meet expectations
N/A	Not applicable	Performance is not expected

Directions: Use the above descriptors to rate each skill. Determine the overall job performance by reviewing all ratings.

General skills				
1. Works cooperatively with others	E	P	I	N/A
2. Participates in meetings, training, and special events	E	P	I	N/A
3. Follows oral and written instructions from supervisor	E	P	I	N/A
4. Follows district policies and procedures	E	P	I	N/A
5. Provides safety and security for self and others	E	P	I	N/A
6. Completes assignments on time and accurately	E	P	I	N/A
7. Follows attendance and punctuality rules	E	P	I	N/A
8. Demonstrates appropriate job knowledge	E	P	I	N/A
9. Maintains neat and orderly work area	E	P	I	N/A
10. Uses, maintains, and stores work material properly	E	P	I	N/A
11. Identifies and responds to problems effectively	E	P	I	N/A
12. Communicates effectively	E	P	I	N/A

OFFICE AND TECHNICAL APPRAISAL FORM

Specialized skills				
1. Uses appropriate software programs	E	P	I	N/A
2. Compiles information or data and produces appropriate reports	E	P	I	N/A
3. Maintains confidentiality of information	E	P	I	N/A
4. Maintains data and physical files	E	P	I	N/A
5. Orders and maintains inventory	E	P	I	N/A
6.	E	P	I	N/A
7.	E	P	I	N/A
Performance goals				
General comments				
Employee comments				
Overall performance rating (check one)				
<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Proficient <input type="checkbox"/> Needs improvement				

This evaluation has been discussed with me by my supervisor. I have read and received a copy of it.

Employee signature	Date	Evaluator signature	Date
		Reviewer signature	Date

TEACHER AIDE APPRAISAL FORM

Name _____ Evaluation period _____

Position _____ Department/campus _____

Evaluator _____ Title _____

Rating scale:

E	Exceeds expectations	Performance exceeds expectations
P	Proficient	Performance meets expectations
I	Needs improvement	Performance does not meet expectations
N/A	Not applicable	Performance is not expected

Directions: Use the above descriptors to rate each skill. Determine the overall job performance by reviewing all ratings.

General skills				
1. Works cooperatively with others	E	P	I	N/A
2. Participates in meetings, training, and special events	E	P	I	N/A
3. Follows oral and written instructions from supervisor	E	P	I	N/A
4. Follows district policies and procedures	E	P	I	N/A
5. Provides safety and security for self and others	E	P	I	N/A
6. Completes assignments on time and accurately	E	P	I	N/A
7. Follows attendance and punctuality rules	E	P	I	N/A
8. Demonstrates appropriate job knowledge	E	P	I	N/A
9. Maintains neat and orderly work area	E	P	I	N/A
10. Uses, maintains, and stores work material properly	E	P	I	N/A
11. Identifies and responds to problems effectively	E	P	I	N/A
12. Communicates effectively	E	P	I	N/A

TEACHER AIDE APPRAISAL FORM

Specialized skills					
1. Assists in the preparation and use of instructional materials	E	P	I	N/A	
2. Uses appropriate teaching materials	E	P	I	N/A	
3. Maintains confidentiality of information	E	P	I	N/A	
4. Manages student behavior	E	P	I	N/A	
5.	E	P	I	N/A	
6.	E	P	I	N/A	
Performance goals					
General comments					
Employee comments					
Overall performance rating (check one)					
<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Proficient <input type="checkbox"/> Needs improvement					
This evaluation has been discussed with me by my supervisor. I have read and received a copy of it.					
Employee signature		Date		Evaluator signature	
				Date	
				Reviewer signature	
				Date	

WAIVER OF ANNUAL APPRAISAL PROCESS

Texas Education Code (TEC) § 21.352(c) requires teacher appraisal be done at least once during each school year. A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once in a period of five school years.

Additionally, under TEC § 21.352(c-1), a district may require that appropriate components of the appraisal process (e.g., goal-setting and professional development plan, classroom observations, walk-throughs, and student performance evaluation) occur more frequently as necessary to ensure that a teacher receives adequate evaluation and guidance. A district must give priority to conducting appropriate components more frequently for inexperienced teachers or experienced teachers with identified areas of deficiency.

My signature below indicates my waiver of the annual appraisal process. I understand that I may revoke my agreement to such waiver at any time by notifying my appraiser in writing. An appraiser may also revoke this agreement due to performance concerns at the end of an appraisal cycle.

To be eligible for a less-than-annual formal appraisal for the 20__–20__ school year, a teacher must:

- Be employed on an educator term or continuing contract
- Have been assigned to the current campus for at least one year. However, if a teacher was reassigned to another campus due to leveling, the teacher shall remain on the evaluation schedule established at the prior campus
- Serve on a campus that achieved the accountability rating of letter grades A, B, or C for the prior school year
- Be assigned to a campus with a principal in their second or more year of service on the campus
- Have earned, in accordance with law, a rating of proficient in all dimensions on the most recent evaluation

Teacher Name _____

Teacher Signature _____ Date _____

Appraiser Name _____

Department/Campus _____