



Guide for the West Virginia School Counselor Evaluation

PILOT VERSION



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2011-2012**

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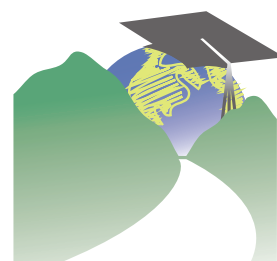
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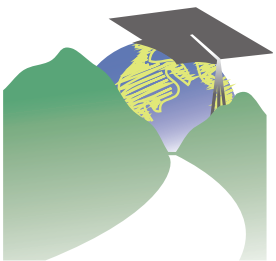
Jorea M. Marple, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

Dedicated to...

Elevating the Importance of Great School Counselors and Learning
as we serve

“Good kids doing great work”





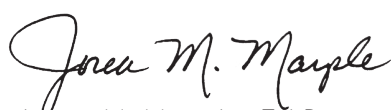
From the Superintendent

The power of an effective counselor transforms a school into an exciting and supportive place for students. Counselors who are passionate about their work and demonstrate an attitude of caring for their students help create a positive culture in their schools and facilitate meaningful student learning. The revised counselor evaluation system pilot described in these pages recognizes the extraordinary contributions counselors make every day in our schools.

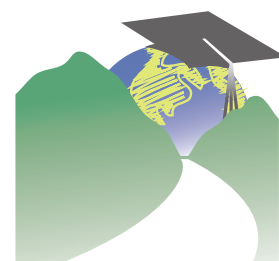
As the national dialogue shifts from school counseling being counselor-centered to being program-focused led by highly effective counselors, states and districts across the country face the challenge of revising their current counselor evaluation systems. In West Virginia, this task was undertaken by the Counselor Evaluation Task Force made up of members representing a broad range of stakeholders who worked tirelessly to make recommendations for the revised Educator Evaluation System (EES) for Educational leaders, Counselors and Teachers, West Virginia EES.

Education is both a demanding and rewarding profession that involves a serious commitment to public service. Educators deserve the support, guidance and feedback necessary to improve their professional practice. West Virginia EES provides direction for evidence-based decision making and encourages professional growth and development through reflective practice.

As the State Superintendent of Schools, I am committed to ensuring that we have great educators who are honored, supported and rewarded. I respect and applaud the professional commitment you have made to participate in the West Virginia EES educator evaluation pilot process. Thank you for your desire to make a difference in the lives of our students. Together we can change the future!



Joree M. Marple, Ed.D.
State Superintendent of Schools



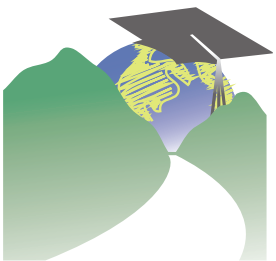
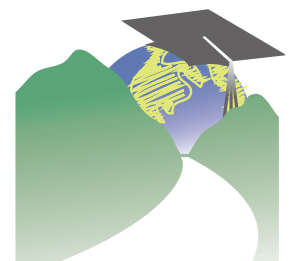
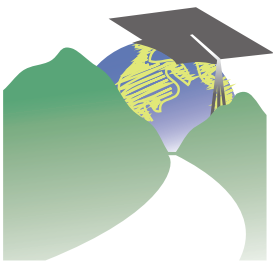


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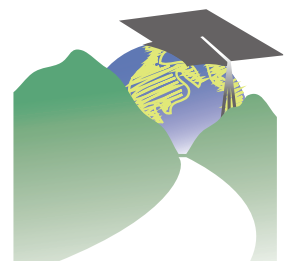


Purpose

This manual is written for principals and school counselors to assist with implementation of the **West Virginia School Counselor Evaluation System** (WVSCES). This evaluation system is intended to support counselor self reflection and professional growth in a manner that will lead to effective school counseling delivery by highly competent school counselors.

The WVSCES is based on the West Virginia Performance Standards for Counselors, which were developed as part of the West Virginia School Counseling Model to identify best practices in school counseling and to provide:

- **an expanded vision** of the integral nature of the school counselor within the school and the community,
- **the parameters** for the essential knowledge, skills and dispositions that WV school counselors are to possess,
- **the framework and foundation** for a school counselor evaluation system,
- **a road map** for continuous improvement of school counseling practice,
- **a common language** that describes what a counselor needs to know and be able to do,
- **a set of educational competencies** for West Virginia higher education school counselor preparation programs to use to plan curriculum and evaluate students and
- **a guide** for planning professional development.



Defining Roles within the WV Evaluation System for School Counselors

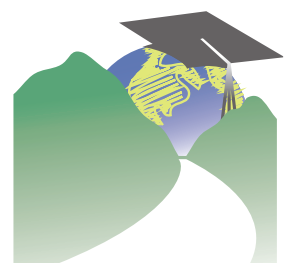
School Counselors assume responsibility for self appraising their own level of performance and presenting evidence to document performance. Effective school counselors are responsible for the success of their school counseling program and ensuring all students benefit.

Evaluators are principals and/or their designee who manage the overall operations of a school. They likewise oversee the supervision of school counselors and take responsibility for performance appraisal. Evaluators offer constructive feedback with recommendations for continued professional growth.



Conceptual Framework

In recent years, the school counseling profession has made very rapid advances in developing an effective model for practice that contributes to students' academic achievement and well-being based on school counseling outcome research. The American School Counselor Association (ASCA) developed the ASCA National Model: A Framework for School Counseling Programs® in 2003. West Virginia was one of the first states to adopt state code and state policy requiring school counselors to align practices and programs with the model in 2003. However, schools have not been held accountable for alignment through state standards or an effective evaluation system. The new state standards and evaluation system will provide this guidance and accountability. Counselors will need encouragement and support to transition effectively and efficiently to modern practice. Consequently, the WVSCES is designed according to a *standards-based positive growth model*. Critical competencies are based on best practice and research on school counseling effectiveness. The evaluation process is designed to help all school counselors become accomplished in all the major facets of effective school counseling practice. The expected outcome is that all school counselors will experience continuous professional growth that enhances their practices and enables them to build stronger school counseling programs and more effectively serve all students.



Critical Standard Elements (CSE)

The West Virginia evaluation system is based on 13 Critical Standard Elements, each of which is related to one of the five School Counselor Performance Standards. These Critical Elements describe important competencies of effective school counselors based on observable behaviors and artifacts of practice. These Critical Standard Elements reflect best practices as illustrated in the West Virginia Model School Counseling which is aligned with the ASCA National Model® (ASCA, 2003).

Standard 1: Program Planning, Design and Management. The professional school counselor collaboratively plans, manages and designs the comprehensive, developmental school counseling program.

Critical Standard Element 1.1. The school counselor assumes leadership in planning, designing and advocating for a balanced, comprehensive school counseling program aligned with the state model.

Critical Standard Element 1.2. The school counselor manages the school counseling program and documents alignment with the WV School Counseling Model.

Standard 2: Program Delivery. The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

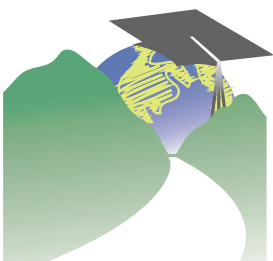
Critical Standard Element 2.1. The professional school counselor facilitates the implementation of an integrated comprehensive guidance curriculum.

Critical Standard Element 2.2. The school counselor utilizes research-based and best practices as reflected by state school counseling protocols.

Critical Standard Element 2.3. The school counselor facilitates the delivery of a continuum of interventions and responsive services.

Critical Standard Element 2.4. The school counselor coordinates a seamless, systematic approach to academic, career and personal/social student supports.

Critical Standard Element 2.5. The school counselor participates in and/or facilitates a coordinated approach to individual student academic and career planning.



Standard 3: Data Driven Accountability and Program Evaluation. The professional school counselor examines school, student, and program data to annually evaluate school counseling program results and to assure program completeness.

Critical Standard Element 3.1. The school counselor guides continuous program improvement through multiple forms of evaluation.

Standard 4: Leadership and Advocacy. The professional school counselor assumes a leadership role in advocating for student and program success.

Critical Standard Element 4.1. The school counselor advocates for the success of all students by promoting equity and access.

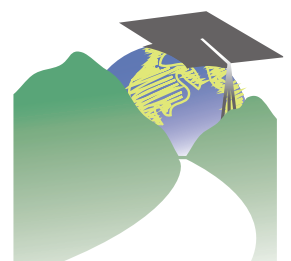
Critical Standard Element 4.2. The school counselor collaborates with various stakeholders.

Standard 5: Professional Growth and Responsibilities. The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

Critical Standard Element 5.1. The school counselor seeks ongoing, relevant professional development.

Critical Standard Element 5.2. The school counselor demonstrates professional and ethical practices.

Critical Standard Element 5.3. The school counselor contributes to the growth of the profession.



Description of Performance Levels

West Virginia school counselors will be able to evaluate the quality of their own performance **based on four performance levels** (*Distinguished, Accomplished, Emerging and Unsatisfactory*).

Distinguished: describes professional counselors who are responsible for their own learning, lead continuous improvement of the school counseling program, have a systemic approach to collaboration and communication, and share best practices with colleagues. Being a distinguished counselor remains a goal for all counselors, regardless of how challenging it may be in any particular set of circumstances.

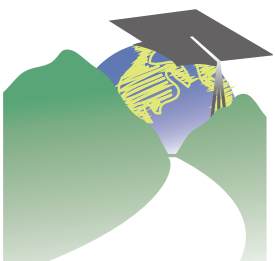
Distinguished counselors:

- are master counselors and make contributions to the school counseling profession, both in and outside their school
- exhibit continuous reflection and self-renewal
- follow a comprehensive, integrated curriculum approach in a comprehensive, developmental program
- operate their program at a qualitatively different level from those of other counselors

Accomplished: describes professional counselors who have achieved mastery within a critical element. This level of performance is expected for most experienced counselors.

Accomplished counselors:

- clearly understand the concepts underlying each critical element component and implement well are experienced, capable counselors who regard themselves and are regarded by others as performing at this level.
- thoroughly know their role, they know their students, and have a broad repertoire of strategies and activities to use with students in a standards-based program.
- continuously seek to expand and improve their practice.



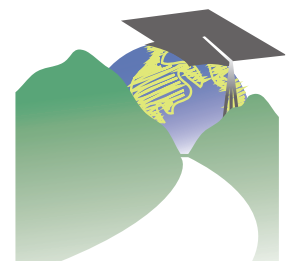
Emerging: describes counselors who may be new to the field or experienced counselors who are weaker in a particular area and need to set improvement goals to move to a more accomplished level of performance.

Emerging counselors:

- appear to understand the concepts underlying each element and attempt to implement the components.
- exhibit sporadic, intermittent, or otherwise not entirely successful implementation.
- are characteristic of counselors new to the profession or experienced counselors who have not made the paradigm shift required by the ASCA Model® and WVBOE Policy 2315.
- are minimally competent counselors; improvement is likely to occur with experience, professional development, planning, and mentoring; and while all students may not be receiving the guidance, counseling, and programs no actual harm is intentionally being done to students.

Unsatisfactory: describes counselors with unacceptable job performance in indicated area(s) and may be doing harm to students. Unsatisfactory counselors:

- do not yet appear to understand the concepts underlying the critical element component.
- can grow and develop in this area.
- usually perform at a level that is below the licensing standard of “do no harm.”
- have reached a time for a supervisor to intervene
- represent a first priority for coaching or mentoring
- need to develop a support and or improvement plan in areas identified as unsatisfactory as prioritized by counselor and administrator



School Counselor Self Reflection

School Counselors first engage in a self reflection of performance within all five critical standard elements. They collect evidence that reflects their performance level for each element and present this evidence in an initial meeting with their principal. Next, school counselors and principals identify three goals related to improving performance. At least one progress check, involving the principal and school counselor, will take place in mid-year to confirm that progress is being made toward the goals and to develop alternative plans if adequate progress is not being made. At the end of the year the principal formally reviews the performance levels of the school counselor on each of the 13 elements, discusses expected levels and involves the school counselor in planning steps in remediation of performance problems.

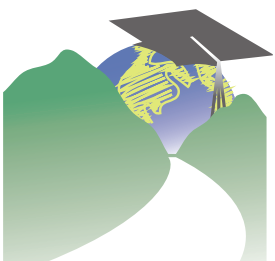
Program Audit

It is essential that counselors move from conducting a random series of activities to delivering a complete school counseling program. Thus, school counselors must complete an initial beginning and an ongoing end-of year Program Audit found on the school counseling website at <http://wvde.state.wv.us/counselors/Tab14.html>. This is a critical piece of evidence is essential to substantiating the counselor leadership of the program and will count as 10% of the evaluation.

Frequently Asked Question(s) (Additional questions may emerge during the pilot.)

What does it mean to say that school counseling is a program?

In today's schools, effective school counseling is an entire program rather than a position within schools. A program can generally be defined as "A coherent sequence of instruction based upon a validated set of competencies". In order to meet the needs of all students, school counselors design, implement and evaluate a comprehensive array of services that include both preventative and developmental services to develop essential competencies in all students, as well as, provide targeted services to support students who are experiencing problems or difficulties that are interfering with their academic development. The comprehensive array of services must be carefully planned to assure that all students are being served well. This requires a consideration of both professional standards that generally describe necessary student competencies (e.g. ASCA National Standards) and the particular needs of students in a given school. The program must also be evaluated to ensure that desired student outcomes and being achieved. The school counseling program typically involves other educators in the delivery of essential services. Classroom teachers leading career advisories or implementing bully-prevention lessons, for example, can be considered as participating in and supporting the program. Even if there is only one counselor in a given school, they are, in fact, coordinating a comprehensive program.



The Evaluation Process

There are four steps in the WVSCES: Self Assessment, Initial Goal Setting, Midyear Progress Monitoring, and End of Year Evaluation. These steps are outlined in the next few pages.

Process Timeline

Self-Assessment - within 3 weeks of pilot training

School counselors complete a self-assessment of performance based upon the rubrics associated with the five Critical Standard Elements of effective practice. The school counselor collects evidence to substantiate their determination of their performance level for each of the elements.



Initial Goal Setting - within 6 weeks of pilot training

The school counselor and the principal meet to review the self-assessment and associated evidence and to formulate up to three goals targeted at performance improvement. Any supports needed to achieve the goals are also identified at this time.



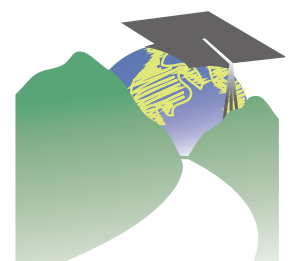
Midyear Progress Monitoring - by January 15

The school counselor and the principal engage in a midyear progress monitoring check to make sure that progress toward achieving the identified goals is being made. For veteran counselors a written report from the school counselor is sufficient documentation. For new counselors (either new to the profession or new to the district), a face-to face meeting is required. In cases where satisfactory progress towards goals is not being met, the principal and school counselor will revise the goal, revise the steps towards the goal, and/or identify additional supports.



End of Year Evaluation - by June 15

The school counselor will document achievement of their goals and reassess their performance based upon the rubrics associated with the 13 Critical Standard Elements of effective practice. The principal and school counselor will review this information in a face-to-face meeting. The school counselor's evidence to substantiate their determination of their performance level for each of the elements shall be brought to the meeting and reviewed. This is to include an annual program audit that validates program growth led by the school counselor. The principal will determine the school counselor's performance levels for each of the 13 Critical Elements and assign an overall performance level (Distinguished, Accomplished, Emerging and Unsatisfactory) based on the preponderance of evidence.

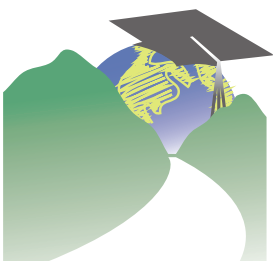


The Self Assessment

School Counselors will utilize the **13 Critical Standard Elements** as presented in the performance rubrics to self reflect on current performance using **Self Reflection Form B.1**. Counselors will use the results of their self reflection as a guide for setting annual goals.

- In the self reflection, school counselors will use the Critical Element Rubrics to evaluate their own level of performance *on each of the 13 critical elements*.
- School Counselors rate themselves using the following scale: **Level 4 Distinguished**, **Level 3 Accomplished**, **Level 2 Emerging**, and **Level 1 Unsatisfactory**. The self-ratings are based on **evidence** that can substantiate performance at a given level. Sample sources of evidence are listed on the rubric. Counselors will need to gather the evidence in a format that makes it easy to share when presenting their self-ratings to the evaluator. This can be either paper copies of artifacts in folders or a notebook and/or electronic folders sorted according to the Critical Elements.
- It is recommended that counselors start their self-assessment by focusing on the question, “Is there evidence that I am performing at least at an *Accomplished* level?” with respect to each of Critical Element of the Performance Standards.
- For each critical element where there is clear evidence for *Accomplished* performance, they should then ask, “Is there evidence that I am performing at a Distinguished Level?”
- For each Critical Element where the data cannot justify at least an *Accomplished* rating, school counselors should ask “Does the existing data support a rating of ‘Emerging’ or ‘Unsatisfactory’ performance?”
- Once counselors determine their level of performance as articulated by each descriptor, they will check the descriptor that best aligns with their performance using **Form B.1** and circle, or make note of the evidence and measures they have collected to document this level of performance.
- The counselor will identify three (3) Critical Elements of greatest weakness and identify preliminary goals for continuous improvement, plans for achieving the goals, and resources and supports needed to enact the plans.

The self-study is documented on the **Form B.1** included in the Appendix of this manual. The school counselor brings this form with their associated evidence to the Initial Goal-Setting Meeting with their principal.



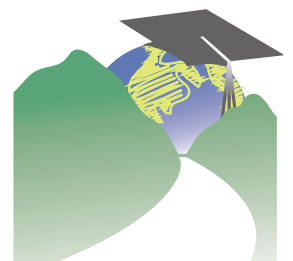
Frequently Asked Question(s) (Additional questions may emerge during the pilot.)

What if I know that I am “Accomplished” on a given Critical Standards Element but I don’t have the evidence to prove it?

In the West Virginia School Counselor Evaluation System all ratings are based on evidence. In the Self-Assessment you can only rate yourself as highly as the evidence will justify. If you believe that there is a discrepancy between your actual level of performance and the level justified by the evidence noted in the self study, assign yourself the rating that is consistent with the evidence, and establish a goal of collecting the necessary data as part of your improvement plan.

What is the difference between “Emerging: and “Unsatisfactory”?

Both the “Emerging” and “Unsatisfactory” performance levels reflect performance that is below expectations based on best practices in school counseling. “Accomplished” level performance is the expected norm. A review of the rubrics used to determine the level of performance shows a rating of “Unsatisfactory” generally results when little or no evidence adequate performance on a critical standard element can be produced. A rating of “Emerging” results when some evidence can be produced to document performance but insufficient evidence to warrant a rating of “Accomplished”.



The Initial Goal-Setting Process and Meeting

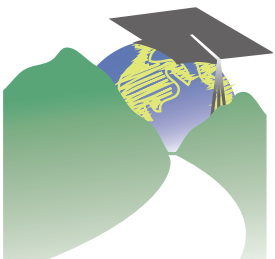
In the Initial Goal Setting Meeting, the principal and school counselor review the counselor’s self study (Performance rubrics, **Self Assessment Form: B.1** and accompanying evidence). The principal checks and verifies that the counselor’s self-ratings on each of the 13 Critical Elements are fully justified by the evidence. Counselors at this time may share any preliminary goals they determined as a result of the self assessment.

The principal and school counselor next focus on any *Critical Data Elements* that have ratings less than “Accomplished” and jointly identify three goals for improvements that are related to these areas. Once the counselor and principal agree, these goals will be documented using **Goal Setting Form: B.2**. Care should be taken to make sure that the goals are “SMART” goals, i.e. that they are *specific, measurable, attainable, relevant, and timely*. It is recommended that at least one goal align with the schools’ strategic plan.

In the case where all Critical Elements are judged to be “Accomplished” or above, the principal and school counselor will focus on developing up to three goals intended to enhance school counselor performance in areas related to the needs of the school and its counseling program.

For each goal, the principal and counselor will develop a plan to achieve the goal, outlining action steps, and develop a list of resources and supports that are needed to enact the plan using **Goal Setting Form: B.2**. For, example, mentoring, professional development, curriculum resources, planning time, and so forth may be necessary for successful accomplishment of the plan.

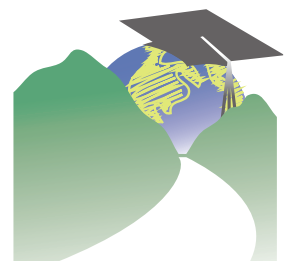
This meeting is documented on the *Initial Goal Setting Meeting* section of **Evaluation Form: B3** included in the Appendix of this Manual.



Frequently Asked Question(s) (Additional questions may emerge during the pilot.)

What if the Principal and the School Counselor disagree on ratings?

Because ratings are based on evidence, there could be few instances where principals and counselors disagree. The fundamental question is not “What is the counselors “real” level of performance”? It is “What level of performance is justified by the evidence that the counselor produce?” While agreement is generally expected, ultimately, it is the principal’s responsibility to verify all evidence and decide which performance level is justified. Points of disagreement should be thoroughly discussed. The self assessment for and evidence collected should be used to help resolve any discrepancies. If either party determines they have not reached an agreement on the ratings or goals, this may be documented during the meeting using the comment section provided on **Self-Assessment Form: B1**.



Midyear Review: Progress Monitoring Process

A midyear progress review is conducted to determine if adequate progress is being made towards achieving the identified goals.

- The review must occur before **January 15th** to ensure that adequate time will be available in cases where revision in goals or in the plan to achieve goals is necessary.
- The **progress review** is documented on the School Counselor Evaluation **Form: B.3** contained in the Appendix.
 - Experienced school counselors can document progress by submitting the form to their principal for their review. The principal or counselor may request a face-to-face review even when at the accomplished level.
 - Counselors who are new to the profession or new to the district must, in addition, have a face-to-face meeting with their principal to discuss their progress.
- The principal shall notify each counselor that adequate progress is being made towards goal achievement or develop with the counselor alternative goals or alternative plans to achieve the goals or identify additional supports to assist with goal accomplishment.

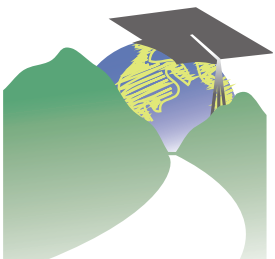
Frequently Asked Question(s) (Additional questions may emerge during the pilot.)

Why don't all counselors have face-to-face midyear meetings with their principals?

While it would be a great idea for all counselors to have a face-to-face midyear meeting with their principal, this might be impractical. Experienced counselors need only document progress in written form to share with principal upon request. This is because it is expected that typically the mid-year progress report for experienced school counselors will be a simple update of an improvement process that is progressing successfully. If significant obstacles towards goal attainment are encountered, a face-to-face meeting is recommended for experienced counselors.

Are observations required?

No. Administrators are not required to complete official observations. However, counselors may request that administrators and others (central office staff, assistant principals, teachers [where classroom guidance is being conducted or other collaborations are occurring], other counselors, etc.) observe them and provide feedback on the **Counselor Observation Form B.4**. The observation form would then be used as a piece of supporting evidence of goal attainment or to substantiate performance. It is recommended that the counselor discuss any planned observations with the principals to determine whose observations will be accepted as evidence. The observation form is simply an **optional tool** that counselors may choose to use as supporting evidence.



Year-End Evaluation

A year-end evaluation will be conducted before **June 15th** and document on the **School Counselor Evaluation Form: B3** contained in the Appendix.

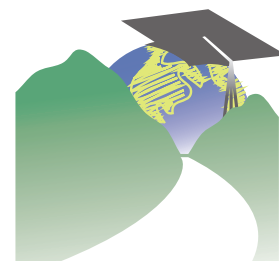
- The principal and counselor will meet to review the evidence for each performance level for each of the 13 Critical Standards Elements and the degree to which the identified goals were attained.
- The evidence is to include a completed copy of the ASCA School Counseling Program Audit <http://wvde.state.wv.us/counselors/Tab14.html> which will be used to document annual program growth led by the school counselor and counts for 10% of the evaluation score. This form should be stored to assist with goal setting the following year.
- The principal shall assign a score (*Distinguished, Accomplished, Emerging, or Unsatisfactory*) to each element based on the evidence presented by the counselor. The counselors' performance level on the sum of the Critical Elements represents up to 60% of the evaluation score.
- An overall score (*Distinguished, Accomplished, Emerging and Unsatisfactory*) will be determined for each counselor based on the preponderance of evidence for the above ratings. This evidence should be organized to coincide with each of the Critical Elements and may be presented in hardcopy folders, notebooks or within electronic files.
- The year-end evaluation will be used by counselors as the foundation of their self-study in the following year.

It is expected that all school counselors will attain an overall rating of *Accomplished*. School counselors determined to be *Distinguished* should be considered for special recognitions for exemplary performance. The principal may also consider nominating the distinguished counselor for local, state, and national awards.

For school counselors considered to be at an *Emerging* level of performance, an assistance plan shall be developed to help them become *Accomplished* in the next year. If the counselor fails to achieve an *Accomplished* level of performance at the next year's year-end evaluation, a *Support Plan* will be developed (following district personnel policies and practices) for the subsequent year.

For school counselors considered to be at an *Unsatisfactory* level of performance, an *Improvement Plan* will be developed (following district personnel policies and practices) for the subsequent year.

It is expected that all school counselor working in the state at the time of implementation of this evaluation system will have three years to achieve an overall performance rating of "Accomplished" before dismissal is considered. After implementation, it is expected that all newly hired school counselors will have up to three years to achieve an overall performance rating of "Accomplished" before dismissal is considered.



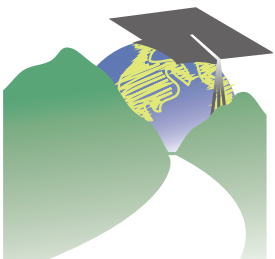
Improvement Plan

School counselors with identified deficiencies requiring an improvement plan will follow the established procedures according to WVBOE Policy 5310.

Frequently Asked Question(s) (Additional questions may emerge during the pilot.)

Why wait three years before making a decision about terminating employment for counselors with an unsatisfactory rating?

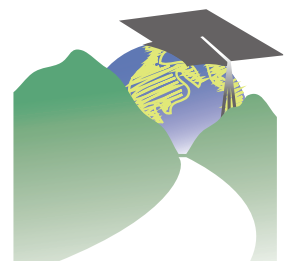
As noted previously, there is currently great variability across West Virginia (and the rest of the nation) in terms of the extent to which school counselors have been trained in or are currently implementing best practices. Some currently employed counselors will need three years to improve their skills through professional development and mentoring in order to achieve an overall “Accomplished” level of performance. Similarly, not all counselor preparation programs in the state (or the rest of the nation) have aligned preparation with best practices and WV’s new School Counselor Performance Standards. Some newly hired school counselors can be expected to need three years to improve their schools in order to become “Accomplished”. School district can minimize potential performance problems by aligning job descriptions and qualification for new hires with the evaluation rubrics.



West Virginia School Counselor Performance Rubrics

The next few pages contain the rubrics counselors will use to self assess their performance using Self Appraisal: Form B1. The bolded items are considered essential to the implementation of each critical element. The other items are also important and will add additional substantiation to help document counselor performance level and will help create a preponderance of evidence. Evidence and Measures are not limited to the items listed. Each CSE may be substantiated with additional items related to each school's counseling program.

Because school counseling has emerged into a substantive program as defined by the ASCA Model® and WVBOE Policy 2315, much of the language may be unfamiliar to counselors and administrators; a definition section has been added at the bottom of each rubric and defines bolded terms within the accomplished level. These definitions are intended to create a common language, common agreements and understanding related to the language within each performance level.



Standard 1: Program Planning, Design and Management

The professional school counselor collaboratively plans, manages and designs the comprehensive, developmental school counseling program.

CSE 1.1 - The school counselor assumes leadership in planning, designing and advocating for a balanced, comprehensive school counseling program aligned with the state model.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> designs and disseminates a clear standards-based curriculum plan to comprehensively address all student needs through consistent use of all three domains. plans, designs and advocates for continuous improvement of a comprehensive program that utilizes all delivery systems. ensures inclusion of the school counseling program in the school's strategic plan, assuring alignment with the West Virginia School Counseling Model, and designs and manages the program to ensure a comprehensive plan. 	<p>The School Counselor</p> <ul style="list-style-type: none"> consistently designs a clear standards-based curriculum plan to address all three domains. consistently plans and designs a comprehensive program utilizing all delivery systems aligned with recommended distribution of time in WVDE Policy 2315. consistently leads efforts to include the school counseling program in the school's strategic plan to assure alignment with the West Virginia School Counseling Program Model. 	<p>The School Counselor</p> <ul style="list-style-type: none"> minimally designs a clear standards-based curriculum plan that addresses minimal components of all three domains. minimally develops plans that are not comprehensive and does not utilize all delivery systems. minimally leads effort to include the school counseling program in the school's strategic plan to assure alignment with the West Virginia School Counseling Model. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not design a clear standards-based curriculum plan to address all three domains. does not provide a comprehensive program utilizing all delivery systems. does not include the school counseling program in the school's strategic plan to assure alignment with the West Virginia School Counseling Model.

Definitions:

Delivery systems: (individual student planning, guidance curriculum, responsive services and student supports)

Domains: Three broad areas that the school counseling student standards address: academic, career, and personal/social development

West Virginia Counseling Program Model: The WV model describes the expectations for school counselors, program components, describes best practices, and outlines a process for tailoring the model to meet the needs of individual West Virginia districts and schools.

Standard 1: Program Planning, Design and Management

The professional school counselor collaboratively plans, manages and designs the comprehensive, developmental school counseling program.

CSE 1.2 - The school counselor manages the school counseling program and documents alignment with the WV School Counselor Performance Standards.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> develops and regularly updates clear operational schedules with stakeholder input and circulates to all stakeholders. manages time and resources, continually seeks new resources, and partners to ensure the delivery of a school counseling program for all students, and time and program is well documented. maximizes all indirect time to support the school counseling program in planning and managing the school counseling program and activities, and collaborating and consulting with stakeholders to support the success of all students. 	<p>The School Counselor</p> <ul style="list-style-type: none"> consistently develops and circulates clear operational schedules to stakeholders. consistently manages time and resources to ensure the delivery of a school counseling program for all students and documents use of time and program completeness. consistently ensures that indirect time is spent supporting the school counseling program. 	<p>The School Counselor</p> <ul style="list-style-type: none"> minimally develops and circulates operational schedules stakeholders. demonstrates minimal management and documentation of use of time and services and plans do not address the needs of all students. misuses some indirect time performing activities or duties not related to the supporting the school counseling program. 	<p>The School Counselor</p> <ul style="list-style-type: none"> fails to develop or circulate clear operational schedules to stakeholders. does not manage and document use of time and services to ensure the delivery of a school counseling program for all students. misuses most of his/ her indirect time in activities or duties not related to supporting the school counseling program.

Definitions:

Indirect time: is directly related to planning, designing and implementing the school counseling program and include the management of resources, consultation, collaboration and teaming, advocacy and the coordination of services.

Standard 2: PROGRAM DELIVERY

The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

CSE 2.1 - The school counselor facilitates the implementation of an integrated comprehensive guidance curriculum.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> facilitates the delivery of a guidance curriculum that is standards-based, developmentally appropriate, data driven, engaging, and well circulated to multiple stakeholders. demonstrates an embedded guidance curriculum with all relevant courses and programs within the school that involves various school and community stakeholders. 	<p>The School Counselor</p> <ul style="list-style-type: none"> facilitates the delivery of a guidance curriculum that is standards-based, developmentally appropriate, and based on student needs as identified by school data. ensures the guidance curriculum is integrated with relevant courses and programs within the school. 	<p>The School Counselor</p> <ul style="list-style-type: none"> minimally facilitates the delivery of a guidance curriculum that is sometimes standards-based and/ or developmentally appropriate. minimally integrates the guidance curriculum with relevant courses and other school programs. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not facilitate the delivery of a guidance curriculum that is standards-based and/ or developmentally appropriate. does not integrate the guidance curriculum with relevant courses and other school programs.

Definitions:

Guidance Curriculum: Consists of structured developmental lessons designed to assist students in achieving the academic, career, and personal/social competencies and is presented systematically through school-wide, classroom, and group activities in grades Pre-K-12. Multiple guidance curriculums can be found on the West Virginia School Counseling website:
<http://wvde.state.wv.us/counselors/guidance-curriculum.html>.

Standards-based: A school counseling program that is based on core foundational standards including the student standards and the school counselor performance standards.

Developmentally appropriate: based on the developmental age of the student and conducted on a regular and planned basis to assist students in achieving specified competencies.

Engaging: uses a variety of instructional methods that are appealing and hold the attention of students, inspiring them to want to learn.

Stakeholders: Any person who assists with or benefits from the school counseling program and may include: students, school staff and leadership, parents, and community members and leaders.

Standard 2: PROGRAM DELIVERY

The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

CSE 2.2 - The school counselor utilizes research-based and best practices as reflected by state school counseling protocols.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> demonstrates consistent use of WV School Counseling Protocols and contributes to the creation of existing and new, research-based, best practices that supports student growth and success. uses current research-based activities and actively seeks to create new ways to differentiate instruction to engage all students, and shares new practices with colleagues. continually seeks innovative approaches to integrate 21st century learning skills and educates stakeholders in the utilization of technology in the counseling program. 	<p>The School Counselor</p> <ul style="list-style-type: none"> demonstrates use of existing and new, research-based, best practices that supports student growth and success, including WV School Counseling Protocols. consistently uses research-based activities and differentiated instruction to actively engage all students. consistently integrates 21st century learning skills, including the use of available technology to deliver the counseling program. 	<p>The School Counselor</p> <ul style="list-style-type: none"> is aware of the WV School Counseling Protocols and minimally uses these and other research based, best practices. uses minimal researched-based, engaging student activities. uses minimal integration of 21st century learning skills, including the use of available technology to deliver the counseling program. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not demonstrate knowledge or use of the WV School Counseling Protocols and does not use these or other research based, best practices. does not use various, researched based, engaging student activities. does not integrate 21st century learning skills, including the use of available technology to deliver the counseling program.

Definitions:

Research-based: indicates that substantial studies have been conducted to substantiate the effectiveness of these practices

Best practices: indicates that counselors have consistently used these practices and received desired outcomes

WV School Counseling Protocols: Best practice guides developed for WV School Counselors by WV counselors that can be found at <http://wvde.state.wv.us/counselors/protocols.html>

Engaging student activities: uses a variety of instructional methods that are appealing and hold the attention of students, inspiring them to want to learn.

Differentiated instruction: uses different types of instructional practices to capture the attention of and effectively teach according to skill and ability level.

21st Century skills: are *Information and Communication Skills*; *Thinking and Problem-solving Skills*: information and media literacy, visual literacy as well as communications and technology literacy, and oral, written and multimedia communication; *Thinking and Problem-solving Skills*: use problem-solving skills and tools, such as spreadsheets, decision support and design tools, to develop critical thinking, systems thinking, problem solving, creativity and innovation; and *Personal and Workplace Productivity Skills* interpersonal and collaboration skills, the ability to self direct, adaptability, ethical behavior, social/personal accountability, leadership, as well as project planning and development.

Standard 2: PROGRAM DELIVERY

The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

CSE 2.3 - The school counselor provides a continuum of interventions and responsive services.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> pervasively facilitates, monitors, and modifies a structured process, involving stakeholders, that assures early identification and referrals for all at-risk students. pervasively provides individual and small group counseling to meet identified student needs within the scope of the school counseling program and makes referrals to experts in the field for intensive services as needed. leads the collaboration in developing and implementing a school crisis plan that reflects best practices in crisis intervention and ensures the county plan is aligned with best practices. 	<p>The School Counselor</p> <ul style="list-style-type: none"> consistently facilitates and monitors a structured process, involving stakeholders, for early identification and referrals for at-risk students. consistently provides individual and small group counseling to meet identified student needs. collaborates in developing and implementing a school crisis plan that is aligned with the county plan. 	<p>The School Counselor</p> <ul style="list-style-type: none"> minimally coordinates a structured process for early identification and referrals for at-risk students. provides minimal individual and small group counseling to meet identified student needs. minimally collaborates and implements a school crisis plan that is aligned with the county plan. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not coordinate a structured process for early identification and referrals for at-risk students. does not provide individual and small group counseling to meet identified student needs. does not implement a school crisis plan that is aligned with the county plan.

Definitions:

Early identification: a systemic, structured process in which schools identify struggling students early and refer for screening or support services.

Individual Counseling: Counseling is provided on an individual basis for students expressing difficulties that are interfering with school success and may include: school concerns, family issues, relationships, academic, personal or behavioral concerns or normal developmental issues. Individual counseling helps students identify problems, causes, alternative solutions, and possible consequences of choices in order for appropriate action to be taken and is normally short term in nature. When necessary, referrals are made to appropriate community agencies.

Group Counseling: Counseling is provided in a small group for students experiencing similar difficulties with issues that interfere with school and life success and may include: relationships, grief, anger management, study skills, personal concerns or normal developmental tasks. Small group counseling provides structured opportunities for students to learn from each other and the group leader to identify problems, causes, examine choices and possible consequences. Such counseling is normally short term in nature. When necessary, referrals are made to appropriate school and community resources. Group counseling lessons are available at <http://wvde.state.wv.us/counselors/group-lessons.html>.

At-risk students: Describes children who are potentially in a harmful or less than optimal situation where school, family or personal barriers may contribute to poor school performance or dropping out.

Standard 2: PROGRAM DELIVERY

The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

CSE 2.4 - The school counselor coordinates a seamless, systematic approach to academic, career and personal/social student supports.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> leads the development of a school and community student support system through collaboration with stakeholders to enhance success of all students. plans, develops and provides appropriate, ongoing professional development for stakeholders related to support system components and activities. leads efforts with school and community stakeholders to develop, coordinate and implement effective transition programs that include: grade-to-grade, school-to-school, school-to-work and school-to-postsecondary. leads a collaborative approach to building a positive school climate that integrates multiple prevention-based programs. assists the leadership of student support teams to promote student success (SAT, 504, IEP, MDT, etc.) and in creating a systemic approach to monitor and ensure student support plans are implemented. 	<p>The School Counselor</p> <ul style="list-style-type: none"> consistently coordinates a school and community student support system that includes stakeholder collaboration to enhance success of all students. consistently provides appropriate professional development for stakeholders related to support system components and activities. consistently works with school and community stakeholders to develop, coordinate, and implement effective transition programs that include: grade-to-grade, school-to-school, school-to-work and school-to-postsecondary. ensures the guidance program includes prevention-based programs to support a positive school climate. actively engages as a member of student support teams to promote student success (SAT, 504, IEP, MDT, etc.). 	<p>The School Counselor</p> <ul style="list-style-type: none"> minimally coordinates a school-wide student support system to enhance success of all students. provides minimal professional development for stakeholders related to support system components and activities. minimally works with school and community stakeholders to coordinate and implement effective transition programs that include: grade-to-grade, school-to-school, school-to-work and school-to-postsecondary. provides minimal prevention-based activities to support a positive school climate. minimally engages as a member of student support teams to promote student success (SAT, 504, IEP, MDT, etc.). 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not coordinate a student support system to enhance success of all students. does not train stakeholders about support system components and activities. does not work with school and community stakeholders to implement effective transition programs that include: grade-to-grade, school-to-school, school-to-work and school-to-postsecondary. does not provide prevention-based activities to support a positive school climate. does not engage as a member of student support teams to promote student success (SAT, 504, IEP, MDT, etc.).

Definitions:

Student support system: a structured school-wide system that is designed to involve school staff, families, and the community to personalize services based on student needs and provide a systemic approach to academic, career, and personal/social supports.

Student support components: academic and behavioral supports, career development, school and community prevention programs, collaborative support teams, community collaborations.

Prevention-based programs: programs that are designed to teach students the knowledge they need and provide the skills they need in order to address issues known to interfere with the learning process including – bullying, harassment, substance abuse, mental health issues, depression, suicide, school violence, etc.

Standard 2: PROGRAM DELIVERY

The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

CSE 2.5 - The school counselor participates in and/or facilitates a coordinated approach to individual student planning.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> develops and facilitates a clear systemic process for all students that pervasively involves parents/guardians and other stakeholders, to explore, plan, and document career options and manage educational progress and individual student academic plans. develops and integrates an effective system to educate stakeholders of up-to-date changes in programs of study, post-secondary options, and workforce trends with appropriate stakeholders. provides a comprehensive education to stakeholders, using multiple resources regarding the relationship between academic performance, course rigor, assessments, post-secondary options, and future success. 	<p>The School Counselor</p> <ul style="list-style-type: none"> consistently facilitates a clear systemic process for students, involving parents/guardians, to explore, plan, and document career options and manage educational progress and individual student academic plans. consistently stays up to date and shares changes in WV Programs of Study, post-secondary options, and workforce trends with stakeholders. consistently educates stakeholders regarding the relationship between academic performance, course rigor, assessments, post-secondary options, and future success. 	<p>The School Counselor</p> <ul style="list-style-type: none"> facilitates a minimal process for students to explore and plan career options and manage educational progress and academic plans, with minimal parent/guardian involvement. minimally stays up to date and minimally shares information regarding programs of study, post-secondary options, and workforce trends with some stakeholders. minimally educates stakeholders regarding the relationship between academic performance and assessments for post-secondary options. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not facilitate a plan for students to explore and plan career options and manage educational progress and academic plans with parent/guardian involvement. does not share or uses out of date information regarding programs of study, post-secondary options, and workforce trends. does not educate stakeholders regarding the relationship between academic performance and assessments for post-secondary options.

Definitions:

WV Programs of Study: West Virginia’s Programs of Study require high school students to complete certain course requirements and impact a student’s potential to graduate. These Programs of Study can be found at <http://wvde.state.wv.us/careerpathways/> To keep up with changes frequently check this website <http://careertech.k12.wv.us/>

Course rigor: indicates the level of intensity of a course and may include higher level courses such as AP, IB, or Honors to prepare students for higher success levels.

Individual student academic plan: In grades PK-7 academic plans refer to both an informal document and more formal documents (IEP, 504) that are developed in process involving the student, his/her teacher(s), and the parent to ensure the student has an academic plan that reflects early career goals and abilities. In grades 8-12 the academic plan refers to both IEPs and 504s and the formal Individual Student Transition Plan (ISTP) that is initially developed in the 8th grade (two-year plan) and includes selection of a career cluster and a post-secondary pathway, updated in the 9th and again formally revised in the 10th grade to include a career concentration and updated post-secondary pathway and is updated again in the 11th and 12th grade to reflect any academic or career changes.

Post secondary options: opportunities for students after high school: the workforce, military, vocational technical school, Two-year College, Four-Year College, Apprenticeship, etc.

Standard 3: Data Driven Accountability and Program Evaluation

The professional school counselor examines school, student, and program data to annually evaluate school counseling program results and to assure program completeness.

CSE 3.1 - The school counselor guides continuous program improvement through multiple forms of evaluation.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> consistently collects, accurately interprets and analyzes annual and longitudinal student and program data to drive continuous program improvement and to advance practices. conducts an annual comprehensive school counseling program audit to evaluate program completeness and develops comprehensive, data-driven recommendations that ensures program completeness and effectiveness. 	<p>The School Counselor</p> <ul style="list-style-type: none"> annually collects, accurately interprets, and analyzes student (i.e. process, perception, and results data) and program data to drive program improvement and guide practices. conducts an annual school counseling program audit to evaluate program completeness (foundation, management system, delivery system, accountability system) and to drive program improvement. 	<p>The School Counselor</p> <ul style="list-style-type: none"> exhibits limited knowledge and use of data to drive the school counseling program and guide practices. conducts a limited school counseling program audit to evaluate program completeness; shows no clear plan for program improvement. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not demonstrate knowledge of data collection or use of data to drive the school counseling program. does not conduct a school counseling program audit and does not evaluate program completeness.

Definitions:

Program Data: School Counseling Program Audit, schedules, calendars, website, etc.

Process Data: to measure delivery system functions (quantitative – [what, how many, when, who] numbers of individual sessions, group sessions, classroom guidance lessons, referrals, parent contacts, continuing education, consultations).

Perception Data: to measure perceptions of students, staff and parents (surveys, needs assessments, pre and post tests, forums, etc.)

Results Data: (impact of school counseling delivery on student data) attendance, discipline, grades, course enrollments, college-going rates, test scores.

Program Completeness: indicates that the school counseling program is fully aligned with the West Virginia School Counseling and ASCA Model with a clearly defined foundation, management system, delivery system and accountability system in place.

Program foundation: consists of beliefs, philosophy, mission statement, student standards and school counselor performance standards.

Delivery system: how the program is delivered and includes four components: guidance curriculum, individual student planning, responsive services, and system support.

Accountability system: a system that measures the effectiveness of school counselor practices and activities and the completeness of the program to include: the school counselor performance standards, evaluation system including a self appraisal and goals to drive continuous improvement, results reports, and the program audit.

Standard 4: Leadership and Advocacy

The professional school counselor assumes a leadership role in advocating for student and program success.

CSE 4.1 - The school counselor advocates for the success of all students by promoting equity and access.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> advocates for the success of all students by promoting equity and access to curriculum, programs, services, and resources and uses data to challenge assumptions of academic ability that are based on stereotypes of students', parents', and staff members' cultural, racial, ethnic, or economic background. educates all relevant stakeholders about school and community programs, services, and resources that contribute to student success and leads a structured process to seek stakeholder involvement to create new opportunities for students with diverse abilities and needs. has a clear and consistent process to collaborate with administration and staff to identify individual modifications, interventions, programs, and resources that maximize equity and student success and teams with other to ensure individual needs are being addressed. continually seeks to be informed of student rights and school-wide and individualized needs and leads effort to create or update policies and practices to support student well being. 	<p>The School Counselor</p> <ul style="list-style-type: none"> advocates for the success of all students by promoting equity and access to curriculum, programs, services, and resources. educates relevant stakeholders about school and community programs, services, and resources that contribute to student success. collaborates with administration and staff to identify individual modifications, interventions, programs, and resources that maximize equity and student success. is clearly informed of student rights/needs and collaborate with other stakeholders to update policies and practices to support student well being. 	<p>The School Counselor</p> <ul style="list-style-type: none"> advocates for the success of some students by promoting equity and access to curriculum, programs, services, and resources. provides limited education for school staff about school and community programs, services, and resources that contributes to student success. collaborates in a limited capacity with administration and staff to identify individual modifications, interventions, programs, and resources that maximize equity and student success. is partially informed of student rights/needs and provides some advocacy for policies and practices that support student well being. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not advocate for the inclusion of under-served populations into rigorous and relevant curriculum, programs, services, and resources. does not educate or staff or other relevant stakeholders about school and community programs, services, and resources that contribute to student success. does not collaborate with administration and staff to identify individual modifications, interventions, programs, and resources that maximize equity and student success. does not remain informed of student rights and needs and provides little to no advocacy for policies and practices that support student well being.

Definitions:

Collaboration: is a partnership in which two or more individuals or organizations actively work together on a project or problem.

Equity and access: a process to ensure that all student have equal rights access to relevant programs, courses, resources, and activities regardless of ethnicity, social class, family background, ability, or gender.

Stakeholders: Any person who assists with or benefits from the school counseling program and may include: students, school staff and leadership, parents, and community members and leaders.

Standard 4: Leadership and Advocacy

The professional school counselor assumes a leadership role in advocating for student and program success.

CSE 4.2 - The school counselor collaborates with various stakeholders.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> consistently seeks input from all stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. utilizes a systemic process in place to foster growing collaboration and broad stakeholder involvement in the delivery of the school counseling program. establishes and actively utilizes a diverse Advisory Council to evaluate, plan, design using a data-driven and research-based approach to advancement of the school counseling program and shares data related to continuous improvement. champions others and volunteers self for broader participation in collaborative efforts, including local, state and national initiatives. 	<p>The School Counselor</p> <ul style="list-style-type: none"> consistently seeks input from all stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. assures multiple processes and approaches are in place to foster collaboration and broad stakeholder involvement in the delivery of the school counseling program. establishes and actively utilizes a diverse Advisory Council to aid in the development and advancement of the school counseling program.. participates as a collaborator/team member within the school, county system, and community, as appropriate, to support student success. 	<p>The School Counselor</p> <ul style="list-style-type: none"> minimally seeks input from stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. minimally collaborates with other counselors and stakeholders in the delivery of the school counseling program. identifies a team to act in an advisory capacity to provide input and support of the school counseling program. minimally participates as a collaborator/team member in a limited capacity within the school, county system, and community. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not seek input from stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. does not collaborate with other counselors or broad stakeholders in the delivery of the school counseling program. does not identify a team to act in an advisory capacity to provide input and support of the school counseling program. does not participate as a team member within the school and community only when directed by the principal or required by policy.

Definitions:

Advisory Council: An advisory council is a representative group of the school and community appointed to audit the school counseling program goals and to make recommendations to appropriate stakeholders regarding program priorities; may be an existing team that spends two meetings per year focusing on evaluating and making recommendations for the school counseling program.

Standard 5: Professional Growth and Responsibilities

The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

CSE 5.1 - The school counselor seeks ongoing, relevant professional development.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> conducts annual self assessments using the WV Virginia School Counselor Standards Performance Rubrics to set goals for continuous professional improvement; educates others on the self assessment and goal setting process. shares self assessment with the principal and Advisory Council to develop school counseling program goals that ensure continuous improvement. seeks designs and participates in ongoing, relevant professional development to address professional growth goals; conducts professional development and educates others within the profession. Integrates professional development experiences to improve the school counseling program and the profession; shares new knowledge in a variety of ways to educate others within the profession. 	<p>The School Counselor</p> <ul style="list-style-type: none"> conducts annual self assessments to set goals for continuous professional improvement using the WV Virginia School Counselor Standards Performance Rubrics. uses self assessment to develop professional improvement and school counseling program goals. seeks and participates in ongoing, relevant professional development to address professional growth goals. continually uses professional development experiences to improve the school counseling program and the profession. 	<p>The School Counselor</p> <ul style="list-style-type: none"> minimally conducts self assessments to determine professional development needs using the WV Virginia School Counselor Standards Performance Rubrics. sets minimal goals for professional improvement beyond what is required by administration. minimally attends professional development provided by the school system whether or not it is directly related to professional growth goals. minimally uses professional development information to make school counseling program improvements or profession. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not conduct self assessments using the WV Virginia School Counselor Standards Performance Rubrics. does not set goals for continuous professional improvement; may set minimal goals as required by administration. does not participate in professional development opportunities unless required by administration. does not use professional development information to improve the school counseling program or profession.

Definitions:

WV Virginia School Counselor Standards Performance Rubrics: Rubrics designed to help counselors align their practices and their school counseling programs to achieve optimal student growth and success as a result of the school counseling program.

Advisory Council: An advisory council is a representative group of the school and community appointed to audit the school counseling program goals and to make recommendations to appropriate stakeholders regarding program priorities; may be an existing team that spends two meetings per year focusing on evaluating and making recommendations for the school counseling program.

Standard 5: Professional Growth and Responsibilities

The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

CSE 5.2 - The school counselor demonstrates professional and ethical practices.

Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines and educates others about the ASCA model. consistently models professionalism and works with administrators to set professional standards to guide dress, conduct and, relationships with students, staff, and all stakeholders. evaluates own personal beliefs and individual prejudices and removes them from personal practice; educates others to dispel prejudices. 	<p>The School Counselor</p> <ul style="list-style-type: none"> applies knowledge to align personal and professional practices and policies with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines. consistently models professionalism through dress, conduct and, relationships with students, staff, and all stakeholders. evaluates own personal beliefs and individual prejudices and removes them from personal practice. 	<p>The School Counselor</p> <ul style="list-style-type: none"> demonstrates knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines. minimally models professionalism through dress, conduct and, relationships with students, staff, and all stakeholders. evaluates own personal beliefs and prejudices. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not demonstrate practices and policies aligned with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines. does not model professionalism through dress, conduct and, relationships with students, staff, and all stakeholders. imposes personal beliefs and prejudices on others.

Definitions:

ASCA's Ethical Standards for School Counselors: From confidentiality issues to records maintenance, from duty of care to sexual harassment issues, a school counselor's legal and ethical questions can spring up from every corner. School counselors face ethical and legal challenges every day. ASCA's Ethical Standards located here: <http://schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136>

FERPA Guidelines: Parents and students put their trust in the stewards of education data to ensure students' personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary. The FERPA Guidelines clearly describe the responsibilities of schools and staff handling any student records including academic and counseling notes and are found here: <http://www2.ed.gov/policy/gen/guid/fpcol/ferpa/index.html>

Standard 5: Professional Growth and Responsibilities

The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

CSE 5.3 - The school counselor contributes to the growth of the profession.

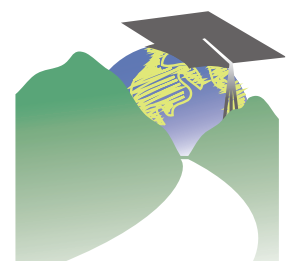
Level 4 - Distinguished	Level 3 - Accomplished	Level 2 - Emerging	Level 1 - Unsatisfactory
<p>The School Counselor</p> <ul style="list-style-type: none"> consistently mentors other professionals using professional resources, current policies and best practices from the field of school counseling. leads activities that promote the profession of school counseling (local, state and/or national) committees, workshops, conferences, organizations, etc. consistently reviews and contributes at least annually to local, state, and/or national programs, literature, research, and policies that grow the profession. 	<p>The School Counselor</p> <ul style="list-style-type: none"> regularly educates other professionals about resources, policy changes and best practices that influence the field of school counseling. regularly engages in activities that promote the profession of school counseling (local, state, and/or national) committees, workshops, conferences, organizations, etc. regularly reviews and sometimes contributes to local, state, and/or national programs, literature, research, and policies that grow the profession. 	<p>The School Counselor</p> <ul style="list-style-type: none"> on a limited basis, shares expertise, resources and best practices with other professionals. on a limited basis, attends activities that promote the profession of school counseling committees, workshops, conferences, organizations, etc. minimally reviews local, state, and/or national programs, literature, research, and policies that grow the profession and provides limited contributions. 	<p>The School Counselor</p> <ul style="list-style-type: none"> does not share expertise, resources and best practices with other professionals. does not participate in local or state or national committees, workshops, conferences, organizations, etc. does not review and/or contribute to local, state, and/or national programs, literature, research, and policies that grow the profession.

Definitions:

Best practices: indicates that counselors have consistently used these practices and received desired outcomes.

Professional Conduct

Professional conduct reflects the understanding that school counseling is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional school counseling simply cannot occur. The Professional Conduct standard allows leaders to address areas of concern without necessitating an improvement plan. It is a decisive factor and requires all educators to meet its expectations. It does not supplant code and policy to which educators remain fully accountable. Violation of certain codes and policies requires immediate action.

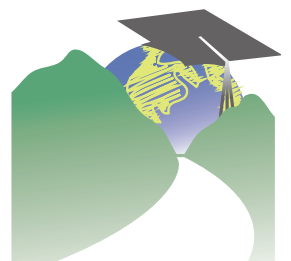


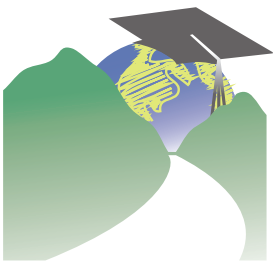
Professional Conduct

Professional Conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The Professional Conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which educators remain fully accountable and is not determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan; others will require immediate action.

STANDARD 7: PROFESSIONAL CONDUCT			
<i>Critical Standard Element 71: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.</i>			
	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure
Respect	Interacts professionally with students, parents/ guardians, colleagues and community	Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/ guardians, colleagues and community which is unprofessional

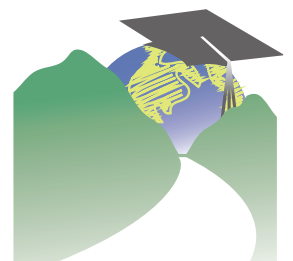
Appendices

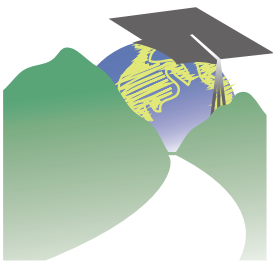




Appendix A

Evidence and Measures





EVIDENCE AND MEASURES for West Virginia School Counselor Evaluation System

Standard 1: Program Planning, Design and Management
CSE 1.1 - The school counselor assumes a leadership in planning, designing and advocating for a balanced, comprehensive school counseling program aligned with the state model.
<ul style="list-style-type: none">• Comprehensive School Counseling Plan• Self-evaluation• Monthly/annual calendars• Strategic plan• Disaggregation results data• Technology integration(e.g. pie charts, graphs, website lists,• Electronic log data (WVDE example) documenting utilization of time• Needs assessments• Program planning notes <i>Other relevant evidence</i>
CSE 1.2 - The school counselor manages the school counseling program and documents alignment with the WV School Counseling Model.
<ul style="list-style-type: none">• Counseling curriculum plan/map• Daily, Weekly, Monthly Calendars• Counselor use of time log• Portfolio• Action plans• Lesson plans*• Advisory Council minutes• Communication/Correspondence Tools• Surveys (e.g. student, parent, teacher)• Grant applications <i>Other relevant evidence</i>

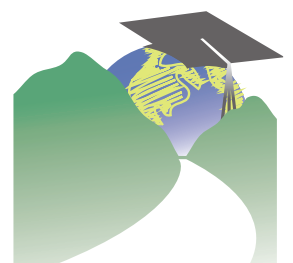
Standard 2: Program Delivery
CSE 2.1 - The professional school counselor facilitates the implementation of an integrated comprehensive guidance curriculum.
<ul style="list-style-type: none"> • Counselor curriculum map by grade level • Curriculum Crosswalks • Lesson plans • Evidence of guidance integration in relevant courses and programs • Daily, Weekly, Monthly <i>Other relevant evidence</i>
CSE 2.2 - The school counselor utilizes research-based and best practices as reflected by state school counseling protocols.
<ul style="list-style-type: none"> • WV School Counselor Protocols • Lesson plans • Action plans • Observations • Peer <i>Other relevant evidence</i>
CSE 2.3 - The school counselor facilitates the delivery of a continuum of interventions and responsive services.
<ul style="list-style-type: none"> • School Crisis Plan • Group Counseling Documents • Referral forms • Student Intervention Plan • School Mental Health Plan • Early Intervention Documentation • Needs assessment (e.g. surveys, referrals) <i>Other relevant evidence</i>
CSE 2.4 - The school counselor coordinates a seamless, systematic approach to academic, career and personal/social student supports.
<ul style="list-style-type: none"> • Prevention Program documents (e.g. LINKS delivery, Positive Behavior Support delivery, CFVW student portfolios) • Programmatic grade level Transition plans • SAT, IEP, 504, MDT meeting documents • Workshops for parents, teachers, and community stakeholders • Agendas/sign in sheets • End of Year participation survey • ASCA Crosswalk <i>Other relevant evidence</i>
CSE 2.5 - The school counselor participates in and/or facilitates a coordinated approach to individual student academic and career planning.
<ul style="list-style-type: none"> • ISTP Plans (Individual Student Transitional Plans - 5 Year Plan) • Grade level portfolios • Graduation checklists • Notes in student records • Parent and student conference agendas/notes/signatures • Individualized data from standardized tests • Learning styles/Interest Inventories <i>Other relevant evidence</i>

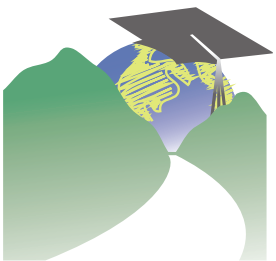
Standard 3: Data Driven Accountability and Program Evaluation
CSE 3.1 - The school counselor guides continuous program improvement through multiple forms of evaluation
<ul style="list-style-type: none"> • School Counseling Program Audit • Advisory council notes • Counselor self assessment • School data (e.g. attendance, standardized tests, retention/drop-out/graduation rates) • Students Needs Assessment results • Surveys(e.g. pre-post tests, student, parent teacher) • Operational schedules (e.g. daily, weekly, monthly calendars, schedules) • Website • Pre and Post Test data • Logs (e. g. parent/student contact, referrals, etc.) • Annual School Counseling Report • CFWV usage report <p><i>Other relevant evidence</i></p>
Standard 4: Leadership and Advocacy
CSE 4.1 - The school counselor advocates for the success of all students by promoting equity and access.
<ul style="list-style-type: none"> • Referral documentation to programs and resources school leadership opportunities, tutoring, mentoring, School Based Mental Health, after-school programs, counseling, SAT Team, RTI involvement, School-wide programs) • Longitudinal course enrollment data (AP , Honors courses, dual credit, EDGE) • Disaggregated data • Policy documents • School programs agendas, outlines, sign in sheets, etc. • Student progress towards post secondary (training, certificates, 2 year college, 4 year college, military, workforce, applications, portfolio, etc.) • Document of Student Re-entry strategies • Transition strategies documentation <p><i>Other relevant evidence</i></p>
CSE 4.2 - The school counselor collaborates with various stakeholders.
<ul style="list-style-type: none"> • Stakeholder meeting notes/agendas/sign-in sheets • Advisory Council meeting notes/agenda/sign-in sheet • Copies of updated or new policies and practice guides <p><i>Other relevant evidence</i></p> <p>Logs documenting interactions including but not limited to: families, agencies, counselors, school nurses, social workers, DHHR, school psychologists, school sponsors, athletic directors/coaches, employers, elected officials, policy makers, military, etc.</p> <ul style="list-style-type: none"> • Advisory roster • Meeting notes • School counseling action plans • School counseling curriculum maps

Standard 5: Professional Responsibilities for School and Community
CSE 5.1 - The school counselor seeks ongoing, relevant professional development.
<ul style="list-style-type: none"> • Documentation of participation in: Conferences/Workshops/Webinars (local, state and national level) • Professional growth goals • Counselor evaluation (identification of weaknesses to target) • Self Appraisal • Action Plans • Attendance Certificates • Proof of enrollment: • Graduate Courses, online courses • Proof of teaching undergraduate or graduate courses. • Professional newsletters, journals, etc. <p><i>Other relevant evidence</i></p>
CSE 5.2 - The school counselor demonstrates professional and ethical practices.
<ul style="list-style-type: none"> • ASCA Code of Ethics • FERPA Guidelines • County policy related to confidentiality and professional practices • Mission statement/ philosophies/beliefs • Observations • Surveys (e.g. student, parent, staff) • Feedback (e.g. student, parent staff) • Protocols <p><i>Other relevant evidence</i></p>
CSE 5.3 - The school counselor contributes to the growth of the profession.
<ul style="list-style-type: none"> • Presentations, Publications, Contributions to Best Practices • Professional organization involvement • Task Force or committee rosters, sign-in sheets, etc. • Mentoring documentation <p><i>Other relevant evidence</i></p>

Appendix B

Forms and Instructions





WV School Counselor Standards and Critical Element Rating Self Appraisal

Counselor Name	
School	
School Year	
Date of Self-Appraisal	
Evaluator	
Title	

Directions: Using the **Standards and Critical Element Rubrics**, read each descriptor within each column and self-reflect on level of performance according to the evidence you can gather to substantiate that level. Determine your level of performance based on the number of boxes checked within the rubrics. List supporting artifacts in the column below. Then check the appropriate column that indicates your self-assessed level of performance. After checking the performance level in each category, check your overall rating for the overall standard. Use the *comments column* to explain any ambiguities or why you chose one level over the other if the ratings were close. A new form may be used for the initial, mid-year and end-of-year or this form may be updated and initialed with date of review and initials of both the counselor and principal.

Standard 1: Program Planning, Design and Management. The professional school counselor collaboratively plans, manages and designs the comprehensive, developmental school counseling program.	Distinguished	Accomplished	Emerging	Unsatisfactory
Critical Standard Element 1.1. The school counselor assumes leadership in planning, designing and advocating for a balanced, comprehensive school counseling program aligned with the state model.				

Evidence	Description of Artifacts	Comments
<ul style="list-style-type: none"> Comprehensive School Counseling Plan Self-Appraisal Monthly/annual calendars Strategic plan Disaggregation results data Technology integration(e.g. pie charts, graphs, website lists, Electronic log data (WVDE example) documenting utilization of time Needs assessments Program planning notes <p><i>Other relevant evidence</i></p>		

Critical Standard Element 1.2. The school counselor manages the school counseling program and documents alignment with the WV School Counselor Performance Standards.				
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Evidence	Description of Artifacts	Comments
<ul style="list-style-type: none"> Counseling curriculum plan/map Daily, Weekly, Monthly Calendars Counselor use of time log Portfolio Action plans Lesson plans* Advisory Council minutes Communication/Correspondence Tools Surveys (e.g. student, parent, teacher) Grant applications <p><i>Other relevant evidence</i></p>		

Reflective Comments:

Standard 2: Program Delivery. The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.			Distinguished	Accomplished	Emerging	Unsatisfactory
Critical Standard Element 2.1. The school counselor facilitates the implementation of an integrated comprehensive guidance curriculum.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> Counselor curriculum map by grade level Curriculum Crosswalks Lesson plans Evidence of guidance integration in relevant courses and programs Daily, Weekly, Monthly Calendars <i>Other relevant evidence</i>						
Critical Standard Element 2.2. The school counselor utilizes research-based and best practices as reflected by state school counseling protocols.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> WV School Counselor Protocols Lesson plans Action plans Observations Peer Review <i>Other relevant evidence</i>						
Critical Standard Element 2.3. The school counselor provides a continuum of interventions and responsive services.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> School Crisis Plan Group Counseling Documents Referral forms Student Intervention Plan School Mental Health Plan Early Intervention Documentation Needs assessment (e.g. surveys, referrals) <i>Other relevant evidence</i>						
Critical Standard Element 2.4. The school counselor coordinates a seamless, systematic approach to academic, career and personal/social student supports.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> Prevention Program documents (e.g. LINKS delivery, Positive Behavior Support delivery, CFVW student portfolios) Programmatic grade level Transition plans SAT, IEP, 504, MDT meeting documents Workshops for parents, teachers, and community stakeholders Agendas/sign in sheets End of Year participation survey ASCA Crosswalk <i>Other relevant evidence</i>						

Critical Standard Element 2.5. The school counselor participates in and/or facilitates a coordinated approach to individual student planning.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> • ISTP Plans (Individual Student Transitional Plans - 5 Year Plan) • Grade level portfolios • Graduation checklists • Notes in student records • Parent and student conference agendas/ notes/signatures • Individualized data from standardized tests • Learning styles/Interest Inventories <i>Other relevant evidence</i>						
<i>Reflective Comments:</i>						
Standard 3: Data Driven Accountability and Program Evaluation. The professional school counselor examines school, student, and program data to annually evaluate school counseling program results and to assure program completeness.			Distinguished	Accomplished	Emerging	Unsatisfactory
Critical Standard Element 3.1. The school counselor guides continuous program improvement through multiple forms of evaluation.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> • School Counseling Program Audit • Advisory council notes • Counselor self assessment • School data (e.g. attendance, standardized tests, retention/drop-out/ graduation rates) • Students Needs Assessment result • Surveys(e.g. pre-post tests, student, parent teacher) • Operational schedules (e.g. daily, weekly, monthly calendars, schedules) • Website • Pre and Post Test data • Logs (e. g. parent/student contact, referrals, etc.) <ul style="list-style-type: none"> • Annual School Counseling Report • CFWV usage reports <i>Other relevant evidence</i>						
<i>Reflective Comments:</i>						

Standard 4: Leadership and Advocacy. The professional school counselor assumes a leadership role in advocating for student and program success.	Distinguished	Accomplished	Emerging	Unsatisfactory
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Critical Standard Element 4.1. The school counselor advocates for the success of all students by promoting equity and access.				
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Evidence	Description of Artifacts	Comments
<ul style="list-style-type: none"> Referral documentation to programs and resources school leadership opportunities, tutoring, mentoring, School Based Mental Health, after-school programs, counseling, SAT Team, RTI involvement, School-wide programs) Longitudinal course enrollment data (AP, Honors courses, dual credit, EDGE) Other relevant evidence Disaggregated data Policy documents School programs agendas/ outline/sign in sheets Student progress towards post secondary (training, certificates, 2 year college, 4 year college, military, workforce, applications, portfolio, etc.) Document of Student Re-entry strategies Transition strategies documentation <i>Other relevant evidence</i>		

Critical Standard Element 4.2. The school counselor collaborates with various stakeholders.				
---	--	--	--	--

Evidence	Description of Artifacts	Comments
<ul style="list-style-type: none"> Stakeholder meeting notes/agendas/ sign-in sheets Advisory Council meeting notes/agenda/ sign-in sheet Copies of updated or new policies and practice guides Logs documenting interactions including but not limited to: families, agencies, counselors, school nurses, social workers, DHHR, school psychologists, school sponsors, athletic directors/coaches, employers, elected officials, policy makers, military, etc. <ul style="list-style-type: none"> Advisory roster Meeting notes School counseling action plans School counseling curriculum maps <i>Other relevant evidence</i>		

Reflective Comments:

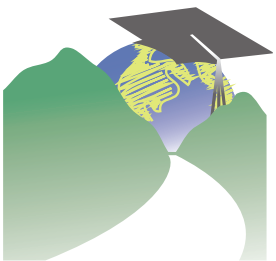
Standard 5: Professional Growth and Responsibilities. The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.			Distinguished	Accomplished	Emerging	Unsatisfactory
Critical Standard Element 5.1. The School Counselor seeks ongoing, relevant professional development.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> Documentation of participation in: Conferences/Workshops/Webinars (local, state and national level) Professional growth goals Counselor evaluation (identification of weaknesses to target) Self Appraisal Action Plans Attendance Certificates Proof of enrollment: Graduate Courses, online courses Proof of teaching undergraduate or graduate courses. Professional newsletters, journals, etc. <i>Other relevant evidence</i>						
Critical Standard Element 5.2. The school counselor contributes to the growth of the profession.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> Presentations/Publications/Contributions to Best Practices Professional organization involvement Task Force/committee rosters/ sign-in sheets Mentoring documentation <i>Other relevant evidence</i>						
Critical Standard Element 5.3. The school counselor demonstrates professional and ethical practices.						
Evidence	Description of Artifacts	Comments				
<ul style="list-style-type: none"> ASCA Code of Ethics FERPA Guidelines County policy related to confidentiality and professional practices Mission statement/ philosophies/beliefs Observations Surveys (e.g. student, parent, staff) Feedback (e.g. student, parent staff) Protocols <i>Other relevant evidence</i>						
<i>Reflective Comments:</i>						
<i>Evaluator Comments:</i>						

COUNSELOR: The above notations, list of artifacts, and reflections represent an accurate portrayal of my self assessment.

Signature _____ Date _____ Date _____ Date _____

PRINCIPAL: I have reviewed this self assessment with the counselor and used as a basis for goal setting and/or end of year evaluation. Any disagreements are noted.

Signature _____ Date _____ Date _____ Date _____



WV School Counselor Evaluation

Initial Goal Setting Meeting Conducted on			
Counselor Name			
Counselor's Signature		Date	
Evaluator's Name			
Evaluator's Signature		Date	
<p>Goal 1: CSE #_____ <i>(list specific Critical Standard Element (CSE) related to this goal)</i></p> <hr/> <hr/>			
<p>Goal 2: CSE #_____ <i>(list specific Critical Standard Element (CSE) related to this goal)</i></p> <hr/> <hr/>			
<p>Goal 3: CSE #_____ <i>(list specific Critical Standard Element (CSE) related to this goal)</i></p> <hr/> <hr/>			
<p>Comments:</p> 			

Mid-Year Review/Progress Report			
Counselor's Signature		Date	
Evaluator's Signature		Date	
Goal status:	1. Met Goal	Adequate Progress	Inadequate Progress
	2. Met Goal	Adequate Progress	Inadequate Progress
	3. Met Goal	Adequate Progress	Inadequate Progress
<i>(List any additional goals)</i>			
Comments/Modifications:			

Year-End Review			
Counselor's Signature		Date	
Evaluator's Signature		Date	
Goal met:	1. Met Goal	Goal Not Met	
	2. Met Goal	Goal Not Met	
	3. Met Goal	Goal Not Met	
<i>If goal is not met, explain any extenuating circumstances impacting goal attainment:</i>			
Comments/Modifications:			

Progress Report _____ Final Report _____

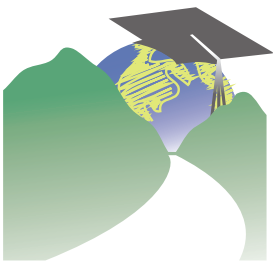
Meeting Notes:

Evaluation Component	Weight	Actual	Possible	Actual
Standard 1	10%		60%	
Standard 2	20%			
Standard 3	10%			
Standard 4	10%			
Standard 5	10%			
Goal 1	10%		30%	
Goal 2	10%			
Goal 3	10%			
Program Audit	10%		10%	
Professional Conduct			Not weighted, but my require personnel action	
Total Score				

Counselor and administrator may use the above point system to assign a numerical score based on the performance rating and evidence in each category using the above weighting scale to substantiate overall score and to demonstrate fairness of the process.

Counselor Signature Date

Principal/Designee Signature Date



WV School Counselor Evaluation - Goal Setting

Progress Report _____ Final Report _____

Directions: Counselor will use a form for each annual goal selected for evaluation purposes. Counselors must select a minimum of three goals, one of which must relate to both a critical element and the school's strategic plan.

Standard _____				
Critical Standard Element _____				
Goal 1:				
Please list action steps to include: Activities, Responsibilities, Collaborative Elements, Cost, Timeline, Progress Points and Evidences. Relates to School's Strategic Plan _ YES NO				
My current performance is:	Distinguished	Accomplishes	Emerging	Unsatisfactory
My goal at the end of the year is:	Distinguished	Accomplishes	Emerging	Unsatisfactory
Comments:				
Action Steps	Date	Progress	Achieved Y/N	
Assistance needed (additional professional development, resources, collaboration, etc.) to achieve goal:				

WV School Counselor Evaluation - Goal Setting Form: B.3

Progress Report _____ Final Report _____

Directions: Counselor will use a form for each annual goal selected for evaluation purposes. Counselors must select a minimum of three goals, one of which must relate to both a critical element and the school's strategic plan.

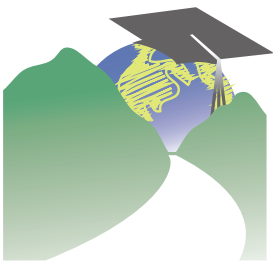
Standard _____																																								
Critical Standard Element _____																																								
Goal 2:																																								
Please list action steps to include: Activities, Responsibilities, Collaborative Elements, Cost, Timeline, Progress Points and Evidences. Relates to School's Strategic Plan _ YES NO																																								
My current performance is:	Distinguished	Accomplishes	Emerging	Unsatisfactory																																				
My goal at the end of the year is:	Distinguished	Accomplishes	Emerging	Unsatisfactory																																				
Comments:																																								
<table border="1" style="width: 100%; border-collapse: collapse; background-color: #f2f2f2;"> <thead> <tr> <th style="width: 40%;">Action Steps</th> <th style="width: 15%;">Date</th> <th style="width: 25%;">Progress</th> <th style="width: 20%;">Achieved Y/N</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>					Action Steps	Date	Progress	Achieved Y/N																																
Action Steps	Date	Progress	Achieved Y/N																																					
Assistance needed (additional professional development, resources, collaboration, etc.) to achieve goal:																																								

WV School Counselor Evaluation - Goal Setting Form: B.3

Progress Report _____ Final Report _____

Directions: Counselor will use a form for each annual goal selected for evaluation purposes. Counselors must select a minimum of three goals, one of which must relate to both a critical element and the school's strategic plan.

Standard _____				
Critical Standard Element _____				
Goal 3:				
Please list action steps to include: Activities, Responsibilities, Collaborative Elements, Cost, Timeline, Progress Points and Evidences. Relates to School's Strategic Plan _ YES NO				
My current performance is:	Distinguished	Accomplishes	Emerging	Unsatisfactory
My goal at the end of the year is:	Distinguished	Accomplishes	Emerging	Unsatisfactory
Comments:				
Action Steps	Date	Progress	Achieved Y/N	
Assistance needed (additional professional development, resources, collaboration, etc.) to achieve goal:				



WVSCE Observation

Directions: OBSERVATIONS ARE OPTIONAL FOR SCHOOL COUNSELORS. School counselors may ask their principal to observe them in situations they or the principal chooses related to the five standards. The counselor may also ask the principal if other relevant stakeholders (county school counselor coordinator, classroom teacher while counselor is delivering classroom guidance, assistant principal, etc.) be permitted to observe them in any of the standard.) in order to use observations as a piece of evidence to support performance. Both the counselor and principal should agree on any observations not conducted by the principal. The observer will note the event, the appropriate Standard and Critical Standard Element (CSE) being observed and write comments regarding the counselor’s performance during the event/activity being observed.

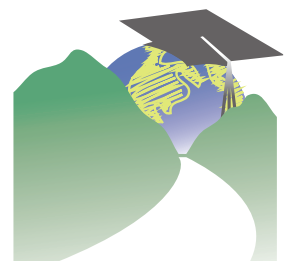
Educator’s Name	
Position	
School	
Date	
Event/Activity	

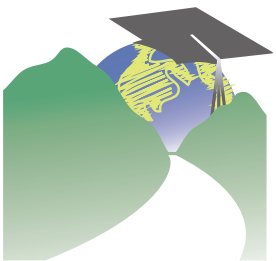
Standard 1 – Program, Planning, Design and Management
<p>CSE 1.1 The school counselor assumes leadership in planning, designing and advocating for a balanced, comprehensive school counseling program aligned with the state model.</p> <p>CSE 1.2 The school counselor manages the school counseling program and documents alignment with the WV School Counseling Model.</p>
Standard 2 – Program Delivery
<p>CSE 2.1 The professional school counselor facilitates the implementation of an integrated comprehensive guidance curriculum</p> <p>CSE 2.2 The school counselor utilizes research-based and best practices as reflected by state school counseling protocols.</p> <p>CSE 2.3 The school counselor facilitates the delivery of a continuum of interventions and responsive services.</p> <p>CSE 2.4 The school counselor coordinates a seamless, systematic approach to academic, career and personal/social student supports.</p> <p>CSE 2.5 The school counselor participates in and/or facilitates a coordinated approach to individual student academic and career planning.</p>

Standard 3 – Data Driven Accountability and Evaluation
CSE 3.1 The school counselor guides continuous program improvement through multiple forms of evaluation.
Standard 4 – Leadership and Advocacy
CSE 4.1 The school counselor advocates for the success of all students by promoting equity and access.
CSE 4.2 The school counselor collaborates with various stakeholders.
Standard 5 – Professional Growth and Responsibilities
CSE 5.1 The school counselor seeks ongoing, relevant professional development.
CSE 5.2 The school counselor demonstrates professional and ethical practices.
CSE 5.3. The school counselor demonstrates professional and ethical practices.

Appendices C and D

Development of Standards



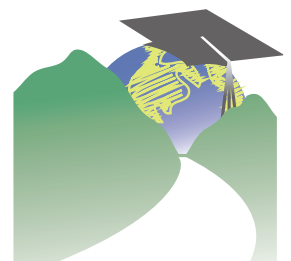


Appendix C: Development of the West Virginia School Counselor Performance Standards

The foundation of the West Virginia School Counselor Evaluation System is the West Virginia School Counselor Performance Standards. These standards were developed by a diverse educational group that included West Virginia school counselors and other key stakeholders (principals, central office leaders, RESA, WVBE, and WVDE) and are based upon exemplary national standards and standards from other states. These included those of the:

- American School Counselor Association (ASCA) National Model®
- Alabama, Kansas, New York, Oklahoma, South Dakota, Texas, Missouri, and Utah School Counseling Standards
- Charlotte Danielson School Counseling Standards and Framework
- CACREP (Council for Accreditation of Counseling and Related Educational Programs)
- National Educational Technology Standards for Teachers (NETS·T)
- WV Educator and Leadership Standards
- National Career Development Standards
- National Board of Professional Teaching Standards' (NBPTS) *School Counseling Standards*

The Standards are organized in **five categories** relating to: 1) **Program Planning, Design and Management**, 2) **Program Delivery** 3) **Data Driven Accountability and Program Evaluation**, 4) **Leadership and Advocacy**, and 5) **Professional Growth and Responsibilities**. They were reviewed by national experts on school counselor best practices and were made ready for WVBE Policy 5100. The State board approved the Performance Standards in December 2010.



Appendix D: Development of the West Virginia Evaluation System

Prior to the development of the West Virginia School Counselor Performance Standards, there were no guiding standards by which to evaluate school counselors based on expected practices, roles, and responsibilities specific to school counselors. West Virginia's system for evaluating school counselors was generic and used general guidelines established to evaluate an array of other school staff with differing job descriptions. These inaugural school counselor performance standards serve as the core foundational element by which to evaluate school counselors.

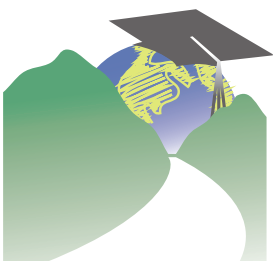
In January 2011 a task force was created, made up of diverse education stakeholders to begin developing the inaugural West Virginia School Counselor Evaluation System to meet the guiding VISION of the State Board of Education: West Virginia will have a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops teacher, counselor, and leader effectiveness. The work was further supported by the Appalachian Regional Comprehensive Center: ARCC or Edvantia and Dr. Jay Carey, Director of the Center for School Counseling Outcome Research, who assisted with the development of the WV School Counseling Evaluation System.

The task force began its work in February 2011 to begin a three-part process:

Part 1: OUTCOME/PRIORITY – Develop an Evaluation System that Measures Counselor Effectiveness based on the West Virginia Professional School Counselor Performance Standards (WVSCPS)

Objectives

- Distill WV Professional School Counselor Standards to determine Critical Standard Elements (CSE) that will provide a fair and comprehensive assessment of the counselor's alignment with the standards
- Develop a set of measureable rubrics for each identified critical standard elements
- Determine what evidence and measures can be used to determine level of alignment with the Critical Standard Elements
- Ensure that CSEs and rubric elements reflect research best practices that produce positive student outcomes



PART 2: OUTCOME/PRIORITY Develop measures of counselor effectiveness that are outcome focused and drives Counselor Growth and Program Improvement and guides the evaluator.

Objectives

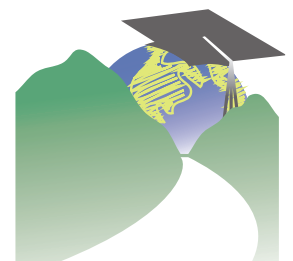
- Ensure that evaluation system informs both the school counselor and the evaluator as to the specific practices in each category
- Establish a goal setting process based on a self-assessment process that determines level of alignment with CSEs and identifies areas for potential professional and program growth

PART 3: OUTCOME/PRIORITY Develop a process that is fair and equitable, user-friendly, is goal focused, and includes evaluation of all counselors with an appropriate process for both novice and experienced counselors.

Objectives

- Determine the process for Measuring the Critical Power Elements for both novice and experienced counselors
- Develop a glossary to define terms that may be unfamiliar to counselors and evaluators
- Develop a Counselors and Administrators Guide for Evaluating School Counselors in West Virginia
- Pilot the new evaluation system in selected schools to field test for effectiveness and usability

The WV School Counselor Evaluation Task Force met in February 2011 and distilled the West Virginia School Counselor Performance Standards which was comprised of Five (5) Standards, Nineteen (19) Functions, and Fifty (50) indicators. Through carefully structured activities and thoughtful dialogue, the task force merged these standards, functions, and indicators into fourteen (14) Critical Standard Elements (CSE) that would be used to measure school counselor performance in WV. A subcommittee met separately in March 2011, to develop initial rubrics that would measure the counselor's performance level relating to CSE to include Distinguished, Accomplished, Emerging, and Unsatisfactory. With the foundational measurements in place, the task force began completing the evaluation system.



The WV School Counselor Evaluation Task Force continued meeting in April and May of 2011 and worked in subcommittees:

Workgroup 1.0 – Rubrics Refinement: This group further condensed and refined the rubric language to ensure the language was clear, concise, and contained sufficient language to effectively evaluate each critical element and sought formal feedback from the full task force to determine the following:

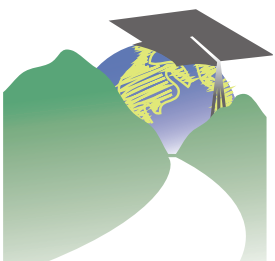
1. The rubric can be understood by both educators and evaluators. Its language is meaningful and accessible.
2. The rubric provides counselors significant useful feedback about performance.
3. The rubric can be supported by evidence that is readily available to counselors.

Additionally, this group identified words that need to be defined to include in the rubrics and identified some initial evidence and measures to recommend for consideration by the Evidence and Measures workgroup.

Workgroup 2.0 – Evidence and Measures: This group identified evidence and measures that were commonly used by school counselors that could be used to substantiate their level of performance they identified for each CSE during the self-assessment phase of the evaluation. To determine if the Evidence and Measures were appropriate to support each critical element this group sought feedback from the full task force to determine the following:

1. The Evidence captures broad categories of evidence without being overly prescriptive.
2. The Evidence and Measures adequately represents rubric concepts.
3. It is possible that some Evidence and Measures should carry more weight or be required by all counselors.

Workgroup 3.0 – Logistics and Systems Considerations: This group examined logistics and systems considerations to include the process, timeline, tools for developing a comprehensive, yet, non-cumbersome school counseling evaluation system. This group developed the actual process and structure, and the evaluation system that integrated the work from Workgroup 1.0 and 2.0 to create this culminating guiding document: The Guide for Evaluating School Counselors in West Virginia. Dr. John Carey, Director, National Center Counseling Outcome Research collaborated with the WVDE Office of School Improvement, pulling together the culminating work of the task force and ensuring consistency with national best practices in the development of the guide



Acknowledgements

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Jeannine Branch	Anita Deck	Dr. Karen Huffman
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Dr. Lowell Johnson, Board Member	Priscilla Haden, Board Member
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The West Virginia Board of Education acknowledges the West Virginia Department of Education liaisons:

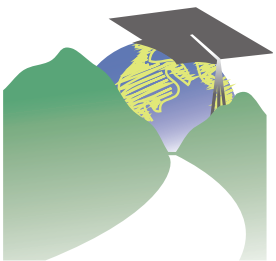
Barbara Ashcraft	Dr. Amelia Courts	Melanie Purkey
Shelly DeBerry	Rebecca Derenge	Lori Wiggins
Michele Blatt	Lisa Hedrick	
Nancy Cline	Anne Monterossa	

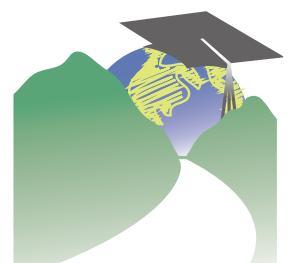
The West Virginia Board of Education also acknowledges the director of the National Center for School Counseling Outcome Research:

Dr. Jay Carey, Director: Office of School Counseling Outcome Research, University of Massachusetts: Amherst

The West Virginia Department of Education wishes to acknowledge and thank the schools serving as pilot sites.

East Fairmont Junior High	Martinsburg North Middle	Southside K-8
East Hardy High School	Mount View High School	West Hamlin Elementary
Guyan Valley Middle	Riverside High School	







Jorea M. Marple, Ed.D.
State Superintendent of Schools
July 2011