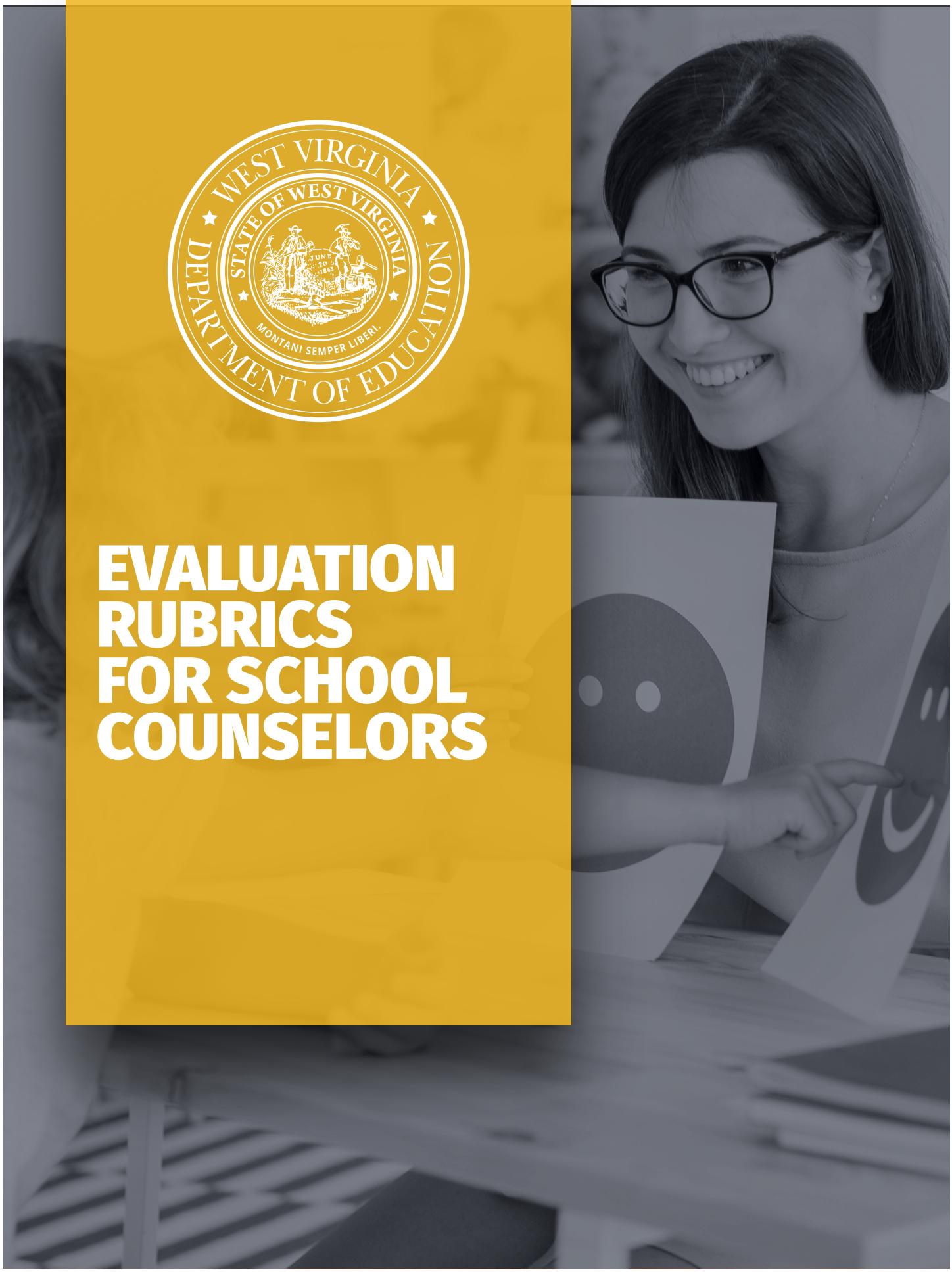


EVALUATION RUBRICS FOR SCHOOL COUNSELORS



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2026-2027

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WEST VIRGINIA SCHOOL COUNSELOR PERFORMANCE RUBRICS

The next few pages contain the rubrics counselors will use to self-assess their performance using the Self-Reflection Form/online system. Four distinct levels of performance are used to describe the quality of school counseling within West Virginia schools. Rubrics guide the determination of specific performance levels.

Distinguished	Accomplished	Emerging	Unsatisfactory
Distinguished performance describes professional school counselors who are responsible for their own learning, lead continuous improvement of the CSCP, have a systemic approach to collaboration and communication, and share best practices with colleagues.	Accomplished performance describes professional school counselors who have achieved mastery within a critical element. This level of performance is generally expected for experienced counselors.	Emerging performance describes professional school counselors who may be new to the field or experienced counselors who are struggling in a particular area and need to set improvement goals to move to a more accomplished level of performance.	Unsatisfactory performance describes school counselors with unacceptable job performance in an indicated area and may be doing harm to students.

Performance-level ratings may fluctuate from year-to-year due to a variety of circumstances. Evaluators select a performance level from the rubric that best describes current, actual school counselor practice—not a future expectation—for a particular element. Connecting the performance level to actual practice is especially important when choosing between two adjoining performance levels. For example, emerging performance is clearly different from unsatisfactory performance. School counselors, likewise, select from the rubric a performance level that best describes current practice when completing the self-reflection. West Virginia School Counselor Standards may offer additional insight into selecting an appropriate performance level for self-reflection or evaluation.

Because school counseling has emerged into a substantive program as defined by the ASCA Model® and West Virginia Board of Education Policy 2315, some of the language may be unfamiliar to counselors and administrators; a definition section has been provided to define bolded terms found in the Distinguished column. These definitions are intended to create a common language, common agreements, and understanding related to the language within each performance level.

WEST VIRGINIA COUNSELING PROGRAM MODEL

The West Virginia model describes the expectations for school counselors, program components, best practices, and outlines a process for tailoring the model to meet the needs of individual West Virginia districts and schools. Evaluation elements require school counselors to align practices and programs with the state model. The model can be found on the front page of the school counseling website.

WEST VIRGINIA COUNSELING PROGRAM MODEL

STANDARD 1: Program Planning, Design and Management

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.

Distinguished	Accomplished	Emerging	Unsatisfactory
› designs, implements, 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 written 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.	› consistently designs a clear standards-based curriculum plan to address all three domains. › consistently plans and designs a written comprehensive program utilizing all delivery systems. › consistently leads efforts to include the school counseling program in the school's strategic plan to assure alignment with the West Virginia School Counseling Model.	› provides a developed standards-based curriculum plan that will address components of all three domains. › develops a written comprehensive program that is working toward utilizing all delivery systems. › reviews the school counseling program in the school's strategic plan to assess the strengths and weaknesses in alignment with the West Virginia School Counseling Model.	› provides no evidence of a written standards-based curriculum plan to address all three domains. › does not provide a written comprehensive program utilizing all delivery systems. › provides no evidence of the school counseling program in the school's strategic plan to assure alignment with the West Virginia School Counseling Model.

Element 1.2: The school counselor manages the school counseling program and documents alignment with the West Virginia School Counseling Model.

Distinguished	Accomplished	Emerging	Unsatisfactory
› develops and regularly updates clear operational schedules with stakeholder input and circulates to all stakeholders. › systematically manages time and resources, seeks new resources, and partners with stakeholders to ensure the delivery of a school counseling program for all students, as evident through documentation. › maximizes all time not spent providing student services (direct or indirect) to support the planning and managing of the school counseling program and activities, and collaborating with stakeholders to support the success of all students.	› consistently develops and circulates clear operational schedules to stakeholders. › consistently manages time and resources to ensure proper delivery of a school counseling program for all students and documents use of time and program completeness. › consistently ensures all time not spent providing student services (direct or indirect) to support the planning and managing of the school counseling program and activities.	› works to develop an operational schedule to circulate to stakeholders. › provides limited documentation of use of time and resource management for services that may not address the needs of all students. › demonstrates an awareness of in appropriate use of time and works toward aligning activities to support the school counseling program.	› fails to develop and/ or circulate clear operational schedules to stakeholders. › does not manage and/ or document use of time and services to ensure the delivery of a school counseling program for all students. › misuses most of his/her time in inappropriate activities and/or administrative duties not related to supporting the school counseling program.

STANDARD 2: Program Delivery

Element 2.1: The school counselor facilitates a coordinated, integrated approach to the delivery of Policy 2520.19 West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12.

Distinguished	Accomplished	Emerging	Unsatisfactory
› oversees a planning process to review Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDSSS), to ensure the developmentally appropriate delivery of all standards. Some standards may be integrated into meaningful instruction by the classroom teacher while other standards may best be addressed through classroom lessons or special school programs/events coordinated or delivered by the school counselor. This process is data driven, engaging, and well circulated to multiple stakeholders. › plans, develops, and provides an embedded delivery of the WVCCRDSSS with relevant courses and programs and involves various school and community stakeholders.	› facilitates a planning process to review Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success, to ensure the developmentally appropriate delivery of all standards. Some standards may be integrated into meaningful instruction by the classroom teacher while other standards may best be addressed through classroom lessons or special school programs/events coordinated or delivered by the school counselor. This process is data driven. › proactively participates in the integration of the integration of the delivery of the WVCCRDSSS with relevant courses and programs within the school.	› participates in the delivery of Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success, by providing lessons or programs that are standards-based and/or developmentally appropriate. › seeks ways to integrate the delivery of the WVCCRDSSS with relevant courses and other school programs	› does not facilitate the delivery of Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success. › does not integrate the delivery of the WVCCRDSSS with relevant courses and other school programs.

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

Distinguished	Accomplished	Emerging	Unsatisfactory
› demonstrates consistent use of West Virginia School Counseling Model and contributes to the creation of existing and new, research-based, best practices that support 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. › systematically integrates 21st century learning skills and continually seeks innovative approaches to implement and educates stakeholders in the utilization of technology in the counseling program.	› demonstrates use of existing and new, research-based, best practices through evidence which support student growth and success, including West Virginia School Counseling Model. › 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.	› is aware of the West Virginia School Counseling Model but is inconsistent in utilizing these and other research based, best practices. › demonstrates growth of knowledge and utilization of researched-based, engaging student activities. › recognizes the need for greater integration of 21st century learning skills and is exploring and developing greater usage of available technology to deliver the counseling program.	› does not demonstrate knowledge or use of the West Virginia School Counseling Model and utilize 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.

STANDARD 2: Program Delivery

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

Distinguished	Accomplished	Emerging	Unsatisfactory
› methodically advocates, monitors, and modifies a structured process and collaborates with stakeholders to assure early identification and referrals for all at-risk students. › pervasively provides individual and 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.	› consistently monitors a structured process, collaborating with stakeholders, to ensure early identification and referrals for at-risk students. › consistently provides individual and group counseling to meet identified student needs and makes referrals to experts in the field for intensive services as needed. › participates with staff in the implementation of a school crisis plan that is aligned with the county plan, and trains staff annually to be prepared for a variety of crises.	› assists with a structured process for early identification and referrals for at-risk students. › provides minimal individual and group counseling › to meet identified student needs and makes referrals to experts in the field for intensive services as needed. › becomes informed of an existing school crisis plan to assess alignment with the county plan and trains staff after a crisis occurs.	› is not involved in the coordination of a structured process for early identification and referrals for at-risk students. › neither provides individual and group counseling to meet identified student needs nor makes referrals to experts in the field for intensive services as needed. › does not participate in the implementation of a school crisis plan that is aligned with the county plan.

Element 2.4: The school counselor coordinates a seamless, systematic approach to providing student support systems.

Distinguished	Accomplished	Emerging	Unsatisfactory
› 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. › advocates for and assists in 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.	› 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 counseling 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.).	› demonstrates growth in coordination and collaboration with stakeholders to develop a school-wide student support system to enhance success of all students. › provides limited professional development for stakeholders related to support system components and activities. › seeks ways to work with school and community stakeholders to develop effective transition programs that include: grade-to-grade, school-to-school, school-to-work, and school-to-postsecondary. › explores ways to increase the use of prevention-based activities to support a positive school climate. › develops his/her capacity as a member of student support teams to promote student success (SAT, 504, IEP, MDT, etc.).	› 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.).

STANDARD 2: Program Delivery

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

Distinguished	Accomplished	Emerging	Unsatisfactory
› develops and facilitates a clear systemic process for all students that pervasively involves teacher/advisor, › parents/guardians, and other stakeholders, to explore, plan, and document career options, educational progress, and individual student plans, as needed. › develops and facilitates an effective system to educate stakeholders of up-to-date changes in graduation requirements, 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 selection, assessments, post- secondary options, and future success.	› consistently facilitates and manages a clear systemic process for students, involving teacher/advisor and parents/ guardians, to explore, plan, and document career options, as well as for developing and updating educational progress and individual student plans. › remains well informed and shares information related to graduation requirements, Programs of Study, post-secondary options, and workforce trends with all stakeholders. › consistently educates stakeholders regarding the relationship between academic performance, course selection, assessments, post-secondary options, and future success.	› manages an underdeveloped process for students to explore and plan career options, as well as for developing and updating educational and academic plans, with increasing family/guardian involvement. › explores and shares information regarding graduation requirements, 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.	› does not have a process for students to explore career options and does not facilitate a process to manage educational and academic plans with family/guardian involvement. › lacks the knowledge to benefit students in regard to graduation requirements, 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.

STANDARD 3: Data Driven Accountability and Program Evaluation

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

Distinguished	Accomplished	Emerging	Unsatisfactory
› systematically collects, accurately interprets, and analyzes annual and longitudinal student (i.e. process, perception, and results data) and program data to drive continuous program improvement and to advance practices, and shares data for stakeholder input. › conducts an annual comprehensive school counseling program assessment to evaluate program completeness with stakeholder involvement, and develops comprehensive, data-driven recommendations that ensure program completeness and effectiveness.	› 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 assessment to evaluate program completeness and sets appropriate goals to drive program improvement	› develops systems for collecting and interpreting data to more efficiently drive the school counseling program and guide practices. › conducts a school counseling program assessment to evaluate program completeness and sets and works toward program improvement in at least one area.	› does not demonstrate knowledge of data collection or use of data to drive the school counseling program. › does not conduct a school counseling program assessment and does not evaluate program completeness.

STANDARD 4: Leadership and Advocacy			
Element 4.1: The school counselor advocates for the success of all students by promoting equity and access.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
› 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 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, staff, and other stakeholders 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. › systematically remains current of student rights and school-wide and individualized needs and leads efforts to create or update policies and practices to support student wellbeing.	› advocates for the success of all students by promoting equity and access to curriculum, programs, services, and resources through the systematic use of various data sources. › educates stakeholders about school and community programs, services, and resources that contribute to student success. › actively collaborates with administration, staff, and other stakeholders to identify individual modifications, interventions, programs, and resources that maximize equity and student success. › is clearly informed of student rights/needs and collaborates with other stakeholders to update policies and practices to support student wellbeing.	› advocates for the success of all students by promoting equity and access to curriculum, programs, services, and resources, and uses data sources as needed. › explores ways to provide education for school staff about school and community programs, services, and resources that contribute 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. › acquires information about student rights/ needs and provides some advocacy for policies and practices that support student wellbeing.	› does not advocate for the inclusion of underserved populations into rigorous and relevant curriculum, programs, services, and resources, and does not use data sources. › does not educate staff or other 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 wellbeing.

STANDARD 4: Leadership and Advocacy			
Element 4.2: The school counselor collaborates with various stakeholders.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
› uses a systematic and documented approach to seek input from all stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. › utilizes systemic processes to foster growing collaboration and stakeholder involvement in the delivery of the school counseling program. › establishes and actively utilizes a diverse Advisory Council to evaluate, plan, and design using a data-driven and research-based approach to advance 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.	› utilizes tools to consistently seek input from all stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. › establishes multiple processes and approaches to foster collaboration and 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.	› develop tools for obtaining input from stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. › seeks avenues to collaborate with and involve 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. › seeks to develop knowledge and skills as a collaborator/ team member within the school, county system, and community.	› does not seek input from stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. › does not collaborate with or involve 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. › participates as a team member within the school and community only when directed by the principal or required by policy.

STANDARD 5: Professional Growth and Responsibilities

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

Distinguished	Accomplished	Emerging	Unsatisfactory
› conducts annual self-reflection using the West Virginia School Counselor Standards Performance Rubrics to set rigorous goals for continuous professional growth and educates others on the self-reflection and goal setting process. › uses self-reflection results and school data to collaboratively develop, plan, and meet annual student impact goal and sets additional annual goal(s) that ensure the counselor is moving toward accomplished in all standard elements. › seeks, designs, and participates in ongoing, relevant professional development to address professional growth goals; conducts professional development and educates others within the profession. › embeds professional development experiences into practice to improve the school counseling program and the profession; shares new knowledge in a variety of ways to educate others within the profession.	› conducts thoughtful annual self-reflection to set appropriate goals for continuous professional growth using the West Virginia School Counselor Standards Performance Rubrics. › uses self-reflection to develop professional growth goals for professional practices and the school counseling program that ensure evaluation goal attainment and growth in the standard elements selected for the annual evaluation. › systematically 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	› minimally conducts self-reflection to determine professional development needs using the West Virginia School Counselor Standards Performance Rubrics. › uses self-reflection results to set goals for professional growth that ensure alignment with the West Virginia School Counselor Performance Standards and movement to the next performance level in at least one evaluation element each year. › attends professional development provided by the school system whether or not it is directly related to professional growth goals. › attempts to use professional development information to make school counseling program improvements or profession.	› does not conduct self-reflection using the West Virginia School Counselor Standards Performance Rubrics. › does not use self-reflection results to set goals that ensure continuous professional growth as evidenced by movement to the next performance level in at least one element each year. › 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.

Element 5.2: The school counselor demonstrates professional and ethical practices.

Distinguished	Accomplished	Emerging	Unsatisfactory
› models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselor and 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. › continuously evaluates personal beliefs and individual prejudices and removes them from personal practice and educates others to dispel prejudices.	› 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.	› seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselor and/ or FERPA Guidelines. › develops habits of professionalism through dress, conduct, and relationships with students, staff, and all stakeholders. › develops awareness of personal beliefs and prejudices that may affect professional practice.	› does not demonstrate knowledge of 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. › fails to recognize personal beliefs and prejudices that affect professional practice.

STANDARD 5: Professional Growth and Responsibilities

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

Distinguished	Accomplished	Emerging	Unsatisfactory
› 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. › systematically reviews and consistently contributes annually to local, state, and/or national programs, literature, research, and policies to further the profession.	› 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. › frequently reviews and contributes to local, state, and/or national programs, literature, research, and policies to further the profession.	› on a limited basis, shares expertise, resources, and best practices with other professionals on a limited basis. › seldom attends activities that promote the profession of school counseling committees, workshops, conferences, organizations, etc. › infrequently reviews and provides limited contributions to local, state, and/or national programs, literature, research, and policies to further the profession.	› does not share expertise, resources and best practices with other professionals. › does not participate in local, 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 to further the profession.

STANDARD 6: Student Impact Goal

Element 6.1: The work of the counselor results in measurable progress in the area being addressed by the student impact goal.

Distinguished	Accomplished	Emerging	Unsatisfactory
› There is evidence that the counselor utilized multiple research- based strategies in collaboration with other stakeholders to address the identified impact area. › There is evidence that the counselor completed all documented action steps and added new ones as needed to attain goal. › There is evidence that the counselor analyzed and presented comprehensive data related to the goal using multiple data points throughout the established timeframe.	› There is evidence that the counselor utilized multiple research- based strategies to address the identified impact area. › There is evidence that the counselor completed most documented action steps aimed at goal attainment. › There is evidence that the counselor analyzed and presented comprehensive data related to the goal using two data points.	› There is evidence that the counselor utilized at least one research- based strategy to address the identified impact area. › There is evidence that the counselor completed some documented action steps aimed at goal attainment. › There is evidence that the counselor analyzed and presented some data related to the goal using two data points.	› There is no evidence that the counselor utilized researched best practices to address the identified area of need. › There is no evidence that the counselor completed documented action steps to attain goal. › There is no evidence that the counselor analyzed and presented data related to the goal.

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 school counselors to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supersede existing codes and policies to which school counselors remain fully accountable, nor does it determine whether a behavior is correctable. Certain violations may be cured by implementation of an improvement plan; others will require immediate action.

STANDARD 7: PROFESSIONAL CONDUCT			
Element 7.1: The counselor demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.			
	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 violates 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/or community which is unprofessional



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West Virginia Superintendent of Schools