

School Counselor Performance Appraisal



School Counselor: _____

Evaluator: _____

Position: _____

Date: _____

The American School Counselor Association (ASCA) School Counselor Professional Standards & Competencies serve as an additional resource to guide West Virginia school counselors in meeting their professional responsibilities. The standards, like the West Virginia School Counselor Professional Standards, outline the mindsets and behaviors needed by professional school counselors to implement effective and successful school counseling programs. This School Counselor Performance Appraisal is a valuable tool that may be used, by West Virginia school counselors and administrators in multiple ways.

- Practicing school counselors can use this tool as a check to self-assess and make a professional development plan.
- School administrators can use this tool as a guide to hiring competent school counselors and for informing meaningful school counselor performance conferences with evidence review.
- School counselor education programs can use this tool as benchmarks for training.

Please note, the ASCA School Counselor Professional Standards & Competencies are in black font and the corresponding WV School Counselor Professional Standards and Elements are in blue font.

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	Rating 0-3
ASCA Professional Mindsets	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities (Element 4.1)	
Demonstrates belief all students should have access and opportunity to a high-quality education (Element 4.1)	
Demonstrates belief all students should have access to the school counseling program (Element 4.1)	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders (Element 4.2)	
Demonstrates belief that school counselors are leaders in the school, district, state and nation (Element 1.1, Element 5.3)	
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes (Element 2.1, Element 2.5)	
Observations and comments:	

PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p>Behaviors: Professional Foundation</p>	
<p>ASCA B-PF 1. Apply developmental, learning, counseling and education theories</p> <p>West Virginia School Counselor Professional Standards and Elements Element 2.2. The school counselor utilizes research based and best practices as reflected by state school counseling protocols.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Use human development theories to have an impact on developmental issues affecting student success b. Use learning theory to support student achievement and success, including students with diverse learning needs c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development e. Use career development theories to promote and support postsecondary planning f. Use principles of multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief) c. Classroom and group Mindsets & Behaviors action plans d. Closing-the-gap action plan/results report 	
<p>ASCA B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education</p> <p>West Virginia School Counselor Professional Standards and Elements Element 2.2. The school counselor utilizes research based and best practices as reflected by state school counseling protocols.</p>	

Demonstration includes:

- a. Explain organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices
- b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- d. Explain the history of school counseling to create a context for the current state of the profession and school counseling programs
- e. Explain the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
- g. Articulate a rationale for a school counseling program
- h. Use education research to inform decisions and programming
- i. Use current trends in technology to promote student success

Artifacts may include:

- a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)
- b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role
- c. Minutes from school counseling advisory committee meetings
- d. Completed School Counseling Model templates/worksheets for planning student impact goal(s) and interventions

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B-PF 3. Apply legal and ethical principles of the school counseling profession

West Virginia School Counselor Professional Standards and Elements

[Element 5.1. The school counselor seeks ongoing, relevant professional development.](#)

[Element 5.2. The school counselor demonstrates professional and ethical practices.](#)

Demonstration includes:

- a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- c. Adhere to the ethical and statutory limits of confidentiality
- d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- f. Resolve ethical dilemmas by employing an ethical decisionmaking model in accordance with the ASCA Ethical Standards for School Counselors
- g. Model ethical behavior
- h. Engage in continual professional development to inform and guide ethical and legal work

Artifacts may include:

- a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)
- b. Weekly calendars or time logs regarding documentation of critical interactions with students
- c. Completion certificates of professional development experiences

<p>ASCA B-PF 4. Apply school counseling professional standards and competencies</p> <p>West Virginia School Counselor Professional Standards and Elements Element 5.1. The school counselor seeks ongoing, relevant professional development. Self-Reflection: School counselors complete the online self-reflection to assess their professional practice as it relates to standards contained in the West Virginia Evaluation System and to assist in the development of personal professional learning goals.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Stay current with school counseling research and best practices b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies c. Use personal reflection, consultation and supervision to promote professional growth and development d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Membership documentation in state and national school counselor organizations b. Completed WV School Counselor Professional Standards Self Reflection and a written plans for own professional growth c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought 	
<p>ASCA B-PF 5. Uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program</p> <p>West Virginia School Counselor Professional Standards and Elements Element 2.1. The school counselor facilitates a coordinated, integrated approach to the delivery of the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Select WVCCRDS/ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data b. Prioritize WVCCRDS/ASCA Mindsets & Behaviors for Student Success standards aligned with school strategic plan goals c. Select or create competencies aligned with the WVCCRDS/ASCA Mindsets & Behaviors for Student Success <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Classroom and group action plan b. Closing-the-gap action plan/results report c. Lesson plans d. Meetings with school leadership team and a documented plan for addressing WVCCRDS through an integrated approach 	
<p>ASCA B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities</p> <p>West Virginia School Counselor Professional Standards and Elements Element 4.1. The school counselor advocates for the success of all students by promoting equity and access.</p>	

Demonstration includes:

- a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors
- b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
- e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

Artifacts may include:

- a. Completion certificates from professional development sessions on cultural, social or environmental influences
- b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others
- c. Annual professional growth plan

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B-PF 7. Demonstrate leadership through the development and implementation of the school counseling program

West Virginia School Counselor Professional Standards and Elements

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.

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

Demonstration includes:

- a. Identify sources of power and authority and formal and informal leadership
- b. Identify and demonstrate professional and personal qualities and skills of effective leaders
- c. Apply a model of leadership to a school counseling program
- d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program
- f. Use leadership skills to facilitate positive change for the school counseling program
- g. Define the role of the school counselor and the school counseling program in the school crisis plan
- h. Serve as a leader in the school and community to promote and support student success
- i. Participate in the school strategic planning process to bring the school counseling perspective to the development of strategic plan goals

Artifacts may include:

- a. Leadership roles in school, district or community committees focused on student success
- b. Participation in school counseling professional associations
- c. Annual student impact goal(s)
- d. Annual calendar
- e. Results reports
- f. Advisory council agendas and minutes
- g. Recognized ASCA Model Program (RAMP) certification

<p>ASCA B-PF 8. Demonstrate advocacy in a school counseling program</p> <p>West Virginia School Counselor Professional Standards and Elements Element 5.3. The school counselor contributes to the growth of the profession.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Model school counselor advocacy competencies to promote school counseling program development and student success b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders d. Articulate and provide rationale for appropriate activities for school counselors e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks g. Participate in school counseling and education-related professional organizations <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Presentations or information shared with school board and local, state or federal oversight organizations b. Presentations or information shared with faculty and staff, parents and other school stakeholders c. Reports showing how school counselor's time could be spent more effectively for student success (complete WV School Counselors' Time Log) d. Participation in school counseling professional association advocacy events e. School-counselor-developed infographics based on results reports and disseminated to school stakeholders 	
<p>ASCA B-PF 9. Create systemic change through the implementation of the school counseling program</p> <p>West Virginia School Counselor Professional Standards and Elements 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. Element 1.2. The school counselor manages the school counseling program and documents alignment with the West Virginia School Counseling Model.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Act as a systems change agent to create an environment promoting and supporting student success b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Reports showing change in student achievement, attendance or discipline data b. Reports showing change in course enrollment or increased access to opportunities c. Reports showing change in postsecondary success linked to National Student Clearinghouse data 	

Description	Rating 0-3
Behaviors: Direct and Indirect Student Services	
<p>ASCA B-SS 1. Design and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings</p> <p>West Virginia School Counselor Professional Standards and Elements Element 2.1. The professional school counselor facilitates a coordinated, integrated approach to the delivery of the West Virginia Student Success Standards. Element 2.3. The school counselor facilitates the delivery of a continuum of interventions and responsive services. Element 2.5. The school counselor participates in and/or facilitates a coordinated approach to individual student academic and career planning.</p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction b. Assess cultural and social trends when developing and choosing curricula c. Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/ develop other materials informed by research and best practice if evidence-based materials do not exist d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes f. Use a variety of technologies in the delivery of lessons and activities g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction h. Analyze data from lessons and activities to determine impact on student outcomes <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans d. Annual calendar (details of specific school counseling events for the year) 	
<p>ASCA B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings</p> <p>West Virginia School Counselor Professional Standards and Elements Element 2.1. The school counselor facilitates the implementation of an integrated comprehensive guidance curriculum. Element 2.3. The school counselor facilitates the delivery of a continuum of interventions and responsive services. Element 2.5. The school counselor participates in and/or facilitates a coordinated approach to individual student academic and career planning.</p>	

Demonstration includes:

- a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- b. Use assessments to help students understand their abilities, values and career interests
- c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- e. Help students understand how academic performance relates to the world of work, family life and community service
- f. Help students understand the importance of postsecondary education and/or training as a pathway to a career
- g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
- h. Connect students to workplace experiences to deepen understandings and explore career interests

Artifacts may include:

- a. Completed Personalized Education Plans (PEP) (8th – 12th grade)
- b. Completed graduation plans
- c. Completed postsecondary plans
- d. Completed career interest inventories with lesson plans showing appraisal and advisement activities
- e. Completed strengths inventories with lesson plans showing appraisal and advisement activities
- f. Completed field trips to communication organizations, businesses and postsecondary institutions

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B-SS 3. Provide short-term counseling in small-group and individual settings

West Virginia School Counselor Professional Standards and Elements

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

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

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

Demonstration includes:

- a. Use data to identify students in need of counseling intervention
- b. Provide support for students, including individual and smallgroup counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

Artifacts may include:

- a. Classroom and group action plan
- b. Group lesson/session plans
- c. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices
- d. Crisis response “pack” or bag/box
- e. Participation/membership on school crisis response teams

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B-SS 4. Make referrals to appropriate school and community resources

West Virginia School Counselor Professional Standards and Elements

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

<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues b. Communicate the limits of school counseling and the continuum of mental health services c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. List of school and community referral sources b. School-counselor-developed school counseling brochure 	
<p>ASCA B-SS 5. Consult to support student achievement and success</p> <p>West Virginia School Counselor Professional Standards and Elements Element 2.4. The school counselor coordinates a seamless, systematic approach to providing student support systems.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success b. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Presentation materials from school-counselor-led trainings or workshops b. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.) c. Schedule of parent programs d. Member of school leadership team, school strategic planning team, data team, etc. 	
<p>ASCA B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success</p> <p>West Virginia School Counselor Professional Standards and Elements Element 4.1. The school counselor advocates for the success of all students by promoting equity and access. Element 4.2.. The school counselor collaborates with various stakeholders.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Partner with others to advocate for student achievement and educational equity and opportunities b. Explain the potential for dual roles with families and other caretakers c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation d. Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. List of groups that partner with the school counseling program b. List of committee involvement in school, district or community focused on student success 	

Description	Rating 0-3
Behavior: Planning and Assessment	
<p>ASCA B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district</p> <p>West Virginia School Counselor Professional Standards and Elements 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.</p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> Analyze personal, school, district and state beliefs, assumptions and philosophies about student success Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission Analyze the school's vision and mission Create a school counseling vision statement describing a future world where student outcomes are successfully achieved Create a school counseling mission statement aligned with school, district and state missions Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> Belief statements aligned with mindsets from ASCA Professional Standards & Competencies Vision statement describing what the school counselor hopes to see in students five-15 years in the future Mission statement aligned with school and district mission statement Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures 	
<p>ASCA B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity and resources</p> <p>West Virginia School Counselor Professional Standards and Elements Element 3.1. The school counselor guides continuous program improvement through multiple forms of evaluation. Element 4.1. The school counselor advocates for the success of all students by promoting equity and access.</p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed Create goal(s) based on student, school and/or district data to close the achievement, opportunity and/or information gaps <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities Goal(s) addressing achievement, opportunity and/or information gaps School data summary worksheet Annual student impact goal plan worksheet Closing-the-gap action plan/results report 	

<p>ASCA B-PE 3. Develop annual student outcome(impact) goal(s) based on student data</p> <p>West Virginia School Counselor Professional Standards and Elements Student Impact Goal: A goal that requires school counselors to document student changes as an outcome of the school counseling program. The school counselor, in collaboration with the school leader, sets a student impact goal in an identified area of need.</p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> Use achievement, attendance and/or discipline data to create annual student impact goal(s) aligned with school strategic plan Write goal(s) in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement Use student data and results from survey tools to monitor and refine annual student impact goal(s) Communicate annual student impact goal(s) to administrators, teachers, other school staff and stakeholders <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> Annual student impact goal(s) written in a SMART goal format including baseline and target data Annual student impact goal plan worksheet Annual results reports 	
<p>ASCA B-PA 4. Develop and implement action plans aligned with annual student outcome(impact) goal(s) and student data</p> <p>West Virginia School Counselor Professional Standards and Elements Element 3.1. The school counselor guides continuous program improvement through multiple forms of evaluation. Student Impact: A goal that requires school counselors to document student changes as an outcome of the school counseling program. The school counselor, in collaboration with the school leader, sets a student impact goal in an identified area of need.</p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> Design and implement school counseling action plans aligned with school and annual student impact goal(s) and student data Determine appropriate students for the target group of action plans based on student, school and district data Identify appropriate WVCCRDSSS/ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist Identify appropriate resources needed to implement action plans Identify intended impact on academics, attendance and discipline as result of action plan implementation Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> Classroom and group action plan and results reports Closing-the-gap action plan/results reports Annual and weekly calendars Annual student impact goal plan worksheet Annual administrative conference template 	

<p>ASCA B-PE 5. Assess and report program results to the school community</p> <p>West Virginia School Counselor Professional Standards and Elements Element 3.1. The school counselor guides continuous program improvement through multiple forms of evaluation.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Explain concepts related to program results and assessment within a school counseling program b. Review progress toward annual student impact goal(s) c. Analyze data to assess school counseling program effectiveness and to inform program development d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared e. Use data to demonstrate the value the school counseling program adds to student achievement f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Presentation materials with data from school counseling activities b. School data summary worksheet 	
<p>ASCA B-PE 6. Use time appropriately according to national recommendations and student/school data</p> <p>West Virginia School Counselor Professional Standards and Elements Element 1.2. The school counselor manages the school counseling program and documents alignment with the West Virginia School Counseling Model. Element 3.1. The school counselor guides continuous program improvement through multiple forms of evaluation.</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Articulate the distinction between direct and indirect student services b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component c. Articulate the best use of a school counselor’s time to meet student needs as identified through student data and program goals d. Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time e. Create annual and weekly calendars to plan activities reflecting annual student impact goal(s) f. Identify, evaluate and participate in fair-share responsibilities <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. WV Time Log utilized with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) b. Annual administrative conference template and meeting notes c. Annual and weekly calendars 	
<p>ASCA B-PE 7. Establish agreement with the principal and other administrators about the school counseling program</p> <p>West Virginia School Counselor Professional Standards and Elements 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. Element 4.2. The school counselor collaborates with various stakeholders.</p>	

<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> Complete managing templates for the school counseling program with other members of the school counseling staff Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program Explain and model the appropriate role of the school counselor and the organization of the school counseling program Explain annual student impact goal(s), their basis in student data and their alignment with the school strategic plan Advocate for the appropriate use of school counselor time based on national recommendations and student needs Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor 	
<p>ASCA B-PE 8. Establish and convene an advisory council for the school counseling program</p> <p>West Virginia School Counselor Professional Standards and Elements 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. Element 4.2. The school counselor collaborates with various stakeholders.</p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> Determine appropriate education stakeholders for representation on the advisory council Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program Explain and discuss school data, school counseling program assessment and annual student impact goal(s) with the advisory council Record advisory council meeting notes, and distribute as appropriate Analyze and incorporate feedback from the advisory council related to annual student impact goal(s) as appropriate <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> List of representatives on the advisory council with their positions Agenda from advisory council meetings Minutes from advisory council meetings Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.) 	

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B-PE 9. Use appropriate school counselor performance appraisal process

West Virginia School Counselor Professional Standards and Elements

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

Demonstration includes:

- a. Explain and advocate for school administrator awareness of school counselor standards and implementation of the school counseling program
- b. Utilize the WVDE Evaluation process for school counselors
- c. Explain how school counseling activities fit within categories of the evaluation process
- d. Utilize components of the WV School Counseling Model/ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

Artifacts may include:

- a. Completed professional performance evaluation
- b. Artifacts demonstrated completion or progress toward completion of components of the WV School Counseling Model/ASCA National Model
- c. Recognized ASCA Model Program (RAMP) application