The West Virginia School Counseling Model

A FRAMEWORK FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

SECOND EDITION

West Virginia DEPARTMENT OF EDUCATION

West Virginia Board of Education
2023-2024

L. Paul Hardesty, President
Nancy J. White, Vice President
F. Scott Rotruck, Financial Officer

Robert W. Dunlevy, Member
Victor L. Gabriel, Member
Daniel D. Snavely, M.D., Member
Christopher A. Stansbury, O.D., Member
Debra K. Sullivan, Member
James S. Wilson, D.D.S., Member

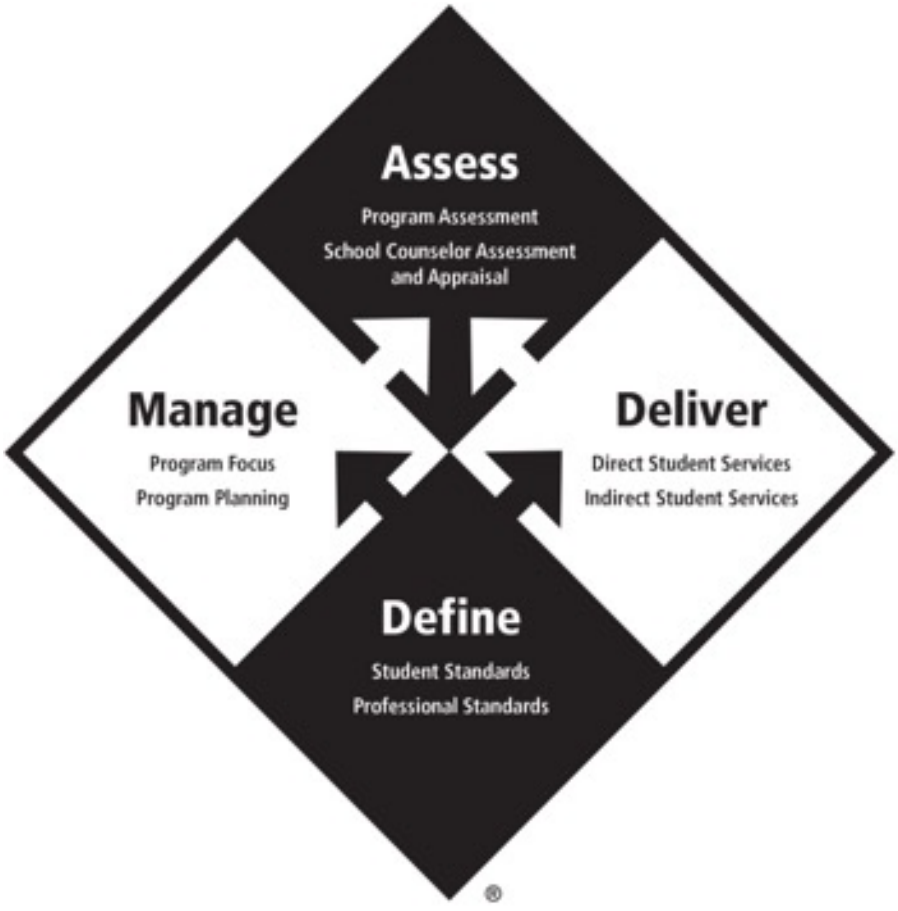
Sarah Armstrong Tucker, Ph.D., Ex Officio
Chancellor
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

Michele L. Blatt, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

The West Virginia School Counseling Model

A Framework for Comprehensive School Counseling Programs

SECOND EDITION



Reprinted in part, with permission, from the ASCA National Model: A Framework for School Counseling Programs, fourth edition, published by the American School Counselor Association.

Table of Contents

Foreword . . . . . **iv**

Introduction **1**

West Virginia School Counseling Model and Policy Task Force Members **6**

Section I: Define. **8**

STUDENT STANDARDS 8

West Virginia's Pre-K Standards for Universal Pre-K 8

West Virginia's College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDSSS) for Grades K-12 9

ASCA Student Standards: Mindsets & Behaviors for Student Success 9

Professional Standards 10

West Virginia School Counselor Professional Standards 10

ASCA School Counselor Professional Standards & Competencies 10

ASCA Ethical Standards 10

Section II: Manage **12**

Comprehensive School Counseling Program (CSCP) Plan 12

School Counseling Program Focus (CSCP Plan, Section 1.) 13

Beliefs 13

Vision Statement (CSCP Plan, Section 1a.) 14

Mission Statement (CSCP Plan, Section 1b.) 15

Program Planning . . . 16
Data-Informed School Counseling . . . 16
School Data Summary (CSCP Plan, Section 2.). . . . 17
Integrated Delivery of the WVCCRDSSS (CSCP Plan, Section 3.) . . . 22
Classroom and Group Action Plan (CSCP Plan, Section 4.) . . . 22
Lesson Plans (CSCP Plan, Section 5.) . . . 23
Annual Student Impact Goal (CSCP Plan, Section 6.) . . . 24
Personalized Education Plan Process (CSCP Plan, Section 7.) . . . 26
Annual Administrative Conference (CSCP Plan, Section 8.) . . . 26
Use-of-Time (CSCP Plan, Section 9.) . . . 28
Calendars (CSCP Plan, Section 10.) . . . 31
School Counseling Program Advisory Council (CSCP Plan, Section 11.) . . . 32
Referral Process (CSCP Plan, Section 12.) . . . 35
Resource Mapping and Collaboration (CSCP Plan, Section 13.) . . . 36
School Crisis Response Plan (CSCP Plan, Section 14.) . . . 36

Section III: Deliver . . . 37
Program Delivery in West Virginia Schools. . . . 37
West Virginia Tiered System of Support . . . 38
Tier 1: Universal Supports . . . 39
Tier 2: Targeted Interventions. . . . 40
Tier 3: Intensive Interventions . . . 40
Direct Student Services . . . 41
Instruction . . . 41
Appraisal, Advisement, and Personalized Student Planning . . . 43
Counseling . . . 44
Indirect Student Services . . . 45
Consultation . . . 45
Collaboration . . . 46
Referrals . . . 47

Section IV: Assess. . . . 49
Program Assessment. . . . 49
Annual Results Reports . . . 50
Analysis of the Classroom and Small Group Results Report . . . 51
Analysis of the Closing-the-Gap Action Plan/Results Reports. . . . 53
Data Over Time. . . . 54
Reporting Program Results . . . 55
School Counselor Assessment and Appraisal . . . 56
School Counselor Performance Evaluation . . . 56
West Virginia School Counselor Evaluation Process . . . 56
Additional Resource - ASCA School Counselor Performance Appraisal. . . . 58

Appendices . . . 59
Glossary . . . 60
References . . . 66

Foreword

To streamline and align West Virginia's School Counseling Model with the American School Counseling Association (ASCA) National Model, Fourth Edition, W.Va. Code §18-5-18b, and WVBE Policy 2315: Comprehensive School Counseling Program (CSCP), the West Virginia Department of Education (WVDE) created a stakeholder group to revise the *West Virginia School Counseling Model: A Framework for Comprehensive School Counseling Programs*, with this *Second Edition*.

The WV School Counseling Model provides consistency to standardize school counseling programs across the state and provides a framework of components that all school counseling programs should exhibit. Additionally, the model allows for flexibility for school counselors to customize the school counseling program to meet the individual needs of their students. This model will assist district and school leaders, school counselors, and other relevant stakeholders in planning and delivering a comprehensive school counseling program to support student academic success, college- and career- readiness, and social/emotional well-being.

A well-developed comprehensive school counseling program is an essential component of the county and school-level strategic plan. It improves each child's likelihood of social/emotional well-being and academic achievement as they progress over time. This model should be used to design and implement a comprehensive school counseling program plan to meet the needs of all the students you serve.

I offer you a sincere thank you for your dedication and commitment as we continue to promote the well-being and academic achievement of all West Virginia students.

Sincerely,

Michele L. Blatt

Michele L. Blatt
West Virginia Superintendent of Schools

Introduction

”The West Virginia School Counseling Model: A Framework for Comprehensive School Counseling Programs, Second Edition” provides consistency and standardization for school counseling programs across the state. The state model aligns with the ASCA National Model promoting best practices, professionalism, and ethical standards. In addition, the model outlines the components of an equitable and inclusive comprehensive school counseling program that are integral to the school’s mission and created to impact academic success and social/emotional well-being for all students.

Vision

Through the implementation of an equitable and inclusive comprehensive school counseling program, all West Virginia students acquire the mindsets and behaviors to reach their fullest potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

Mission

To establish policies, a state model, training, and resources that promote best practices, professionalism, and ethical standards for West Virginia school counselors.

The American School Counseling Association (ASCA) Model is the national standard model for school counseling programs. West Virginia state code and policy requires school counselors to align practices and programs with the ASCA national model. The West Virginia School Counseling Model, Second Edition incorporates the updated ASCA national model with West Virginia specific state requirements and aligns with West Virginia legislative policies, including the updated Policy 2315: West Virginia Comprehensive School Counseling Program (CSCP).

The West Virginia Board of Education (WVBE) recognizes the importance of establishing a CSCP in every West Virginia public school to support student academic success, college- and career-readiness, and social/emotional well-being. The CSCP is an integral part of the total school program and aligns with the school's mission. It is a proactive, systemic approach to assist students in acquiring attitudes, knowledge, skills, and behaviors necessary to maximize student success and preparation for a variety of postsecondary options.

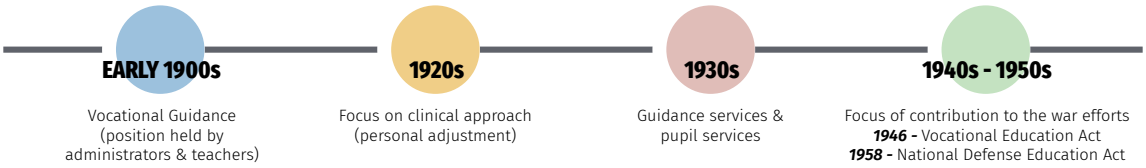
The CSCP incorporates the West Virginia Tiered System of Supports (WVTSS) to provide universal prevention for all students, targeted interventions for at-risk students, and intensive interventions for the most at-risk students. The CSCP is standards-based and designed to address identified needs developmentally and sequentially within each programmatic level. The CSCP utilizes school and community data to identify student needs related to the CSCP and set annual priorities aligned with the school's strategic plan. Research has proven that the implementation of a CSCP has a positive impact on student development, student success, school climate, and education (ASCA. Empirical Research Studies Supporting the Value of School Counseling, *https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf*).

A Brief History of the School Counseling Profession

The school counseling profession is over 100 years old. It has evolved over the years, influenced by various economic, social, and education factors, and guided by the work of many individuals.
School counseling began as vocational guidance in the early 1900s in response to the Industrial Revolution. This role was carried out by administrators and teachers with no organizational structure other than a list of duties. In the 1920s, the responsibilities of school counselors evolved to those of a clinical focus due to the mental hygiene, psychometric, and child study movements. The school counseling efforts shifted from economic and vocational issues to psychological issues and focused on personal adjustment.

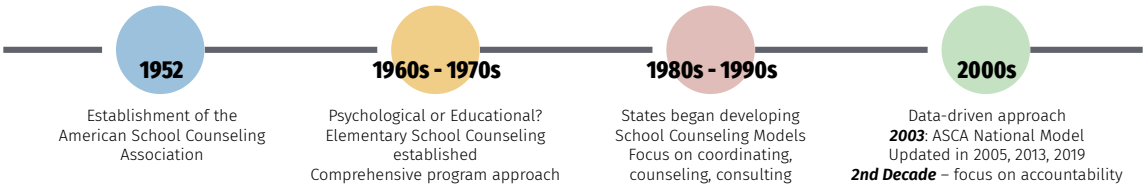
In the 1930s, the creation of a new organizational structure called pupil personnel services accompanied discussions concerning the role and responsibilities of school counselors. Additionally, there was a new focus on school counselor training and selection criteria for the profession. Within this shift, the concept of guidance services was born.

Counseling in schools expanded in the 1940s and 1950s. In the early 1940s, attention focused on the contributions of school counseling to the war efforts; however, after 1945, focus returned to developing school counseling practices and improving the counseling services provided in the school setting. With the passage of the Vocational Education Act of 1946 and the National Defense Education Act (NDEA) of 1958, attention once again focused on school counselors' selection criteria and training. In 1952, the National Association of School Counseling was established as a division of the American Personnel and Guidance Association, giving school counselors a voice in national affairs.



The 1960s and 1970s brought debates concerning the focus of school counseling and whether it was psychological or educational. Some believed school counseling served as a significant intervention to psychological issues. In contrast, others believed school counseling was more educational with a broader scope of interventions, including counseling, information, assessment, placement, and follow-up services. When the NDEA was amended in the 1960s, school counseling at the elementary level became a reality. The focus of counseling at this level differed from that at the secondary level.

The concept of school counseling services organized into a program approach began to emerge in the 1960s and 1970s. In the 1980s, 1990s, and into the 21st century, more focus was placed on the school counseling program's organization, management, and implementation. Many states developed school counseling models during this period. The responsibilities of school counselors became a focus during the 1980s and 1990s, with coordinating, counseling, and consulting emerging as primary duties.



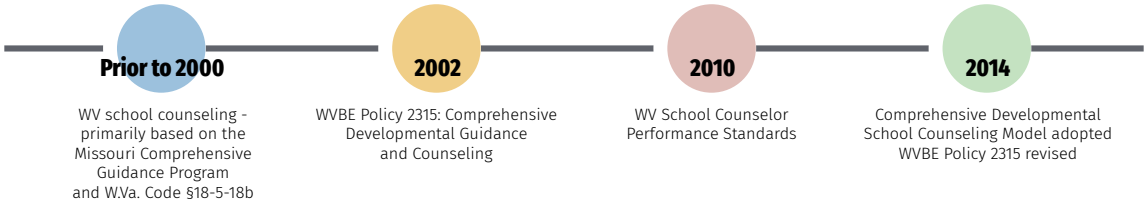
During the 21st century, the purpose of school counseling programs has continued to be debated nationally. Discussions surround the focus of the school counseling program. Some believe the focus should be on academic achievement and career but not social/emotional or mental health, while others emphasize the importance of addressing mental health issues. Many have adopted a more holistic approach for school counseling programs that encompasses all three areas.

The development and implementation of school counseling programs in the United States grew in the 2000s, stimulated by the publication of the American School Counselor (ASCA) National Model in 2003. A second edition was published in 2005, followed by a third edition in 2013, and the fourth in 2019.

Over the years, the title of the profession has evolved. With the evolution of the school counseling model, the title "guidance counselor" no longer encompasses the broad array of responsibilities of the profession. In 1990 ASCA issued an official statement calling on the name change of the profession from "guidance counselor" to "school counselor." A recent study determined that using the outdated title "guidance counselor" versus the revised title "school counselor" has a significant negative impact on the perception of school counselors' competence and abilities. (ASCA, 2019.) WVDE supports this stance and encourages using the title "school counselor" to reflect the role more accurately.

School Counseling in West Virginia

School Counseling in West Virginia before 2000 was primarily based on the Missouri Comprehensive Guidance Program, a program after which many states in the 1970s and 1980s modeled their school counseling programs. With its focus on guidance curriculum, individual planning, responsive services, and system support, this program was the basis for the ASCA National Model's delivery system (Starr & Gysbers, 1993). The Missouri model combined with W.Va. Code §18-5-18b was the essential road map for school counselors in West Virginia until 2000.

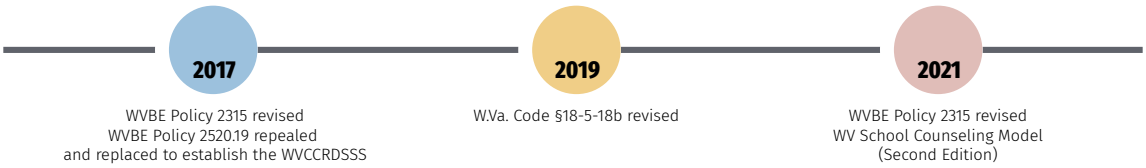


West Virginia was one of the first states to adopt state code and state policy requiring school counselors to align practices and programs with the ASCA model. In 2002, a collaborative effort between the West Virginia Department of Education, the West Virginia School Counselor Association, and education leaders led to reform that redefined school counseling in the state. At the heart of this collaborative effort was the creation and adoption of West Virginia Board of Education (WVBE) Policy 2315: Comprehensive Developmental Guidance and Counseling. This policy defined the core components of the comprehensive school counseling program in West Virginia schools, established the West Virginia Standards for Student Success as the foundational standards for the CSCP, and outlined both county board and school responsibilities for implementing the CSCP.

A state task force further defined the school counselor's role in West Virginia public schools by developing the first West Virginia School Counselor Performance Standards that the WVBE approved in 2010. The West Virginia Comprehensive Developmental School Counseling Model followed in 2014 to provide school counselors, administrators, and all stakeholders guidelines for effective implementation and accountability for school counseling programs. The state model, which aligned with the ASCA model, described a three-tiered framework designed to transform the CSCP into a collaborative, integrated standards-focused system to prepared students for college and career success.

In 2017, Policy 2520.19, 21st Century Advisor/Advisee 5-12 Content Standards and Objectives for West Virginia Schools was revised and renamed West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDSSS) for Grades K-12. During this time Policy 2315 was also revised to reflect a name change to Comprehensive School Counseling Program and the standards, formally referred to as the West Virginia Student Success Standards, were moved from Policy 2315 to Policy 2520.19 and updated.

The WVCCRDSSS describe the attitudes, knowledge, skills, and behaviors essential to students in achieving everyday school success and being college- and career-ready. The standards are critical to the holistic development of all students. They require integration into all aspects of each student's educational experience utilizing all school staff and key community stakeholders through a variety of delivery modalities. The WVCCRDSSS continue to be the foundational standards for West Virginia comprehensive school counseling programs.



With the revision to W.Va. Code §18-5-18b and the publication of the fourth edition of the ASCA National Model in 2019, the WVBE assembled a task force made up of diverse educational stakeholders. In 2021, the group began working together to update WVBE Policy 2315 and the state school counseling model and completed revisions in the fall of 2021. The revisions to both the policy and the model include redefining the components of a comprehensive school counseling program and the school counselor's role to better align with the ASCA National Model and state code.

Through the years, the school counselor's role has progressed remarkably at both the state and national levels. West Virginia Board of Education is dedicated to establishing policies, a state model, training, and resources that promote best practices, professionalism, and ethical standards for West Virginia school counselors. School counselors will be equipped to implement an equitable and inclusive comprehensive school counseling program that addresses student needs and supports students in reaching their fullest potential.

On behalf of the Governing Board of the West Virginia School Counselor Association, we are grateful to have been involved in this revision to the West Virginia School Counseling Model. While the needs of schools and communities vary drastically across our state (for one reason or another), this model can serve as a universal roadmap. Our decisions and actions should be based on data that addresses the needs of individual students, schools, and communities. We can never be highly effective when we answer the question "why am I doing this?" by responding "because it is what the person before me did," "that is what I have always done," or "that is what my administration told me to do." From this revised model, we hope that school counselors will no longer perform "random acts of guidance" but instead use evidence and research-based practices to help cultivate the next great generation of West Virginians.

Sincerely,
Matthew B. Tolliver
West Virginia School Counselor Association President

West Virginia School Counseling Model and Policy Task Force Members

Charity Spring Bailey
Lead School Counselor
WV Schools for Diversion & Transition
Sam Perdue Juvenile Center

Rawn Boulden
Assistant Professor
School Counseling Program
West Virginia University

Rebecca Bowers-Call
CTE Director
Fred Eberle Career Center

Kim Browning
WVEA Representative
School Counselor
Mason County Schools

Keith Burdette
Superintendent
Mason County Schools

Doug Cipoletti
Coordinator
Office of Technical & Adult Education
Division of CTE Services & Support
WV Department of Education

Courtney Crawford
Director of Assessment Accountability & School Counseling
Monongalia County Schools

Jon Duffy
Director of Counseling & Testing
Kanawha County Schools

Dawn Embrey-King
Retired Coordinator
Office of Federal Programs
Division of Special Education
WV Department of Education

Cathy Grewe
School Counseling Coordinator
Wood County Schools

Lisa Fisher, *Coordinator*
Office of Teaching & Learning
Early & Elementary Learning
WV Department of Education

Wilson Harvey
AFT-WV Representative
Social/Emotional Learning Specialist
Buckhannon-Upshur High School
Upshur County Schools

Stephanie Hayes
Coordinator
Office of Federal Programs
Division of Student Support & Well-Being
WV Department of Education

Christi Heaton
Director
Academic Counseling
Department of Curriculum and Instruction
Berkeley County Schools

Mollie Hinzman
Communities In Schools Coordinator
Doddridge County Middle School
Doddridge County Schools

Melanie Knutsen
Career Development Counselor
John Marshall High School
Marshall County Schools

Derek Lambert
Coordinator
Office of Teaching & Learning
Division of Middle & Secondary Learning
WV Department of Education

David Lee
Director
Office of Federal Programs
Division of Student Support & Well-Being
WV Department of Education

Michelle Leftwich
Coordinator
Office of Federal Programs
Division of Support & Accountability
WV Department of Education

Jonathan Lent
Professor
College of Education & Professional Development
Program Director, Counseling
Marshall University

Heather McChesney
Coordinator of Curriculum & Professional Development
Division of Student Affairs
Higher Education Policy Commission

Kelly Mordecki
Coordinator
Office of Federal Programs
Division of Student Support & Well-Being
WV Department of Education

Susan Peery
Coordinator
Office of Support & Accountability
Division of Leadership Support
WV Department of Education

Andrea Santos
Teacher, Fine Arts Department Chair
Logan Senior High School
Logan County

Christine J. Schimmel
Associate Professor
Associate Department Chair
Coordinator of School Counseling Program
West Virginia University

Anna Simmons
WVSCA President-Elect
Child and Adolescent Therapist

Matthew Tolliver
WVSCA President
School Counselor
Skyview Elementary
Monongalia County Schools

Richard Tench
ASCA Board of Directors
School Counselor
St. Albans High School
Kanawha County Schools

Danielle Veltri
Principal
North View Elementary
Harrison County Schools

Margaret Williamson
Director
Office of Support & Accountability
Division of School Improvement
WV Department of Education

Section I: Define

The American School Counselor Association (ASCA) National Model states that school counseling standards for students and professional practice serve as the defining documents of the school counseling profession. The West Virginia Department of Education supports this belief. Four sets of standards are used by both new and experienced school counselors to develop, implement, and assess school counseling programs in West Virginia schools:

- West Virginia's Pre-K Standards for Universal Pre-K
- West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 (WVCCRDSS)
- West Virginia's School Counselor Professional Standards & Competencies
- ASCA Ethical Standards for School Counselors

STUDENT STANDARDS

West Virginia's Pre-K Standards for Universal Pre-K

The *West Virginia Pre-K Standards*, are grounded in scientific child development research, children's approaches to learning, and effective educational practices. Vital to implementing these standards is the ability to use appropriate strategies. School counseling practices grounded in the implementation of these standards will create a foundation of lifelong learning for West Virginia's children. The West Virginia Pre-K Standards are intended to guide practitioners in offering high-quality early education environments and experiences that are responsive to individual children and maximize learning. View the West Virginia Pre-K Standards outlined in West Virginia Board of Education (WVBE) Policy 2520.15 at *http://wvde.state.wv.us/policies/policy.php?p=2520.15*.

West Virginia's College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDSSS) for Grades K-12

The *WVCCRDSSS*, describe the attitudes, knowledge, skills, and dispositions all students should develop in relation to personal and social development; academic and learning development; career and life planning; and global citizenship. These standards prepare students for a wide range of high-quality post-secondary opportunities, and they address the knowledge, skills, and dispositions needed to be successful in higher education and/or training that leads to gainful employment.

Per *WVBE Policy 2510* Assuring Quality of Education: Regulations for Education Programs, the WVCCRDSSS are critical to the holistic development of all students and require integration into all aspects of each student's educational experience utilizing a variety of delivery modalities. All students, throughout their educational experience, should develop a full understanding of the career opportunities available, have access to the education necessary to be successful in their chosen pathway, and should develop a plan to attain their goals.

The WVCCRDSSS are the foundational standards for the development and implementation of a comprehensive school counseling program (CSCP) in elementary, middle, and high schools. Additionally, these foundational standards serve as primary standards for middle and high school teacher-led, student advisory systems in West Virginia schools. View the WVCCRDSSS outlined in *WVBE Policy 2520.19* West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 at *http://wvde.state.wv.us/policies/*.

ASCA Student Standards: Mindsets & Behaviors for Student Success

WV school counselors may use the *ASCA Student Standards: Mindsets & Behaviors for Student Success* to assess, guide, and create a program that helps students achieve their highest potential.

These 35 Mindsets & Behaviors describe the knowledge, skills, and attitudes students need for academic success, college and career readiness, and social/emotional wellness. The Student Standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. To review the ASCA Student Standards, visit *https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf*.

The West Virginia student standards described above and the ASCA Student Standards define knowledge, skills, and attitudes or dispositions students need to succeed. A crosswalk between the WVCCRDSSS and the ASCA Student Standards is available to assist West Virginia school counselors with aligning district, state, and national standards to reflect the school district's local priorities. The *crosswalk* is available at the following link *https://bit.ly/WVCounselingCrosswalk*.

Professional Standards

West Virginia School Counselor Professional Standards

The *West Virginia School Counselor Professional Standards* provide the necessary guidance, framework, and evaluation to assist all school counselors with self-assessment and the implementation of exemplary practices that impacts student achievement, attendance, behavior, and general well-being. These performance standards include:

1. Program planning, design, and management
2. Program delivery
3. Data driven accountability and program evaluation
4. Leadership and advocacy
5. Professional growth and responsibility

Under each of the five standards are performance elements that describe important competencies of effective school counselors based on observable behaviors and artifacts of practice. These elements reflect best practices and are aligned with the ASCA School Counselor Professional Standards & Competencies.

To review the West Virginia School Counselor Performance Standards, outlined in *WVBE Policy 5310* Performance Evaluation of School Personnel, Section 15.1 through 15.8 , visit *http://wvde.state.wv.us/policies/*.

ASCA School Counselor Professional Standards & Competencies

The 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 Performance Standards, outline the mindsets and behaviors needed by professional school counselors to implement effective and successful school counseling programs. A crosswalk of the West Virginia School Counselor Performance Standards and ASCA School Counselor Professional Standards & Competencies has been developed to illustrate the connections between the two sets of standards. School counselors and administrators may utilize this crosswalk and supporting descriptors to guide design, implementation, and assessment of a comprehensive school counseling program. View the crosswalk at *https://bit.ly/WVCounselingCrosswalk*.

ASCA Ethical Standards

The *ASCA Ethical Standards for School Counselors* specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors' decision-making and help standardize professional practice to

protect both student and school counselors.

The ASCA Ethical Standards:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school and district employees, communities, and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

View the ASCA Ethical Standards at *https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities*.

Section II: Manage

The manage component of the comprehensive school counseling program (CSCP) encompasses planning and activities the school counselor must implement to ensure the needs of all students are addressed through a school counseling program. This section of The West Virginia Model for School Counseling Programs provides tools and assessments designed to guide, target, structure, and construct a comprehensive program. The provided resources enable school counselors to develop, implement, and assess their program based on clearly defined priorities reflecting identified student needs.

Comprehensive School Counseling Program (CSCP) Plan

Per *WVBE Policy 2315* Comprehensive School Counseling Program, a CSCP Plan is developed by each school annually, utilizing the *West Virginia CSCP Plan template*. The CSCP Plan is supported and monitored by the principal, who ensures the school counselor(s) collaborate with school leadership, the school counseling advisory council, and other stakeholders to review relevant data to guide the development of the annual plan. This data includes school data (various student assessments, attendance, discipline, drop-out rates, etc.) and community data (disasters, crime, poverty, domestic violence rates, etc.). Supplemental data (needs assessments, focus group results, etc.) is helpful to determine student needs and the CSCP focus. The CSCP Plan aligns with the school's mission and strategic plan.

To assist with program planning, the West Virginia CSCP Plan Template is used to provide a standardized format for West Virginia school counselors, administrators, and stakeholders. This plan should not be taken as a binding, unchangeable document, but rather a guidepost for the work that the school counseling department plans to undertake during the school year. The plan is created with the input of administrators and other stakeholders and is aligned with the school's mission and strategic plan.

The *West Virginia CSCP Plan* consists of the following components:

1a. School Counseling Program Focus: Vision Statement
1b. School Counseling Program Focus: Mission Statement
2. School Data Summary
3. Integrated Delivery of West Virginia College- and Career-Readiness Disposition and Standards for Student Success (WVCCRDSSS)
4. Classroom and Group Action Plan
5. Lesson Plans
6. Annual Student Impact Goal(s)
7. Personalized Education Plan Process (middle and high school)
8. Annual Administrative Conference
9. Use-of-Time
10. Calendars
11. School Counseling Program Advisory Council Information
12. Referral Process
13. Resource Mapping & Collaboration
14. School Crisis Response Plan Overview

View the West Virginia CSCP Plan template at *https://bit.ly/WVCSPTemplates*. The following content describes the components of the CSCP Plan and includes implementation steps and examples.

School counselors create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model.
(ASCA Professional Competencies & Standards B-PF 7d)

School Counseling Program Focus (CSCP Plan, Section 1.)

Beliefs

Beliefs matter. Beliefs are personal and individual and are derived from our backgrounds, culture, and experiences. Beliefs drive our behaviors.

Examining and reflecting upon individual beliefs about students, families, teachers, and the educational process is imperative. Unexamined beliefs can lead to inequities and limited access for some students. Without personal reflection, we act without awareness of our own influencers. Understanding personal limitations and biases as well as articulating how they may affect the school counselor's work are critical steps in determining the program focus, ensuring equity and access for all.

ASCA's Ethical Standards for School Counselors call for the examination of one's own beliefs and consideration of how they may have an impact on practice. School counselors need to engage in open, honest dialogue with other stakeholders to reach understanding of each other's beliefs.

By reflecting on personal beliefs, school counselors can promote equity and social justice. It's important to require some nonnegotiable principles upon which school counselors must reflect and incorporate into personal beliefs, ensuring the following mindsets from the ASCA Professional Standards & Competencies are integrated:

School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, and education stakeholders.
- M 6. School counselors are leaders in the school, district, state, and nation.
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

Implementation Steps

1. Analyze personal, school, county, and state beliefs, assumptions, and philosophies about student success.
2. Review and adopt the West Virginia School Counselor Evaluation Standards and Elements (*WVBE Policy 5310*) and the *ASCA School Counselor Professional Standards & Competencies*.
3. Analyze the school's vision and mission.
4. 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.

Vision Statement (CSCP Plan, Section 1a.)

The school counseling vision statement communicates what school counselors hope to see for students five to 15 years in the future. It aligns with the school and district vision statements and is informed by the school counseling program's beliefs.

An effective vision statement:

- Creates a clear picture of success for all students
- Describes the future world where student outcomes are successfully achieved
- States the best possible outcomes desired for all students that are five to 15 years away
- Aligns with the school and county vision statement

Implementation Steps

1. Consider how school counseling beliefs influence vision statement development.
2. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved.
3. Communicate the vision of the school counseling program to administrators, teachers, and stakeholders.

Having a vision is a characteristic of effective leadership.
Articulating that vision motivates followers to accomplish goals and work cohesively toward a shared purpose. ("School Counselor Leadership: An Essential Practice")

School counselors advocate for student success by creating a vision statement describing a future world where student outcomes are successfully achieved. They promote systemic change by communicating that vision to stakeholders and designing and implementing a program that brings that vision to life. (ASCA National Model, Fourth Edition)

Mission Statement (CSCP Plan, Section 1b.)

A mission statement provides the focus and direction to reach the vision. It creates one focus or purpose in the school counseling program development and implementation.

The school counseling mission statement aligns with and is a subset of the school and/or district mission statements. It ensures all students benefit from a school counseling program emphasizing equity, access, success, and long-range results.

Further, the mission statement provides a succinct way to inform all stakeholders of the school counseling program's overarching purpose, including administrators, teachers, other school staff, stakeholders, and parents. Finally, as outlined in the ASCA Ethical Standards, school counselors act as "advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans."

An effective mission statement:

- Creates a clear focus for the school counseling program to reach the vision
- Describes the school counseling program's overarching focus or purpose
- Aligns with the school's mission statement and may show linkages to county and state department of education mission statements
- Emphasizes equity, access, and success for every student
- Indicates the long-range results desired for all students

Implementation Steps

1. Create a school counseling mission statement aligned with school, district, and state missions.
2. Communicate the school counseling program's mission to administrators, teachers, and stakeholders.

School counselors demonstrate leadership in a school counseling program by developing vision and mission statements aligning the school counseling program with the school's vision and mission. Without this leadership, the school counseling program is disconnected to the overall mission of the school. (ASCA National Model, Fourth Edition)

Program Planning

Data-Informed School Counseling

Data is the roadmap that serves to guide school counseling programs toward programming and interventions that most effectively meet the needs of the student population. The school counseling program's focus and direction are based on student needs as determined through a review of the school's data. Through the effective review of data collected, historical and current information, stakeholder feedback, and other sources, West Virginia school counselors develop equitable programs that serve every student.

A data-informed school counselor consistently reviews school data to reveal trends across grades or time; inequities in student achievement, opportunity or attainment; and student needs revealed by changes such as school attendance, disciplinary problems, academic performance, and student voice. A data-responsive school counselor further uses data to determine if school counseling program strategies, interventions and activities are effective and to make decisions about future practice.

Additionally, school counselors utilize supplemental data, including student voice in their collection of data. This could include convening leadership or focus groups of diverse students to share insights on various identified areas of concern or success, cross-referencing the above-mentioned types of data with the student needs assessment to look for potential root causes, and beyond. It is important to strike a qualitative approach in unison with quantitative methods, as students are the individuals best suited to speak about their personal experience.

The West Virginia School Counseling Model provides information and tools to help school counselors understand the important role data plays in managing, delivering, and assessing a CSCP. The manage component guides school counselors by providing tools for data collection and planning program focus and implementation. The assess component provides tools and resources to help with school counselors with data analysis and program results.

The use of data helps school counselors:

- Monitor student progress
- Identify students who are having difficulties or discipline problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access and equity issues
- Close achievement, opportunity, and attainment gaps
- Assess the effectiveness of school counseling program activities
- Improve, modify, or change services provided to students
- Educate stakeholders about the power of a school counseling program

It is the school counselor's ethical responsibility to review school and student data to determine needed interventions to close information, attainment, achievement and opportunity gaps. (ASCA Ethical Standards A.3.c&d)

School counselors use data to advocate for student needs and the school counseling program. Data can be used to promote reduction of inappropriate non-school-counseling-related tasks, which then creates more time to address student needs revealed in the data. (ASCA National Model, Fourth Edition)

School Data Summary (CSCP Plan, Section 2.)

It is important to have a roadmap in data collection, so that we can illuminate those narratives that are most significantly impacting our students, for better or worse. The school data summary template, which is Section 2 of the *West Virginia CSCP Plan*, guides school counselors in reviewing school data and helps establish annual school counseling program priorities. By responding to the questions of the template, school counselors identify the following:

1. Who in the building can help the school counselor access, collect, and understand school data? Who is your data expert? Who can help you interpret the data?
2. What are the school's strategic plan goals?
3. What trends are evident across multiple years of data?
4. How does your school's data compare with district and state data and similar schools'?
5. What prioritized data points will guide your school counseling program?

School counselors collaborate with administrators, data specialists and other school staff to access, collect and review school data. School counselors don't complete this process in isolation. (ASCA National Model, Fourth Edition)

The school data summary provides an annual starting point to identify school counseling program priorities. It is the source for creating annual student impact goals and can, in turn, help select WVCCRDDD /ASCA Mindsets & Behaviors to address. It also demonstrates a commitment to matching the school counseling program to the school's unique needs, ensuring the school counseling program is established as an essential position in the building directly linked to the school's strategic plan and overarching mission.

Primary Types of Data:

School Counselors use different types of data to define the who, what, and why of their work. These are:

- **Participation Data *(Who?)*:** basic information about an event or activity including the number of students receiving an intervention (such as a classroom lesson, group counseling session, etc.), the number of interventions conducted, the span of time over which interventions were conducted, etc.

Examples of Participation Data:
- » Eight fourth-grade students participated in study skills sessions that met six times for 45 minutes.
- » 243 of 250 sixth-grade students participated in three career awareness lessons; six of seven students who were absent for initial lessons participated in make-up sessions.
- » 450 ninth graders completed a Personalized Education Plan (PEP)

› **Student Standards Data *(What?)*:** the progress students have made towards attaining dispositions, skills, mindsets, or behaviors identified in the Pre-K Standards/WVCCRDSSS/ASCA Student Standards

Examples of Student Standards Data:
- » 88 percent of fourth graders can write a goal using the SMART format (WVCCRDSSS DSS.3-5.4/ASCA B-LS 7.)
- » 90 percent of sixth graders can describe upstander behavior. (WVCCRDSSS DSS.6-8.16/ASCA B-SS 8.)
- » 92 percent of seniors believe education is necessary after high school (WVCCRDSSS DSS.9-12.6/ASCA Mindset 4.)

› **Outcome Data *(Why?)*:** shows how school counseling activities/services impact students' achievement, attendance, or discipline. This data is collected after a series of activities or interventions has been completed. Outcome data provides school counselors with the leverage to demonstrate the impact of their activities on students' ability to utilize their noncognitive abilities to improve their achievement, attendance, and discipline. The data is collected from multiple sources including, but not limited to, West Virginia Student Information System (WVEIS) data, ZoomWV data, Professional Learning Communities (PLC), grade-level meetings, school leadership team, school strategic planning team, etc.
Examples of Outcome Data:
- » Elementary school: promotion rates, reading levels, standardized test scores, number of days absent, discipline referrals, loss of instructional minutes
- » Middle school: discipline referrals, standardized test scores, number of days absent, GPA, failure rate
- » High school: credits earned, GPA, on track for graduation, on track for the PROMISE scholarship, graduation rate, attendance, dropout rate, discipline referrals, standardized test scores

› **Dispositions & Skills/Mindsets & Behaviors Data *(Why?)*:** show what progress students have made toward attaining the Pre-K Standards, WVCCRDSSS, and/or the ASCA Mindsets & Behaviors standards and answer the question, "What did students learn through participation in school counseling activities?" Both sets of standards promote dispositions/attitudes students need to achieve academic success, college and career readiness, and social/emotional development.

Dispositions & Skills/Mindsets & Behaviors data can be collected before and after an activity or intervention through tools administered to students to measure a change in student dispositions, knowledge, and skills. Questions or prompts are based on content delivered and focus on specific standards.

Dispositions & Skills/Mindsets & Behaviors data examples:

- 83 percent of first graders report they get along with others at school. (DSS.K-2.1/M 2.)
- 92 percent of seniors believe education is necessary after high school. (DSS.9-12.6/M 4.)
- 88 percent of fifth-grade students are willing to engage in challenging academic tasks. (DSS.3-5.9/M 5.)
- 88 percent of fourth graders can write a goal using the SMART format. (DSS.K-2.4/B-LS 7.)
- 90 percent of ninth graders can develop a plan for homework completion. (DSS.9-12.8/B-LS 3.)
- 90 percent of sixth graders can describe upstander behavior. (DSS.6-8.16/B-SS 8.)

- Perception Data (Why?): information gathered, after the review of school data, to help school counselors understand what might be contributing to an identified need/issue. While school data is crucial to identify of areas of program focus, stakeholder voice can help school counselors identify specific factors contributing to the needs identified by the school data.

  Examples of perception data:
  - needs assessments for students, teachers, and/or parents
  - interviews or focus groups with various stakeholders
  - school climate surveys (West Virginia School Learning Environment Surveys)
  - qualitative responses from school counseling advisory groups
  - qualitative responses from student feedback regarding a various intervention

Accessing, collecting and analyzing supplemental information is an excellent way to promote collaboration with students, teachers, administrators, school staff, families and other stakeholders. Supplemental information requires a diligent focus on the thoughts, ideas and beliefs of others, which can inform better understanding of data and better decisions made by the school counselor. (ASCA National Model, Fourth Edition)

The different data types allow a school counselor to know how the school counseling program is effectively managed, delivered, and assessed. Tracking the data types reveals the program's overall impact. It ensures school counselors know:

- Each student is being served
- Which students may need more support because of issues of equity and social justice
- What to share with stakeholders summarizing the who, what and why of the school counseling program

Examples of how data identifies issues include:

1. The school strategic plan and/or school reports of student achievement, attendance and discipline link the work of the school counseling program to current school and district priorities. For example, school data may reveal boys represent 49% of the fifth graders and 79% of the discipline referrals. The school counseling program responds to the data-identified issue.
2. The school data summary, which tracks school data over time, reveals ongoing concerns. In collaboration with administrators and school staff, school counselors identify gaps, trends, and systemic issues, establishing the school's commitment and priority of allocation of resources, such as time, student access and budget.
3. Surveys identify additional information for what may be contributing to issues identified from the above data. Surveys can be used with a variety of stakeholders, such as parents, teachers, students, and community groups. It is important to remember that surveys clarify barriers and influencers related to a known. Surveys should not be used as the primary source to identify need, rather they serve as a supplemental resource.

Identifying School Data & Priorities

West Virginia schools annually review various data to help identify areas of strength and needed growth. The school principal takes the lead in facilitating the collaborative work of stakeholders as they develop the school strategic plan based on student needs. Through the planning process, the team uses a systemic approach to examine a variety of data sources to identify need and make decisions related to school improvement.

School counselors play a critical role in the data review and strategic planning process, working to highlight potential inequities between student groups, achievement gaps, attendance gaps, and discipline gaps. School counselors advocate for strategies to address student academic success, as well as social/emotional wellness. Through their involvement in the annual data review and strategic planning process, school counselors contribute to data discussions, inform, and guide school priorities, and align the school counseling program with the identified priorities. The school counseling program is integrated into the overall school mission and strategic plan and operates as an essential program in the building. Collecting data over time can help provide a better understanding of the impact of the school counseling program.

The following data examples help school counselors better understand the needs of all students.

- Achievement gaps or concerns:
  - Identifying students with two or more F's during first grading period
  - Identifying students off track for on-time graduation
  - Identifying subgroups performing below expectations or enrolled in remedial programs
- Attendance gaps or concerns:
  - Identifying average daily attendance by school, grade level or subgroup
  - Identifying students absent for a specific number of days (i.e., four or more during first six weeks of school, more than 16 during the previous school year or absent from first period three or more days per week)
  - Identifying percent of students within subgroups with higher-than-expected absences

- Discipline gaps or concerns:
  - Identifying total number of disciplinary referrals during a specified time period
  - Identifying students with two or more disciplinary referrals during specified time period
  - Identifying percent of students in each subgroup receiving disciplinary referrals or specific consequences (for example, suspensions)

> School counselors use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success and to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps. (ASCA National Model, Fourth Edition)

Implementation Steps

1. School counselors identify achievement, attendance, discipline, opportunity, and resource gaps.
2. School counselors collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline, and opportunities.
   - Access student information system.
   - Determine what is working well and think about why.
   - Highlight possible areas of need.
   - Identify patterns over time.
   - Compare your school's data with similar schools, district and state data or other comparable data points.
   - Identify who in the building can help you; don't do this alone. Who is your data expert; who can help you interpret your data?
   - Identify what else you need to know.
   - Review the school improvement plan to identify school priorities.
   - Identify a specific school improvement plan goal with which the school counseling program may align.
   - Have a discussion with the principal about the school's goals and how the school counseling program may support them.
3. School counselors review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed.
   - Identify one or two overarching needs based on analyzed data.
   - Disaggregate the data for each identified need, reviewing the number and percentage of students within subgroups evidencing that need, including:
     - Federally identified subgroups (race/ethnicity, gender, socioeconomic status, language, etc.)
     - Grade levels or instructor assigned
   - Use supplemental methods to understand the achievement, attendance or disciplinary data.
     - Talk with administrators, teachers or other stakeholders to discuss impact and possible influencers.
     - Develop and distribute needs assessments or opinion surveys to identify impact and influencers.

Integrated Delivery of the WVCCRDSSS (CSCP Plan, Section 3.)

The integrated delivery of the *WVCCRDSSS* is coordinated by the school leadership team, the school counselor, and teachers. It involves intentional collaboration to review, plan, and deliver the WVCCRDSSS through a developmentally appropriate, integrated approach. Per *WVBE Policy 2520.19*, the WVCCRDSSS are foundational standards for all K – 12 students and serve as primary standards for middle and high school teacher led, student advisory systems in West Virginia schools.

School counselors work with the school leadership team through an intentional, collaborative process of reviewing the standards and developing a plan to deliver each standard through a developmentally appropriate, integrated approach. The planning team may use the resource available at *https://wvde.instructure.com/courses/791/pages/resources* to review and crosswalk the standards. As part of the planning process, the team should identify the WVCCRDSSS addressed by teachers during classroom instruction/activities and identify the standards that need to be addressed through the school counseling curriculum, school activities, or events. Section 3 of the *CSCP Plan* provides a space to document the process used to ensure the integrated delivery of the WVCCRDSSS.

Classroom and Group Action Plan (CSCP Plan, Section 4.)

School counselors design and implement instruction aligned to the *WVCCRDSSS* in classroom, large- and small-group, and individual settings and focus specifically on WVCCRDSSS not covered by the classroom teachers and those identified as a priority by school data and needs assessments. To deliver the school counseling program requires intentional efficient and effective planning, which is facilitated by developing action plans. The Classroom and Group Action Plan defines the scope, focus, timing, and setting of planned instruction.

> School counselors ensure the school counseling program's goals and action plans are aligned with the school and district school improvement goals. (ASCA Ethical Standard A.3.e)

Three West Virginia Classroom and Group Action Plan templates are available with each geared toward the different grade bands to include *elementary school*, *middle school*, and *high school*. Each template provides an overview of the delivery of direct services in large group, classroom, and small group settings and identifies the WVCCRDSSS addressed. For reference, the corresponding *ASCA Mindsets & Behaviors for Student Success* are identified underneath each WVCCRDSSS on the West Virginia Classroom and Group Action Plan. View the West Virginia Classroom and Group Action Plans at *https://wvde.us/student-support-wellness/mental-behavioral-physical-health/school-counselors/wv-school-counseling-model-comprehensive-program*.

Completing the West Virginia Classroom and Group Action Plan ensures:

- A systematic approach is used to provide all students access to specific school counseling program activities.
- Target WVCCRDSSS/ASCA Student Standards are adequately and appropriately addressed.
- Activities and services are thoughtfully scheduled.
- Optimal settings for delivery content are identified.

To evaluate the impact of classroom instruction, or large and small groups, the *West Virginia Classroom and Group Results Report* is available. This template is a tool for documenting specific assessments of selected classroom and group activities and interventions. More information and specific steps for implementation is available in the Assess section of the West Virginia School Counseling Model.

Lesson Plans (CSCP Plan, Section 5.)

To successfully deliver classroom lessons related to the school counseling curriculum, the importance of lesson planning cannot be overstated. School counselors have limited time to spend in classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the lesson plan goals will be assessed.

The *West Virginia School Counselor Lesson Plan* template can help school counselors plan an effective classroom or large group lesson. View the West Virginia School Counselor Lesson Plan template at *https://bit.ly/WVCounselorLessonPlan*.

Lesson plans should include:

1. **WV Pre-K Standards/WVCCRDSSS** (school counselors may also choose to include the ASCA Mindsets & Behaviors) – Identify one to three standards for the lesson. The selected standards guide the lesson content.
2. **Learning objectives** – State a clear, measurable learning objective related to the selected competency. Verb lists from the revised Bloom's Taxonomy (Krathwohl, 2002), available via an online search, may be helpful in writing measurable learning objectives.
3. **Materials** – List any curriculum and materials needed to deliver the lesson. When copyrighted materials are used, include appropriate citations.
4. **Evidence base** – Identify the level of evidence available regarding the anticipated efficacy of the lesson.
5. **Procedure** – Include steps to:
   - » Introduce the lesson
   - » Present the content
   - » Practice the content. For example, check for understanding during the lesson by using simple assessments such as think-pair-share (Jones, Jones & Vermette, 2011).
   - » Summarize and close
6. **Assessment plan** – Determine how participation, standards, and outcome data will be collected.
   - » Participation data – Identify the expected number of students who will participate.
   - » Pre-K/WVCCRDSSS data – Allowing students time to create a tangible product that matches the learning objective or competency during class is an active and visible assessment of whether the learning objective or competency was attained (Jones, et al., 2011). In addition, pre-/post-tests provide data toward the attainment of specific WVCCRDSSS.

- » Outcome data – Identify what academic, attendance, or disciplinary data the lesson is designed to affect. While it is unlikely one lesson will have a strong impact on outcome data, a full curriculum, or series of lessons on a topic may have a more significant impact. Although it is impractical to collect outcome data on every lesson presented, collect all three types of data on several lessons each year to measure the extent to which the lesson has had a positive impact on student outcomes.

7. **Follow up** – If the lesson is important enough to teach, it is important that all students master the competency and learning objective. Plan for how you will follow up with any students who do not master the lesson competencies.

Implementation Steps

1. Identify three lessons or one unit with three or more lessons for which to write formal lesson plans.
2. Review and complete the West Virginia School Counselor Lesson Plan template for each of the lessons selected.
3. Implement the plan(s) as written and adjust based on experiences with delivery.
4. Edit the lesson as needed.
5. Establish a file or storage method for maintaining accurate lessons.
6. Repeat each year until all lessons have been formalized.

Annual Student Impact Goal (CSCP Plan, Section 6.)

Annual student impact goals, referred to by ASCA as annual student outcome goals, are statements identifying the measurable impact the school counseling program will have on student achievement, attendance, or discipline. They guide implementation of school counseling activities and interventions and promote the school counseling program's vision and mission. Annual student impact goals are based on school data and focus attention on issues related to a gap in achievement, attendance, or discipline.

> School counselors collaborate with administrators, teachers, staff and other stakeholders to ensure annual student outcome goals align with school data and priorities.
> (ASCA National Model, Fourth Edition)

The school strategic plan is a key component in the alignment of annual student impact goals and school priorities. The goals written in the school's strategic plan identify the school's big-picture needs. Annual student impact goals may be written in alignment with these goals or may address subsets of students identified in the strategic plan goal.

The *West Virginia Annual Student Impact Goal Template* is available to assist school counselors and principals with the development of the annual student impact goals. Following the annual administrative conference, the student impact goal(s) will be documented on the CSCP Plan. The goal is also entered into the West Virginia Educator Evaluation platform. View the West Virginia Annual Student Impact Goal Template at *https://bit.ly/WVStudentImpactGoal*.

Annual Student Impact Goals:

- Are written using the SMART goal format
- Are based on school outcome data
- Promote improved student achievement, attendance, or discipline
- Give focus to the school counseling program
- Are implemented at the beginning of the school year
- Are entered into the WVDE Educator Evaluation Platform and are a portion of the school counselor professional evaluation process

Examples of effective annual student impact goals written using the SMART format:

- Academic Goal: "By Dec. 18, 2021, students earning an F in Algebra I at the end of the first grading period will reduce the total number of F's earned by 20% from 38 F's (as of Oct. 15, 2021) to 30 F's."
  In this example, 38 students had a class average of 69 or less at the first grading period into the school year on Oct. 15, 2021. The goal is designed to reduce the number of failures by the end of the first semester on Dec. 18, 2021. Algebra I was targeted because it is an important predictor of high school graduation.
- Attendance Goal: "By June 10, 2022, students who had 10–16 absences during the previous school year (2020–2021) will decrease the cumulative number of absences by 15% from 180 total absences (2020–2021) to 153 absences (2021–2022)."
  In this example, 15 students currently enrolled had 10–16 absences during the previous school year. Adding their absences resulted in the cumulative number of 180 absences. A percent change of 15% was selected in an effort to be reasonable with a slight stretch.
- Discipline goal: "By June 2, 2022, the number of disciplinary referrals for peer-on-peer conflict will decrease by 20% from 24 referrals first semester (Dec. 18, 2021) to 19 referrals second semester."
  In this example, discipline referrals for conflict between peers is calculated at the end of the first semester and targeted for reduction during the second semester for the same school year. Peer conflict is a subset of disciplinary referral categories and deemed important by school stakeholders.

Implementation Steps

- Use achievement, attendance and/or discipline data to create annual student impact goals aligned with the school strategic plan.
- Write goals in a measurable format, including baseline and target data within the goal statement.
- Use student data and results from survey tools to monitor and refine annual student impact goals.
- Communicate student impact goals to administrators, teachers, and other stakeholders.

In addition to the Annual Student Impact Goal, school counselors also develop a Standard Element Goal, in collaboration with the principal and other applicable stakeholders. This goal is focused on needed area(s) of improvement specific to the professional performance of the school counselor which aids in the implementation of the CSCP. The school counseling standard element goal is entered into the WVDE Educator Evaluation Platform, but it is not

included as part of the CSCP Plan, as it is individualized to the school counselor's professional performance. Detailed information regarding the Standard Element Goal is described the Assess section of the West Virginia School Counseling Model.

Personalized Education Plan Process (CSCP Plan, Section 7.)

A Personalized Education Plan (PEP) is developed for every 8th through 12th grade student collaboratively, involving the student, parent/guardian, school counselor, teacher advisor, and/or special education case manager (if applicable). The PEP process addresses many of the WVCCRDSSS that fall under the domains of *Academic and Learning Development and Career Development and Life Planning*. The PEP identifies the student's career interests and courses needed for graduation and assists with high school and postsecondary goal planning. *WVBE Policy 2510* Assuring Quality of Education: Regulations for Education Programs and the Deliver chapter of The West Virginia School Counseling Model outline grade-level expectations for completing the PEP. Although school counselors are not solely responsible for ensuring a PEP is completed for every student, they are a vital member of the collaborative team and aid in the planning to ensure a process is in place to assist all students with the completion of the PEP. Section 7 of the CSCP provides a space to enter the planned process for assisting students with career exploration and the completion of the PEP.

Annual Administrative Conference (CSCP Plan, Section 8.)

The annual administrative conference is a formal discussion between school counselors and the administrator (principal) in charge of the school counseling program. The discussion can increase an administrator's understanding of a school counseling program. Annual administrative conferences are also required as part of the West Virginia school counselor evaluation process. The meeting includes information such as:

- CSCP Plan development
- School counseling program focus and priorities for the year (determined by a review of school data)
- School Counseling Program Assessment results (to determine CSCP development needs)
- School Counselor Self Reflection review and any associated evidence
- Standard element goal – ensuring the goal aligns with the School Counseling Program Assessment/School Counselor Self Reflection results
- Student impact goal – ensuring the goal aligns with school data and school strategic plan goals
- Use of time (to ensure alignment with state code and policy requirements)
- Advisory council members and meeting dates
- Direct and indirect services to be delivered
- Referral process
- Ratios and caseload
- Professional development needs and plans
- The school counselor's role on committees or other professional work

When school counselors and administrators meet and agree on program priorities, implementation strategies, and the school counseling program organization, the school counseling program is likely to run more smoothly and is more likely to produce the desired results for students.

The West Virginia Annual Administrative Conference Template

The CSCP Plan, Section 8 requires documentation of the annual administrative conference. The *West Virginia Annual Administrative Conference Template* provides an outline for the discussion and can be used to document the agreement made between the administrator and each school counselor. School counselors and principals may choose to attach a completed West Virginia Annual Administrative Conference Template to the CSCP Plan. View the West Virginia Annual Administrative Conference Template at *https://bit.ly/WVConferenceTemplates*.

School counselors and administrators complete the annual administrative conference within the first two months of school. Records are maintained to document the conference dates and notes for meetings between and among school counselors and for meetings with administrators. The *West Virginia School Counselor Time Analysis System* provides documentation on how school counselors spend their time, which then supports the discussion of use of time during the meeting. Log in to the School Counselor Time Analysis System at *https://sso.k12.wv.us/0/user/login?rid=98d7716a-9467-4ceb-b96a-3bf061491146*.

When developing the annual agreement, it is important to:

1. Review the annual administrative conference template as a school counseling team, if appropriate, as early in the year as possible to discuss areas of information needed.
2. Determine any sections of the template that will be the same for all school counselors in the building, if appropriate.
3. Complete the annual administrative conference template within the first month of school (one per school counselor).
4. Schedule an appointment to meet with the principal or administrator who oversees school counseling to review the agreement.
5. Provide a quick but thorough overview of annual student impact goals and priorities when meeting with the administrator, using the completed annual administrative conference template to guide the conversation.
6. Consider feedback from the administrator and adjust template as needed.
7. Collect signatures of school counselor(s) and administrator before the end of the second month of school.

School counselors advocate for the school counseling program by explaining the benefits of a comprehensive school counseling program to administrators and providing rationale for appropriate activities for school counselors. (ASCA National Model, Fourth Edition)

Implementation Steps

1. Discuss the annual administrative conference template with the principal and/or supervising administrator to formalize the development, implementation, and assessment of the school counseling program.
2. Explain and model the appropriate role of the school counselor and the organization of the school counseling program.
3. Explain annual student impact goals, their basis in student data and their alignment with the school improvement plan.
4. Advocate for the appropriate use of school counselor time based on W. Va. Code §18-5-18b and WVBE Policy 2315 (80% or more of time in direct and indirect services) and student needs.
5. Finalize the school counseling annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator.

Use-of-Time (CSCP Plan, Section 9.)

Per *West Virginia Code §18-5-18b* and *WVBE Policy 2315* school counselors shall spend at least 80% of work time in a direct counseling relationship with pupils. A direct counseling relationship includes both direct and indirect student services, as each type of service directly impacts the success of individual students. Additionally, ASCA recommends that school counselors spend 80% or more of their time in direct and indirect student services to achieve the most effective delivery of the school counseling program. More information about direct and indirect student services is available in the Deliver section of the West Virginia School Counseling Model.

The use of time within the 80% may be allocated differently from school to school based on needs identified in school data. All components of direct and indirect student services are necessary, but decisions about specific time allocation are based on student needs as demonstrated in analysis of school and program data and in alignment with school and annual student impact goals.

WVBE Policy 2315 states school counselors spend 20 percent of time in school counseling related administrative duties. These duties include school counseling program defining, managing, and assessing tasks. In addition, the school counselor may spend a small portion of the 20 percent providing fair-share responsibilities if the percent does not exceed that of the other school staff in the building and the responsibilities do not require the school counselor to take a disciplinary role.

West Virginia school counselors document their use of time to ensure they align with the requirements outlined in state code and policy. School counselors describe their documentation process in Section 9 of the *CSCP Plan*. The *West Virginia School Counselors' Time Analysis System* is available to school counselors to help track time spent implementing the CSCP. This electronic system provides a snapshot of how school counselors spend their time in each of the components of the program. The system is designed to filter data to present a variety of user-friendly reports to guide the program. The reports are also useful for school counselors to illustrate how much time is spent on school counseling activities versus non-school-counseling activities.

School counselors can use a use-of-time calculator to support a reduction in activities limiting the school counselor's capacity for delivery of student services.
(ASCA National Model, Fourth Edition)

School counselors may find it necessary to adjust the percentage of time in each of the delivery categories from year to year to meet student needs. In addition, school counselors are able to justify their modification to the suggested use of time by providing a rationale for an increase or decrease to any category based on research and best practice. In programs with more than one school counselor per site, there is often flexibility between and among school counselors in determining how much time individual school counselors spend in the delivery components.

Appropriate and Inappropriate School Counseling Activities

School counselors' duties are focused on the overall delivery of the school counseling program – direct and indirect student services, program management, program assessment, and school support. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program.

The following chart represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining school counseling program activities.

Appropriate Activities for School Counselors	*Inappropriate Activities for School Counselors*
» advisement and appraisal for academic planning	» building the master schedule
» orientation, coordination and academic advising for new students	» coordinating paperwork and data entry of all new students
» interpreting cognitive, aptitude and achievement tests	» coordinating cognitive, aptitude and achievement testing programs
» providing counseling to students who are tardy or absent	» signing excuses for students who are tardy or absent
» providing counseling to students who have disciplinary problems	» performing disciplinary actions or assigning discipline consequences
» providing short-term individual and small-group counseling services to students	» providing long-term counseling in schools to address psychological disorders
» consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	» covering classes when teachers are absent or to create teacher planning time
» interpreting student records	» maintaining student records
» analyzing grade-point averages in relationship to achievement	» computing grade-point averages

Appropriate Activities for School Counselors	*Inappropriate Activities for School Counselors*
» consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in school success	» supervising classrooms or common areas
» protecting student records and information per state and federal regulations	» keeping clerical records
» consulting with the school principal to identify and resolve student issues, needs and problems	» assisting with duties in the principal's office
» advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	» coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
» analyzing disaggregated schoolwide and school counseling program data	» serving as a data entry clerk

Non-School Counseling Duties

Non-school-counseling duties take away valuable time from providing student services. Consider these steps for the reevaluation of non-school-counseling duties.

- Identify tasks school counselors are currently responsible for that do not align with the appropriate duties of a school counselor.
- Use data from the West Virginia School Counselor Time Analysis System to illustrate the amount of time in hours these duties take away from school counseling program implementation.
- Determine what school counseling activities would replace these tasks if they were removed and estimate the impact on students.
- Express willingness to be a part of a plan for successful transfer of the tasks to staff who have skills to complete the task, keeping in mind that other staff members may already have a large list of responsibilities as well.
- Recognize that reassigning tasks may take time.

School counselors advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role. (ASCA Ethical Standards B.2.c)

Implementation Steps

1. Articulate the distinction between direct and indirect student services.
2. Assess use of time of direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component.
3. Articulate the best use of a school counselor's time to meet student needs as identified through student data and annual student impact goals.
4. Identify, evaluate, and participate in fair-share responsibilities.

Calendars (CSCP Plan, Section 10.)

School counselors develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when and where school counseling activities will be held. Creating calendars also helps school counselors develop a CSCP that provides activities and services for all students in the school. Additionally, calendars serve as an advocacy tool for school counselors' role and a layer of accountability for delivery of services in that they publicly document planned activities and may serve to protect needed time for those activities.

Publicizing the school counseling program calendar encourages involvement from school staff, family, students, and community partners. As the program grows and multiple activities are developed, a calendar validates the important support the school counseling program provides students, parents or guardians, teachers, and administrators. A well-developed calendar that is complete, timely and visually appealing can be a powerful public relations booster.

Annual Calendar

School counselors use the annual calendar to prioritize and communicate school counseling program priorities. The school counseling program has one annual calendar that includes all major school counseling activities delivered or coordinated by the school counselor(s).

The annual calendar can increase visibility of the school counseling program and provide focus on events or activities of value for the students, parents, and staff. To facilitate use by stakeholders, sufficient details, especially dates and times, should be included.

The annual calendar includes activities such as:

- school counseling classroom lessons
- back-to-school night
- open house
- student/parent/teacher meeting days
- career or college nights
- evening activities provided through the school and the community

Organizing the annual calendar in a monthly format can be useful in reminding students, teachers, parents, and administrators about upcoming events. The current or upcoming month's events can be posted in prominent places such as the school's website, department and classroom bulletin boards, administrative offices, career center and other sites used to communicate school events. It may also be submitted to the student newspaper or the local newspaper to increase the program's visibility.

The *West Virginia School Counselor Annual Calendar Template* is available to aid in the creation of the CSCP Annual Calendar. The completed template or another form of school counseling annual calendar should be attached to the CSCP Plan. To view the West Virginia School Counselor Annual Calendar Template, visit *https://bit.ly/WVCounselorAnnualCalendar*.

Weekly Calendars

Many school counselors find it beneficial to create a weekly calendar that provides a detailed plan of the school counselor's activities for the week. Although the weekly calendar is somewhat flexible due to crises or immediate student needs that may occur unexpectedly, this calendar serves as a plan for program implementation on a daily basis. Weekly calendars may also be used to document use of time.

It is important to balance the need for flexibility with the intentional delivery of scheduled events. The weekly calendar provides a source for monitoring time spent on delivery of a school counseling program and may also serve as documentation of contacts with students.

The weekly calendar includes activities such as:

- classroom lessons
- group and individual counseling
- meetings with students
- special events
- consultation
- data analysis
- committee and fair-share responsibilities

The *West Virginia School Counselor Weekly Calendar Template* is available to aid in the creation of the CSCP Weekly Calendar. View the West Virginia School Counselor Weekly Calendar Template at *https://bit.ly/WVCounselorWeeklyCalendar*.

School Counseling Program Advisory Council (CSCP Plan, Section 11.)

The school counseling program advisory council is a representative group of stakeholders selected to review and advise on the implementation of the CSCP. During the advisory council meetings, the members are explicitly focused on the school counseling program and gives a voice to stakeholders through dialogue and critique. The council meets at least twice a year to focus on the CSCP and maintains an agenda and minutes for each meeting.

Advisory councils assist school counselors by:

- Advising on annual student impact goals
- Reviewing annual student impact goal results
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

Identifying an Advisory Council

When identifying advisory council members, school counselors consider the following:

- **Purpose** – The advisory council's purpose and function are set in advance of selecting advisory council members. School counselors are responsible for helping the members understand and maintain their roles.

- **Representation** – The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns, and interests. Ideally, members of the advisory council reflect the community's diversity and include students, parents, teachers, school counselors, administrators, school board members, and business and community members. Including students may be a challenge depending on their ages, developmental level, and availability. If students are not able to participate, consider alternate ways of giving them a voice in programming. For example, elementary school counselors may conduct separate advisory council meetings for students only, following the same agendas and soliciting their specific feedback.
- **Size** – Although broad representation is crucial, the advisory council's size is an important issue. It is important to create an environment that encourages informed, constructive discussion. A council with too many or too few members may be ineffective and struggle with purposeful discussion. Generally, a good guide is to establish a council with a minimum of eight members and a maximum of twenty members.
- **Appropriate candidates** – Advisory councils function as a communications link between the school counseling program and the various groups in the school and community: students, parents or guardians, educators, businesses, and community organizations. Appointing members with sincere interest in the school counseling program is recommended. Consider members beyond those who are always supportive and agreeable as a council composed of everyone who approves may limit meaningful feedback. As well, you may want to avoid those, at least initially, who are inclined to have a negative outlook as they may derail conversations for their own agendas.
- **Agenda and minutes** – To ensure effectiveness, each advisory council meeting should have a specific agenda and goals to be accomplished. To help plan and implement the School Counseling Advisory Council Meetings school counselors may choose to utilize the advisory council agenda and minutes templates available at *https://wvde.us/wv-school-counselors/wv-school-counseling-templates-tools/*.
  - Create clear agendas specifically identifying topics and information. Maintaining the same format across meetings and even years enhances professional appearance.
  - Present data analysis results and annual student impact goals at the fall meeting.
  - Report results/progress at the spring meeting.
  - Send minutes of previous meetings and an agenda of the upcoming meeting to each member several days in advance.
  - Be sure the minutes match the agenda, provide sufficient details to reflect the discussion and include all suggestions/recommendations proffered. Exemplary minutes may include an "action required" section along with identification of the person responsible.
  - Be respectful – Respecting members' time and commitment is essential. Begin and end each meeting on time. In addition, consider the scheduling of each meeting, avoiding holidays and important events and considering time of day and day of the week.

Although the number of meetings may vary, the school counseling advisory council should meet at least twice a year to collaborate and provide input.

- First meeting – The chairperson calls the first meeting of the council. Detailed information is provided to council members to inform members of the council's purpose. In addition, reports, school data and other information previously collected are included in an information packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting, if not already scheduled. Part of the focus for the first meeting of the school year may be presenting the school counseling program calendar and goals.
- Final meeting – The end-of-year meeting should provide a summary of the program impact on students grounded in data. Present and explain results reports for goals. Discuss and solicit recommendations for program improvement.
- Additional meetings – As the group forms and develops an identity, agenda topics may naturally arise. Additional meetings might include:
  - Orientation to advisory council (optional) – conducted prior to first meeting for those who are new to the process; offers a brief training on role and expectations
  - Special event – a meeting to discuss/review some special circumstance or event during the school year with the focus on the school counseling program's plans
  - Response to unusual situation – the advisory council might be a powerful resource when unexpected events occur during the school year. The school counselor, in consultation with administration, might consider calling the council together to provide accurate information and/or the school counseling department's planned response.

Implementation Steps

1. Determine appropriate education stakeholders for representation on the advisory council.
2. Provide dates and times of all meetings for the year, which demonstrates respect for potential members' schedules and allows for informed decisions to participate.
3. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program.
4. Explain and discuss school data, school counseling program assessment, and school counseling annual student impact goals with advisory council.
5. Record advisory council meeting notes and distribute as appropriate.
6. Analyze and incorporate feedback from the advisory council related to annual student impact goals as appropriate.
7. Use data to demonstrate the value the school counseling program adds to student achievement.
8. Use presentation skills to share effectiveness data and results of action plans and activities with advisory councils.

Referral Process (CSCP Plan, Section 12.)

An established referral process is necessary to provide timely and effective support to initiate an appropriate plan of actions for students at various levels of need. School counselors recognize the importance of collaboration to meet the needs of every student. A referral is made to the school counselor when a concern for a student arises. Possible sources of referrals may include self-referral by students, concerned peers, parents(s) or guardians, teachers, administrators, other school staff, or community stakeholders.

School counselors recognize when emergency interventions are required in situations that need immediate attention (e.g., concern about a student's safety, sudden loss, physical and/or sexual abuse, or another crisis). School counselors are aware of their responsibility as a mandated reporter if a child is in a situation of expected abuse or at risk for harm.

Referrals are made by school counselors when students' needs extend beyond the training and/or responsibilities of the school counseling role. School counselors provide instructional, advisement and counseling services through brief, targeted approaches. When a student needs support beyond short-term services or counseling, it is a school counselors' ethical duty to refer students and families to school or community resources for additional assistance or information. Referral sources may include academic support such as tutoring or Student Assistance Team meetings; career support such as college planning websites or employment training; and social/emotional support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse, and depression.

School counselors should work with the principal and other applicable stakeholders to establish a referral process that ensure student needs are addressed in a timely manner. The school counselor(s) and principal(s) are responsible for ensuring school staff, students, families, and other stakeholders know what steps to take if they feel a student needs to be referred to the school counselor(s). The following referral process is a sample that may be modified to meet the needs of a school.

Sample Referral Process:

- STEP 1: Concern for the student arises and the student is referred to the school counselor using a standardized referral form(s) or other method of referral.
- STEP 2. The school counselor uses objective and subjective data to assess the situation and determine the level and type of intervention to be taken on the student's behalf.
- STEP 3: Interventions are implemented, and the student's progress is monitored. The student's response to the intervention will be reassessed and the intervention plan modified as needed.
- STEP 4: The school counselor follows up with the referring individual to let them know the referral has been addressed while observing the guidelines of confidentiality outlined by the Family Educational Rights and Privacy Act (FERPA) and the ASCA Ethical Standards. (Missouri Professional School Counselors and Counselor Educators, 2015.)

Resource Mapping and Collaboration (CSCP Plan, Section 13.)

School counselors collaborate with multiple stakeholders, including both school-based and community-based programs and agencies. Understanding the services provided by each program reduces duplication and aids in a timely referral to link students and their families with the services they need. Resource mapping is an active, ongoing process to identify and share information about internal and external supports and services. A resource map shows the location and type of available services for easy reference. Including information about eligibility and details can help improve student follow-through and coordination of care. (NCSMH, 2020).

Section 13 of the *CSCP Plan* provides a template to enable school counselors and other stakeholders to work together to identify programs and resources available in their school and community. It may be helpful to complete the template and keep a printed copy on hand for easy access. It is critical to update the template at least once a year as program contacts may change. It is important to note that many of the identified contacts may also be vital members of the school mental health resource team.

School Crisis Response Plan (CSCP Plan, Section 14.)

School counselors are vital resources in preventing violent incidents, intervening when concerns arise about potential violence, and responding when a crisis ensues. Through the implementation of a CSCP, school counselors promote school safety, intervene with students engaging in unhealthy or unsafe behaviors, and make referrals as needed. School counselors are familiar with the school community and are knowledgeable about the roles of community mental health providers and first responders such as law enforcement officials and emergency medical responders.

As outlined in *WVBE Policy 4373* Expected Behavior in Safe and Supportive Schools, the Crisis Response Planning Team consists of key school personnel, including school counselors, and is collaboratively responsible for the development and implementation of the school crisis prevention and response plan. Section 14 of the CSCP provides an area to overview the school crisis response planning process. For more information and resources, visit the WVDE Safe Schools Toolkit at *https://wvde.us/leadership-system-support/safe-supportive-schools/safe-schools-toolkit/*.

Section III: Deliver

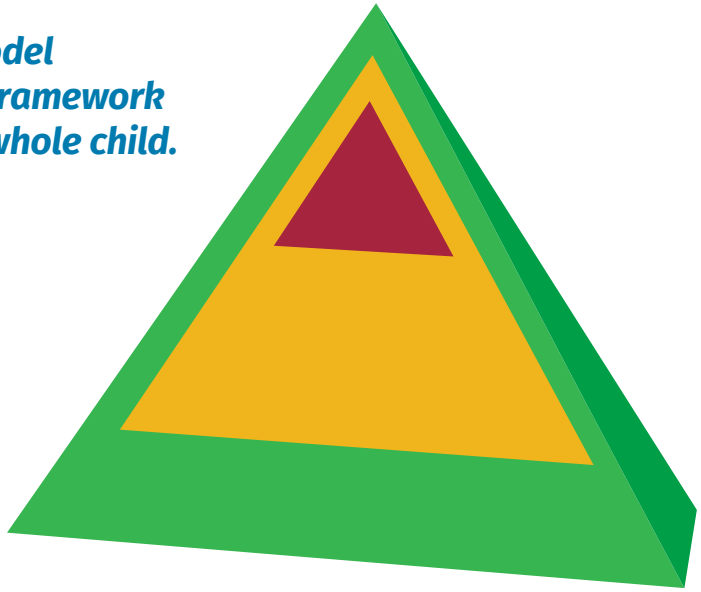
The Deliver component of the comprehensive school counseling program (CSCP) comprises the methods school counselors use to coordinate activities and provide services for students. A school counseling program consistently maintains a balanced delivery approach that is jointly planned and supported by school leadership and other stakeholders. Within the school counseling program context, school counselors use principles of a multi-tiered system of support to provide services and support to meet students' needs.

> School counselors provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students (ASCA Ethical Standards A.3.c)

Program Delivery in West Virginia Schools

Within the multi-tiered framework, school counselors provide direct and indirect services for students at each tier to promote social/emotional, college and career, and academic success. *W.Va. Code §18-5-18b* and *WVBE Policy 2315* Comprehensive School Counseling Program, states school counselors shall spend at least 80% of work time in a direct counseling relationship with pupils. A direct counseling relationship includes both direct and indirect student services, as each type of service directly impacts the success of individual students. Additionally, ASCA recommends school counselors spend 80% or more of their time in direct and indirect student services to achieve the most effective delivery of the school counseling program. For more information on how school counselors manage their time, see the Use of Time and Calendar sections in the Manage component in this model.

The School Counseling Model incorporates the WVTSS Framework to meet the needs of the whole child.



West Virginia Tiered System of Support

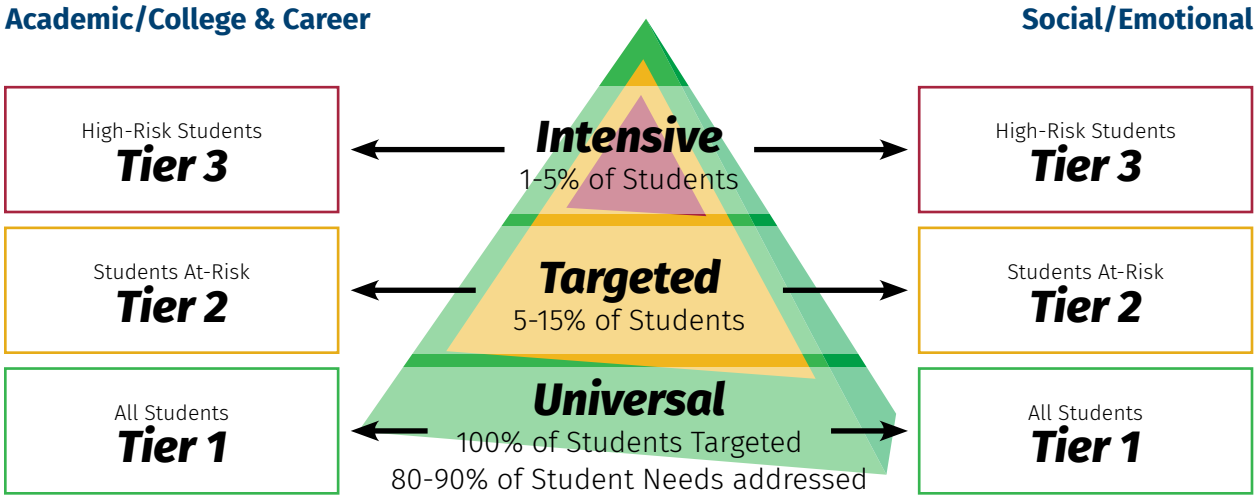
West Virginia Tiered System of Support (WVTSS) is a school-wide, data-driven, proactive framework for improving academic, behavioral, and mental health outcomes for all students by providing support at each of the three tiers as needs are identified. Schools implementing WVTSS encourage appropriate challenge, safety, health, active engagement, and support for all students. With leadership and guidance from the county office, the school must establish a consistent process for identifying and addressing students' needs. This process should include examining screening data, analyzing causes for limited response to universal instruction, developing supports to increase student success, and ensuring all students are learning. The school counselor is a member of this team and plays an essential role in this continuous cycle of examining data and modifying the plan to address student needs. For more information on the WVTSS, visit *https://wvde.us/west-virginia-tiered-system-of-support-wvtss/*.

School counselors provide direct and indirect services at each tier to support academic, behavioral, and mental health needs. These services are grouped into two main categories:

1. Academic/College & Career
2. Social/Emotional (social/emotional, behavior, and mental health)

School counselors use principles of multitiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need. (ASCA Professional Competencies & Standards B-PF 1f)

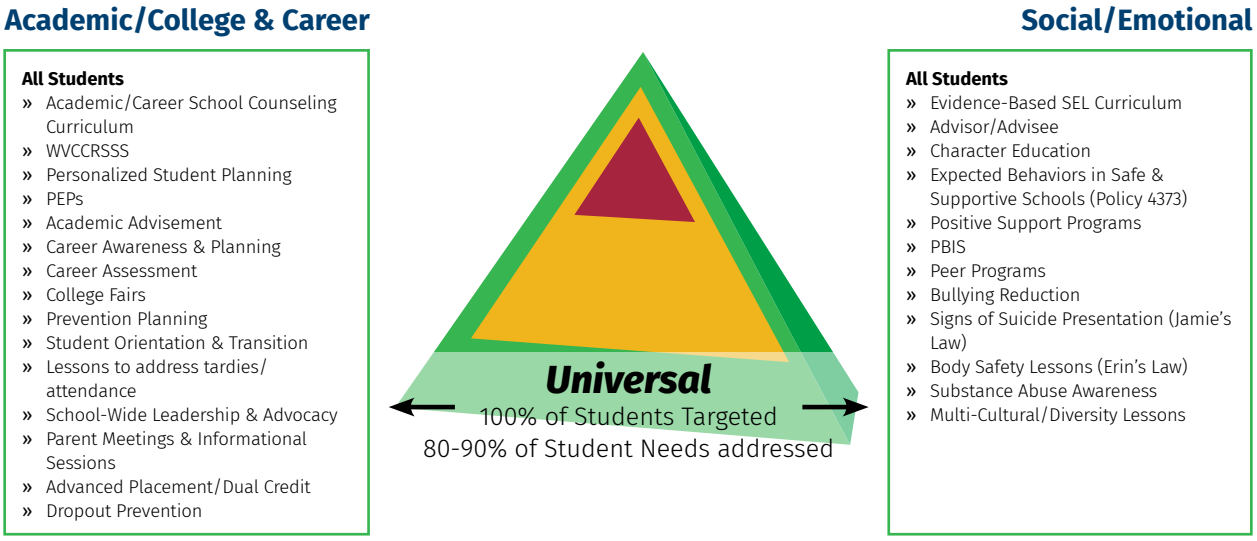
Integration of the West Virginia Tiered System of Support (WVTSS)



Tier 1: Universal Supports

Tier 1 Universal Supports focus on the development and wellness for ALL students as part of the first tier of support. School counselors collaborate with school administrators and the leadership team to 1) identify and use evidence-based assessments and strategies to ensure a positive and safe school climate, 2) teach and reinforce positive behaviors, and 3) prioritize academic/college and career, and social/emotional learning for all students.

The following graphic illustrates examples of direct and indirect services at Tier 1. This is not an exhaustive list.



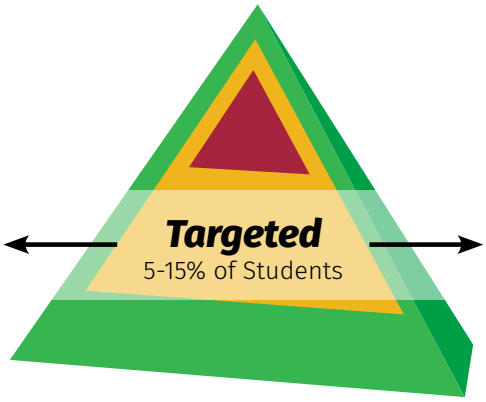
Tier 2: Targeted Interventions

Tier 2 Targeted Interventions are services and support focused on early intervention or secondary prevention services. Strategies are designed to address concerns for 5 – 15% of students who have been identified through a systematic, equitable process as at risk for not meeting academic or behavioral expectations or who need additional social/emotional support.

The following graphic illustrates examples of direct and indirect services at Tier 2. This is not an exhaustive list.

Academic/College & Career

At-Risk Students
- Mentoring Programs
- Referral for Academic Supports
- Academic Support Groups
- Small Group Counseling
- Appraisal & Advisement
- Individual Counseling
- Check-In, Check-Out
- Consult & Collaborate with School Personnel, Families, & Community Agencies
- Referral to Appropriate Support Services (tutoring, content recovery, graduation coach, interventionist, etc.)
- College Visits
- Career Groups



Social/Emotional

At-Risk Students
- Small Group Interventions (anger, social skills, substance abuse, grief, and other needs)
- Some Individual Student Supports
- Referral to School Services (SAT, Alternative Programs, Community Agencies, etc.)
- Check-In, Check-Out
- Short Term Individual Counseling
- Consultation & Collaboration with School Personnel, Families, & Community

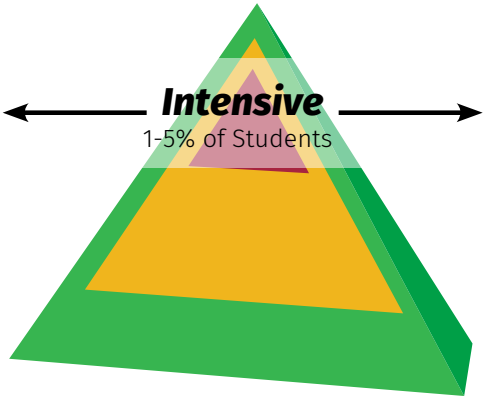
Tier 3: Intensive Interventions

Tier 3 Services are intended for 1 – 5% of students who need intensive supports. These interventions are designed to address acute and chronic concerns for students who have not been successful with targeted interventions. School counselors provide Tier 3 services to support students in crisis, students with mental health concerns, or students with intensive behavioral needs.

The following graphic illustrates examples of direct and indirect services at Tier 3. This is not an exhaustive list.

Academic/College & Career

High-Risk Students
- Referral for Academic Interventions (Alternative Programs, Option Programming, etc.)
- Collaboration with Stakeholders to Address Student Needs
- Advisor/Mentor
- Wrap Around Services
- Individual Parent Conference



Social/Emotional

High-Risk Students
- Individual Counseling
- Referral to Intensive Long-Term Therapy (school/community agencies)
- Advisor/Mentor
- Crisis Intervention
- Consultation
- Safety Plans
- Facilitate Referrals & Collaboration with Intensive Service Providers (school-based mental health specialists, outside agencies, wrap around supports, etc.)

Direct Student Services

Direct student services are in-person interactions between school counselors and students. Through the direct services of instruction, appraisal, advisement, and counseling, school counselors help students develop the knowledge, attitudes, and skills outlined in the WV College- and Career-Readiness Dispositions and Standards for Student Success (*WVCCRDSSS*), the WV Pre-K Standards, and the ASCA Mindsets & Behaviors for Student Success, to help students improve achievement, attendance, and discipline. Through each of these direct services, the school counselor and students work toward a specific goal.

Instruction

School counseling instruction includes teaching the school counseling curriculum by incorporating student standards from the *WVCCRDSSS*, the *West Virginia Pre-K Standards*, and the *ASCA Mindsets & Behaviors for Student Success*. Instruction intends to help all students maximize their potential by enhancing academic, college/career, and social/emotional development and improving achievement, attendance, and discipline outcomes.

The school counseling curriculum is a planned, written, instructional program comprehensive in scope, preventive in nature, developmental in design, and honors all students' backgrounds and cultural experiences. See the Manage component for more details on the school counseling curriculum and lesson plans.

Instruction occurs in classrooms/large groups, small groups, or individually. School counselors may provide instruction through direct instruction, team teaching, or assisting in learning activities. School counselors provide follow-up to small groups or individual students, as needed, to enhance student attainment of the WVCCRDSSS, West Virginia Pre-K Standards, and the ASCA Mindsets & Behaviors. The focus of instruction is to assist students in developing needed skills for improvement in achievement, attendance, or discipline.

Classroom Instruction (Common Tier 1): School counseling curriculum instruction most often occurs in classroom settings. School counselors develop lesson plans aligned with the Classroom and Small Group Action Plan to organize the delivery of the school counseling curriculum in classroom settings.

Examples include:

- Academic lessons on topics such as study skills; goal setting; long-term planning; self-motivation; and balancing school, home, and activities
- Career lessons on topics such as building self-awareness of skills and interests, exploring careers, and understanding connections between lifestyle and career choices
- Social/emotional lessons on topics such as self-discipline, peer relationships, personal safety, and coping skills

Classroom instruction may be supplemented with activities involving larger groups of students than in a classroom setting. These activities focus on specific planned experiences that further the development of students' educational possibilities.

Examples include:

- Academic activities such as school tours focused on successfully navigating significant school transitions (entering kindergarten, third grade, middle school, high school), motivational presentations, and academic-success focused assemblies
- Career activities such as college/career fairs, post-secondary site visits, college/community/business tours, and application workshops that boost students' skills around the completion of essays for college acceptance, job or scholarships
- Social/emotional activities designed to broaden student development through activities such as student leadership opportunities, service-learning experiences, and activities that intentionally give attention to specific student populations to bolster identity, support, and opportunity

Small-Group Instruction (Common Tier 2 and 3): School counselors work with small groups of students to provide instruction and activities to improve student success. A small group typically includes 3–12 students in a minimum of four group sessions.

Examples include:

- Academic small groups on topics such as study skills, goal setting, motivational support, or training for peer mentoring and tutoring programs that partner older students with younger students, to support specific goals for success
- Career small groups focusing on specialized activities for in-depth experiences around particular career interests
- Social/emotional small groups on topics such as stress management, self-regulation, overcoming obstacles, or positive approaches for building self-management skills and social skills

Individual Instruction (Common Tier 2 and 3): School counselors work with individual students to provide additional opportunities for mastery of identified WVCCRDSSS, WV Pre-K Standards, and the ASCA Mindsets & Behaviors based on specific needs. It may occur when extra time or varied methods are needed to improve specific student outcomes.

Examples include:

- Academic individual instruction helping a student learn skills to manage a period of transition or adapt to changing situations and responsibilities.
- Career individual instruction supporting individual students with career research or pursuit of post-secondary options
- Social/emotional individual instruction helping students learn relationship skills when feeling isolated at school or learning steps for ethical decision-making and social responsibility

Appraisal, Advisement, and Personalized Student Planning

School counselors facilitate appraisal, advisement, and personalized student planning to help students understand their abilities, values, and career interests and to attain the skills outlined in the *WVCCRDSSS* and the mindsets and behaviors outlined in the *ASCA Standards for Student Success*. WV counselors assist students through a process of personalized student planning. This process results in students establishing personal goals and developing future plans. It occurs with individual students, small groups, and through the Social and Emotional Advisory System for Student Success, addressed in *WVBE Policy 2510*.

- **Appraisal** is the process where school counselors work with students to analyze and assess their abilities, interests, skills, and achievement. The defining characteristic for appraisal is its focus on a student test, inventory, universal screener, or other data that includes interpretation, assessment, and feedback leading to the development of academic, career and/or social/emotional plans. Test information, inventories, and other data are used as the basis for appraisal to help students develop immediate, intermediate, and long-range goals. A typical example of appraisal is the analysis of a completed interest inventory to inform the student's selection of a career pathway or the use of a universal screener to determine a student's level of exposure to trauma.
- **Advisement** is the process through which school counselors make recommendations based on appraisal of tests, inventories, and other data to help students make decisions for their future. It serves to inspire students to realize their maximum potential.
- **Personalized Student Planning** includes activities that provide students with an opportunity to plan, monitor, and manage their academic, college and career, and social/emotional development. School counselor works closely with the school leadership team to ensure ongoing opportunities are provided during the school day for career exploration and self-discovery at all programmatic levels.

Per *WVBE Policy 2510*, through a CSCP, middle and high schools will implement a continuous Social and Emotional Advisory System for Student Success that provides students with meaningful, supportive relationships and maximizes each student's personalized learning experience. The advisory system will be evidence-and standards-based to systematically address the WVCCRDSSS (*Policy 2520.19*) and include the development of each student's Personalized Education Plan (PEP), career portfolio, social/emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.

A **Personalized Education Plan (PEP)** is developed for each student in consultation with the student's parent and/or guardian, school counselor, and/or teacher advisor. The PEP is used to guide, personalize, and maximize each student's learning experience. Students continue to develop, update, and revise their PEP yearly using a thoughtful process that includes career investigation and self-discovery activities (e.g., interest, work values inventories) that assist students in identifying a career post-secondary education goal. A review of each student's assessment will ensure academic planning maximizes unique strengths, addresses weaknesses, and aligns with interests. Career exploration and planning and the development of the PEP is a shared responsibility between school counselors, teachers, advisors, and parents/guardians.

- **During the 8th grade year**, each student's PEP is developed to identify course selections for the 9th and 10th grades based on each student's identified career aspirations. When finalizing the PEP, the counselor and/or student advisor will meet with the student and parents/guardians to secure signatures documenting involvement. The student and parents/guardians shall be provided a copy of the PEP.
- **During the 9th grade year** and each subsequent year after, each student reviews and updates their PEP in collaboration with the school counselor, teachers, advisors, and parents/guardians.
- **During the 10th grade year**, the second phase of the PEP is developed. Students identify course selections for grades 11-12 and post-secondary plans for the first year after high school.
- **During grades 9-12**, the PEP is reviewed annually with the student and their parents/guardians and is signed and dated during each annual review conference. Students may amend their PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on the availability of courses.

Refer to *WVBE Policy 2510*, Appendix D for detailed information regarding PEP requirements.

The school counselor advocates for the success of all students by promoting equity and access. (WV Professional Standards & Elements 4.1)

Through appraisal, advisement, and personalized student planning, school counselors help students explore educational, career, and social/emotional opportunities, expectations, interventions needed, or requirements for educational goals. After careful consideration and continued exploration and discussions with other key individuals such as families/caregivers, teachers, and community members, students are empowered to make informed decisions about their future. This is a collaborative process promoting student success.

Counseling

Counseling is the professional assistance and support provided to a student or small group of students during transitions, heightened stress, critical change, crisis, or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, career, and social/emotional development.

Counseling can be proactive and responsive and helps students identify problems, causes, potential consequences and benefits, alternatives, and outcomes so they can make decisions and take appropriate actions. School counselors use the *WVCCRDSSS* and the *ASCA Mindsets & Behaviors* to provide focus in the counseling process.

Counseling is also used to support students during and after a crisis. A crisis is defined as a significant time of intense difficulty, distress, or danger and requires an immediate response. When students need long-term counseling to address mental health issues or provide long-term support after a crisis, school counselors collaborate with families/caregivers and other professionals and make referrals to appropriate community resources.

School counselors advocate for the profession by explaining the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling such as mental health, marriage and family, substance abuse, social work and psychology, within a continuum of care.
(ASCA Professional Standards & Competencies B-PF 2e)

Indirect Student Services

School counselors provide indirect student services to support student success and to promote equity and access for all students. While students benefit from indirect services, school counselors also work with parents, teachers, administrators, school staff, and community stakeholders to promote systemic change to address the needs of students (such as underachieving or underrepresented groups of students) in the school.

School counselors gather and share information about student developmental issues, problems, and successes through indirect student services. When a situation requires a school counselor to share information that could identify a specific student to a third party who is not already aware of the situation, school counselors receive student or parent permission or take significant precautions to protect student confidentiality following *ASCA's Ethical Standards for School Counselors*.

Indirect student services include consultation, collaboration, and referral.

Consultation

Consultation is the process of providing information, opinions, and recommendations to individuals who can support a student's need or seeking information from an expert about student needs. School counselors both offer and seek consultation.

As experts in academic achievement, college and career access and social/emotional development, school counselors share strategies that support student success with families, teachers, other educators, and community organizations through consultation. School counselors serve as student advocates to promote academic, career, and social/emotional development through this strategy.

School counselors also use consultation to seek information on student needs and to identify strategies promoting improvement in achievement, attendance, and discipline. School counselors may consult with educational, legal, and mental health experts to inform decisions and design strategies to promote student success.

Examples include:

- *Participating in school meetings*: School counselors participate in student-centered meetings at the school (e.g., SAT, IEP, 504) to assist with evaluating individual student problems and designing appropriate interventions.
- *Participating in stakeholder team meetings*: School counselors participate in stakeholder team meetings (e.g., MDT) to assist with evaluating individual student problems and designing appropriate interventions.
- *Providing information*: School counselors provide information and resources to parents/guardians/teachers about how to support a student in the classroom or home environment.

Collaboration

Collaboration is the process in which multiple individuals work toward a common goal and share responsibility for the associated tasks. It occurs in a variety of situations and may include other professional student support personnel.

Examples include:

- *Planning for the Integrated Delivery of the WVCCRDSSS*: School counselors take the lead in the collaboration with the school leadership team and other school staff to ensure there is a coordinated effort to integrate the delivery of the WVCCRDSSS. During the planning process, the team identifies the WVCCRDSSS addressed by teachers during classroom instruction and activities (including middle and high school advisory systems) and identifies the standards to be addressed through the school counseling curriculum, other school activities, or events. (For more information, about the integrated delivery of the WVCCRDSSS refer to Section II of this model).
- *Teaming and partnering*: School counselors work with families, administrators, teachers, school staff, businesses, and community organizations to support achievement, attendance, and discipline and fulfill the annual student outcome goals. Through resource sharing, joint presentations, advisory councils, or formalized partnerships with a specific focus or agenda, teaming and partnering occur.
- *School/district committees*: By serving on committees or advisory boards, school counselors promote student success and generate school-wide and district support for the school counseling program.
- *Parent workshops*: School counselors facilitate or organize informational sessions about student developmental issues to address students' needs and to enhance the attainment of the school counseling curriculum.
- *Community partnerships*: Establishing partnerships with community members and organizations strengthen the school, counseling program, and community. Businesses in the community may partner with the school to provide internships for students, facilitate skill development with specialized training opportunities or solidify community growth through school-to-work initiatives. Other organizations may offer opportunities to help students achieve high-quality results and outcomes.

- *Crisis Response*: School counselors work with administrators, teachers, other school staff, families, and community members to provide immediate and follow-up intervention to meet urgent needs and prevent situations from becoming more severe. Crisis response provides leadership and organization to crises and supplements the direct student service of counseling. When responding to an emergency, school counselors follow written procedures outlined in the *School Crisis Response Plan*, developed by the School Crisis Response Planning Team, of which the counselor is a member.

School counselors partner with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early-warning signs of student distress. (ASCA Ethical Standards.A.6.a)

Referrals

School counselors provide referrals when students' needs extend beyond the school counseling role's training and/or responsibilities. School counselors provide instructional, advisement, and counseling services through brief, targeted approaches. When a student needs support beyond short-term services or counseling, it is a school counselors' ethical duty to refer students and parents to school or community resources for additional assistance or information.

Referrals are as varied as students' needs. School referral sources may include: 1) academic support such as tutoring; 2) career support such as college planning websites or employment training; and 3) social/emotional support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse, and depression.

Deliver

The following table illustrates the Deliver Component of the CSCP. School counselors use a data informed approach to identify students, determine the delivery method of appropriate strategies and activities, and assess the effectiveness of the selected activity.

Item	Strategies and Activities	Recipient	Method
Direct Student Services	Delivery of WVCCRDSSS: » Instruction » Appraisal » Advisement » Personalized Student Planning » Counseling	All Students Identified Students	Interactions with Students In: » Large Group » Classroom » Small Group » Individual
Indirect Student Services	» Referrals » Consultation » Collaboration	All Students Identified Students	Interaction with Others

Adapted from Gysbers, N.C. & Henderson, P. (2012) Developing and managing your school counseling program (5th ed.), Alexandria, VA: American Counseling Association.

Section IV: Assess

To achieve the best results for students, school counselors regularly assess their program to determine its effectiveness. Assessments inform potential improvements to the school counseling program design and delivery. Additionally, assessments show how students are different due to the school counseling program. School counselors share the school counseling program results to educate stakeholders about the school counseling program's impact on student outcomes.

School counselors collect and analyze data to answer questions such as:

- Who participated in what activities through the *West Virginia Tiered System of Support*?
- What West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (*WVCCRDSSS*) did students learn through participation in school counseling activities?
- How did the learning affect students' attendance, achievement, or discipline?

> By completing program assessments and taking action on areas needing improvement, school counselors demonstrate leadership through a commitment to continuous school counseling program improvement and advocacy for a fully implemented comprehensive school counseling program. (ASCA National Model, Fourth Edition)

Program Assessment

A school counseling program is multifaceted and designed with continuous assessment and improvement in mind. Therefore, school counselors regularly assess their progress toward the design and delivery of a comprehensive school counseling program (CSCP) and assess the impact on students as indicated by the *WVCCRDSS*/*ASCA Student Standards*.

The *West Virginia School Counseling Program Assessment* is completed each year to:

- Analyze progress toward full implementation of a CSCP
- Identify program strengths and areas for improvement
- Guide future actions within the school counseling program to lead to better results for students

After completing the assessment, the school counselor analyzes the responses to determine the following:

- Program strengths
- Areas for improvement
- Short- and long-range plans for improvement

At the beginning of the following school year, the school counselor reviews the results of the West Virginia School Counseling Program Assessment and completes the online Self-Reflection, in the WVDE Educator Evaluation Platform to develop the Standard Element Goal. View the West Virginia School Counselor Program Assessment at *https://bit.ly/WVCounselingProgramAssessment*.

Noticing program implementation trends over time encourages reflection and discussion by school counselors and stakeholders about continually improving the program. Reviewing the program assessment also informs professional development plans, training, and goals for the following year.

Annual Results Reports

Annual results reports are designed to ensure school counseling programs are assessed for effectiveness and to inform program improvement decisions. These reports are an essential component of a data-informed school counseling program. There are two types of annual results reports:

- *West Virginia Classroom and Small Group Results Reports*
- *West Virginia Closing-the-Gap Results Reports*

Analyzing data from these reports contributes to a more informed approach to addressing student needs and more focused and effective activities and interventions. In addition, these reports are aligned with the action plans typically created for the beginning of a school year.

Data for these results reports are collected throughout the implementation of the West Virginia Classroom and Small Group Action Plans and the West Virginia Closing-the-Gap Action Plans found at *https://wvde.us/wv-school-counselors/wv-school-counseling-templates-tools/*. Three types of data are collected: participation, standards, and outcome data.

Type of Data	Description	Examples
Participation	» Number of participants involved » Number of activities, lessons, or sessions » Length of time	30 students participated in six 45-minute classroom lessons
WVCCRDSSS/ ASCA Mindsets & Behaviors	» Administered to students and provides self-reported data from students » Measures student change in knowledge, attitudes, and skills through the lens of the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success and the ASCA Mindsets and Behaviors	» 88% of fourth graders have written a goal using the SMART goal format (WV: DSS.K-2.4/ASCA: B-LS 7) » 88% of tenth graders can identify strategies to reduce stress (WV: DSS.9-12.5/ASCA: B-SMS 7)
Outcome	Impact on student achievement, attendance, or discipline	Reading levels Discipline referrals Promotion/graduation rate

The purpose of analyzing results reports is to determine the extent of change in student learning and student outcomes and to use the data to promote school counseling program improvement and systemic change throughout the school. Data analysis helps school counselors determine what worked and what did not and brings clarity to what needs to be changed or improved.

Results reports serve as tools to:

- Document instruction was carried out as planned or modified to meet additional student needs
- Verify all students were served
- Analyze and explain participation related to the *WVCCRDSSS*
- Share the impact of the activities and services
- Inform improvement to future activities and interventions
- Support advocacy for systemic change

> School counselors build an environment to promote systemic change when the analysis of results is integral to the school counselor's role. (ASCA National Model, Fourth Edition)

Analysis of the Classroom and Small Group Results Report

School counselors are encouraged to use the *West Virginia Classroom and Group Results Report* to measure three or more classroom lessons and one or more small groups (defined as four or more sessions) each year. The specific planning to measure these activities and data results are documented on the template.

The West Virginia Classroom and Group Results Report help to:

- Organize and report the results of classroom lessons and small-group sessions.
- Determine the effectiveness of the classroom and group activities and inform program improvement.

- Enable school counselors to document specific assessments of selected classroom and group activities and interventions.
- Ensure classroom and group activities are assessed and amended annually

View the West Virginia Classroom and Group Results Report at *https://bit.ly/WVClassroomGroupReport*.

Implementation Steps - Classroom lesson or classroom unit

1. *Design* – School counselors select one or two *WVCCRDSSS* addressing student needs as demonstrated through school data. The selected standards provide focus for the lesson and direct the activities' assessment. Lessons are selected or created to help students gain the appropriate knowledge, attitudes or skills specified in selected mindsets and/or behaviors.
2. *Document* – The classroom lesson(s) selected for measurement is documented through the Classroom and Group Action Plan and Classroom and Group Results Report.
3. *Implement* – The instruction is implemented through direct instruction, team teaching, or in coordination with other educators. The skills are taught using a variety of curriculum materials or activities. Student attainment of the dispositions and skills is assessed using pre-/post-tests, product creation or activity completion.
4. *Analyze* - School counselors review the results of the report, ask the following questions, and may record their findings in the implications section:
   - Did the selected WVCCRDSSS match the lesson topic?
   - Did the lesson content/materials match the selected WVCCRDSSS?
   - Did the length of lessons allow time for students to acquire content?
   - Were the lessons delivered at the best time and in the most effective way?
   - How did the lessons support the desired change in achievement, attendance, and/or discipline data?

Implementation Steps - Small group (four or more sessions, three–12 students)

1. *Design* – School counselors select students for small groups based on academic, attendance, or discipline needs as reflected in school data. Specific standards and skills addressing student needs are selected from the *WVCCRDSSS*. Lessons or activities are selected or created to help each group of students gain the appropriate knowledge, dispositions, or skills specified in the plan.
2. *Document* – The small group is documented through Classroom and Group Action Plan and Classroom and Group Results Report.
3. *Implement* – The small group is implemented using counseling skills and techniques appropriate for the group and a variety of curriculum materials or activities. Student attainment of the WVCCRDSSS is assessed using pre-/post-tests and success toward reaching the established group goals.
4. *Analyze* – Small-group sessions are analyzed in their entirety rather than by individual sessions. One results report is used to report the results of all sessions of a small group. School counselors review the results of the report, ask the following questions, and may record their findings in the implications section:
   - How was data used to identify small-group topics?
   - How was data used to select participants for inclusion?
   - How did the group content/materials align with evidence-based, action research, or best practices?

- How did the group content/materials match the selected WVCCRDSSS?
- How did the session topics support the desired change in achievement, attendance, and/or discipline data?

Analysis of the Closing-the-Gap Action Plan/Results Reports

School counselors provide classroom and group instruction and counseling to address academic, attendance, or disciplinary discrepancies existing between student groups. These discrepancies, often referred to as gaps, are identified through the review of disaggregated data, and school counselors develop action plans indicating activities and resources designed to close the gaps. The *West Virginia Closing-the-Gap Action Plan/Results Report* serves as a guide for school counselors to develop plans and evaluate the results of their closing-the-gap focused services. View the West Virginia Closing-the-Gap Action Plan/Results Reports at *https://bit.ly/WVCloseGapReport*.

The Closing the Gap Action Plan/Results Report is goal-driven and often, it is most effective to have the annual student impact goals focus on a gap or discrepancy identified in data. That student impact goal may drive the Closing-the-Gap Action Plan/Results Report, including documentation of a variety of activities and services designed to close an achievement opportunity, information, or attainment gap.

> School counselors review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socioeconomic status and/or other relevant classifications. Data is used to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps. (ASCA Ethical Standards A.3.c & d)

The West Virginia Closing the Gap Action Plan/Results Report allows for the creation of interventions including both direct and indirect services to support students and to work with those who hold the potential to influence the students. For example:

- Student strategies may include relevant lessons in classroom settings, a specific small group experience, individual counseling, appraisal, and advising.
- Stakeholders may be addressed by providing specific training or information to teachers and parents.
- Additional strategies may involve referrals to others whose work supports the alleviation of the identified gap, such as mentors.
- Systemic issues may be addressed as processes/procedures that possibly contribute to the gap are identified and changed.

The completion of the West Virginia Closing the Gap Action Plan/Results Report encourages planning for the documentation of participation, *WVCCRDSSS*, and outcome data. The single document for the action plan and results report guides the school counselor to create the data plan as the initial plan is developed and collect and analyze the data after implementation.

Implementation Steps

1. *Design* – School counselors identify students for closing-the-gap activities based on academic, attendance, and discipline needs as reflected in school data. Specific standards and competencies addressing student needs are selected from the WVCCRDSSS. Varied activities and interventions addressing different target groups or audiences are selected or created to help students meet the goals specified in the plan, thereby closing the identified gap.
2. *Document* – Activities and interventions are documented through *West Virginia Closing the Gap Action Plan/Results Report*. The plan includes activities and interventions, skills addressed, curriculum used, timelines, projected students, assessment methods, and persons responsible.
3. *Implement* – The activities and interventions are implemented using direct and indirect student services appropriate for the identified students. Student attainment of the WVCCDRSSS data is assessed using pre- and post-tests and changes in achievement, attendance, or discipline data are also recorded on the document.
4. *Analyze* - School counselors review the results of the report, ask the following questions, and may record their findings in the implications section:
   - » What data was used to identify the gap?
   - » How were evidence-based, research-informed, or best-practice activities selected?
   - » How did multiple strategies/activities involve a variety of stakeholders who may affect the desired outcome?
   - » How did the content/materials of the strategies/activities match the selected WVCCRDSSS?
   - » How did the activities and interventions support the desired change in achievement, attendance, and/or discipline data?

Data Over Time

Tracking the school's achievement, attendance, and discipline data over multiple years contributes to a better understanding of trends at the school. Using student and school site data to monitor student progress helps the school counselor determine which students need support to achieve school success.

Reviewing data over time identifies strengths, gaps, and systemic issues and helps school counselors prioritize annual goals. Both aggregated and disaggregated data are necessary to understand whether achievement gaps or equity issues exist at the school.

Data analysis is best conducted in collaboration with the district or school data specialists equipped to generate data reports on achievement, attendance, and discipline trends. Initial reports become the baseline data from which school counselors measure future school counseling program results. Creating charts or graphs with year-by-year data is a helpful way to show changes and trends in student success.

School counselors create opportunities to advocate for students by collecting participation, Mindsets & Behaviors and outcome data and analyzing the data over time to determine student progress and effectiveness of the school counseling program. When disparities exist between subgroups such as gender, race, ethnicity, socioeconomic status and/or other relevant classifications, school counselors prioritize programs and activities designed to close information, attainment, achievement and opportunity gaps and create systemic change within the school. (ASCA Ethical Standards A.3.c & d)

Reporting Program Results

School counselors share data from results reports to show how students benefit from a school counseling program. In addition, the school counseling program results can educate stakeholders about the program's impact on student achievement, attendance, and discipline and support school improvement efforts through strategic planning. Results reports can also communicate the organizational structure and core philosophical tenants of a CSCP.

Reporting program results is essential to supporting all students' achievement and success. Empirical research studies show that schools implementing CSCP have higher achievement and attendance and fewer disciplinary events. See *www.schoolcounselor.org/effectiveness* for examples.

School counselors demonstrate their impact on student success by analyzing and reporting specific school counseling strategies. Building a culture of assessment and reporting with stakeholders further demonstrates how the school counselor and the school counseling program are essential to the school's academic mission.

Program results can take on many forms and be shared in numerous ways, such as:

- School strategic plans
- Websites
- Infographics
- Slideshow presentations to stakeholders
- One-page handouts
- Inclusion in report to administrators and school board members
- Inclusion in school or district data materials

Implementation Steps

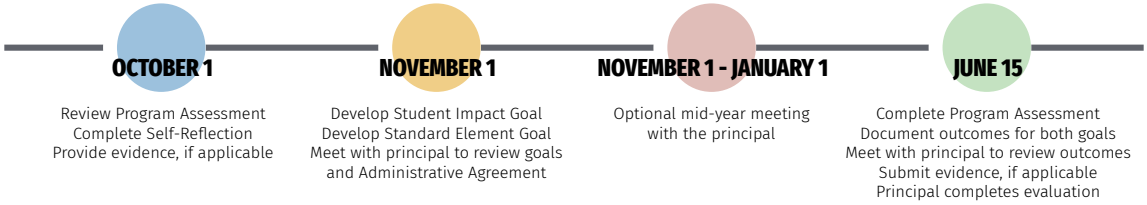
1. Use the templates to organize and share the results for the annual reports. Electronic copies of all templates can be downloaded from *https://wvde.us/wv-school-counselors/wv-school-counseling-templates-tools/*.
2. Use charts or graphs to summarize data showing what students learned through participation in the school counseling program and the impact learning had on achievement, attendance, and discipline
3. Share a one-page document or slide summarizing topics addressed by school counselors with individuals, small groups, classroom lessons, and extensive group activities.
4. Explain how data results will help improve future practice, such as: delivering lessons more effectively; collecting data more efficiently; targeting *WVCCRDSSS* or *ASCA Student Standards* more effectively; and making decisions about which activities to continue, add or discontinue.

School Counselor Assessment and Appraisal

School Counselor Performance Evaluation

Assessing and appraising school counselor performance is a multifaceted process. This process includes program assessment, self-reflection, goal setting, and the end of year evaluation to reflect on the data that informs the performance level and completeness of the school counseling program. The expected outcome is that all school counselors will experience continuous professional growth that enhances their practice and enables them to build more robust school counseling programs and more effectively serve all students.

West Virginia School Counselor Evaluation Process



1. **Self-Reflection and Preliminary Goal Setting (Deadline is October 1)**
   a. The school counselor reviews the *West Virginia School Counseling Program Assessment* completed by the school counselor at the end of the previous school year. The results of the instrument are used to assess the school counseling program compared to West Virginia's Model for School Counseling Programs. (For new counselors, or those starting in a new school, the assessment should be completed at the beginning of the first year to obtain a baseline and at the end of the first year to evaluate program completeness and have a baseline for the following year.) View the West Virginia School Counseling Program Assessment at *https://bit.ly/WVCounselingProgramAssessment*.
   b. The school counselor completes the online Self-Reflection in the WVDE Educator Evaluation Platform to indicate professional performance based on the *Evaluation Rubrics for School Counselors*. The rubrics are associated with the five School Counselor Performance Standards and thirteen evaluation elements of effective practice. The school counselor or the principal may collect evidence throughout the school year to support each element's selected performance level. (For more information about the evaluation process, visit *https://wvde.us/school-improvement/resources-trainings/educator-evaluation/*.)
   c. The school counselor reviews the results from the *West Virginia School Counseling Program Assessment* and the ratings on the Self-Reflection to develop a preliminary Standard Element Goal. The Standard Element Goal is written using the SMART goal format and is focused on needed area(s) of improvement specific to the professional performance of the school counselor. The Standard Element Goal is a component of the school counselor's annual professional evaluation, but it is not included as part of the CSCP Plan, as it is individualized to the school counselor's professional performance. The *Annual Standard Element Goal Template* is available as an optional tool at *https://bit.ly/WVElementGoal*.

d. The school counselor reviews school data, the school strategic plan, and other data from applicable needs assessment(s) to determine priority focus areas related to student academic performance, attendance, or discipline, and sets a preliminary Student Impact Goal. The *West Virginia Annual Student Impact Goal* Template is available as an optional tool at *https://bit.ly/StudentImpactGoals*.

2. **Meeting to Finalize the Annual Goals (Deadline is November 1)**
   a. The school counselor and the principal meet to review the *West Virginia School Counseling Program Assessment*, the Self-Reflection, and any associated evidence.
   b. The school counselor and principal review school data, the school strategic plan, and other data from applicable needs assessment(s) to determine priority focus areas specifically related to the students' academic performance, attendance, or discipline.
   c. The school counselor shares preliminary goals with the principal. Together, the school counselor and the principal finalize two goals:
      1) Standard Element Goal: focuses on the continuous improvement of the school counselor professional performance
      2) Student Impact Goal: focuses on student changes related to academic performance, attendance, or discipline
   d. Any supports, including professional development, needed to achieve the goals are identified at this time.
   e. The school counselor and the principal complete and sign the *West Virginia Annual Administrator Agreement*. View the West Virginia Annual Administrator Agreement at *https://bit.ly/AnnualAdminAgreement*.

3. **Optional Mid-Year Progress Check (November 1 to January 1)**
   a. The principal and school counselor may wish to schedule a mid-year meeting to evaluate the progress of the school counseling program, the School Counselor Performance Standards, and/or the progress made toward the annual goals.

4. **End of Year Evaluation (Deadline is June 15)**
   a. The school counselor completes the *West Virginia School Counseling Program Assessment* to assess the school counseling program compared to West Virginia's Model for School Counseling Programs. View the West Virginia School Counseling Program Assessment at *https://bit.ly/WVCounselingProgramAssessment*.
   b. The school counselor documents outcomes for both annual goals.
   c. The principal and school counselor meet to review outcomes for each goal. The school counselor or principal may collect and submit evidence to substantiate the selected performance level for each of the elements. The principal determines the level of performance based on observation and/or knowledge of the school counselor's performance, exemplary practices, and substantiated evidence. The administrator will assign an overall performance level rating based on the evidence and progress toward goal attainment.

For further information and clarification about the West Virginia Professional Evaluation process for school counselors, refer to *WVBE Policy 5310 Performance Evaluation of School Personnel,* at *http://wvde.state.wv.us/policies/policy.php?p=5310*.

Additional Resource - ASCA School Counselor Performance Appraisal

In addition to the West Virginia School Counselor Professional Evaluation, school counselors and administrators may use the *West Virginia School Counselor Performance Appraisal* to guide professional development and support related to school counselor professional practices. This tool shows the alignment between the ASCA Professional Standards and the West Virginia Professional Standards for school counselors and can be used for a variety of purposes.

- Practicing school counselors can use the School Counselor Performance Appraisal as a self-assessment and make a professional development plan.
- School administrators can use the School Counselor Performance Appraisal as a guide to identify "Look-fors" in the expected behaviors of school counselors and evidence (artifacts) supporting the standards. These "Look-fors" allow administrators to engage in meaningful school counselor performance conferences with quality evidence review.

> School counselors advocate for the appropriate role of the school counselor by advocating for appropriate appraisal processes aligned with the ASCA School Counselor Professional Standards & Competencies. (ASCA National Model, Fourth Edition)

View the West Virginia School Counselor Performance Appraisal at *https://bit.ly/WVCounselorAppraisal*.

Appendices

A. Glossary

B. References

Glossary

Achievement Gap: Disparity in academic performance or educational attainment between groups of students

Administrative Duties: The 20% of a school counselor's time set aside for school counseling program defining, managing, and assessing tasks (In addition, the school counselor may spend a small portion of the 20% providing fair-share responsibilities if the percent does not exceed that of the other school staff in the building and the responsibilities do not require the school counselor to take a disciplinary role)

Advisement: The process through which school counselors and students explore educational opportunities and demands within the institution and make decisions about future plans based on academic, career and social/emotional data

Advisory Council: A representative group of stakeholders selected to review and provide feedback on the school counseling program implementation

American School Counselor Association (ASCA): A professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors, and school counseling educators by providing ethical standards, professional standards, student standards, best practices, resources, and professional learning

Annual Administrative Conference: Yearly meeting between the school counselor and administrator in charge of the school counseling program designed to discuss and reach agreement upon the school counseling program's organization and focus

Annual Calendar: A schedule of school counseling program activities maintained by the school counseling staff and distributed to administrators, teachers, other school staff, students, and families

Annual Comprehensive School Counseling (CSCP) Plan: A CSCP plan developed annually at each school-level, utilizing the West Virginia Comprehensive School Counseling Plan template

Annual Student Outcome Goals: Measurable statements defining how the vision and mission will be accomplished and guiding the development of classroom, group, and closing-the-gap action plans

Appraisal: Process through which school counselors work with students to analyze and assess their abilities, interests, skills, and achievements by appraising tests, inventories, or other data

ASCA Code of Ethics/ASCA Ethical Standards for School Counselors: Statements of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism

ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student: Research-based statements of the knowledge, attitudes and skills students need to achieve academic success, college-and-career-readiness, and social/emotional development

ASCA School Counselor Professional Standards & Competencies: Statements of the knowledge, skills, and attitudes school counselors need to meet the profession's rigorous demands

ASCA School Counselor Professional Standards & Competencies Assessment: A self-report instrument used to measure a school counselor's knowledge, attitudes, and skills related to the school counseling profession

Assess: To determine progress or quality of the school counseling program, particularly to guide future action within the school counseling program and to improve future results for students

Baseline Data: Initial collection of data, which serves as a basis for comparison with the subsequently acquired data (*www.businessdictionary.com*)

Beliefs: Ideas, values, philosophies, viewpoints regarding a particular topic or concept

Best Practice: Professional procedures that are accepted or prescribed as being correct or most effective (*www.oxforddictionaries.com*)

Collaboration: A partnership in which two or more individuals or organizations actively work together on a project or problem (School counselors collaborate with various educational and community stakeholders to develop and deliver the CSCP to support the success of all students)

Competencies: Specific, measurable expectations attained while making progress toward a standard

Confidentiality: The right to privacy and the expectation that the school counselor/student relationship complies with all laws, policies, and ethical standards regarding confidentiality in the school setting (The counselor must ensure that personal information shared by the student or parents/guardians remains confidential unless the information pertains to harm to self or others)

Consultation: The process of seeking or providing additional information, opinion(s), and recommendation(s) with an expert

Counseling: Professional assistance, support, and instruction provided to an individual utilizing a variety of techniques provided by a specifically trained professional

Crisis Response: The immediate and follow-up intervention necessary to meet urgent needs and prevent situations from becoming more severe

Data-Informed: Decisions concerning future action(s) based on information, survey reports, assessments, statistics, or other forms of data

Define: To delineate school counseling professional practice using standards and competencies unique to the profession

Deliver: To organize and implement components of the ASCA National Model, particularly direct student services (counseling, instruction, appraisal, and advisement) and indirect student services (collaboration, consultation, and referrals)

Direct Services: In-person interactions between school counselors and students (Through direct instruction, appraisal, advisement, and counseling, school counselors help students develop the knowledge, attitudes, and skills outlined in the WVCCRDSSS and the WV Pre-K Standards to help students improve achievement and attendance, and discipline)

Disaggregated Data: Data separated into components by specific variables such as ethnicity, gender, and socioeconomic status

Domains: Broad areas of a knowledge base (academic, career, and social/emotional) that promote and enhance the learning process

Equity and Access: A process to ensure all students have equal access to relevant programs, courses, resources, and activities regardless of ethnicity, social class, family background, ability, sexual orientation, or gender

Evidence-Based: Any concept or strategy derived from or informed by objective evidence, most commonly, educational research or metrics of school, teacher, and student performance (www.edglossary.org/evidence-based/)

Fair-Share Responsibilities: The routine running of school responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation (Gysbers & Henderson, 2012)

Family Educational Rights and Privacy Act (FERPA): Provides legal guidance for disclosure of personally identifiable student information, including education records (Without a "legitimate educational interest," individuals, including school officials, may not access student records without parental consent. School counselors know and follow federal guidelines of the Family Policy Compliance Office in the US Department of Education; 20 USC; §1232g; 34 CRF Part 99)

Group Counseling: Provided for small groups of students experiencing similar difficulties that impede school success

Indirect Services: Include consultation, collaboration, and referral (School counselors provide indirect services to support student success and to promote equity and access for all students)

Individual Counseling: Refers to a helping process implemented by a professional with a certification in counseling that uses various evidence-based techniques and strategies to help individual students explore academic, career, and social/emotional issues impeding healthy development or academic progress

Instruction: The delivery of information to students with the intent to foster positive change in student knowledge, attitudes, and skills

Leadership: Capacity or ability to guide others (school counselors use leadership skills to design, implement and assess a school counseling program)

Learning Strategies: Process and tactics used to aid in the cognitive work of thinking, remembering, or learning

Manage: To organize and allocate resources to best address the goals, strategies, and activities of the school counseling program

Mindsets & Behaviors Data: Information that shows what progress students have made toward attaining the ASCA Mindsets & Behaviors standards

Mission Statement: Provides school counseling program focus and direction and aligns with the school's mission

Multitiered: Refers to the process of providing interventions that vary in focus and intensity aligned with individual students' needs

Noncognitive Skills: Sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in the classroom but that may not be reflected in scores on cognitive tests (www.consortium.uchicago.edu)

Non-School-Counseling Activity: Any activity or duty not related to the design, implementation, or assessment of the school counseling program

Outcome Data: Information related to achievement, attendance, and discipline that shows how students are measurably different because of the school counseling program

Participation Data: Data that documents participant involvement in school counseling activities (such as numbers of students served, how much time was devoted to specific activities, and how many sessions were conducted)

Performance Appraisal: Annual review of school counselor performance that evaluates personal and professional performance and contributions to the design, implementation, and assessment of the school counseling program (may be used for contract status recommendations and indicates the summative evaluation of school counselor effectiveness)

Personalized Student Planning: A delivery component of the CSCP that provides opportunities for students to plan, monitor, and manage their academic, college and career, and social/emotional development

Postsecondary: Educational options available to students after high school (e.g., two and four-year colleges, certificate programs, on-the-job training, apprenticeship programs, and the military)

Professionalism: Adherence to ethical, legal, and professional standards developed by state and national school counseling organizations

Program: A coherent sequence of instruction based upon a validated set of standards and competencies

Referrals: Recommendations made by school counselors to guide students and parents to school or community resources for additional assistance or information

Research-Informed: A concept or strategy informed by relevant research but not yet subjected to rigorous analysis so as to be deemed evidence-based

Results Report: Written presentation of the outcomes of school counseling program activities (contains participation, WVCCRDSSS, and outcome data)

School Counseling Curriculum: K–12 course of study presented systematically through structured, developmental classroom, group and individual activities designed to assist students in attaining the ASCA Mindsets & Behaviors for Student Success

School Counseling Program Assessment: Measurement of the school counseling program on the components of the ASCA National Model to guide future action within the program and to improve future results for students

SMART Goal: A well-established format used to plan and achieve a goal, which stands for specific, measurable, attainable, results-oriented, and time-bound

Social/Emotional Development: Maximizes each student's individual growth and social maturity in the areas of personal management and social interaction

Social/Emotional Learning: The process through which both students and adults gain the knowledge, skills, and dispositions to develop healthy identities, identify and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain healthy and supportive relationships, and make responsible decisions

Stakeholders: Any person who assists with or benefits from the school counseling program (includes students, school staff, school leadership, parents, community leaders, community members, higher education, and workforce leaders)

Student Success: A broad term for accomplishment in student achievement, attendance, and discipline

Systemic Change: Change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focused upon the dynamic of the environment, not the individual

Use of Data: The process of analyzing and acting upon data to improve student achievement, attendance, and discipline and the school counseling program (essential to ensuring all students receive the benefits of a school counseling program)

Vision Statement: A succinct, agreed-upon assertion of what school counselors hope to see for students five to 15 years in the future.

West Virginia Certified School Counselor: A counselor who holds a master's degree in school counseling from an accredited university and certification in school counseling from the WVBE per Policy 5202

West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDSSS): Describes the attitudes, knowledge, skills, and behaviors essential to support K-12 students in achieving everyday school success and being college- and career-ready and outlined in WVBE Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12

West Virginia Comprehensive School Counseling Program (CSCP) Plan Template: A template that provides a standardized format for WV school counselors, administrators, and stakeholders to plan, coordinate, and assess the CSCP

West Virginia Pre-K Standards (Ages 3-5): Are grounded in scientific child development research, children's approaches to learning, and effective educational practices outlined in WVBE Policy 2520.15, West Virginia Pre-K Standards (Ages 3-5)

West Virginia Professional School Counselor Standards (WVPSCS): The essential skills, knowledge, dispositions, and behaviors all West Virginia school counselors must possess (WVBE Policy 5310, Performance Evaluation of Professional Personnel and Athletic Coaches outlines the standards)

West Virginia School Counselor Time Analysis System: An online tool designed to help school counselors determine how much time is spent in the design, implementation, and assessment of the school counseling program rather than non-school-counseling activities

West Virginia Tiered System of Support (WVTSS): A three-tiered system of student support that provides universal prevention, targeted interventions, and intensive interventions through direct and indirect services to support success and well-being

References

ASCA. Empirical Research Studies Supporting the Value of School Counseling, *https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf*.

ASCA. (2019). Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of Competence, *https://www.schoolcounselor.org/getmedia/3b7fe053-5cbe-4b55-a9dd-4d59b239abf4/Title-Matters-Research-Report.pdf*.

Gysbers, N.C. & Henderson, P. (2012) Developing and managing your school counseling program (5th ed.). Alexandria, VA: American Counseling Association.

Jones, K.A., Jones, J.L., & Vermette, P.J. (2011). Six common lesson planning pitfalls: Recommendations for novice educators. Education, 131(4), 845–864.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory Into Practice, 41(4), 212-218.

Missouri Professional School Counselors and Counselor Educators (2015). A Professional School Counselor's Guide to the Referral Process. *http://www.missouricareereducation.org/doc/referral/ReferralProcess.pdf*

National Center for School Mental Health (NCSMH, 2020). *School Mental Health Quality Guide: Impact. NCSMH, University of Maryland School of Medicine.* *http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Needs-Assessment-&-Resource-Mapping-2.3.20.pdf*

Starr, M., & Gysbers, N.C. (1993). Missouri comprehensive guidance: a model for program development, implementation, and evaluation (Rev. ed.). Jefferson City, MO: Missouri Department of Elementary and Secondary Education

Michele L. Blatt
West Virginia Superintendent of Schools