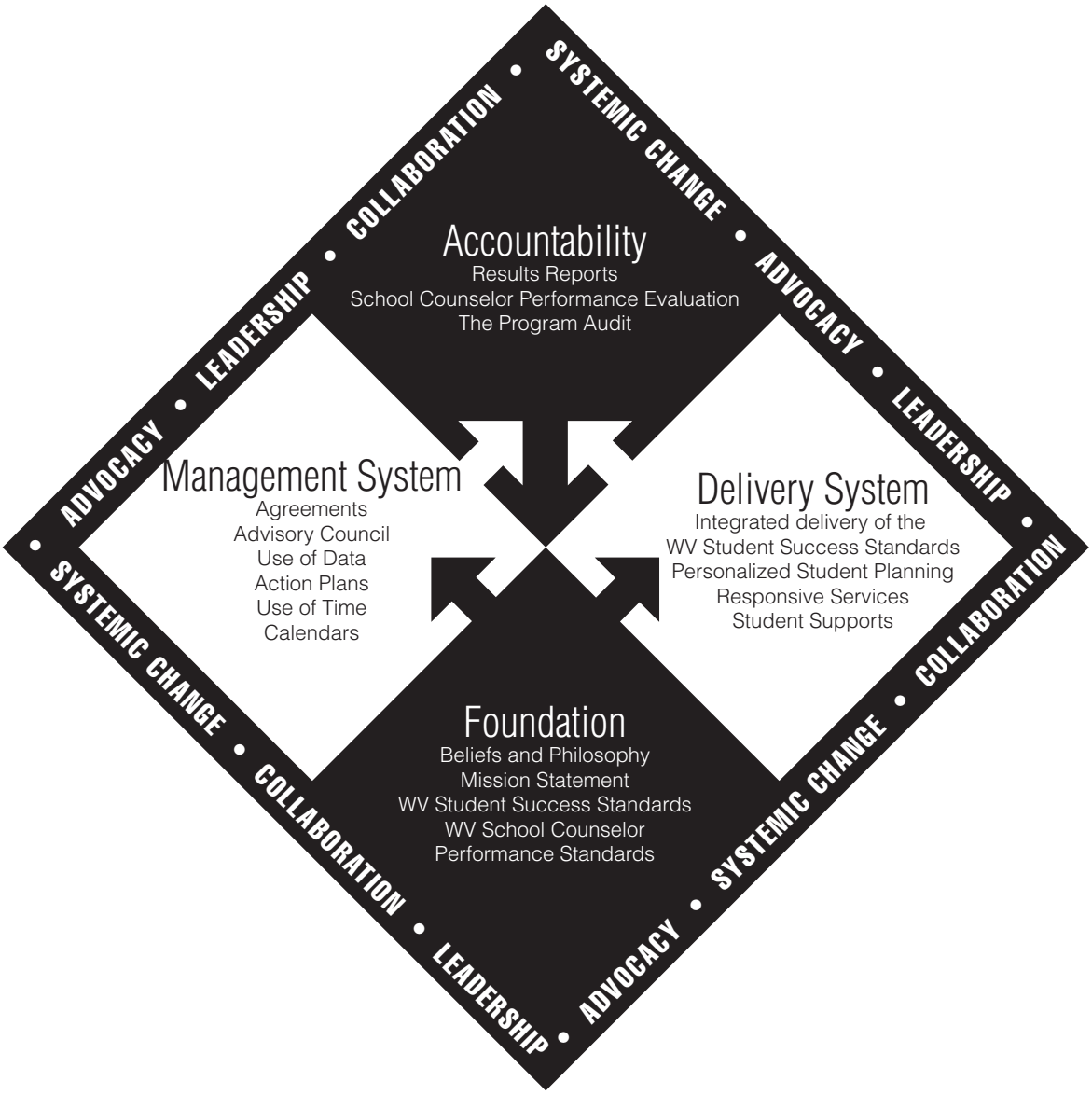
Comprehensive Developmental School Counseling Model

Reference Guide



Adapted (with permission) from the ASCA National Model®

West Virginia
School Counseling
Programs
Creating Pathways to Student Success

West Virginia Board of Education
2014-2015

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Foreword

Effective counselors who facilitate delivery of comprehensive, developmental, standards-driven school counseling programs transform a school into an exciting and supportive place for students. Counselors who align their programs with best practices help create a positive culture in their schools, support student achievement, and help students realize future dreams. This requires counselors to deliver comprehensive programs that are balanced between delivery systems and the academic, career, and personal and social domains.

WV Policy 2315 and the American School Counselor Association National Model® have created a shift from school counseling being counselor-centered to being student-centered and program-focused led by highly effective counselors. School counseling programs affect thousands of West Virginia students each year and have become an integral part of each school's educational program. The effect at each school depends on alignment of the school counseling program with the WV School counseling model each counselor's, the role of the school counselor with the new WV School Counselor Performance Standards and the systemic delivery of the WV Student Success Standards. Hence, school counselors in West Virginia are charged with designing, managing and implementing comprehensive, developmental school counseling programs that address student needs as identified by school and community data.

The West Virginia Comprehensive Developmental School Counseling Model provides school counselors, administrators, and all stakeholders with guidelines for effective implementation and accountability for school counseling programs. It is the vision of the West Virginia Department of Education that this model will provide the necessary guidance to assist all school counselors in designing and implementing effective school counseling programs, providing the best possible services and outcomes to West Virginia students, and insure that the needs of all students are met.

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Chapter 1
Overview of the WVDE Comprehensive School Counseling Program

Introduction

The purpose of the West Virginia School Counseling Model is, like the American of School Counselor's Association's (ASCA) National Model; to create one vision for school counseling programs in West Virginia. In order to understand where school counseling in WV is headed, we must recognize where it has been.

Counseling in West Virginia prior to 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. This program, with its focus on guidance curriculum, individual planning, responsive services and system support is the basis for the ASCA National Model's delivery system (Starr & Gysbers, 1993). This model combined with West Virginia statute 18-5-18b was the basic road map for school counselors in West Virginia until 2000.

In 2002, a collaborative effort between the West Virginia Department of Education, the West Virginia School Counselor Association, and education leadership of the West Virginia Legislature leading to reform that redefined school counseling in the state of West Virginia (WVDE, n.d.). At the heart of this collaborative effort was the creation and adoption of a revised West Virginia State Board Policy 2315: Comprehensive Developmental Guidance and Counseling (WVDE, 2002). According to the West Virginia Department of Education (n.d.), the state of West Virginia has long maintained a shared vision with the American School Counselor Association. That is, the West Virginia Department of Education website, since 2002 has promoted a mission statement that reflects that of the ASCA:

The West Virginia School Counseling Program is based on the American School Counselor Association National Model: A Framework for School Counseling Programs. The mission for West Virginia school counseling programs is to focus on academic, career and personal/social development to ensure that every student benefits from a program that is comprehensive in scope, preventative in design and developmental in nature. The majority of the school counselor's time is spent in direct services to students, imparting specific skills and learning opportunities in a proactive manner. School counselors will collaborate with the full education team, advocate to improve student learning, and lead efforts for systemic change (State Model Task Force, 2009).

With regards to the vision for school counseling in West Virginia, the WVDE stated "All West Virginia students will acquire the knowledge, skills, and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others" (WVDE, n.d.).

West Virginia Board of Education Policy 2315 defines the components of the CSCP sets forth the WV Student Success Standards, and describes a collaborative delivery model that ensures the CSCP and the WVSSS an integral part of the total educational program, that contribute to a nurturing and orderly, safe, drug-free, violence- and harassment-free learning environment.

In 2010, Barbara Brady, led a state task force to further define the role of the school counselor in WV public schools. This taskforce made up of diverse educational stakeholders created the inaugural WV School Counselor Performance Standards that were approved by the state Board of Education in December 2010. Performance rubrics and this model are designed to assist school counselors in aligning school counseling program goals and objectives with these foundational guide posts as well as with each of the school's mission. The WV School Counseling model holds much promise for enhancing student success in school and increasing academic achievement. In recent years, the school counseling profession has made very rapid advances in developing an effective model for practice that contribute to students' academic achievement and well-being based on school counseling outcome research. 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 2003. However, West Virginia has never had its own school counseling model. Now that West Virginia has developed its own School Counselor Performance Standards and an aligned School Counselor Evaluation System, counselors need a framework to guide them in full implementation of these standards. The West Virginia Model Model describes a three-tier model program that is developmental in nature, comprehensive in scope, prevention based and benefits all students. The model provides the framework for counselors to work closely with principals, school staff and other stakeholders to transform the CSCP into a collaborative, integrated standards-focused system that assist students successfully navigate each programmatic level and graduate high school prepared for college & career success.

Rationale for WV School Counseling Programs:

What West Virginia Students Can Expect from a WV Comprehensive School Counseling Program (CSCP)

The comprehensive school counseling program (CSCP) is designed and facilitated by a certified school counselor who partners with principals, teachers and other stakeholders to maximize the educational success of every WV student. The CSCP is guided by attainable annual goals that are based on student needs as identified by student, school and community data. The CSCP goals show clear alignment with local, state and national goals and has four distinct delivery systems (*integrated delivery of the student success standards, personalized student planning, responsive services and student supports*). The CSCP is focused on integrated delivery of the WV Student Success Standards and utilize research-based programs and practices to address student needs. The school counselor and school leadership team use multiple data points to assess student needs, identify priority WVSSS objectives, and to develop a plan to collaboratively address the identified needs within each grade level. The school counselor facilitates systemic efforts to support personalized student planning, responsive services and student supports to assist students in overcoming barriers to school success and maximize each student's potential.

Because of the national and state focus on accountability for student learning and closing the achievement gap, school counselors must collaborate with other stakeholders to improve student academic performance. The counselor must participate in school-wide efforts to improve student supports (e.g. involvement in academic support teams, support for personalized learning, literacy planning, school-wide strategic planning, dropout prevention, retention and attendance, smooth transitions, ensure parental involvement, prevention and intervention programs, continuing education, career guidance).

At the center of the school counseling program are the WV Student Success Standards (WVSSS), the foundational standards for WVCSCP. Counselors and other school staff within all programmatic levels must use a variety of venues to impart the WV student standards (e.g. classroom instruction, course integration, school-wide student support programs, group counseling, peer-led programs, co- and extra-curricular activities, clubs, leadership programs, parental involvement activities, experiential learning, academic and career planning/transition efforts, and so forth). The counselor works with the school leadership team and or advisory council to embed the WVSSS within academic courses, and school functions and activities held both during and outside the school day/year. A well planned CSCP will further educational opportunities through exposure to rich experiences within the school, community, and globally. The CSCP is not a program that is disjointed or separate from other school efforts.

Today's students face a variety of social and emotional issues that can be addressed through the CSCP, including areas such as peer pressures conflict resolution, globalization barriers/cultural diversity, and the decline of values within the family unit and social media. School counselors are challenged to work as student support leaders in preparing youth to assume productive life roles in these changing times. More emphasis and attention to the development of the whole person is necessary to help students become responsible, productive, and contributing members of society. It is important for counselors to work diligently to assist students in the personal/social domain by addressing the following issues: developing social and interpersonal skills to teach responsible behavior; gaining knowledge through state-mandated programs and policies, such as sexual abuse awareness, sexual harassment, bullying/cyber-bullying, and drug-free schools; actively engaging parents in the participation of their students' personal and social development; addressing the

unique needs based on economic hardship, military service of parent/family member, substance abuse, suicide/death, family trauma, or other family issues; and helping students overcome inappropriately learned behaviors and tendencies. Skills such as decision-making, written and verbal communication, problem-solving, critical thinking, assuming personal responsibility, and analysis of one's behavior and its impact on others are some of the life skills that productive people need in order to continue their own development toward a strong self-identity and the development of 21st century skills.

At the center of a successful school is a well-developed CSCP, providing evolving students with supports to foster growth and enrichment. An effective school counselor is an integral part of the WV educational system and uses specialized skills to exert a powerful influence over school reform, improving the learning experience for all students while at the same time improving the overall school. In summation, a proactive CSCP is critical to the school's mission of improving success of all students, preparing them "to develop personal skills and dispositions of wellness, responsibility, cultural awareness, self-direction, ethical character and good citizenship in an environment that is caring and safe." (Dr. J. Maple, WVDE State Superintendent, "Our Collective Journey")

Development of the West Virginia School Counseling Model

In April of 2009 a diverse group of stakeholders began what would be a long process to develop an inaugural WV School Counseling Model. This committee was co-chaired by Barbara Ashcraft, WVDE School Counselor Coordinator; Dr. Chris Schimmel, Counselor Educator, and national school counseling expert, Dr. Pat Henderson whose work related to Comprehensive School Counseling is well-respected nationally. The committee was directed by the then State Superintendent, Dr. Steve Paine, not to create a cookie cutter copy of the ASCA National Model®. Therefore, the task force spent a considerable amount of time examining other state and national program models. The task force did, however, determined that the ASCA National Model® clearly met most needs of WV students and while some components of the WV Model has significant variations from the ASCA Model, much of the WV model remains aligned the four model quadrants. Variations and additions can be found throughout the WV model, because the task force deemed these as appropriate and necessary to meet the academic, career, and personal/social development needs of our students.

Prior to the development of the West Virginia School Counselor Performance Model, there were no guiding standards by which guide the practice of school counselors or to evaluate them based on expected practices, roles, and responsibilities specific to school counselors. In the fall of 2009, a subcommittee was formed to begin the audition task of developing inaugural school counselor performance standards. This work concluded in 2011 with these new overarching standards and functions being included in WVBOE Policy 5100 which guides higher education programs in the way they train counselors and set clear expectations for the practice of school counselors in WV. The final standards document which was provided to school counselor in hardcopy in the fall of 2011 contains five standards, nineteen functions, and fifty indicators. Each of the fifty indicators have a set of descriptors that define distinguished, accomplished, emerging, and unsatisfactory practices to guide WV school counselors. The new state standards are designed to provide the necessary guidance and framework that will help all school counselor self assess and work toward having exemplary practices that research shows will impact student achievement, attendance, behavior, and general well-being in a positive proactive way. Counselors will need encouragement and support to transition effectively and efficiently to modern practice. The new school counselor performance standards are based on best practice and research related to school counseling effectiveness and the performance level rubrics are designed to help all school counselors become accomplished in all the major facets of effective school counseling practice. The expected outcome is that all school counselors will experience continuous professional growth that enhances their practices and enables them to build stronger school counseling programs and better support the success of all students. The Standards booklet is hyperlinked in the Appendix of this model.

Because West Virginia did not have a set of school counselor performance standards specific to their role, West Virginia's system for evaluating school counselors was generic and used general guidelines established to evaluate an array of other school staff with differing job descriptions. These inaugural school counselor performance standards serve as the core foundational element by which to evaluate school counselors. In January 2011 a task force was created, made up of diverse education stakeholders to begin developing the inaugural West Virginia School Counselor Evaluation System to meet the guiding VISION of the State Board of Education: West Virginia will have a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops teacher, counselor, and leader effectiveness. The work was further supported by the Appalachian Regional Comprehensive Center: ARCC or Edvantia and Dr. Jay Carey, Director of

the Center for School Counseling Outcome Research, who assisted with the development of the WV School Counseling Evaluation System.

The State Model Taskforce finalized the model in the Spring of 2012, incorporating a three-tier model, prevention-based approach, complete with model programmatic level job descriptions where counselors are charged with spending 100% of their time planning, managing, and delivering a comprehensive school counseling program.

What is a professional school counselor?
West Virginia School Counselors are certified, highly-qualified, master's and doctorate level professional counselors who address developmental needs of all students in the areas of academic, career, and personal/social development while at the same time, working collaboratively with educators, families, and the community.

Why School Counseling?
School Counseling in West Virginia has as its focus the following tasks to:

- Provide a systematic approach to develop the potential of all students,
- Address the academic, career, and personal/social developmental needs of all students,
- Provide proactive, preventative, developmentally- appropriate programs related to academic, career, and personal/social development for all students,
- Facilitate a system approach to addressing issues for at-risk students
- Facilitate a systemic approach to academic and career planning for all students
- Assist with creating the optimal environment that all students may succeed both academically and socially in school and beyond,
- Facilitate a system of student supports for the students; involving teachers, principals, families, and communities,
- Provide a safe haven for all students,
- Ensure equity and access to programs that prepare students to work and live in a global community.

School Counseling Programs in West Virginia
While all school counseling programs in West Virginia are not the same and while each school's program is designed to meet the needs of the individual school, all programs should have the following components alike in that they:

- are data-driven
- are systematic
- are planned/organized
- utilize technology
- are developmental
- are proactive
- provide both prevention/intervention
- involve individual counseling, group counseling, and classroom guidance
- are competency-based
- are standards-based
- are accountable
- promote cooperative learning
- use WVSSS cross-walk tool to guide systemic integration of the WVSSS into course content
- are a liaison for family/community resources

Three Tier Model (Aligning with other initiatives)
Many programs in West Virginia are based on the three-tier model approach to intervention including Response TO Intervention (RTI) now called Support for Personalized Learning (SPL), Positive Behavior Supports (PBS), Respect and Protect, Coordinated School Health, and School Based Mental Health. This prevention-based approach is paramount if we are going to contribute to the success of all West Virginia students by aligning our work with the goals of the school and school district and collaborating with other stakeholders. School Counselors play a critical role in these tiered programs and play a major role in ensuring universal, targeted, and intensive interventions are available to address students' academic, career, and personal/social development needs.

School counselors, no matter what grade levels they serve, must use a holistic, multi-faceted approach to school counseling where they provide prevention-based programs for all students, targeted interventions for identified high needs students, and refer the most at-risk student to school-based and/or community based resources/partners. Figure 1 provides examples of services and programs school counselors should work collaboratively with other stakeholders to design and implement at each Tier level.

Figure 1: Three Tier Model

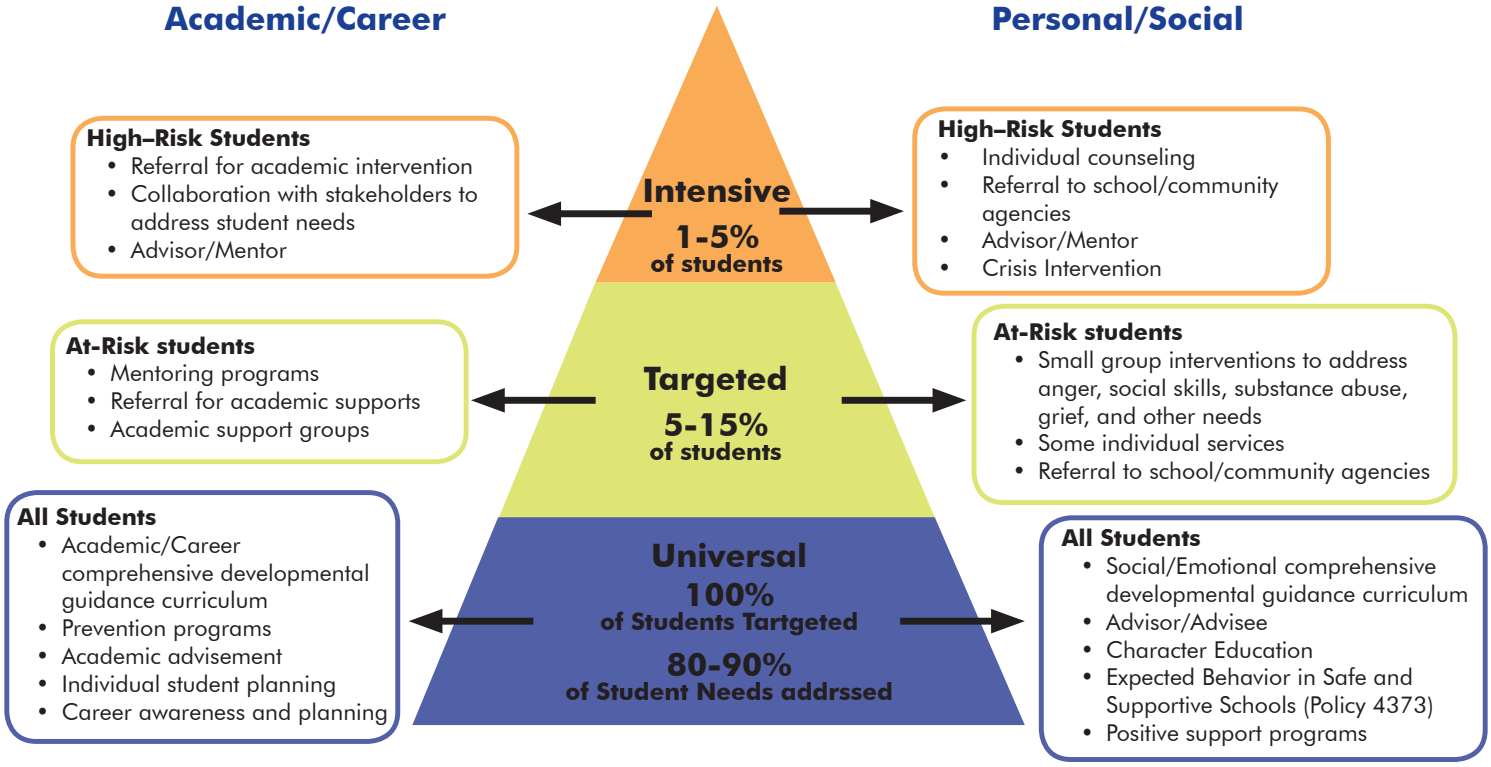


Table 1: Tier Descriptors and Sample Activities

Tiers	Tier 1- Universal: Prevention/Proactive	Tier 2 - Targeted Intermediate/Proactive	Tier 3 - Intensive Intense/Direct
Function	Tier 1 supports developmentally appropriate academic, career, and personal/social success for all students within the general population. Primary interventions delivered throughout the school's overall curriculum provide best practice (evidence or research based) approaches that focus on desired competencies necessary to support a successful learning lifestyle for all students. Professional school counselors in collaboration with other professional educators in K-12 classroom and group activities use school-wide data in the planning of these interventions to address the needs of the entire student population. Additionally, the evaluation of the effectiveness of these interventions should be based on outcomes that are analyzed through school-wide data.	Tier 2 provides personal, social, and career planning for individual and group interventions that support at-risk students. Tier 2 assistance is characterized by small group or individualized counseling and/or instruction that are targeted to at-risk student needs. These interventions can be standardized to be applied similarly and efficiently across a small number of students. The goals of secondary prevention are to reduce the occurrence of challenging and/or problem behaviors, improve attendance, and academic achievement.	Tier 3 provides intensive behavioral, academic, and social-emotional interventions designed to alleviate assessed needs of high-risk students. These high-risk students usually face extreme stressors, behaviors, and crises that adversely impact their ability to function as a successful student. School counselors refer these high-risk students to school and/or community agencies for more intensive interventions. The goal is to reduce the intensity, complexity, and impact of personal issues that these students face.
Examples of Activities	• Classroom guidance lessons • School-wide programs • Advisory/mentoring programs • School-wide assemblies and activities	• Academic support groups • Personal/social support groups • Career groups • Crisis planning teams • SAT Teams • Student support specialist • Peer helper programs • Mentoring programs	• Individual counseling • Credit recovery • School-based mental health provider • Alternative school • Referral to community agencies, SAT teams, law enforcement, etc.

West Virginia School Counselor Role Description

Nationally, school counselors are called upon to perform many duties and fulfill many roles. Historically, many of those duties and roles have not been clearly defined and delineated. Some of the more frequent activities that West Virginia School Counselors have been asked to perform include the following:

- Crisis Intervention
- Individual and group counseling
- Developmental guidance
- Parent workshops
- Staff development
- Schedule changes
- Record-keeping
- Transferring records
- Data-assessment
- Character education
- College admissions processes
- Academic planning interviews
- Career day
- Pseudo-administrator
- Discipline/classroom management consultants
- Team/committee involvement (e.g. MDT, IEP, curriculum, LSIC, SAT, 504)
- Advisor/coordinators for groups/clubs
- Community services development
- College preparation
- 2-year planning
- 5-year planning
- Advocacy
- Peer mediation
- Drop-out prevention
- Grant writers
- Diversity training
- Post Secondary Planning
- Job readiness
- Staff support
- Counseling
- Consultation

However, West Virginia school counselors recognize that **not all of the duties listed above are conducive** to the planning, management, and implementation of a comprehensive school counseling program. Therefore, WV school counselors' job descriptions align with the WV School Counselor Performance Standards found in this document. Sample job descriptions for various school settings have been developed by a diverse group of stakeholders from the WV State Model Task Force and can be found in the Appendix of this publication. **Current school counselor job descriptions and school counseling policies should be updated to to reflect recent policy changes and role descriptions found in this model. See Appendix A for sample job descriptions.**

Elementary School Counselors in West Virginia

Elementary school counselors work with students in grades PreK-5 at a developmentally appropriate level on issues related to career, academic, and personal/social issues as they impact the student in school. Through the skilled development and implementation of a comprehensive school counseling program, an elementary school counselor supports every student's acquisition of fundamental knowledge, attitudes, and skills that will prepare them for a wide range of career opportunities. At this level attention is given to prevention, early identification, and intervention of children's academic and personal/social needs so that barriers to learning are addressed and academic achievement is promoted. The elementary counselor supports the building of a foundation for the future success of every student. Counselors work collaboratively with other staff, parents, and community agencies to

create a systemic approach to reinforcing the development of skills that all students need. They assist the classroom teacher to systemically address the WVSSS, provide individual and group counseling and crises counseling, and ensure systems supports are in place to address academic, career and social-emotional needs of student, ensuring students are developing skills, knowledge, attitudes and disposition to become globally-competent citizens.

Middle School Counselors in West Virginia

Middle School counselors work with students in grades 6-8. They work to promote and enhance the academic, career and personal/social development of all students by working collaboratively with staff and other stakeholders to continue the development of academic and pre-professional skills in all students. They oversee and/or conduct classroom guidance lessons relative to the identified needs of the school, run groups as needed, conduct individual counseling and provide crises intervention as needed. Additionally, middle school counselors assist students in transition both from elementary school and then on to high school. As middle school counselors analyze data to develop their CSCPs, many find that their students need support working through issues such as bullying, drugs (including tobacco) and alcohol, sex, and academic pressure. During these years, counselors have shared responsibility in dropout prevention, career exploration, and post secondary planning.

High School/Secondary School Counselors in West Virginia

High school/secondary school counselors work with students in grades 9-12. They assist all high school students in the developmental processes in career, academic and personal/social growth and in making informed and individually appropriate social, educational and vocational choices. Additionally, high school counselors conduct classroom guidance on topics relevant to the needs of the school, conduct individual, group and crises counseling as well as assist in the post secondary transition of students. Some issues that WV high school counselors address are substance abuse, sex/pregnancy, bullying, race, dropout prevention, and family issues. High School counselors are expected to make appropriate referrals of students and parents to outside agencies and specialists when necessary. Much of their attention is to monitoring and advising students and parents as to progress toward promotion and graduation. As well, they plan and coordinate programs such as career and college fairs, scholarship programs, parent education programs, and other extensions of the counseling curriculum.

Chapter 2
Foundation

Philosophy & Beliefs
As counselors we can impact each student and the learning process through the development and implementation of a comprehensive school counseling program. As an essential and integral part of the collaborative process in schools, West Virginia school counselors improve schools by enhancing student developmental needs and focusing on primary prevention. School counselors are a bridge between students, teachers, administrators and other stakeholders in fostering opportunities for academic, career, and personal/social development. We believe that given proper support based on data and research based best practices, all students can achieve at high levels according to their strengths and can maximize his or her potential, have equal access with dignity and support. We provide that support and advocate for every student.

Vision
The vision for counselors in West Virginia is that the training, support, skills, and knowledge that they provide will assist all West Virginia students in acquiring the knowledge, skills, and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

Mission
The West Virginia School Counseling Program is based on the American School Counselor Association National Model: A Framework for School Counseling Programs. The mission for West Virginia school counseling programs is to focus on academic, career and personal/social development to ensure that every student benefits from a program that is comprehensive in scope, preventative in design and developmental in nature. The majority of the school counselor's time is spent in direct services to students, imparting specific skills and learning opportunities in a proactive manner. School counselors will collaborate with the full education team, advocate to improve student learning, and lead efforts for systemic change (State Model Task Force, 2009).

West Virginia School Counselor Performance Standards

The West Virginia School Counselor Performance Standards are designed to provide the necessary guidance and framework that will help all school counselors self assess and work toward having exemplary practices that research shows will impact student achievement, attendance, behavior, and general well-being. The new school counselor performance standards are based on best practice and research related to school counseling effectiveness and the performance level rubrics are designed to help all school counselors become accomplished in all the major facets of effective school counseling practice. It is expected that all school counselors will experience continuous professional growth that enhances their practices and enables them to build stronger school counseling programs and better support the success of all students.

The WV School Counselor Performance Standards are organized in five categories related to:

1. Program Planning, Design and Management
2. Program Delivery
3. Data Driven Accountability and Program Evaluation
4. Leadership and Advocacy, and
5. Professional Growth and Responsibilities.

School counselors can self assess the quality of their own performance based on four performance levels (Distinguished, Accomplished, Emerging and Unsatisfactory) as defined by each indicator. Performance level rubrics serve as a self appraisal resource, assisting school counselors in determine their level of performance and setting appropriate goals to align practices to improve their school counseling program. The WV School Counselor Performance Standards and online assessment and planning tools are located in a downloadable standards booklet found on the front page of the WV school counseling website.

West Virginia Professional School Counselor Performance Standards

Standard 1: Program Planning, Design and Management

The professional school counselor plans, designs and manages comprehensive school counseling program (CSCP) aligned with the West Virginia Model.

Function 1A: PROGRAM PLANNING

The professional school counselor plans a comprehensive program that addresses the West Virginia Student Success Standards (WVSSS) and all four delivery systems as describe in WVBE Policy 2315.

Indicator 1A1: The professional school counselor designs and plans a data-driven CSCP that addresses all domains and includes all delivery system components.

Indicator 1A2: The professional school counselor uses various kinds of student data to guide the counseling program and to plan, differentiate, and modify services to best meet the needs of students.

Indicator 1A3: The professional school counselor collects and uses school counseling program data to make adjustments to the CSCP.

Function 1B: PROGRAM DESIGN

The professional school counselor designs a balanced CSCP.

Indicator 1B1: The professional school counselor collaborates with others to create a clear mission and vision for the school counseling program that is shared and supported by all stakeholders.

Indicator 1B2: The professional school counselor adheres to state student standards and professional school counselor performance standards when designing the school counseling program.

Indicator 1B3: The professional school counselor designs a CSCP that is sequential, comprehensive in scope, based on student competencies and integrated within the school curriculum when appropriate.

Function 1C: PROGRAM MANAGEMENT

The professional school counselor manages the CSCP.

Indicator 1C1: The professional school counselor collaborates with others to develop operational schedules for the CSCP that are widely circulated and communicated to all school stakeholders.

Indicator 1C2: The professional school counselor manages time and resources to support programs and services to meet student needs.

Indicator 1C3: The professional school counselor maintains accurate, comprehensive records that document counselor use of time and counseling program activities, programs, and services.

Function 1D: STAKEHOLDER COLLABORATION

The professional school counselor collaborates with stakeholders to plan and manage the CSCP

Indicator 1D1: The professional school counselor consults with administrators to establish professional and program goals.

Indicator 1D2: The professional school counselor solicits broad stakeholder input to plan and manage the CSCP and effectively meet the needs of all students.

Indicator 1D3: The professional school counselor works in partnership with an advisory council to plan the development and advancement of the CSCP.

Standard 2: Program Delivery

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

Function 2A: PROGRAM DELIVERY

The professional school counselor ensures the delivery of the CSCP aligned with West Virginia Board of Education Policy.

Indicator 2A1: The professional school counselor facilitates delivery of a balanced, comprehensive, data driven CSCP.

Indicator 2A2: The professional school counselor actively partners with parents, guardians, families and community entities to support student learning and well being.

Indicator 2A3: The professional school counselor promotes behaviors, programs and resources that are sensitive to students' unique cultures, experiences, and communities.

Function 2B: RESEARCHED BEST PRACTICES

The professional school counselor utilizes research-based best practices to deliver individual and group counseling and classroom guidance curriculum.

Indicator 2B1: The professional school counselor models 21st century learning through the use of technology and other engaging instructional strategies when delivering the school counseling program.

Indicator 2B2: The professional school counselor incorporates counseling theories and techniques into program practices.

Indicator 2B3: The professional school counselor stays abreast of new, research-based counseling theories and techniques and incorporates them into practice.

Function 2C: INTEGRATED DELIVERY OF THE WV STUDENT SUCCESS STANDARDS

The professional school counselor coordinates the collaborative delivery of the West Virginia Student Success Standards (WVSSS) to address the developmental needs of all students.

Indicator 2C1: The professional school counselor works with school staff and other stakeholders to ensure the WVSSS are systemically addressed within each programmatic level.

Indicator 2C2: The professional school counselor works with all instructional staff to integrate the WVSSS into other content areas.

Indicator 2C3: The professional school counselor actively works to relate the WVSSS to the students' everyday lives and future plans.

Function 2D: PERSONALIZED STUDENT PLANNING

The professional school counselor coordinates an ongoing systemic approach to assist individual students in establishing educational and career goals and developing future plans.

Indicator 2D1: The professional counselor facilitates a collaborative approach to development of each student's Personalized Education Plan (PEP).

Indicator 2D2: The professional school counselor collaborates with school staff and parents to develop and implement student plans designed to address individual student social/emotional needs.

Function 2E: RESPONSIVE SERVICES

The professional school counselor provides a continuum of interventions in response to student needs.

Indicator 2E1: The professional school counselor maintains a structured process for early identification of at-risk behaviors and student referrals.

Indicator 2E2: The professional school counselor collaborates with others to provide access to early and ongoing interventions for at-risk students.

Indicator 2E3: The professional school counselor counsels individual students with identified needs to improve school success.

Indicator 2E4: The professional school counselor facilitates targeted group interventions for identified groups of students.

Indicator 2E5: The professional school counselor partners with others to develop, communicate, and maintain a crisis prevention/response plan and follows the response plan as needed.

Function 2F: STUDENT SUPPORTS

The professional school counselor assists in developing comprehensive student supports within the school and community to support academic, career, and personal/social development of all students.

Indicator 2F1: The professional school counselor contributes to a school climate that is learning-centered and fosters the belief that all share a responsibility for the success of each student.

Indicator 2F2: The professional school counselor partners with school teams to promote student success.

Indicator 2F3: The professional school counselor works with school staff and stakeholders to improve student support resources and services.

Function 2G: SUCCESSFUL TRANSITIONS

The professional school counselor establishes student supports for successful transitioning through programmatic levels and from school to school, school to work, or school to post-secondary, or career and technical training.

Indicator 2G1: The professional school counselor facilitates transition interventions and supports to assist all students in successfully completing each grade level and transitioning to the next programmatic or grade level.

Indicator 2G2: The professional school counselor facilitates a systemic process for preparing students to transition from public schools to post-secondary success.

Standard 3: Data Driven Accountability and Program Evaluation

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

Function 3A: PROGRAM RESULTS

The professional school counselor uses data to measure the results and impact of the School Counseling Program.

Indicator 3A1: The professional school counselor gathers, analyzes, and uses multiple forms of data (results, process, and perception) to plan and design program improvement.

Indicator 3A2: The professional school counselor analyzes the effectiveness of various delivery systems, programs and interventions to drive improvement and enhance student results.

Function 3B: PROGRAM COMPLETENESS

The professional school counselor evaluates the degree to which the School Counseling Program is implemented and aligns to West Virginia Comprehensive School Counseling Model.

Indicator 3B1: The professional school counselor conducts an annual program audit to determine program completeness and guide continuous program improvement.

Indicator 3B2: The professional school counselor maintains documented evidence of the implemented components of the School Counseling Program.

Standard 4: Leadership and Advocacy

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

Function 4A: STUDENT ADVOCACY

The professional school counselor advocates for the success of ALL students.

Indicator 4A1: The professional school counselor collaborates with administrators and teachers to promote equal access to programs for all students.

Indicator 4A2: The professional school counselor actively promotes, leads, and engages in school-wide efforts to increase student success and well-being.

Function 4B: FACILITATES TRAINING

The professional school counselor facilitates appropriate training for stakeholders and staff related to the School Counseling Program mission.

Indicator 4B1: The professional school counselor collaborates with others to involve parents with their children's education and shares professional expertise with parents and community stakeholders to support student success.

Indicator 4B2: The professional school counselor shares his/her professional expertise to create an inclusive cohort of colleagues who support the success of all students through the school counseling program and other school services and programs.10

Function 4C: PROGRAM ADVOCACY

The professional school counselor advocates for and promotes the Comprehensive School Counseling Program (CSCP).

Indicator 4C1: The professional school counselor exhibits high expectations for all students in daily practices and procedures of the CSCP.

Indicator 4C2: The professional school counselor champions support of the CSCP.

Indicator 4C3: The professional school counselor contributes to the school's strategic planning team.

Standard 5: Professional Growth and Responsibilities

The professional school counselor assumes responsibilities for his/her professional growth and the growth of the school counseling profession.

Function 5A: KNOWLEDGE AND SKILLS

The professional school counselor enhances knowledge and skills to advance professional practice.

Indicator 5A1: The professional school counselor engages in continuous professional growth and improvement and promotes professional growth for professional colleagues.

Indicator 5A2: The professional school counselor collaborates and consults with other school counselors to share best practices and uncover solutions to problems.

Function 5B: LEGAL AND ETHICAL PRACTICES

The professional school counselor adheres to professional ethical standards policies and laws in conduct and practices.

Indicator 5B1: The professional school counselor demonstrates high ethical standards including honesty, integrity, fairness, and respect for others.

Indicator 5B2: The professional school counselor ensures that program practices align with current state and federal policies and laws.

Function 5C: GROWTH OF THE PROFESSION

The professional school counselor contributes to growth of the school counseling profession.

Indicator 5C1: The professional school counselor participates in professional school counseling organizations.

Indicator 5C2: The professional school counselor assumes a leadership role at the school, county, and state level in order to advance the growth of school counseling programs and the profession.

ASCA Ethical Standards

School counselors are bound to behave ethically exhibiting the highest standards of ethical practice. WV school counselors must align their practices with the ASCA ethical standards found on the American School Counselor Association website *http://schoolcounselor.org/files/EthicalStandards2010.pdf.* These standards provide guidance to school counselors in relation to their responsibilities to students (e.g. confidentiality, dual relationships, appropriate referrals, group work, student danger to self and others, student records, technology, evaluation, assessment and interpretation, peer support programs, responsibilities to families, responsibilities to colleagues, sharing of student information, educational collaboration, responsibilities to school, communities and families, professional competence, social justice issues, responsibilities to the profession). School counselors should review the ASCA ethical standards regularly and consult with professional colleagues if in doubt about any ethical behavior or issue.

Family Educational Rights and Privacy Act (FERPA)
School Counselors shall be knowledgeable of and follow FERPA guidelines, a Federal law that is administered by the Family Policy Compliance Office in the U.S. Department of Education 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records without the consent of a parent or eligible student unless an exception to FERPA's general consent rule applies. School officials with a "legitimate educational interest" may access student records under FERPA. Generally, this refers to individuals in the school district who need to know information in the student's education record in order to perform their professional responsibility. Interest in students that "fit" a profile or category is not a legitimate edvucational interest. Counselors may find the guidelines here: *http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html.*

Sharing of Sensitive Student Information
Each student has the right to privacy and thereby the right to expect the school counselor/student relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality in the school setting. Students should expect that sensitive information shared with the counselor will remain confidential unless the information pertains to harm to self or others.

Chapter 3
Management System

In order to systematically deliver a quality program addressing every student's needs, the program must be efficiently and effectively managed. This section addresses the *when* (use of time, action plan and calendar), *why* (use of data), *who* will implement (management agreement) and on *what authority* (management agreement and advisory council) the school counseling program is delivered.

Management Agreements

Management agreements are to be established annually between school counselors and the principal. The management agreement documents the consensus between the school counselor and principal as to how students, guidance curriculum and services will be assigned. Decisions should be made based on site needs and data analysis. When the principal and school counselors meet and agree on program priorities, implementation strategies and the organization of the counseling department, the program produces the desired results for students.

Advisory Council

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program. Council membership should reflect the community's diversity and may include school staff, parents, school board members, student and business and community representatives. Advisory councils should meet twice a year at a minimum and may be organized at the county or at the individual school level.

Use of Data

A comprehensive school counseling program is developed only after an analysis of pertinent school data. Since the comprehensive school counseling program is based on the particular needs of the school's student, data must be collected and reviewed in light of the overall school goals. School counselors should be proficient in the collection, analysis, and interpretation of data.

Types of Data

School Counselors monitor student progress through collection of various types of data:

- Process data offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.
- Perception data is gathered from needs assessments or surveys and reports opinions at the time of data collection.
- Results data answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).
- School improvement data presents the picture of the current status of student needs, accomplishments and progress. When the school counseling program impacts school improvement data, effectiveness is self-evident and these intentional practices lead to higher levels of student success (Stone & Dahir, 2004)

Listed above are sample types of data counselors may need to gather and analyze. Each local school/county should decide what is important to monitor. Choices must be made depending on the goals and objectives of the school.

The ultimate goal of a school counseling program is to support the school's academic mission. Ensuring academic achievement for every student requires school counselors to examine student academic achievement and academic-related data and then strategically design programs to help minimize barriers for learners.

Counselors individually and collaboratively should review school-based data to enhance their services and the overall school strategic plan. The WV School Performance Based Standards states that counselors must show evidence that school data was used to design, improve, and modify the school's counseling program. Counselors who use data individually and with their colleagues, contribute to the capacity building of their school and to continuous school improvement.

Action Plans

For effective delivery of services, school counselors must develop a plan of action detailing annual program activities as a means of addressing how desired results will be achieved. The Action Plan consists of structured developmental lessons designed to assist students in achieving the West Virginia Counseling Program Content and Standards and Student Competencies. Action Plans usually contain:

- ASCA domain and standard to be addressed
- Description of the activity
- Curriculum/materials being used in the activity
- Time line for completion
- Means of evaluation
- Expected result as demonstrated by student

Use of Time: Appropriate and Inappropriate School Counseling Activities

School counselors' duties are focused on the overall delivery of the comprehensive school counseling program – direct and indirect services to students and program management 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 chart below represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining school counseling program activities.

Table 2 describes counseling and non-counseling duties as defined in the American School Counselor Association National Model®.

Table 2: Appropriate (Counseling) and Inappropriate (Non-Counseling) Activities

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
Individual student academic planning and facilitating effective student transitioning	Clerical duties, data entry, and coordinating paperwork related to registration and scheduling of students
Interpreting cognitive, aptitude, and achievement tests	Coordinating or administering cognitive, aptitude, and achievement tests
Counseling students who are tardy or absent	Responsibility for signing excuses for students who are tardy or absent
Counseling students who have disciplinary problems	Performing disciplinary actions
Counseling students as to appropriate school dress	Sending students home who are not appropriately dressed
Collaborating with teachers to present guidance curriculum lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Interpreting student records	Maintaining student records
Providing teachers with suggestions for better management of study halls	Supervising study halls
Ensuring that student records are maintained as per state and federal regulations	Clerical record keeping
Assisting the school principal with identifying and resolving student issues, needs, and problems	Assisting with duties in the principal's office
Working with students to provide small-group and large-group counseling services	Providing therapy or long-term counseling in schools to address psychological disorders
Advocating for students and collaborating with staff for Individual Education Program (IEP) meetings, 504 Plans, Child Study Teams/Student Assistance Teams (SAT), and school attendance review boards	Coordination and/or creation of IEP, 504 Plans, and SAT Plan, student study teams, and school attendance review boards
Disaggregated data analysis	Data entry

Adapted from Campbell, C.A., & Dahir, C.A., (1997). Sharing the vision: The ASCA national standards for school counseling programs. Alexandria, VA: American School Counselor Association.

Source: American School Counselor Association (2003). The ASCA national model: A framework for school counseling programs. Alexandria, VA: Author.

In order to facilitate an effective CSCP school counselors must spend their time planning, managing, and delivering the school counseling program. When school counselors are asked to perform additional duties that are not directly related to the CSCP at a level that is disproportionate to all staff, they are inhibited from delivering the program to all students. Students are therefore denied their rights to a CSCP as mandated by WVBOE Policy 2315. "As team members within the educational system, it is appropriate for school counselors to perform fair share responsibilities that align with and equal the amount to the fair share responsibilities provided by all other educators on the school site"(ASCA, 2003).School counselors should keep track of their time and document activities performed throughout the day. This documentation serves as a guide for future planning and program evaluation. ASCA recommends that school counselors spend the majority of their time in direct service to students. West Virginia Department of Education Policy 2315 is more specific in time distribution, requiring that school counselors spend 75% of their time in direct service to students and 25% in program management, design and evaluation.

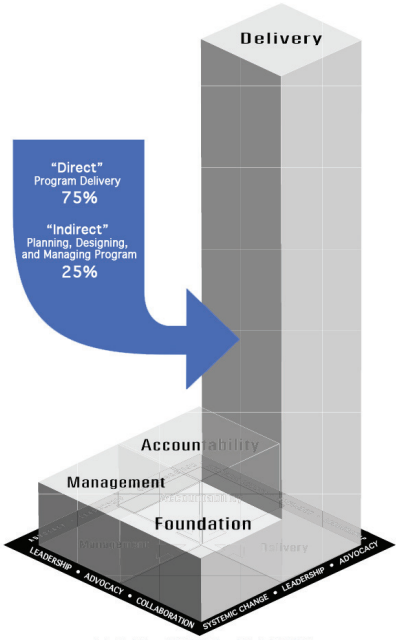
While the amount of time school counselors spend delivering services in each component area remains relative to the individualized needs of each school, a suggested time distribution is outlined in the chart below:

Delivery System Component	Early Learning % of Time	Middle Grades % of Time	High School % of Time
Integrated Delivery of the WAV Student Success Standards	35% - 40%	25% - 35%	15% - 25%
Personalized Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services (Group Counseling)	30% - 40% (5-10%)	30%- 40% (5-10%)	25% - 35% (5-10%)
Student Supports	10% - 15%	10% - 15%	15% - 20%

*Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). Developing and managing your school guidance program, (3rd ed.), Alexandria, VA: American Counseling Association.

School counselors develop and publish calendars (weekly, monthly and yearly) of school counseling events and program activities to ensure students, families, teachers, administrators, and other stakeholders know what and when school counseling program activities will be held. School counseling program activities are collaboratively planned and supported by the school administration and the leadership team. Calendars support program planning and help facilitate involvement of stakeholders in the school counseling program. Finally, calendars ensure that ALL the primary components of the school counseling program are planned and delivered. Time in the calendar also include planned segments for responsive services that will arise for some students in spite of preventive efforts. Calendars serve as vital evidence for the school counselor evaluation system.

School counselors should keep track of their time and document activities performed throughout each day in order to document their time to show compliance with the 75/25 requirement. Additionally, this documentation serves as a guide for future planning as well as program and performance evaluations. ASCA recommends that school counselors spend the majority of their time in direct service to students. WV State Code West Virginia Department of Education Policy 2315 is more specific in time distribution, requiring school counselors to spend 75% of their time in direct service to students and 25% indirect (program planning, management, design, evaluation, etc.).



Adapted from ASCA National Model® 2012

Direct versus Indirect Use of Time

While everything the school counselor does should result in improved student services and outcomes, the WV State code requires school counselors to spend 75% of time in direct student services. The state model task force agreed upon the following to describe direct and indirect services.

Direct services involves direct contact with students and parents and consultation with staff that have direct impact on the success of individual students. Direct services include individual counseling, small group counseling, classroom instruction, school-wide activities that engage students, student support teams (IEP, SAT, 505, MSDT meetings, ETC), as well as, phone calls with parents and consultation with parents, staff and professionals aimed at supporting the needs of individual students.

Indirect services are directly related to planning, designing and implementing the school counseling program and include the management of resources, collaboration and teaming, consultation with peers and other professionals, advocacy and the coordination of services.

Chapter 4
The Delivery System

A comprehensive school counseling program is an essential piece of the educational landscape in all West Virginia Schools. Therefore, the delivery system of the West Virginia School Counseling Model provides for 100% of the counselor's time to be spent on developing, planning, designing, coordinating, implementing and evaluating the school counseling program within the school. To that end, the program contains services in the following categories:

- Integrated Delivery of the WV Student Success Standards
- Personalized Student Planning
- Responsive Services
- Student Supports

Additionally, a well designed and well delivered school counseling program will consistently maintain a balanced program that is jointly planned and supported by school leadership and the School Counseling Advisory Council.

Table 4 provides a quick reference guide to assist stakeholders in understanding the components of a West Virginia School Counseling program delivery system. A more detailed description of each delivery system is found later in the guide.

Tabel 4:
At-a-Glance: West Virginia School Counseling Program Delivery System Guide

Integrated Delivery of the WV Student Success Standards Provides standard-based classroom and group activities in a systematic way to all students.	**Personalized Student Planning** Activities to assist all students' in establishing personal goals and developing future plans.	**Responsive Services** Activities to meet immediate needs of students experiencing personal/ social or learning problems.	**Student Supports** A collaborative, systemic approach to supporting the success of all students.
Purpose: Awareness, student, development, and application of the skills needed in school and everyday life.	**Purpose:** Student planning and goal setting for academic, career, and personal social development.	**Purpose:** Prevention and Intervention.	**Purpose:** Improve school-wide and indiviualized support for all students.

Areas Addressed:
• Self-Confidence development
• Motivation to achieve
• Decision-making, Goal-setting, Planning, and Problem-solving skills
• Interpersonal effectiveness (including social skills)
• Communication Skills
• Cross-Cultural effectiveness
• Responsible Behavior
	Areas Addressed:
	• Academic planning
	• Collaborative development of Personalized Education Plans
	• Career Investigation and decision-making
	• Interest Inventories
	• Student Transition/ Orientation
	• Personal/Social Issues
	• Test Taking Strategies
	• Promotion and retention information
		Areas Addressed:
		• Academic Concerns
		• School-related Concerns
		  • *Tardiness*
		  • *Absences & truancy*
		  • *Misbehavior/anger issues*
		  • *School avoidance*
		  • *Drop-out prevention*
		• Relationship concerns
		• Physical/sexual/ emotional abuse
		• Grief/loss
		• Substance abuse
		• Family issues
		• Harassment issues
		• Coping with stress
		• Suicide prevention
			Areas Addressed:
			• School counseling program
			• Positive Behavior Support Programs
			• School mental health programs
			• Academic support systems
			• Transition Programs
			• Staff Development for educators
			• Student assistance teams
			• Community Outreach
			• Data Analysis
			• School Climate Needs

Counselor Responsibilities: • A Classroom Instruction • Interdisciplinary Curriculum Development • Group Activities • Parent workshops and instruction	**Counselor Responsibilities:** • Case Management • Facilitating collaborative development of Personalized Education Plans • Individual Appraisal • Individual Advisement • Conducting individual and Small Group Sessions	**Counselor Responsibilities:** • Crisis Counseling and Response • Individual/Group Counseling • Mental Health Crisis Prevention and Response Plans • Prioritizing needs and concerns • Peer Facilitation • Preventative Activities	**Counselor Responsibilities:** • Guidance Leadership Team member • Collaborate • Develop a program • Implement a program • Coordinate a Program • Collect and Analyze Data • Evaluate Program

Integrated Delivery of the WV Student Success Standards

The WVSSS (see incorporated documents) describe the attitudes, knowledge, skills and behaviors all students shall develop in relation to academic and learning development; career and life planning; personal and social development; and global citizenship. The WVSSS 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. The WVSSS are the foundational standards for each CSCP. The integrated delivery of these standards is coordinated by the school leadership team, the school counselor and teachers.

Below are additional areas of thought related to the Integrated Delivery of WV Student Success Standards:

Purpose – Developmentally and sequentially addressing the WVSSS within each programmatic level through a collaborated, integrated delivery system
Clients – All Students
Content Priorities – Data-driven and needs-based, development, address school and community concerns, school climate needs
Activities – Small Group, classroom, grade-level, and school-wide Instruction; interdisciplinary, curriculum development by school leadership team; Collaborative delivery

Given that the Guidance curriculum is the centerpiece for a CSCP, it is imperative that it be viewed as a shared responsibility between school counselor, staff and administration. Therefore, all stakeholders should be made aware of their role in the guidance curriculum.

Counselor Role in Integrated Delivery of WV Student Success Standards (WVSSS):

- Deliver and/or coordinate integrated delivery model
- Document standards/ competency delivery
- Provide teachers with cross-walk tools (where do standards intersect)
- Be a team member. Assist with delivery of appropriate standards in school curriculum
- School-wide initiatives that reinforce standards/competencies (example – Blue ribbon Week activities, PBIS, Expanded School Mental Health)
- Facilitate a school-wide system that ensures the WVSS are collaboratively and systemically addressed within each programmatic level

Teacher Role in Integrated Delivery of WV Student Success Standards (WVSSS):

- Advisory Committee/feedback
- Be partner in school wide student advisement programs
- Assess/Recommendation
- Integrate as appropriate into curriculum
- Be a team member/know and re-teach/model/assist with reinforce of student competencies

Administrator role in Integrated Delivery of WV Student Success Standards (WVSSS):

- Role Model, Leader
- Lead school team to develop an integrated, school-wide plan to collaboratively address the WVSSS within each programmatic level
- Use school and community data to identify priorities for delivery of the WVSSS within each grade level
- Monitor delivery plan implementation

Parent Involvement in Integrated Delivery of WV Student Success Standards (WVSSS):

- Parent workshops
- Website, Newsletter, etc.
- Counselor documents communication (brochures and informational pamphlets)
- Student handbook

Additional goals of the Integrated Delivery of WV Student Success Standards (WVSSS) include:

- Identifying competencies to be attained by all students at various stages of their academic, personal/social, and career development
- Providing activities to help them achieve these competencies
- Consisting of structured developmental experiences presented systematically through classroom and group activities for all students in grades K-12.
- Providing students with knowledge of normal growth and development, to promote positive mental health and to assist them in acquiring and using life skills
- Helping students acquire, develop, and demonstrate competency within the three domains
- Delivery through group activities or units in classrooms or other school activities

Personalized Student Planning

Personalized student planning includes activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. As per WVBOE Policy 2315: Personalized student planning includes providing opportunities for students to discover their interest in emerging careers. Ongoing opportunities at all programmatic levels are provided during the school day for career exploration and self-discovery. Personalized planning allows student to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal/educational goals and realize their career aspirations. A Personalized Education Plan (hereinafter PEP) is developed collaboratively, involving students, parents/guardians and school staff.

5.1.a.1. During the 8th grade year, each student's PEP is developed to identify course selections for the 9th and 10th grade based on each student's identified career aspirations. Prior to development of the PEP, the school shall provide ongoing opportunities during the school day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections and career inquiry. 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 are provided a copy of the PEP.

5.1.a.2. During the 9th grade and each subsequent year each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors and parents/guardians. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career and academic assessments (e.g., ACT EXPLORE, interests and learning styles inventories, aptitude tests, multiple intelligence inventories) to guide changes to course selections.

5.1.a.3. During the 10th grade year the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year after high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections and multi-faceted opportunities for career inquiry. Each student's individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors and parents/guardians.

5.1.a.4. The PEP is reviewed annually in grades 9-12 with the student and his or her parents/guardians and is signed and dated during each annual review conference. Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of courses.

Below are additional areas of thought related to Personalized Student Planning:

Purpose – Career and Academic Planning and Personal Goal setting
Clients – All Students
Activities – classroom and advisory informational sessions, individual planning and review meetings with students and families, parent workshops, web-based career exploration, post-secondary planning, PEP (5 year plan) development/revision

Components:

- Student planning and goal setting
- Standards based – WVSSS
- Two and three-year plan – Personalized education Plans (PEP)

Primary Goals:

- Continuum of decision making skills
- Development of Self-Direction and Personal Responsibility
- Comply with Policy 2510
- Development of Academic Plans
- Alignment of PEP with IEP and 504

Delivery Method:

- Individual/small group – Utilizing Appropriate Technology
- Teacher Advisor/Mentor Partner in development/revision of plan
- Parental Involvement– actively engage/ face-to-face contact
- Utilizing Community Partners
- Incorporate as appropriate into PEP, IEP, 504, and SAT meetings.
- Engage administrators in the design of a school-wide delivery system

Responsive Services

Events and situations in students' lives and the school climate and culture often impede student success. Responsive services offer preventive activities and programs to address the identified needs of students in each school, as well as evidence-based interventions to address targeted student needs. The services include working with at-risk students to provide the help and support needed to ensure grade level success. Usually short-term in nature, responsive services include individual and small group counseling; academic and behavior intervention plans, crisis prevention and response; consultation with parents/guardians and other school staff; and referrals to school and community resources. Some students may require an immediate and expert response to assist with an academic, emotional or behavioral crisis of a severe nature. In cases where students require ongoing support or therapy, the counselor makes appropriate referrals and works with families to secure appropriate resources within the school or community. Schools identify who will coordinate and follow-up on each referral. The school counselor collaborates with stakeholders to create a school-wide, prevention-based approach to individual and school crises and has a crisis plan in place to address the mental health component of common school-wide crises. The school crisis team educates other stakeholders to assist with school-wide crisis preparedness, prevention, intervention and response, outlining responsibilities and best practices in the school crisis planning and response.

Below are additional areas of thought related to Responsive Services:

Purpose – Address immediate needs and concerns
Clients – All Students
Activities – Individual counseling, small group counseling, consultation, crisis counseling, referrals, peer facilitation

Components:

- Counseling, consultation, and referral
- Through self-referral, teachers, parents/guardians, or others
- Consult with students, parents/guardians, teachers, other school personnel, and community agencies regarding strategies to help students.
- Includes counseling or referral activities that meet the priority needs and concerns of students, as well as, practice prevention activities.
- Purpose - Proactive Prevention and intervention
- Clients – Potentially all students, include discussion groups, school-wide crisis
- Content Priorities- Addressing priority needs and concerns as well as being proactive and addressing preventative concerns

Counselor Roles in Responsive Services:

- Individual and small group counseling
- Facilitating Development of School Mental Health Crisis and Prevention Plans
- Crisis counseling
- Consultation
- Referral (School-based and community services)
- Peer facilitation
- Parent workshops

Individual Counseling

Individual counseling refers to the work school counselors conduct in a one-on-one setting with referred students. School counselors do not conduct therapy, but will aim to assist students in resolving issues that interfere with their academic, career and personal goals. Topics for individual counseling may include, but are not limited to, issues related to peers, family, self-esteem, academics, addiction, and many other life adjustment issues.

Counseling Theory and Therapy in West Virginia Schools

Although school counselors are qualified professional counselors by virtue of their specialized certification, traditional therapeutic counseling is rarely conducted by the school counselor in the school setting. Spending the traditional hour or more in therapeutic individual counseling sessions would limit the school counselor's ability to deliver a CSCP for all students. However, that is not to say that counseling does not occur, or that therapeutic relationships do not exist in the school setting. Indeed they do. School counselors are professional counselors in a school setting. Therefore, their role must stress the importance of the development of every student through a prevention-based approach. Thus, the school counselor is encouraged to build a collaborative relationship with community agencies to provide therapeutic support.

School counselors must be diligent to protect each student's confidentiality and ensure alignment with the **ASCA** ethics. A.2. **Confidentiality** section of the ASCA Ethical Standards describes the role of the school counselor in relation to students, families, and staff. Counselors are legally and ethically responsible for following these guidelines.

In the school setting COUNSELING is defined as a **confidential** relationship in which the counselor conducts sessions with students individually or in small group settings to help them resolve or cope constructively with their problems and developmental concerns as they relate to academic, career and personal/social development. Counseling may be in response to a personal student crisis or support with an ongoing problem. Individual school counseling is short, *usually lasting 15 – 30 minutes* and often supports school wide efforts to assist a student toward success. School counselors may use brief/effective counseling techniques to quickly address student issues to allow a student to return promptly to the classroom to continue the educational process.

A very significant function of a school counselor is to apply appropriate counseling theories to address student needs and problems. All school programming is to be research based and the school counseling program is not exempt. Appropriate counseling theories provide research a firm foundation for a school counseling program. A school counselor is continually vigilant about the application of counseling and human development theory while providing counseling services, planning, and delivering the comprehensive school counseling program, and initiating systemic change.

A word of caution . . .Haphazardly selecting techniques, without a theoretical rationale, can be harmful to clients and can possibly be unethical. Just simply employing techniques because they appear to work can be confusing to the client and the counselor. It is strongly encouraged for the counselor to continually update skills related to theories and techniques.

Students who need intense therapy are referred in collaboration with parents (when appropriate) to school-based mental health centers or outside resources. Psychoanalysis, deep therapy, hypnosis, and other advanced counseling techniques are intense therapeutic techniques and are not practiced by a school counselor in the school setting.

Small Group Counseling

Small group counseling refers to the work school counselors conduct with multiple students in a single setting. Small groups typically consist of 4 to 12 students at a time. The purpose of small

group counseling is to allow students to share their thoughts, ideas, and strategies for solving their issues while benefitting from the input of their peers. School counselors are trained with a special set of skills, attitudes, and beliefs about running small groups so that all students who participate are treated with dignity, respect, and are allowed opportunity to openly share their ideas. Students who participate in small group counseling share common concerns and issues (e.g. improving academics, grieving the loss of a loved one, making/keeping friends, dealing with bullying). School counselors are supported in their efforts to conduct small group counseling by teachers who refer and allow students to participate, administrators who assist the counselor in structuring their time so that groups may occur, and parents who understand the value in peer to peer sharing.

Crisis Counseling

Crises Counseling refers to the work in which school counselors frequently engage when students are faced with life challenges that arise unexpectedly. For example, school counselors are active participants in the school's crises response plan such as when tragedy strikes the school community, or when a personal crises is experienced by a student, parent, or staff member.

> Counselors should protect the safety of students and others. When counselors become aware that a student is expressing a desire to harm self or others, that counselor should adhere to the ASCA ethical standards as described below.

Danger to Self or Others (ASCA Ethical Standard A.7)

In accordance with the ASCA Ethical Standards, Professional school counselors:

A. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

B. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.

C. Understand the legal and ethical liability for releasing a student who is in danger to self or others

(Refer to School Counselor Protocol on Suicide Assessment/Referral – under development – Insert Link)

Mandated Reporting for Child Abuse

When counselors are aware that students have been harmed, or are in danger of being harmed, the counselor is mandated by WV State Law to report that information to the appropriate authorities.

Consultation

Consultation refers to the work school counselors conduct with teachers, parents and even outside agencies for the purpose of assisting students. School counselors frequently work with teachers to provide insight into a student's classroom behavior. Additionally, school counselors serve as a liaison between the school and the parents/guardians in providing helpful information about the student's school experience. Frequently, school counselors work with outside agencies to improve school climate or to help with specific needs the school may encounter.

Referral refers to steps a school counselor may need to take when a student's personal or educational concerns appear to need more attention that the school counselor can provide because of the level of concern for the student and the time involved in assisting the students (i.e., if therapy may be what the child needs).

Peer facilitation – refers to the work school counselors conduct in establishing peer mediation or conflict resolution among peers.

Parent Workshops – school counselors not only serve the needs of the students in their buildings, but they also provide workshops and seminars that assist and support parents/ guardians as they strive to help their children navigate the educational system. School counselors may offer groups or seminars on parenting tips, financial aid, academic support and career information just to name a few.

Student Supports

The student support component of the CSCP consists of a systemic, coordinated approach of developing and implementing programs and activities within the school and community aimed at supporting the success of all students. High quality education programs provide well-designed student support systems, ensuring that the learning environment is safe and supportive and that the academic, social and emotional, and career development needs of students are identified and addressed. The school counselor collaborates with stakeholders to ensure school-wide coordination of the CSCP and other student support programs. Schools design and identify programs and resources that address identified student needs and enhance the success of each child. Additionally, students and families may seek support to address their unique academic, career and personal-social needs.

Below are additional areas of thought related to Student Supports:

- Purpose – School wide coordination of school counseling services and student support services
- Clients – All Students, Families and Stakeholders
- Activities – professional development; consultation; collaboration and teaming; systemic referral system; serving as a team member on student support teams; collaborating with school leadership team to design and implement school-wide student support programs (SPL, PBIS, ESMH, academic support programs, transition programs, school-wide career investigation programs, mentoring and advising systems, etc.)

Counselor Role in Student Supports:

- Assists with identifying student problems and school issues and applying appropriate interventions to address these unique needs.

- Identifies necessary resources and services to meet the unique academic, career, and personal social needs of all students.

- Promotes and supports expected behaviors aimed at minimizing disruptions and maximizing each student's school experience.

- Uses multiple data sets (evidence based practice) to assess, implement, evaluate and revise the school counseling program to meet the unique needs of students within each school.

- Participates in school (e.g. SAT, IEP, 504) and stakeholder (e.g. MDIT) team meetings to assist with evaluating individual student problems and designing appropriate interventions.

- Participates in school improvement efforts in collaboration with stakeholder groups (e.g. LSIC, curriculum teams, school counseling advisory council, strategic planning committees, drop out prevention, coordinated school health, crisis team) to support the school community in identifying and supporting the emerging needs of students.

- Facilitates an integrated developmental guidance program that supports a positive school culture/climate.

- Assists in the coordination and/or implementation of student support programs that promote and support academic success, positive behaviors, mental and physical wellness and enhance school culture and climate.

- Engages in professional development to ensure skill development and to stay abreast of current best practices related to student supports (e.g. group counseling, counseling theory, ethics, school wide positive support, bullying prevention, drop out prevention, positive school climate).

- Provides trainings/professional development for families, staff and stakeholders in regards to student supports initiatives and areas of special concern.

- Collaborates with stakeholders to establish a systemic approach to successfully transition students through programmatic levels (i.e., grade level to grade level, school to school, school to work, school to post – secondary, or career and technical training).

Chapter 5
Evaluation & Accountability

The application of the evaluation/accountability process is applied to four basic counseling program topics:

- Professional School Counselor Performance
- Student Competence Development
- Program Delivery System
- Program Improvements

Evaluation
Conducting an evaluation is a process to judge the value of something, of its worth (*Merriam-Webster Online Dictionary, 2009, evaluate*). A fair evaluation process assigns value based on established standards and objectively-gathered *information* that describes the proximity of something to the highest standard. It answers questions about how well something is being done. It's *quality*. Its purpose is to identify strengths and weaknesses, leading to improvement.

Accountability
Being accountable is *using processes* to account, be responsible, to answer for the results of one's efforts. To be credible, accountability entails a process of setting clearly *defined expectations for results,* collecting and interpreting *relevant data* to assess the results that were achieved. Typically, it relies on the collection of hard *(quantifiable)* data to answer questions about what? how far? how much? how many? Its purpose is "to measure the impact of our work on individuals, groups, and/or systems" (N. C. Gysbers, personal communication, 8/27/2009) in order to take responsibility for ourselves and to report to others with a vested interest in the program and our work.

Evaluation and Accountability
The concepts overlap, intersect, are used interchangeably. Both are used and useful. When they are made, the distinctions between them are subtle at best. Both evaluation and accountability entail looking back at what has happened. Thorough evaluation provides data for accountability. For example, information used to determine the quality of a program (evaluation) might also be data used to report to stakeholders on the success of a program (accountability). A sound evaluation provides details about a situation and suggests reasons why a program or a performance is strong or weak. Accountability provides data to report to others, but not much explanation as to why something is what it is.

Evaluation/Accountability Process Steps
Evaluation and accountability are most credible when they invite input from representatives of all of the program's beneficiaries—students, teachers, administrators, parents, community members (Preface). Conducting them entails an 8-step process that is briefly described first. The example applications follow.

1. Stating evaluation questions *(Specifically, what do we want to know?)*
2. Determining the audiences *(Who will best use the conclusions and findings?)*
3. Clarifying relevant standards that apply *(What is the basis for making judgments about and determining levels of accomplishment/meeting expectations?)*
4. Gathering evaluation information & accountability data/evidence to answer the questions *(What information/data/ evidence is needed to answer the question?)*

5. Analyzing evaluation information & accountability data in light of selected standards *(What standards/expectations did we meet? What standards/expectations did we not meet?)*
6. Drawing conclusions *(What does the information say about our strengths and weaknesses? What do the data say about our accomplishments? What do the data say about our failures?)*
7. Considering the context *(What helped make what we did work? What mitigated our efforts?)*
8. *Using the results (What do we do with this information?)*

Evaluating and being accountable for a counseling program entails answering four basic questions:

- How competently are the professional school counselors performing their responsibilities?
- Are the students applying the skills learned in the guidance and counseling content areas? (Results)
- Does the program meet the program standards? (Completeness)
- How effective/efficient have the program improvements been? (Program Improvement)

At the local level, additional questions may be generated. More specific sub-questions may be identified, and depend on the topic being studied. Two frequently used basic evaluation/ accountability sub-questions are, "How effectively and/or efficiently did we do what we did? "

School Counselor Performance Evaluation

The West Virginia School Counselor Evaluation System (WVSCES) is based on the West Virginia Performance Standards for Counselors in order to identify best practices in school counseling and to provide:

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

The expected outcome is that all school counselors will experience continuous professional growth that enhances their practice and enables them to build stronger school counseling programs and more effectively serve all students.

The Evaluation Process: School Counselor Effectiveness

There are four steps in the WVSCES that are used to evaluate the effectiveness of the school counselor: Self Assessment, Initial Goal Setting, Midyear Progress Monitoring, and End of Year Evaluation.

1. Self-Reflection

School counselors complete a self-reflection of performance based upon the rubrics associated with the five School Counselor Performance Standard and 13 evaluation Elements of effective practice. The school counselor also completes the WV School Counseling Program Audit and sets appropriate goal(s) to improve program completeness. The school counselor collects evidence to substantiate their determination of their performance level for each of the elements. Based on areas of identified need, the school counselor, sets a preliminary performance goal, a student impact goal, and a program improvement goal based on the program audit.

2. Initial Goal Setting

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

3. Midyear Progress Monitoring

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

4. End of Year Evaluation

The school counselor will document achievement of their goals and reassess their performance based upon the rubrics associated with the 13 Critical Standard Elements of effective practice and update the School Counseling Program Audit. The principal and school counselor will review this information in a face-to-face meeting. The school counselor's evidence to substantiate their determination of their performance level for each of the elements shall be brought to the meeting and reviewed. The evidence includes the annual program audit and any documented program improvement led by the school counselor. The principal will determine the school counselor's performance level for each of the five standards, 13 evaluation elements, evaluation goals, and will determine completeness of the school counseling program through the completed program audit. The principal will assign an overall performance level (Distinguished, Accomplished, Emerging and Unsatisfactory) based on the preponderance of evidence for each of the standards and goals.

For further information and clarification, refer to The Guide for the West Virginia School Counselor Evaluation found on the front page of the WV school counseling website.

School Counselor Efficacy

The second dimension involves school counselors being evaluated on their performance level. A set of rubrics related to the 13 evaluation elements assess school counselor efficacy by the assignment of one of the following designations:

Distinguished
Accomplished
Emerging
Unsatisfactory

School Counseling Program Evaluation

Student Results
Evaluating student results through program activities refers to student awareness, skill development, and application of the knowledge and skills identified in the Student Content Areas. Those areas include:

- Improve academic self-concept/acquire skills for improving learning/achieve school success
- Improve learning/plan to achieve goals
- Relate school to life experiences
- Develop career awareness/develop employment readiness
- Acquire career information/identify career goals
- Acquire knowledge to achieve career goals/apply skills to achieve career goals
- Acquire self-knowledge/acquire interpersonal skills
- Apply self knowledge
- Acquire personal safety skills

Program Completeness

WV Program Audit
Program Completeness is assessed by bi-annually using the WV Program Audit. This is a condensed version of the ASCA Program Audit, but is aligned with the WV School Counseling Model and components found in the WV School Counselor Performance standards.

The program audit is used to assess the school counseling program in comparison with West Virginia's Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits should be performed when a school counseling program is being designed and then annually to appraise the progress of the program development. Completing the program audit is a required component of the WV School Counselor System.

Program Improvement
Annually the school counselor uses the program audit to identify strengths and weaknesses of the school counseling program and sets deliberate annual goals aimed continuous program improvement. The expected outcome is to have each component listed in program audit fully implemented in order to have a thriving school counseling program that addresses the academic, career, and personal/social development needs of all students.

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Appendix A

Model Job Description For West Virginia School Counselors

Purpose:

The West Virginia School Counselor Job Description was developed as part of the West Virginia School Counseling Model. This document defines the duties and expectations of the school counselor as a part of a developmental counseling program addressing the academic, career, personal/social development of all students. These sample job descriptions provide the minimum requirements for professional roles and responsibilities of school counselors. It is recommended that counselors and principals assess alignment with these standards by reviewing the WV School Counselor Performance Standards Rubrics (*http://wvde.state.wv.us/counselors/documents/school_counselor_standardsFinal-March2012.pdf*) and the WV School Counselor Evaluation. Step-by-step guides and resources on school counselor duties and responsibilities can be found on the Protocol portion of the state departments website (*http://wvde.state.wv.us/counselors/protocols.html*).

Position: Professional School Counselor

Primary Function: The school counselor will meet the requirements of the West Virginia School Counseling Model as outlined in West Virginia School Policy 2315.

Qualifications: School counselors must meet the minimum requirements outlined in West Virginia Board of Education Policy 5202, §126-136-10.3.1.b, Professional Student Support Certificate, (*http://wvde.state.wv.us/policies/*), and state the following:

10.3.1. Professional Student Support Certificate for School Counselor.

b. Initial Professional Student Support Certificate. –is valid for three years is issued for School Counselor to an applicant who meets the following criteria: 1) M.A. in Counseling from an accredited institution of higher education as defined in §126-136-4.54; and 2) successful completion of an accredited School Counseling Program. The Praxis I (PPST) and Praxis II (School counselor 0420) are also required for WV certification.

Duties and Responsibilities are aligned with the WV School Counselor Performance standards and

are shown below. The primary job responsibilities expected are listed first by standard. The duties and responsibilities that pertain to specific programmatic levels and school settings are provided at the end of this document.

Standard One: Program Planning, Design and Management

- Plans data driven comprehensive school counseling program addressing person/social, academic and career domains.
- Develops a mission and establishes annual goals for the school counseling program.
- Manages the school counseling program by maintaining and publishing a counseling schedule, calendar of programming and events and available resources.
- Establishes and partners with advisory council to manage the school counseling program.

Standard Two: Program Delivery

- Facilitate delivery of a comprehensive school counseling program using 21st century skills and current best practices.
- Coordinate the integration and collaborative delivery of the WV Student Success Standards for all students within assigned programmatic level.
- Provides and/or facilitates a coordinated approach to personalized student planning.
- Will have a structured process to identify and respond to students' personal/social, academic and career needs which includes; collaboration, individual and group counseling, and assists with crisis prevention/response/intervention.

- Utilizes a school-wide referral system to ensure students are referred to appropriate school programs and community resources.
- Collaborates with stakeholders to contribute to a school climate to promote academic, career and personal/social development of all students
- Assists students in all transitions from pre-K through post secondary.

Standard Three: Data Driven Accountability and Program Evaluation

Conduct annual school counseling program audits and utilizes data to drive program improvement.

Collects, utilizes and shares student results data related to implementation of the school counseling program

Standard Four: Leadership and Advocacy

- Advocate for students needs and equal access to curriculum, programs, services and resources.
- Collaborates with and educates stakeholders to advocate for student success and the school counseling program.
- Contributes to school strategic plan.

Standard Five: Professional Growth and Responsibilities

- Actively seeks and participates in professional development related to enhancing self-growth and the promotion of the profession.
- Demonstrate professional and ethical practices in accordance with ASCA standards for school counselors and state/federal policies.

Additional Programmatic Responsibilities

Elementary School Counselor

- Collaborates with families and other stakeholders to ensure a comprehensive transition program is implemented to support successful student transitions from home to school.
- Collaborates with middle school counselors and other stakeholders to ensure a comprehensive transition program is implemented to support successful student transitions from elementary to middle school.

Middle School Counselor

- Facilitates a collaborative, systemic process to involve students, families, advisors and other appropriate school staff in an informed process to complete Personalized Education Plans (PEP/2-Year Plan)
- Facilitates a collaborative, school-wide, systemic process for student self-discovery in relation to the world of work and career investigation
- Works with school leadership team and advisors to address the WV Student Success Standards. Develop standards scope and sequence determining what will be delivered by advisors, within content areas and by the school counselor
- Utilizes the EXPLORE, interest inventories, work values assessments, learning style inventories and other assessment results to assist students with academic and career planning.
- Collaborates with elementary and high school counselors and other stakeholders to ensure a comprehensive transition program is implemented to support successful student transitions from elementary school and into high school.

High School Counselor

- Collaborates with middle school counselors and other stakeholders to ensure a comprehensive transition program is implemented to support successful student transition from middle school and into chosen post-secondary options.
- Facilitates a collaborative, school-wide, systemic process for student self-discovery in relation to the world of work and career investigation
- Works with school leadership team and advisors to address the WV Student Success Standards. Develop standards scope and sequence determining what will be delivered by advisors, within content areas and by the school counselor.
- Utilizes the EXPLORE/PLAN, interest inventories, work values assessments, learning style inventories and other assessment results to assist students with academic and career planning.
- Facilitates a systemic process to involve students, families, advisors and other appropriate school staff to complete the Personalized Education Plans (PEP/3-Year plan) and review and revise annually.
- Coordinates Scholarships and the FAFSA.
- Coordinates college/career exploration and planning and the post-secondary application/ transition process.

Additional Responsibilities For Alternate School Settings

Office of Institutional Education Programs School Counselors

- Collaborates with host agency staff, teachers, and administration to assess and ensure the students basic, emotional, mental health, and developmental needs are addressed at intake.
- Establishes a relationship with the student.
- Provides an individualized orientation process and Informs students of procedures related to getting physical, emotional, mental health, and developmental needs met.
- Works to ensure academic records are secured and reviewed and schedules meet individual student needs.
- Utilizes and facilitates any necessary testing, evaluation and assessments as required by the host facility and as mandated by the WVDE.
- Assists in the coordination to provide professional educational representation at all meetings held addressing, planning or dictating student educational needs, direction or decisions whether through attendances or report.
- Collaborate with the student, the student treatment team members including the parents/ guardian to establish appropriate educational direction and goals
- Assist and guide Transition Specialist in student plan and needs upon discharge.
- These assignments are in addition to all job description duties and responsibilities as well programmatic level responsibilities.

Career and Technical Education School Counselors

- Coordinates assessment/evaluation procedures for admission/enrollment specific to each career and technical program requirements.
- Promotes career and technical education school programs through college/career fairs, high school visitations, parent nights, and video presentation.
- Coordinates with financial aid and other agencies to facilitate student eligibility for career and technical education programs.
- Prepares placements records (of graduates) including employment, certifications, and professional passage rates.
- Researches and provides current workforce data and employer information.

Appendix B

WVDE Professional School Counseling Glossary

21st Century School Counseling Program. A school counseling program that is aligned with the ASCA National model, that is data-driven, is standards-based, uses current technologies and engaging instructional and communication practices, is highly ethical, creates equity and access for all students, and consistently imparts 21st Century knowledge and skills preparing all students for maximum success in a 21st Century Global world.

Accountability. Responsibility for one's actions, particularly for objectives, procedures, and results of one's work and program; involves an explanation of what has been done. Responsibility for counselor performance, program implementation, and results.

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

Action plan. How the counselor, or others, intend to achieve the desired result or competency; items in an action plan include domain, standard and competency, actual activity and curriculum, time of completion of activity, data used, means of evaluation, and the expected result for the student(s).

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

Advocacy. Advocacy refers to the active support of causes, ideas or policies that promote and assist student academic, career, personal/social needs. One form of advocacy is the process of actively identifying under-represented students and supporting them in their efforts to perform at their highest level of academic achievement.

Annual CSCP Plan. Each school annually develops a CSCP plan to outline priority goals and strategies to attain goals. The counselor(s), school leadership and school counseling advisory council members review relevant data to guide development of the annual plan. This data will include results of the CSCP Audit, the school counselor self-reflection completed by the counselor as part of the performance evaluation, student and staff needs assessments, other school data (various student assessments attendance, discipline, dropout rates, etc.) and community data (disasters, crime, poverty, domestic violence rates, etc.). The annual plan addresses the five school counselor performance standards: Program Planning, Design and Management; Program Delivery; Data Driven Accountability and Program Evaluation; Leadership and Advocacy and Professional Growth and Responsibilities. The CSCP Plan identifies priority student WVSSS objectives to be addressed in each of the four program delivery systems.

Articulation. A process of coordinating the linking of two or more educational systems within a community.

Artifacts. Documents or other tangible evidence that may be included in a portfolio or used to substantiate school counselor performance.

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

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

Career development. A structured, ongoing process to assist students develop knowledge about careers and a plan to acquire necessary skills and attitudes for successful transition from school to work or post-secondary training or education.

Closing the gap. Refers to the difference in achievement levels generally between privileged students and students of color or low socioeconomic status.

Collaboration. A partnership where two or more individual or organizations actively work together on a project or problem.

Competencies. Statements that define the specific knowledge, attitudes, and skills students should obtain.

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

Comprehensive school guidance and counseling curriculum. Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities in grades Pre-K-12.

Comprehensive school guidance and counseling program. Consists of a structured program that is an integral part of the total educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic, career and personal/social development that promote academic achievement and meet developmental needs.

Confidentiality. Each student and family has the right to privacy and the expectation that the school counselor/student relationship complies with all laws, policies and ethical standards pertaining to confidentiality in the school setting. The counselor has a duty to ensure that personal information shared by the student and/or parents/guardians with the counselor remains confidential unless the information pertains to harm to self or others. School counselors are required to adhere to FERPA guidelines and the ASCA Code of Ethics to protect confidential student information.

Consultation. Consultation refers to a process in which parents or guardians, teachers, other educators and community agencies receive information regarding strategies and resources to help students and families. Counselors exchange strategies, information and resources with stakeholders to meet individual student needs. During the consultation process, school counselors serve as advocates for students to promote well-being and success in school.

Counseling. Counseling refers to a special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career and personal/social issues impeding healthy development or academic progress.

Counseling-related administrative activities. These activities include : developing and implementing counseling-related events such as orientation and transition programs, financial aid workshops, career and college planning processes, developmental guidance activities, preventive-focused programs and other student-centered activities; writing letters of recommendation; and coordinating with appropriate school officials to assure the maintenance of student records. Counseling activities of a clerical nature such as data entry, the filing of student records and forms, and the duplication of documents and materials for distribution when combined with counseling-related administrative activities, should not exceed more than 25% of the counselor's time.

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

Crisis counseling. Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short term and temporary in nature, and usually results in a referral made to appropriate community resources. School counselors may provide a leadership role in the school district's crisis intervention team process.

Crisis Response. Crisis response provides prevention, intervention and follow-up to individual and school-wide crises that impact students, staff, or families. Crisis response is normally temporary in nature and includes a variety of research-based interventions to support individuals or group needs. School counselors should adhere to W. Va. Code §18-9F-1 in relation to the school crisis plan. Long term reactions to a crisis may result in a referral to appropriate community or school-based resources and follow-up interventions.

Crosswalk (WV Student Success Standards). A matrix used in standards and curriculum alignment. This crosswalk matrix lists all standards, competencies, and indicators and is used to align with Next Generation Content Standards and it makes the alignment visible by showing specifically where each competency is taught developmentally by grade level within each content area in the school.

Data-driven. Decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data.

Delivery system. The means around which the counseling program is organized and delivered; includes four components: guidance curriculum, Personalized Student Planning, Responsive Services, and System Support.

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

Direct services. Involves direct contact with students and parents and consultation with staff that have direct impact on the success of individual students. Direct services include individual counseling, small group counseling, classroom instruction, school-wide activities that engage students, student support teams (IEP, SAT, 505, MSDT meetings, ETC), as well as, phone calls with parents and consultation with parents, staff and professionals aimed at supporting the needs of individual students.

Disaggregated data. Data separated into component parts by specific variables such as ethnicity, gender, grade level, and socioeconomic status.

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

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

Ethical Standards. School counselors are bound to behave ethically, exhibiting the highest standards of practice. WV school counselors must align their practices with the American School Counselor Association ethical standards.

Evidence and Measures. Documentation that counselors gather as proof of performance level they identify during a self appraisal to share with evaluators to substantiate their level of performance.

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

Family Education Rights and Privacy Act (FERPA). FERPA provides legal guidance for disclosure of personally identifiable student information, including education records. Individuals, including school officials, without a "legitimate educational interest" may not access student records without parental consent. School Counselors shall be knowledgeable of and follow federal guidelines of the Family Policy Compliance Office in the U.S. Department of Education 20 U.S.C. §1232g; 34 CRF Part 99.

Foundation. Includes the beliefs, philosophies, mission, domains, and ASCA National Standards and competencies.

Global Citizenship. Global citizenship is a voluntary association with the global community that identifies with the universalities of the human experience. It promotes intercultural competency, principled decision-making and responsible participation in various types of communities. Global citizens act in the spirit of understanding that all individuals and groups have equal rights to freedom, privileges, respect and resources without regard to such distinctions as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, sexual orientation or other status. The global citizen standard in this policy describes attitudes, knowledge, skills and behaviors students need to succeed in a global society.

Goals. The extension of the mission statement; they provide the desired student and program results to be achieved and may be part of the counselor's evaluation.

Group counseling. Counseling is provided for small groups of students experiencing similar difficulties that impede school success and may include relationships or other personal concerns, behavioral issues, school adjustment issues, attendance problems, academic concerns, or developmental issues. Small-group counseling is skills-based, aimed at helping students with similar concerns develop strategies that improve personal and school success. Small group counseling normally occurs during non-instructional time or is staggered between class periods, minimizing absences during instruction while building coping and school success skills. Group counseling in schools is short term in nature and normally occurs for 30-50 minutes once a week for 4-7 weeks. Students needing more intensive therapeutic counseling should be referred to school and/or community mental health professionals.

Inappropriate school counseling activities. Any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Indicator. Measurable evidence that individuals have abilities, knowledge, or skills for a specific competency.

Indirect services. Are directly related to planning, designing and implementing the school counseling program and include the management of resources, collaboration and teaming, consultation with peers and other professionals, advocacy and the coordination of services.

Individual counseling. Individual counseling refers to a helping process implemented by a professional with a certification in counseling who uses a variety of evidence-based techniques and strategies to help individual students explore academic, career and personal/social issues impeding healthy development or academic progress. Individual counseling aims to assist students with addressing barriers and improving school success, home and community living. Individual counseling in the school setting is short term in nature. Students requiring more frequent or intensive counseling should be referred to appropriate mental health professionals.

Informed Consent. Informed consent involves seeking written permission from parents of minors for services typically not provided by certified school staff and is required when students receive services from non-school employees. Students under the age of consent may assent to school counseling services without parent permission because the comprehensive school counseling program is a required school component as per WVBE Policy 2510. Therefore, school counselors are not required to seek parental permission for students to benefit from any component of the school counseling program as defined in this policy. As best practice, counselors may inform parents if students will be missing significant, ongoing instructional time for such activities as group counseling, educational programs outside the school, or peer helping training programs.

Leadership. Capacity or ability to guide others; counselors use their leadership skills in their department and in their advocacy role students and the school counseling program. Counselors must continually lead program and systemic change in order to meet current student needs.

Management agreement. A statement of responsibility negotiated between the principal and counselor that includes office organization, how a program is carried out, and accountability criteria and specific results.

Management system. The management system addresses the allocation of resources to best address the goals and needs of the program. Individual staff responsibilities, accountability, and the cooperation among resource persons responsible for program results are outlined.

Master calendar: A master calendar of guidance events is maintained by the school counseling staff and is distributed to teachers, students, and parents on a regular basis. Planning, visibility, and credibility are enhanced by effective use of a master calendar.

Mission statement. A statement which outlines the purpose or vision of the school counseling program. It is the long-range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within which the program operates.

Non-counseling activities. These are described as any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Parent. Anyone who has a legal right to be the custodial caretaker of the student.

Peer facilitation. A technique in which counselors train students as peer mediators, conflict managers, tutors and mentors.

Perception data. These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, or competencies achieved.

Performance appraisal. Assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics. Specifies contract status recommendations and indicates summative evaluation of school counselor effectiveness.

Performance evaluation. Assessment of school counselor practices and the level of guidance and counseling program implementation to determine strengths and weaknesses and drive a process of continuous improvement.

Personal/social development. Maximizing each student's individual growth and social maturity in the areas of personal management and social interaction.

Personalized Education Plans (PEP). In grades PK-7 academic plans refer to both an informal document and more formal documents (IEP, 504) that are developed in a process involving the student, his/her teacher(s), and parent/guardian to ensure the student has an academic plan that reflects early career goals and abilities. In grades 8-12 the PEP becomes a formal process that includes consideration of each student's interests, abilities and post-secondary plans. It includes career consideration of student self-discovery and career investigation activities, assessment results and is aligned with each student's IEP or 504, if applicable. The PEP is initially developed in the 8th grade (two-year plan) and includes identification of a career goal, cluster, concentration and 9th and 10th grade courses. The PEP is updated in the 9th and formally revised in the 10th grade to identification of postsecondary plans and 11th and 12th grade to reflect career goal, cluster and concentration.

Philosophy. A set of principles guiding the development, implementation, and evaluation of the program.

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

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

Process data: Method of evaluation using figures such as numbers of students served, groups, and classroom visits to show the activities rather than the results from the activities.

Program: A coherent sequence of instruction and activities based upon a validated set of competencies directed toward a specific mission.

Program audit. A program audit refers to the assessment of the school counseling program on the components of the American School Counselor Association National Model; the primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Program Components. Refers to school counseling program components and consists of the following systems: Foundation, Management, Delivery and Accountability.

Program Evaluation. A process used by an individual or group to determine progress, completeness, or quality of the program aimed at ensuring a process of continuous improvement.

Program management. Activities that develop, monitor, and evaluate the implementation of the comprehensive school counseling program.

Protocols: A set of best practices and recommended procedures designed to create uniformity in WV School Counseling Programs aimed at producing outstanding student outcomes

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

Results. Demonstration of learning performance or behavioral change (grades, attendance, promotions, discipline, etc.) after guidance and counseling program participation.

Results data. Outcome data; how students are measurably different as a result of the program.

Results report. Written presentation of the outcomes of counseling program activities; contains process, perception, and outcome data.

School counselors. Hold a school counseling certificate valid in West Virginia, are highly-qualified with a [minimum] master's-level degree. Professional school counselors addresses developmental needs of all students in the areas of academic, career, personal/social while at the same time, working collaboratively with educators, families, and the community.

Sequential. Happens in a chronological order and the order of one item or activity may impact the outcome or level of success of another.

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

Standards. A broad set of statements that provide clear expectations for knowledge that define expectations for knowledge, skills, attitudes, and behaviors. Related to school counseling there are student standards, content standards, program standards, performance standards, and ethical standards.

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

Student standards for school counseling. The West Virginia's Student Success Standards are the foundational standards for WV CSCPs and are located in WVBOE Policy 2315: Comprehensive School Counseling Programs. These standards consist of Academic and Learning Development, Career Development and Life Planning, Personal and Social Development, and Global Citizenship. Each standard includes competencies that enumerate the desired student learning outcomes and define the specific knowledge, attitudes, dispositions and skills that students should obtain or demonstrate as a result of participating in a school counseling program.

Student supports. Describes a set of behaviors and efforts the school counselor undertakes to support student success. Supports may involve: acquiring new knowledge and skills through professional development, consultation, collaboration and teaming, and program management, and operation activities that establish, maintain, and enhance relevant school-wide efforts and the total school counseling program

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

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

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

Use of data. An essential element to ensure that all students receive the benefits of a school counseling program. School counselors know how to evaluate data from their school site.

Use of time log. West Virginia counselors may use the WV specific web-based school counseling log *http://wvde.state.wv.us/forms/counselors-log* to determine distribution of time and assess alignment with recommended time usage according to the rubric in WVBOE Policy 2315.

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

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

WV Programs of Study. West Virginia's Programs of Study require high school students to complete certain course requirements and impact a student's potential to graduate. These Programs of Study can be found at *http://careertech.k12.wv.us/*.

WV Virginia School Counselor Standards Performance Standards. The West Virginia School Counselor Performance Standards describe the essential skills, knowledge, dispositions and behaviors all West Virginia school counselors must possess. These performance standards describe evidence-based best practices and guide school counselors to improve program effectiveness, student success and career readiness. The standards include performance level rubrics that guide school counselors in becoming accomplished in all the major facets of effective school counseling practice.

Appendix C
West Virginia School Counseling Program Audit

The program audit is used to assess the school counseling program in comparison with West Virginia's Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits should be performed when a school counseling program is being designed and then bi-annually to appraise the progress of the program development.

Using the Program Audit:
The school counseling program audit is used to assess the school counseling program. This document helps school counselors identify strengths and weaknesses of the school counseling program and provides an opportunity for school counselors to discuss areas for continued program improvement.

The audit is first completed by the school counselor(s) assesses the initial completeness of the comprehensive school counseling program. The audit is then continually reviewed and formally updated bi-annually to evaluate the progress of the program development. At the beginning of each school year the counselor completes the Program Audit and sets program improvement goals. At the end of each school year the school counselor assesses the attainment of program development goals.

When completing the audit, the data is analyzed to determine: major strengths and program areas in need of strengthening. Once strengths are identified these areas should be examined to see how similar results may be replicated in other areas. The program areas in need of strengthening need to be prioritized and up to three need to be addressed using the SMART Goals Format (See example).

It is recommended that the results of the audit are shared at the beginning of each school year with administrators and the advisory council to inform them about program improvement needs and to seek help with setting the direction of program improvement through the development of annual goals. It is recommended that the counselors meet with administration and the advisory council again at the end of the year to share progress toward goal attainment.

West Virginia School Counseling Program Audit Tool

Instructions: Complete each section of the audit, reflecting on what is currently in place in your school, keeping in mind that the purpose of the audit is to help you assess strengths and weaknesses and set annual goals in order to drive continuous program improvement.

Program Components				
1. Foundation. The school counseling program's foundation serves as the solid ground upon which the rest of the comprehensive program is built. The purpose of this component is to establish the focus of the comprehensive school counseling and includes the guiding mission, vision and philosophy, the foundational standards describing what students should know and be able to do as a result of the school counseling program and what counselors should know and do in order to facilitate a complete, comprehensive school counseling program.				
	Not in Place	In Progress	Completed	Implemented
1.1 Beliefs/Philosophy				
1.1.a Represent an agreed upon belief system about the ability of ALL students to obtain academic, career and personal/social success.				
1.1.b Address student developmental needs and focuses on a Three Tier Model (Universal, Targeted and Intensive) for the School Counseling Program.				
1.1.c State the beliefs about the purpose of the school counseling programs and the relationship to student success.				
1.1.d State a data-driven accountability system is in place to monitor and evaluate the Comprehensive School Counseling Program.				
1.2 Vision Statement				
1.2.a Contains goals and priorities of the school counseling program and are aligned with national, state, district and school visions.				
1.2.b Reflects the need to focus on current student needs and is believable and achievable.				
1.3 Mission Statement				
1.3.a Includes a focus and direction guided by ASCA and state, local and school mission statements.				
1.3.b Is a collaborative effort, written and approved by the various stakeholders and posted prominently in the counseling office.				
1.4 Program Goals				
1.4.a Are written annually, address student standards and are aimed at moving toward a complete, comprehensive program that is sequential, comprehensive in scope and data driven.				
1.4.b Are included in the school counseling work plan with clear action steps, responsibilities, and timelines for meeting goals.				
1.4.c. Are presented by counselors and accepted by administration, and advisory council.				
1.5 West Virginia Student Success Standards (WVSSS)				
1.5.a The school counseling advisory council and or leadership teams reviews student, school & community data and identifies priority objectives for each grade level.				
1.5.b There is clear documentation reflecting how all WVSSS objectives within the school's programmatic level(s) are being addressed through an integrated, collaborative approach.				
1.5.c Competencies are shared with staff and are consistently incorporated within courses in alignment with course standards.				
1.6 School Counselor Professional Standards and Ethical Standards				
1.6.a West Virginia Professional School Counselor Performance Standards and the ASCA Ethical Standards are foundational guide posts for counselors.				
Subtotal for Foundation:				

2. Program Management
The management system of the model provides organizational processes and tools designed to manage a school counseling program.

	Not in Place	In Progress	Completed	Implemented
2.1 West Virginia School Counselor Evaluation				
2.1.a Time management practices ensure focus on growth in each of the 13 evaluation standard elements aimed at continuous improvement in professional practices and program completeness.				
2.2 Annual Principal-Counselor Agreement				
2.2.a Is created and signed by the school counselor(s) and supervising administrator, outlining annual goals and staff responsibilities for the school counseling program.				
2.2.b Includes a rationale for use of time based on student needs and program goals.				
2.2.c Outlines annual focus area(s) for school counselor professional development.				
2.3 School Counseling Advisory Council				
2.3.a Is in place and made up of diverse school and community stakeholders who advise counselors and school leadership.				
2.3.b Provides input on school counseling program goals, reviews program results, makes recommendations and advocates for program support and resources.				
2.3.c Well planned meetings are held at least twice annually to provide support for the school counseling program and are documented by agendas and minutes.				
2.4 Use of Data				
2.4.a School Counseling Program data (process, perception, outcome) are collected, analyzed and reviewed; results are shared with stakeholders and used to inform program decisions.				
2.4.b Objectives are stated in terms of what the student will demonstrate, and what data will be collected.				
2.4.c School and student data is used to develop annual curriculum maps.				
2.5 Annual Work Plan				
2.5.a Is developed annually and includes professional practice and program improvement goals, as well as, the annual evaluation goals.				
2.5.b includes action steps, who is responsible for each activity, evidence of collaboration, and targeted dates for the completion of each action step and goal.				
2.6 Action Plans				
2.6.a Closing the gap action plans are created annually to improve student success to address student competencies.				
2.7 Curriculum Lesson Plan				
2.7.a Standards-based, developmentally appropriate lesson plans show alignment with the school counseling curriculum map aimed at addressing data-informed student needs.				
2.8 Use-of-Time Assessment				
2.8.a Tools are used to demonstrate distribution of time in accordance with WVBOE Policy 2315 and state code and used to improve delivery of a balanced school counseling program.				

	Not in Place	In Progress	Completed	Implemented
2.9 Calendars (Annual & Weekly)				
2.9.a The school counselor develops and publishes calendars of school counseling activities to inform all stakeholders of what, when and where school counseling activities will be held.				
2.9.b Calendars reflect activities of a comprehensive school counseling program related to academic, career and personal/social domains and to each of the four delivery systems.				
Subtotal for Program Management:				

3. Delivery System

The Delivery System focuses on the method of implementing the school counseling program to students.

	Not in Place	In Progress	Completed	Implemented
3.1 Integrated Delivery of the WV Student Success Standards				
3.1.a Includes a collaborative, coordinated, integrated approach that enables all students to benefit from the WVSSS being systematically addressed.				
3.1.b Includes curriculum delivery in small group, classroom and large-group settings.				
3.2 Personalized Student Planning				
3.2.a The school counselor engages families and other school staff in a comprehensive process to assist all students with academic, career and personal/social planning.				
3.2.b Multiple forms of data are used to assist students with self appraisal and academic and career planning.				
3.2.c Students develop and annually update an academic and career plan aimed at career and/or college readiness.				
3.3 Responsive Services				
3.3. a A systemic approach that includes an early warning and referral system is used to identify students with academic personal/social concerns that impede learning.				
3.3. b Individual and group counseling are consistently provided for students with identified needs.				
3.3. c A school-wide crisis plan is in place to address a variety of individual and school crisis that could occur.				
3.4 Student Supports				
3.4 a Provide a system of support for high-risk, at-risk, and the general student population.				
3.4.b Engages stakeholders in the school counseling program and provides a system of support to enhance the success of every student in relation to academic, career, and personal/social development (training, community outreach, consultation, school-wide positive behavior supports, academic support programs, peer helping, etc.)				
Subtotal for Delivery System:				

4. Accountability

Student data is used to the question, "How are students different as a result of the school counseling program?" and program data is used to guide program improvement.

	Not in Place	In Progress	Completed	Implemented
4.1 Data Analysis and Results				
4.1.a School counselors gather, analyze and use multiple types of data (results, process and perception) to plan and design curriculum, programs and interventions.				
4.1.b School counselors analyze the effectiveness of various delivery systems and interventions to drive program improvement and enhance student results.				
4.2.c. Results data are shared with stakeholders.				
4.2 Evaluation and Program Improvement				
4.2.a The school counselor's evaluation is used to inform practices and guide program improvement.				
4.1.b The Program Audit is completed and updated annually to assess program completeness.				
4.2.c The Program Audit is shared with the advisory council and used for goal setting.				
Subtotal for Accountability:				
Total for School Counseling Program Audit:				

Analyzing Audit and Setting Annual Goals

Directions:

1. Review the Program Audit.
2. List the areas that are major strengths.
3. List the program areas in need of strengthening. From the list of areas in need of strengthening, identify activities or components that could be replicated in other areas. For the areas in need of improvement, prioritize up to three areas.
4. Using the SMART Goals Process (see attached example) address the areas that were prioritized as in need of improvement. Complete a SMART Goal Sheet for each area.
5. Use SMART Goal Worksheet (next page) for each ANNUAL PROGRAM IMPROVEMENT GOAL.

Major Strengths	
Program Areas In Need Of Strengthening	
Goal 1:	
Goal 2:	
Goal 3:	

Continue to set Program Smart Goals Worksheet for assistance in developing goals.

Program Improvement Template

SMART Goals Worksheet

School	
Year	
School Counselor(s)	

Based on the work of G.T. Doran (1981) SMART Goals

Specific Area: What is the specific area based on the audit that needs improved?	
Measurable: How will we measure the effectiveness of the improvement?	
Attainable: Is this a realistic change for the program?	
Relevant: Does this improvement make a difference for student achievement and success?	
Time Frame: When will our improvement be accomplished? (suggested: one month, six months, a year, etc.)	

Based on the information above, write a single goal statement sentence (Example: By the end of the school year, a mission statement will be developed that reflects the school mission statement and indicates results desired for all students).

GOAL:

Appendix D

West Virginia Student Success Standards (WVSSS) Pre-K-12

The WVSSS and objectives outline the knowledge, skills and dispositions essential to support all students being college- and career-ready through an integrated, embedded process involving all school staff at each programmatic level.

The following standards, competencies and learning outcomes are common across all programmatic grade levels. Programmatic level objectives are established for each Programmatic level: Early Learning (Pk-K, 1-2 and 3 – 5), Middle Learning (6 – 8) and Adolescent Learning (9 – 12). Please use programmatic level checklists in the Appendices to plan and track delivery of the standards in your school.

Standard 1: Academic and Learning Development – Students will acquire attitudes, knowledge, skills and behaviors to experience academic success, maximize learning through commitment, produce high quality work and be prepared for a full range of career options and opportunities after high school.

Competency 1.1. Self-Directed Learning: Students will acquire attitudes, knowledge and skills that contribute to self-directed learning and success in school and across the lifespan.

Learning Outcomes: Develop Academic Motivation, Develop Learning Skills, Achieve School Success

Competency 1.2. Postsecondary Preparation: Students will complete school with the academic preparation to achieve success in an array of postsecondary options including two- and four-year colleges, certificate programs, employment, on-the-job training, apprenticeship programs and the military.

Learning Outcomes: Prepare for Postsecondary Success, Plan to Achieve Goals

Standard 2: Career Development and Life Planning – Students will acquire attitudes, skills, knowledge and behaviors to make informed career and life decisions.

Competency 2.1. Career Exploration and Planning: Students will make informed career decisions using knowledge of self and the world of work.

Learning Outcomes: Develop Career Awareness, Develop Career/Life Plan, Achieve Career and Life Success

Standard 3: Personal and Social Development – Students will acquire attitudes, knowledge, skills and behaviors that support school success and prepare them for adulthood.

Competency 3.1. Respect for Self and Others: Students will acquire the attitudes, knowledge, skills and behaviors to understand and respect self and others, maintaining positive relationships.

Learning Outcomes: Understand Self and Others, Maintain Positive Relationships, Exhibit Respectful Behavior

Competency 3.2. Goal Setting and Attainment: Students will make decisions, set goals and take necessary actions to attain goals.

Learning Outcomes: Decision Making and Personal Responsibility

Competency 3.3. Self-Directed Learning: Students will acquire attitudes, knowledge, skills and behaviors to ensure the emotional and physical safety of self and others and develop basic survival skills.

Learning Outcomes: Protect Emotional Safety, Protect Physical Safety and Plan for Survival

Standard 4: Global Citizenship – Students will acquire knowledge, skills, attitudes and behaviors regarding the social/cultural, economic and environmental issues associated with being a globally responsible and successful citizen.

Competency 4.1. Intercultural Perspectives: Students will acquire knowledge, skills, attitudes and behaviors of an intercultural perspective that contributes to civil and considerate living in a modern society and global community.

Learning Outcomes: Acquire a Diverse and Knowledgeable World View, Interact Respectfully with Diverse Cultures

Competency 4.2. Democratic Principles: Students will acquire knowledge, skills, attitudes and behaviors to contribute to a just, peaceful and sustainable global democracy.

Learning Outcomes: Promote Social Justice, Assume Responsible Leadership, Practice Financial Responsibility

West Virginia Student Success Standards for Early Learning Programming (Pre-K and Kindergarten)

Student success standards for **Early Learning Programming (Pre-K-Fifth Grade)** focus on students' social and emotional development to lay the foundation for all learning. Progressive physical, cognitive and academic development depends on a student's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences. Active learning is achieved through a student's ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school.

DELIVERY CHECKLIST
Early Learning Readiness (Pre-K and Kindergarten)

Use this as a planning guide for standards delivery. Then add date(s) and initial of staff when each competency is addressed within the grade level. It is recommended that the counselor share this checklist with each teacher and ask them to plan and document standards delivery. At the end of each year, the counselor will collect the delivery checklists from staff and compile a composite form or provide an electronic shared file that allows multiple staff members to document delivery of the standards.

Early Learning Readiness (Pre-K and Kindergarten)			
Standards 1: Academic and Learning Development			
Competency 1.1	Self-Directed Learning:	**P-K**	**K**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Develop Academic Motivation			
ELR.SS.1.1.1	identify personal skills, interests and accomplishments.		
ELR.SS.1.1.2	approach tasks and activities with flexibility, imagination and inventiveness.		
Learning Outcome: Develop Learning Skills			
ELR.SS.1.1.3	demonstrate growing confidence in a range of abilities and express pride in accomplishments.		
ELR.SS.1.1.4	engage in cooperative group play.		
ELR.SS.1.1.5	participate in a variety of classroom experiences and tasks.		
ELR.SS.1.1.6	with guidance, maintain increasing amounts of concentration over a reasonable amount of time despite distractions and interruptions.		
Learning Outcome: Achieve School Success			
ELR.SS.1.1.7	develop growing capacity for independence in a range of activities, routines and tasks.		
ELR.SS.1.1.8	accept guidance and direction from a variety of familiar adults.		
ELR.SS.1.1.9	develop increased ability to make choices from identified options.		
Competency 1.2	Postsecondary Preparation	**P-K**	**K**
Learning Outcome: Prepare for Postsecondary Success (begins in Grade 3-5)			
Learning Outcome: Plan to Achieve Goals (begins in Grade 3-5)			

Standards 2: Career Development and Life Planning			
Competency 2.1	Career Exploration and Planning	**P-K**	**K**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Develop Career Awareness			
ELR.SS.2.2.1	identify and describe roles and relationships among community members.		
Learning Outcome: Develop Career and Life Plan (begins in Grades 3-5)			
Learning Outcome: Achieve Career and Life Success			
ELR.SS.2.2.3	identify and begin using expected dispositions, skills and behaviors in school (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).		
Standards 3: Personal and Social Development			
Competency 3.1	Reflection of Self and Others	**P-K**	**K**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Understand Self and Others			
ELR.SS.3.1.1	describe self by using several basic characteristics.		
Learning Outcome: Maintain Positive Relationships			
ELR.SS.3.1.2	develop positive relationships with children and adults.		
Learning Outcome: Exhibit Respectful Behavior			
ELR.SS.3.1.3	show respectful and caring behavior toward others.		
ELR.SS.3.1.4	use appropriate communication skills to initiate or join classroom activities.		
ELR.SS.3.1.5	with guidance, begin to use and accept negotiation, compromise and discussion to resolve conflicts.		
Competency 3.2	Goal Setting and Attainment	**P-K**	**K**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Decision Making and Personal Responsibility			
ELR.SS.3.2.1	with guidance, set goals, develop a plan and follow it through to completion.		

Competency 3.3	Safety and Survival Skills	**P-K**	**K**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Protect Emotional and Physical Safety			
ELR.SS.3.3.1	demonstrate progress in expressing needs, wants and feelings appropriately.		
ELR.SS.3.3.2	develop respect for physical boundaries, rights and personal privacy in relation to personal safety.		
ELR.SS.3.3.3	begin to develop an understanding of the appropriate use of 911 and knowledge of parents' names, phone number and address.		
Standards 4: Global Citizenship			
Competency 4.1	Intercultural Perspectives	**P-K**	**K**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Acquire a Diverse and Knowledgeable World View			
ELR.SS.4.1.1	understand and describe the interactive roles and relationships among family members and classroom community.		
ELR.SS.4.1.2	identify themselves as a member of groups within a community.		
Learning Outcome: Interact Respectfully with Diverse cultures			
ELR.SS.4.1.3	understand similarities and respect differences among people, such as gender, race, disability, culture, language and family structure.		
Competency 4.2	Democratic Principles	**P-K**	**K**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Promote Social Justice			
ELR.SS.4.2.1	demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully.		
Learning Outcome: Assume Responsible Leadership			
ELR.SS.4.2.2	demonstrate an increasing ability to provide leadership during collaborative tasks.		
Learning Outcome: Practice Financial Responsibility (begins in grade 3-5)			

West Virginia Student Success Standards for Early Learning Programming (Grades 1-2)

Student success standards for **Early Learning Programming (Pre-K-Fifth Grade)** focus on students' social and emotional development to lay the foundation for all learning. Progressive physical, cognitive and academic development depends on a student's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences. Active learning is achieved through a student's ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school.

DELIVERY CHECKLIST
Learning Primary (Grades 1-2)

Use this as a planning guide for standards delivery. Then add date(s) and initial of staff when each competency is addressed within the grade level. It is recommended that the counselor share this checklist with each teacher and ask them to plan and document standards delivery. At the end of each year, the counselor will collect the delivery checklists from staff and compile a composite form or provide an electronic shared file that allows multiple staff members to document delivery of the standards.

Early Learning Primary (Grades 1-2)			
Standards 1: Academic and Learning Development			
Competency 1.1	Self-Directed Learning:	**1**	**2**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Develop Academic Motivation			
ELP.SS.1.1.1	use personal skills, interests and accomplishments to support learning.		
ELP.SS.1.1.2	begin to independently and collaboratively approach tasks and activities with flexibility, imagination and inventiveness.		
Learning Outcome: Develop Learning Skills			
ELP.SS.1.1.3	demonstrate confidence in a range of abilities and express pride in accomplishments.		
ELP.SS.1.1.4	engage in cooperative group play and work collaboratively.		
ELP.SS.1.1.5	participate in a variety of classroom experiences and tasks.		
ELP.SS.1.1.6	maintain concentration over a reasonable amount of time despite distractions and interruptions.		
Learning Outcome: Achieve School Success			
ELP.SS.1.1.7	extend capacity for independence in a range of activities, routines and tasks.		
ELP.SS.1.1.8	accept guidance and direction from a variety of adults.		
ELP.SS.1.1.9	develop increased ability to make choices from identified options.		
Competency 1.2	Postsecondary Preparation	**1**	**2**
Learning Outcome: Prepare for Postsecondary Success (begins in Grade 3-5)			
Learning Outcome: Plan to Achieve Goals (begins in Grade 3-5)			

Standards 2: Career Development and Life Planning			
Competency 2.1	Career Exploration and Planning	**1**	**2**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Develop Career Awareness			
ELP.SS.2.2.1	interact with community members under the facilitation of an adult.		
Learning Outcome: Develop Career and Life Plan (begins in Grades 3-5)			
Learning Outcome: Achieve Career and Life Success			
ELP.SS.2.2.3	identify and begin using expected dispositions, skills and behaviors in school (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).		
Standards 3: Personal and Social Development			
Competency 3.1	Reflection of Self and Others	**1**	**2**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Understand Self and Others			
ELP.SS.3.1.1	relate self to others.		
Learning Outcome: Maintain Positive Relationships			
ELP.SS.3.1.2	develop positive relationships with children and adults.		
Learning Outcome: Exhibit Respectful Behavior			
ELP.SS.3.1.3	show respectful and caring behavior toward others.		
ELP.SS.3.1.4	use appropriate communication skills to initiate or join classroom activities.		
ELP.SS.3.1.5	with guidance, begin to use and accept negotiation, compromise and discussion to resolve conflicts.		
Competency 3.2	Goal Setting and Attainment	**1**	**2**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Decision Making and Personal Responsibility			
ELP.SS.3.2.1	with guidance, set goals, develop a plan and follow it through to completion.		

Competency 3.3	Safety and Survival Skills	**1**	**2**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Protect Emotional and Physical Safety			
ELP.SS.3.3.1	express needs, wants and feelings appropriately.		
ELP.SS.3.3.2	exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.		
ELP.SS.3.3.3	demonstrate appropriate use of 911 and knowledge of parents' name, phone number and address.		
Standards 4: Global Citizenship			
Competency 4.1	Intercultural Perspectives	**1**	**2**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Acquire a Diverse and Knowledgeable World View			
ELP.SS.4.1.1	understand and describe the interactive roles and relationships among family members, classroom community and the local community.		
ELP.SS.4.1.2	participate as members of groups within a community.		
Learning Outcome: Interact Respectfully with Diverse cultures			
ELP.SS.4.1.3	understand similarities and respect differences among people, such as gender, race, disability, culture, language and family structure.		
Competency 4.2	Democratic Principles	**1**	**2**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:		
Learning Outcome: Promote Social Justice			
ELP.SS.4.2.1	demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully.		
Learning Outcome: Assume Responsible Leadership			
ELP.SS.4.2.2	assume leadership roles in collaborative tasks within the classroom.		
Learning Outcome: Practice Financial Responsibility (begins in grade 3-5)			

West Virginia Student Success Standards for Early Learning Programming (Grades 3-5)

Student success standards for **Early Learning Programming (Pre-K-Fifth Grade)** focus on students' social and emotional development to lay the foundation for all learning. Progressive physical, cognitive and academic development depends on a student's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences. Active learning is achieved through a student's ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school.

DELIVERY CHECKLIST
Early Learning Intermediate (Grades 3-5)

Use this as a planning guide for standards delivery. Then add date(s) and initial of staff when each competency is addressed within the grade level. It is recommended that the counselor share this checklist with each teacher and ask them to plan and document standards delivery. At the end of each year, the counselor will collect the delivery checklists from staff and compile a composite form or provide an electronic shared file that allows multiple staff members to document delivery of the standards.

Early Learning Intermediate (Grades 3-5)				
Standards 1: Academic and Learning Development				
Competency 1.1	Self-Directed Learning:	**3**	**4**	**5**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Develop Academic Motivation				
ELI.SS.1.1.1	use personal skills, interests and accomplishments to support present and future learning.			
ELI.SS.1.1.2	independently and collaboratively approach tasks and activities with flexibility, imagination and inventiveness.			
Learning Outcome: Develop Learning Skills				
ELI.SS.1.1.3	use abilities and accomplishments to maximize learning opportunities.			
ELI.SS.1.1.4	work collaboratively to solve problems, complete tasks, and/or investigate topics of interest.			
ELI.SS.1.1.5	explore a variety of learning opportunities inside and outside of the classroom.			
ELI.SS.1.1.6	maintain concentration over a reasonable amount of time despite distractions and interruptions.			
Learning Outcome: Achieve School Success				
ELI.SS.1.1.7	independently complete routines and learning tasks.			
ELI.SS.1.1.8	accept guidance and direction from a variety of adults.			
ELI.SS.1.1.9	independently make choices.			

Competency 1.2	Postsecondary Preparation	3	4	5
Learning Outcome: Prepare for Postsecondary Success				
ELI.SS.1.2.1	begin to develop an understanding of how academic performance in elementary school impacts future learning and preparedness for postsecondary preparedness and career success.			
ELI.SS.1.2.2	explore how performance in specific academic content areas impacts middle and adolescent level course performance and postsecondary choices.			
Learning Outcome: Plan to Achieve Goals				
ELI.SS.1.2.3	investigate the importance of early academic planning to prepare for postsecondary success and reaching career goals.			
Standards 2: Career Development and Life Planning				
Competency 2.1	Career Exploration and Planning	3	4	5
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Develop Career Awareness				
ELI.SS.2.2.1	interact with varied community members.			
Learning Outcome: Develop Career and Life Plan				
ELI.SS.2.2.2	interact with local and national professionals and/or experts to extend personal knowledge of various career opportunities.			
Learning Outcome: Achieve Career and Life Success				
ELI.SS.2.2.3	use expected workplace dispositions, skills and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership.)			
Standards 3: Personal and Social Development				
Competency 3.1	Reflection of Self and Others	3	4	5
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Understand Self and Others				
ELI.SS.3.1.1	demonstrate an awareness as to how their words impact others.			
Learning Outcome: Maintain Positive Relationships				
ELI.SS 3.1.2	develop positive relationships with peers, other children and adults.			
Learning Outcome: Exhibit Respectful Behavior				
ELI.SS.3.1.3	show respectful and caring behavior toward others.			
ELI.SS.3.1.4	use appropriate communication skills to initiate and join activities and complete varied learning tasks.			
ELI.SS.3.1.5	use and accept negotiation, compromise and discussion to resolve conflicts.			

Competency 3.2	Goal Setting and Attainment	**3**	**4**	**5**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Decision Making and Personal Responsibility				
ELI.SS.3.2.1	set goals, develop a plan and follow it through to completion.			
Competency 3.3	Safety and Survival Skills	**3**	**4**	**5**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Protect Emotional and Physical Safety				
ELI.SS.3.3.1	express needs, wants and feelings appropriately.			
ELI.SS.3.3.2	describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other's property impact emotional safety.			
ELI.SS.3.3.2	describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other's property impact emotional safety.			
ELI.SS.3.3.3	exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.			
ELI.SS.3.3.4	demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911] and family phone numbers, addresses, contact names).			
Standards 4: Global Citizenship				
Competency 4.1	Intercultural Perspectives	**3**	**4**	**5**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Acquire a Diverse and Knowledgeable World View				
ELI.SS.4.1.1	investigate aspects of various communities and discuss how these contribute to each individual's perspective of local, state and world events.			
ELI.SS.4.1.2	identify themselves as members of varied groups within the local, state, national and international community.			
Learning Outcome: Interact Respectfully with Diverse cultures				
ELI.SS.4.1.3	interact respectfully with all individuals regardless of gender, race, disability, culture, language and family structure.			

Competency 4.2	Democratic Principles	3	4	5
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Promote Social Justice				
ELI.SS.4.2.1	follow rules and routines and use materials purposefully and respectfully.			
Learning Outcome: Assume Responsible Leadership				
ELI.SS.4.2.2	assume leadership roles in collaborative tasks within the classroom and school community.			
Learning Outcome: Practice Financial Responsibility (begins in grade 3-5)				
ELI.SS.4.2.3	evaluate financial choices based on one's own needs and wants.			
ELI.SS.4.2.4	create a budget with income from incidental funds to save for desired goals.			

West Virginia Student Success Standards for Middle Level Programming (6-8)

The WVSSS for **Middle Level Programming (6-8)** focus on academic, career, social and emotional development. Students need support in developing the knowledge, skills and dispositions to navigate a socially complex environment and the creation of a vision for their future. The WVSSS support students to achieve school success, establish the foundation for high school and become globally competent citizens. The standards will be delivered within the programmatic level in a sequence designed by the school leadership team.

DELIVERY CHECKLIST

Use this as a planning guide for integrated delivery of the WVSSS. Then add date(s) and initial of staff when each competency is addressed within the grade level. It is recommended that the counselor share this checklist with each teacher and ask them to plan and document standards delivery. At the end of each year, the counselor will collect the delivery checklists from staff and compile a composite form or provide an electronic shared file that allows multiple staff members to document delivery of the standards.

Middle Level Programming (6-8)				
Standards 1: Academic and Learning Development				
Competency 1.1	Self-Directed Learning:	**6**	**7**	**8**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Develop Academic Motivation				
MLP.SS.1.1.1	identify and develop competence in areas of interest.			
MLP.SS.1.1.2	apply multiple intelligence principals to identify personal strengths and improve school focus.			
MLP.SS.1.1.3	understand the relationship between school success, academic achievement and future career success.			
MLP.SS.1.1.4	demonstrate the motivation to be a self-directed learner and achieve individual potential.			
Learning Outcome: Develop Learning Skills				
MLP.SS.1.1.5	improve executive function skills (e.g., effort, paying attention, flexibility, memory, self-control, communication, focus and perseverance).			
MLP.SS.1.1.6	identify personal learning style(s) and establish habits that enhance personalized learning.			
MLP.SS.1.1.7	work collaboratively in groups or independently, as appropriate.			
Learning Outcome: Achieve School Success				
MLP.SS.1.1.8	exhibit personal responsibility.			
MLP.SS.1.1.9	identify how thoughts and emotions impact level of motivation and actions and redirect focus.			
MLP.SS.1.1.10	evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes.			
MLP.SS.1.1.11	apply goal setting techniques to develop self-direction and improve school performance.			
MLP.SS.1.1.12	identify and utilize school and community resources and support services when needed.			

Competency 1.2	Postsecondary Preparation	6	7	8
Learning Outcome: Prepare for Postsecondary Success				
MLP.SS.1.2.1	identify how performance and course selections in middle school impacts high school course readiness and postsecondary choices.			
MLP.SS.1.2.2	explore requirements for success in a variety of postsecondary options and for securing scholarships.			
MLP.SS.1.2.3	analyze how personal choices negatively or positively influence high school and postsecondary options and preparedness for success.			
MLP.SS.1.2.4	explore options for earning postsecondary credits while in high school.			
Learning Outcome: Plan to Achieve Goals				
MLP.SS.1.2.5	actively engage in a variety of assessments and inventories to identify skills, interests and aptitudes for postsecondary planning.			
MLP.SS.1.2.6	use personal data and goals to establish challenging academic, personal and postsecondary plans.			
MLP.SS.1.2.7	seek co-curricular and community experiences to enhance the school experience and postsecondary readiness.			
MLP.SS.1.2.8	analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets.			
MLP.SS.1.2.9	explore costs, eligibility requirements and funding opportunities for various postsecondary options.			
Standards 2: Career Development and Life Planning				
Competency 2.1	Career Exploration and Planning	6	7	8
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Develop Career Awareness				
MLP.SS.2.1.1	explore how personal abilities, skills, interests, and values relate to workplace.			
MLP.SS.2.1.2	use a variety of resources and methods to explore career options.			
MLP.SS.2.1.3	examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision.			
MLP.SS.2.1.4	explore career options in relation to selecting a career cluster.			
Learning Outcome: Develop Career and Life Plan				
MLP.SS.2.1.5	describe lifestyle dreams and possible career options and evaluate the probability of attaining goals.			
MLP.SS.2.1.6	begin to develop a possible career/life plan that explores educational credentials, skills and career progressions.			

Learning Outcome: Achieve Career and Life Success				
MLP.SS.2.1.7	explore how identified career choices impact lifestyles and opportunities.			
MLP.SS.2.1.8	practice expected workplace dispositions and behaviors.			
MLP.SS.2.1.9	discuss the importance of lifelong learning as situations and responsibilities change, requiring new knowledge and skills.			
Standards 3: Personal and Social Development				
Competency 3.1	Reflection of Self and Others	**6**	**7**	**8**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Understand Self and Others				
MLP.SS.3.1.1	discuss how thoughts, feelings, attitudes, values and beliefs affect decision making and behavior.			
MLP.SS.3.1.2	practice using listening skills to identify and understand the feelings and perspectives of others.			
MLP.SS.3.1.3	use mistakes as opportunities to grow personally and socially, not to define the person as a failure.			
MLP.SS.3.1.4	recognize signs of anger and practice safe, respectful anger management skills.			
Learning Outcome: Maintain Positive Relationships				
MLP.SS.3.1.5	develop positive relationships with peers and adults.			
MLP.SS.3.1.6	acquire and use effective conflict resolution techniques.			
MLP.SS.3.1.7	demonstrate self-control by minimizing words and actions that hurt self and others.			
MLP.SS.3.1.8	model safe and effective ways to address peer pressure.			
MLP.SS.3.1.9	describe bullying and use effective practices to address it.			
Learning Outcome: Exhibit Respectful Behavior				
MLP.SS.3.1.10	identify and respect personal boundaries and privacy needs of self and others.			
MLP.SS.3.1.11	respect all individuals as unique and worthy regardless of differences.			
MLP.SS.3.1.12	use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.			

Competency 3.2	Goal Setting and Attainment	6	7	8
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Decision Making and Personal Responsibility				
MLP.SS.3.2.1	students will make decisions, set goals and take necessary actions to attain goals			
MLP.SS.3.2.2	compare and contrast various behaviors and choices in relation to possible consequences and discuss how to improve choices.			
MLP.SS.3.2.3	describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure.			
MLP.SS.3.2.4	establish action steps to attain school, home and civic goals.			
MLP.SS.3.2.5	apply problem solving techniques to identify and address challenges to goal attainment.			
MLP.SS.3.2.6	describe how current decisions have long term consequences and ways to achieve desired outcomes.			
Competency 3.3	Safety and Survival Skills	6	7	8
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Protect Emotional and Physical Safety				
MLP.SS.3.3.1	identify and apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help.			
MLP.SS.3.3.2	develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation and other violent acts or dangerous situations.			
MLP.SS.3.3.3	identify and utilize communication skills and strategies to participate in only safe and healthy activities.			
MLP.SS.3.3.4	know emergency contact information; identify and utilize school and community resources to protect personal safety.			
Standards 4: Global Citizenship				
Competency 4.1	Intercultural Perspectives	6	7	8
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Acquire a Diverse and Knowledgeable World View				
MLP.SS.4.1.1	compare and contrast aspects of various communities and describe how these contribute to each individual's perspective and world view.			
MLP.SS.4.1.2	analyze factors that contribute to different social and world views (e.g., ethnicity, race, culture, gender, sexual orientation, family, composition, lifestyle, religion, economic status and nationality).			

Learning Outcome: Interact Respectfully with Diverse cultures				
MLP.SS.4.1.3	apply an interculturally sensitive perspective to social interactions.			
MLP.SS.4.1.4	describe global issues and events from perspectives of various individuals and groups to understand viewpoints other than one's own.			
MLP.SS.4.1.5	investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries.			
MLP.SS.4.1.6	describe how stereotyping and prejudices impact interpersonal relationships.			
Competency 4.2	Democratic Principles	**6**	**7**	**8**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:			
Learning Outcome: Promote Social Justice				
MLP.SS.4.2.1	adhere to classroom and school rules and community laws to protect individual rights and property.			
MLP.SS.4.2.2	identify and discuss issues of social justice.			
MLP.SS.4.2.3	investigate programs for advocacy and promotion of social justice.			
Learning Outcome: Assume Responsible Leadership				
MLP.SS.4.2.4	identify the qualities of successful leaders.			
MLP.SS.4.2.5	assume a leadership role to promote fairness and justice.			
Learning Outcome: Practice Financial Responsibility				
MLP.SS.4.2.6	evaluate financial choices based on one's own needs, wants and values and how they guide spending, saving, credit and implications for the family budget.			
MLP.SS.4.2.7	create a personal budget with income from incidental funds (birthday and other gifts, allowance, chores, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payments.			
MLP.SS.4.2.8	discuss concepts of consumer protection (e.g., laws, identify theft and predatory scams).			
MLP.SS.4.2.9	discuss concepts related to financial institutions (e.g., laws, banks, credit unions and check cashing services).			

West Virginia Student Success Standards for Adolescent Level Programming (Grades 9-12)

The WVSSS for **Adolescent Level Programming (Grades 9-12)** focus on academic, career, social and emotional development and global citizenship. Acquisition of the knowledge, skills and dispositions described in WVSSS helps students achieve school success and prepare to successfully transition to their postsecondary choice; whether it is direct placement in entry-level jobs, credit-bearing academic college courses, industry-recognized certificate or license programs or workforce training programs. These standards will be delivered within the programmatic level in a sequence designed by the school leadership team.

DELIVERY CHECKLIST

Use this as a planning guide for integrated delivery of the WVSSS. Then add date(s) and initial of staff when each competency is addressed within the grade level. It is recommended that the counselor share this checklist with each teacher and ask them to plan and document standards delivery. At the end of each year, the counselor will collect the delivery checklists from staff and compile a composite form or provide an electronic shared file that allows multiple staff members to document delivery of the standards.

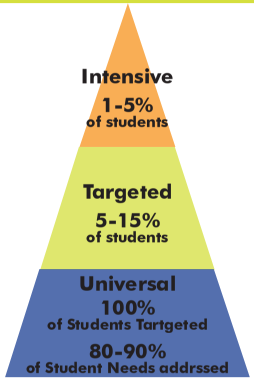
Adolescent Level Programming (Grades 9-12)					
Standards 1: Academic and Learning Development					
Competency 1.1	Self-Directed Learning:	**9**	**10**	**11**	**12**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:				
Learning Outcome: Develop Academic Motivation					
ALP.SS.1.1.1	build upon personal skills and interests through school and community activities.				
ALP.SS.1.1.2	apply knowledge of personal learning characteristics to focus on strengths and maintain motivation for learning.				
ALP.SS.1.1.3	exhibit attitudes, skills and dispositions needed to motivate self-directed, lifelong learning and goal attainment.				
Learning Outcome: Develop Learning Skills					
ALP.SS.1.1.4	refine executive function skills.				
ALP.SS.1.1.5	identify personal learning style(s) to maximize learning in various environments.				
ALP.SS.1.1.6	identify support systems available to advance individual learning and seek help when needed.				
ALP.SS.1.1.7	demonstrate the ability to work independently or collaboratively in various learning environments.				
Learning Outcome: Achieve School Success					
ALP.SS.1.1.8	exhibit personal responsibility to maximize learning.				
ALP.SS.1.1.9	maintain attitudes, dispositions and behaviors that enhance focus and success.				
ALP.SS.1.1.10	apply goal setting techniques to maintain self-directed learning.				
ALP.SS.1.1.11	use self-advocacy, school and community resources and support services as needed.				

Competency 1.2	Postsecondary Preparation	9	10	11	12
Learning Outcome: Prepare for Postsecondary Success					
ALP.SS.1.2.1	evaluate academic performance and course selections in relationship to postsecondary options.				
ALP.SS.1.2.2	apply knowledge of skills, interests, aptitudes and the workplace to guide decision-making in relation to postsecondary choices.				
ALP.SS.1.2.3	explore matriculation agreements for utilizing high school courses, assessment results and programs in personally identified postsecondary institutions.				
ALP.SS.1.2.4	identify and pursue options for earning postsecondary credits while in high school.				
Learning Outcome: Plan to Achieve Goals					
ALP.SS.1.2.5	use personal data to refine academic plan and career/life goals.				
ALP.SS.1.2.6	explore costs, eligibility requirements and funding opportunities for various postsecondary options.				
ALP.SS.1.2.7	secure assistance, as needed, for postsecondary planning and the application process.				
Standards 2: Career Development and Life Planning					
Competency 2.1	Career Exploration and Planning	9	10	11	12
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:				
Learning Outcome: Develop Career Awareness					
ALP.SS.2.1.1	use a variety of resources to explore career options in relation to personal abilities, skills, interests, values and the current job market.				
ALP.SS.2.1.2	evaluate roles, responsibilities and requirements for progressions of career levels from entry to advanced positions.				
ALP.SS.2.1.3	explore career options in relation to career clusters and transferable skills.				
Learning Outcome: Develop Career and Life Plan					
ALP.SS.2.1.4	update career cluster and personalized education plan in relation to changing interest, job demand and personal data.				
ALP.SS.2.1.5	revise career/life plan to reflect changing personal lifestyle dreams.				
Learning Outcome: Achieve Career and Life Success					
ALP.SS.2.1.6	determine how one's personal career plan impacts lifestyles and opportunities.				
ALP.SS.2.1.7	model expected workplace dispositions, skills and behaviors in school, community and occupational experiences to prepare for career success.				
ALP.SS.2.1.8	evaluate the relevance of lifelong learning as situations and responsibilities change that require new knowledge and skills.				

Standards 3: Personal and Social Development					
Competency 3.1	Reflection of Self and Others	**9**	**10**	**11**	**12**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:				
Learning Outcome: Understand Self and Others					
ALP.SS.3.1.1	analyze how thoughts, feelings, attitudes, values and beliefs affect decision making and behavior.				
ALP.SS.3.1.2	use active listening to identify and understand the feelings and perspectives of others.				
ALP.SS.3.1.3	use mistakes as learning opportunities to grow personally and socially.				
Learning Outcome: Maintain Positive Relationships					
ALP.SS.3.1.4	distinguish between healthy and unhealthy relationships.				
ALP.SS.3.1.5	apply appropriate anger management and conflict resolution techniques.				
ALP.SS.3.1.6	minimize words and actions that hurt self and others.				
ALP.SS.3.1.7	address peer pressure in safe and effective ways.				
ALP.SS.3.1.8	identify bullying behaviors and utilize appropriate skills to address and decrease bullying.				
Learning Outcome: Exhibit Respectful Behavior					
ALP.SS.3.1.9	respect personal boundaries and privacy needs.				
ALP.SS.3.1.10	interact appropriately with varying audiences in all settings.				
ALP.SS.3.1.11	use social and communication skills, dispositions, and character traits appropriate for various situations and audiences.				
Competency 3.2	Goal Setting and Attainment	**9**	**10**	**11**	**12**
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:				
Learning Outcome: Decision Making and Personal Responsibility					
ALP.SS.3.2.1	analyze the relationship between behaviors, choices and consequences and apply a decision making model to achieve desired goals.				
ALP.SS.3.2.2	develop and implement action plans to attain school, home and civic goals.				
ALP.SS.3.2.3	utilize problem solving techniques to generate alternatives and address changes to attain goals.				
ALP.SS.3.2.4	identify possible long term consequences of decisions and take responsibility to achieve desired goals.				

Competency 3.3	Safety and Survival Skills	9	10	11	12
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:				
Learning Outcome: Protect Emotional and Physical Safety					
ALP.SS.3.3.1	apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help.				
ALP.SS.3.3.2	utilize communication skills and strategies to participate in only safe and healthy activities.				
ALP.SS.3.3.3	develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation and other violent acts or dangerous situations.				
ALP.SS.3.3.4	know emergency contact information and utilize school and community resources to protect personal safety.				
Standards 4: Global Citizenship					
Competency 4.1	Intercultural Perspectives	9	10	11	12
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:				
Learning Outcome: Acquire a Diverse and Knowledgeable World View					
ALP.SS.4.1.1	describe how the characteristics of diverse world regions and individual communities contribute to varying world views.				
ALP.SS.4.1.2	investigate and explain how factors such as ethnicity, gender, religion and sexuality contribute to different social and world views.				
Learning Outcome: Interact Respectfully with Diverse cultures					
ALP.SS.4.1.3	analyze global issues and events to gain an understanding of others' viewpoints.				
ALP.SS.4.1.4	analyze language, behavior and non-verbal communication cues to interact respectfully with diverse cultures.				
ALP.SS.4.1.5	examine the influence of stereotyping and prejudice and how they impact relationships.				
Competency 4.2	Democratic Principles	9	10	11	12
Objectives	Through a developmentally appropriate, integrated approach, students will have regular opportunities to:				
Learning Outcome: Promote Social Justice					
ALP.SS.4.2.1	adhere to classroom and school rules and community laws to protect individual rights and property.				
ALP.SS.4.2.2	identify and discuss issues of social justice.				
Learning Outcome: Assume Responsible Leadership					
ALP.SS.4.2.3	demonstrate characteristics of successful leaders and team members to reach goals.				
ALP.SS.4.2.4	exhibit leadership through service to improve the school and community.				

Learning Outcome: Practice Financial Responsibility					
ALP.SS.4.2.5	assess personal needs, wants and values to develop a budget.				
ALP.SS.4.2.6	investigate means of saving and investing to maintain long-term financial stability.				
ALP.SS.4.2.7	evaluate the consequences of spending related to debt and debt management.				
ALP.SS.4.2.8	recognize marketing approaches that lead to over-consumption and discuss ways to reject them.				



*3 tier model is assessed in the audit.

Academic/Career

High–Risk Students

- Referral for academic intervention
- Collaboration with stakeholders to address student needs
- Advisor/Mentor
- IEPs, 504s, PEPs

At-Risk Students

- Referral for academic supports (tutoring, credit recover, support for personalized learning)
- Mentoring (peer and adult)
- Group counseling (study skills, test-taking, attendance, etc.)
- Referral to SAT team
- IEPs, 504s, PEPs

All Students

- Integrated Delivery of the WV Student Success Standards
- Prevention Programs
- Academic Advisement
- Personalized Student Planning
- Career Investigation and Self Discovery

Personal Social/Global Citizenship

High–Risk Students

- Individual counseling
- Referral to school/community agencies
- Advisor/Mentor
- Crisis Intervention
- IEPs, 504s
- Multi-disciplinary Team Meetings
- Behavioral Plans

At-Risk Students

- Small group interventions to address anger, social skills, substance abuse, grief, and other needs
- Some individual services
- Referral to SAT Teams, school and community services
- 504s, SATs
- Behavioral Plans

All Students

- Integrated Delivery of the WV Student Success Standards
- School-wide guidance and advisement
- Character Education
- Universal delivery of developmental dispositions from Policy 4373
- Positive Behavior Support Programs
- Other student support programs

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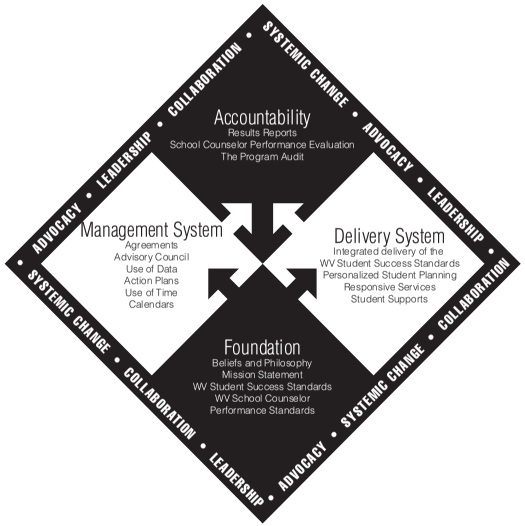
West Virginia **School Counseling** Programs
Creating Pathways to Student Success



Adapted (with permission) from the ASCA National Model®

A comprehensive school counseling program (CSCP) that is developed by the skilled WV school counselor in collaboration with stakeholders will align its efforts with the state's mission to maximize the educational potential of every WV student. This brochure outlines the components of the CSCP that is detailed in the WV School Counseling Model.

West Virginia School Counseling Programs CSCP

The model, consisting of four interrelated components, supports the leadership role of the counselor in effecting systemic change in a school.

Foundation

The foundation of the school counseling programs serves as the solid ground upon which the rest of the comprehensive program is built. It establishes the focus of the comprehensive school counseling program based on the academic, career, and personal/social needs of the student in the school.

- Beliefs
- Vision
- Mission
- Program Goals
- West Virginia Student Success Standards
- Professional Competencies and Ethical Standards

Management System

The management system of the model provides organizational processes and tools designed to manage a school counseling program. The management system ensures that a school counselor sets annual goals based on student and school needs and manages time to ensure delivery of a CSCP is delivered in a matter that promotes and enhances the success of all students.

The management system includes:

- Counselor Evaluation
- Annual Principal/Counselor Agreement
- Advisory Council
- Use of Data
- Action Plans
- Curriculum Lesson Plans
- Use of Time Assessment
- Calendars (Annual and Weekly)

Delivery System

The delivery system focuses on the method of implementing the school counseling program to students.

- Integrated Delivery of the WV Student Success Standards
- Personalized Student Planning (Academic, career and personal plans to support individual student success and future plans)
- Responsive Services (individual or group counseling, and school crisis response)
- Student Supports (programs, services, and activities that collaboratively support student success)

Accountability

School counselors evaluate the CSCP to answer these two questions:

1). How are students different as a result of the school counseling pro-gram?"
2). How has the overall school improved as a result of the CSCP?"

- Data Analysis and Results
- Evaluation and Improvement

West Virginia Student Success Standards (WVSSS)

are based on three counselling domains:

Academic and Learning Development

Career Development and Life Planning

Personal/Social Development and Global Citizenship

A well-designed CSCP uses a collaborative, integrated approach to universally address the WV Student Success Standards within each programmatic level. The CSCP is designed is designed by the counselor and school leadership team, coordinated by the school counselor and collaboratively delivered by the counselor, administration, teachers, and community partners.

Annual Program Audit

School counselors annually assesses the completeness of school counseling program by using the audit found in the appendix of the WV School Counseling Model. Audits serve to set the standard for the school counseling program. Audits should be performed when a school counseling program is being designed and then at least annually to appraise alignment with the WV School Counseling Model and to set annual program goals to ensure continuous program development.

Appendix F

School Counseling Annual Work Plan Template

An electronic version of this form is available on the front page of the school counseling website by clicking on the "WV State Model and Resources" link.

Counselor Names_____

School_____

DIRECTIONS: Please refer to the Professional School Counselor Performance Standards found on pages 36 & 37 of the State Model booklet and the descriptive rubrics found on the front page of WVDE school counseling website *http://wvde.state.wv.us/counselors/documents/school_counselor_standardsbookletFINAL2012.pdf*. If you have multiple goals in one standard, please duplicate that component of this work plan template.

Standard 1: Program Planning, Design and Management			
Goal:			
Action Steps	**Who? Collaborate with?**	**By When**	**Progress**

Standard 2: Program Delivery

Circle area: Guidance Curriculum, Individual Student Planning, Responsive Services, Student Supports

Goal:

Action Steps	Who? Collaborate with?	By When	Progress

Standard 3: Data Driven Accountability and Program Evaluation

Goal:

Work Plan Item	Who? Collaborate with?	By When	Progress

Standard 4: Leadership and Advocacy

Goal:

Action Steps	Who? Collaborate with?	By When	Progress

Standard 5: Professional Growth and Responsibilities

Goal:

Action Steps	Who? Collaborate with?	By When	Progress

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