



Evaluation Rubrics for School Counselors

Office of School Improvement



West Virginia Board of Education
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West Virginia School Counselor Performance Rubrics

The next few pages contain the rubrics counselors will use to self assess their performance using the Self Reflection Form/online system. The bolded items are considered essential to the implementation of each element. The other items are also important and will add additional substantiation to help document counselor performance level and will create a preponderance of evidence. Evidence and measures are not limited to the items listed.

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

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. Evaluation elements require counselors to align practices and programs with the state model. The model can be found on the front page of the school counseling website.

Standard 1: Program Planning, Design and Management

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|--|--|--|--|
| <ul style="list-style-type: none"> designs, implements and disseminates a clear standards- based curriculum plan to comprehensively address all student needs through consistent use of all three domains. plans, designs and advocates for continuous improvement of a written comprehensive program that utilizes all delivery systems. ensures inclusion of the school counseling program in the school’s strategic plan, assuring alignment with the West Virginia School Counseling Model, and designs and manages the program to ensure a comprehensive plan. | <ul style="list-style-type: none"> consistently designs a clear standards- based curriculum plan to address all three domains. consistently plans and designs a written comprehensive program utilizing all delivery systems. consistently leads efforts to include the school counseling program in the school’s strategic plan to assure alignment with the West Virginia School Counseling Program Model. | <ul style="list-style-type: none"> provides a developed standards-based curriculum plan that will address components of all three domains. develops a written comprehensive program that is working toward utilizing all delivery systems. reviews the school counseling program in the school’s strategic plan to assess the strengths and weaknesses in alignment with the West Virginia School Counseling Model. | <ul style="list-style-type: none"> provides no evidence of a written standards- based curriculum plan to address all three domains. does not provide a written comprehensive program utilizing all delivery systems. provides no evidence of the school counseling program in the school’s strategic plan to assure alignment with the West Virginia School Counseling Model. |

Definitions:

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

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

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

Standard 1: Program Planning, Design and Management

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|---|--|---|--|
| <ul style="list-style-type: none"> • develops and regularly updates clear operational schedules with stakeholder input and circulates to all stakeholders. • systematically manages time and resources, seeks new resources, and partners with stakeholders to ensure the delivery of a school counseling program for all students, as evident through documentation. • maximizes all indirect time to support the school counseling program in planning and managing the school counseling program and activities, and collaborating and consulting with stakeholders to support the success of all students. | <ul style="list-style-type: none"> • consistently develops and circulates clear operational schedules to stakeholders. • consistently manages time and resources to ensure proper delivery of a school counseling program for all students and documents use of time and program completeness. • consistently ensures that indirect time is spent supporting the school counseling program and activities. | <ul style="list-style-type: none"> • works to develop an operational schedule to circulate to stakeholders. • provides limited documentation of use of time and resource management for services that may not address the needs of all students. • demonstrates awareness of inappropriate use of indirect time and works toward aligning activities to support the school counseling program. | <ul style="list-style-type: none"> • fails to develop and/ or circulate clear operational schedules to stakeholders. • does not manage and/ or document use of time and services to ensure the delivery of a school counseling program for all students. • misuses most of his/ her indirect time in inappropriate activities and/or administrative duties not related to supporting the school counseling program. |

Definitions:

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

Standard 2: Program Delivery

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|---|--|--|---|
| <ul style="list-style-type: none"> oversees the facilitation of a fully developed, documented delivery system for a guidance curriculum that is standards-based, developmentally appropriate, data driven, engaging and well circulated to multiple stakeholders. plans, develops, and provides an embedded guidance curriculum with relevant courses and programs within the school that involves various school and community stakeholders. | <ul style="list-style-type: none"> facilitates the delivery of a documented guidance curriculum that is standards-based, developmentally appropriate, and based on student needs as identified by school data. proactively participates in the integration of the guidance curriculum with relevant courses and programs within the school. | <ul style="list-style-type: none"> participates in the delivery of a guidance curriculum that is standards-based and/ or developmentally appropriate. seeks ways to integrate the guidance curriculum with relevant courses and other school programs. | <ul style="list-style-type: none"> does not facilitate the delivery of a guidance curriculum that is standards-based and/ or developmentally appropriate. does not integrate the guidance curriculum with relevant courses and other school programs. |

Definitions:

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

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

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

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

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

Standard 2: Program Delivery

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|--|---|---|--|
| <ul style="list-style-type: none"> demonstrates consistent use of WV School Counseling Protocols and contributes to the creation of existing and new, research-based, best practices that supports student growth and success. uses current research-based activities and actively seeks to create new ways to differentiate instruction to engage all students, and shares new practices with colleagues. systematically integrates 21st century learning skills and continually seeks innovative approaches to implement and educates stakeholders in the utilization of technology in the counseling program. | <ul style="list-style-type: none"> demonstrates use of existing and new, research-based, best practices through evidence which supports student growth and success, including WV School Counseling Protocols. consistently uses research-based activities and differentiated instruction to actively engage all students. consistently integrates 21st century learning skills, including the use of available technology to deliver the counseling program. | <ul style="list-style-type: none"> is aware of the WV School Counseling Protocols but is inconsistent in utilizing these and other research based, best practices. demonstrates growth of knowledge and utilization of researched-based, engaging student activities. recognizes the need for greater integration of 21st century learning skills, and is exploring and developing greater usage of available technology to deliver the counseling program. | <ul style="list-style-type: none"> does not demonstrate knowledge or use of the WV School Counseling Protocols and utilize these or other research based, best practices. does not use various, researched based, engaging student activities. does not integrate 21st century learning skills, including the use of available technology to deliver the counseling program. |

Definitions:

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

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

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

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

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

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

Standard 2: Program Delivery

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|--|---|--|---|
| <ul style="list-style-type: none">methodically advocates, monitors, and modifies a structured process and collaborates with stakeholders to assure early identification and referrals for all at-risk studentspervasively provides individual and small group counseling to meet identified student needs within the scope of the school counseling program and makes referrals to experts in the field for intensive services as needed.leads the collaboration in developing and implementing a school crisis plan that reflects best practices in crisis intervention and ensures the county plan is aligned with best practices. | <ul style="list-style-type: none">consistently monitors a structured process, collaborating with stakeholders, to ensure early identification and referrals for at-risk students.consistently provides individual and small group counseling to meet identified student needs and makes referrals to experts in the field for intensive services as needed.participates with staff in the implementation of a school crisis plan that is aligned with the county plan, and trains staff annually to be prepared for a variety of crises. | <ul style="list-style-type: none">assists with a structured process for early identification and referrals for at-risk students.provides minimal individual and small group counseling to meet identified student needs and makes referrals to experts in the field for intensive services as needed.becomes informed of an existing school crisis plan to assess alignment with the county plan and trains staff after a crisis occurs. | <ul style="list-style-type: none">is not involved in the coordination of a structured process for early identification and referrals for at-risk students.neither provides individual and small group counseling to meet identified student needs nor makes referrals to experts in the field for intensive services as needed.does not participate in the implementation of a school crisis plan that is aligned with the county plan. |

Definitions:

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

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

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

Standard 2: Program Delivery

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

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

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

Definitions:

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

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

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

Standard 2: Program Delivery

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|--|--|--|--|
| <ul style="list-style-type: none">develops and facilitates a clear systemic process for all students that pervasively involves parents/guardians and other stakeholders, to explore, plan, and document career options, educational progress, and individual student transition plans, as needed.develops and integrates an effective system to educate stakeholders of up-to-date changes in programs of study, post-secondary options, and workforce trends with appropriate stakeholders.provides a comprehensive education to stakeholders, using multiple resources regarding the relationship between academic performance, course rigor, assessments, post-secondary options, and future success. | <ul style="list-style-type: none">consistently facilitates and manages a clear systemic process for students, involving parents/guardians, to explore, plan, and document career options, as well as for developing and updating educational progress and individual student transition plans.remains well informed and shares information related to WV Programs of Study, post-secondary options, and workforce trends with all stakeholders.consistently educates stakeholders regarding the relationship between academic performance, course rigor, assessments, post-secondary options, and future success. | <ul style="list-style-type: none">manages an underdeveloped process for students to explore and plan career options, as well as for developing and updating educational and academic plans, with increasing family/guardian involvement.explores and shares information regarding programs of study, post-secondary options, and workforce trends with some stakeholders.minimally educates stakeholders regarding the relationship between academic performance and assessments for post-secondary options. | <ul style="list-style-type: none">does not have a process for students to explore career options and does not facilitate a process to manage educational and academic plans with family/guardian involvement.lacks the knowledge to benefit students in regards to programs of study, post-secondary options, and workforce trends.does not educate stakeholders regarding the relationship between academic performance and assessments for post-secondary options. |

Definitions:

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

<http://wvde.state.wv.us/careerpathways/> To keep up with changes frequently check this website <http://careertech.k12.wv.us/>

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

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

Standard 3: Data Driven Accountability and Program Evaluation

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|---|--|---|--|
| <ul style="list-style-type: none"> systematically collects, accurately interprets and analyzes annual and longitudinal student and program data to drive continuous program improvement and to advance practices, and shares data for stakeholder input. conducts an annual comprehensive school counseling program audit to evaluate program completeness and with stakeholder involvement, develops comprehensive, data-driven recommendations that ensures program completeness and effectiveness. | <ul style="list-style-type: none"> annually collects, accurately interprets, and analyzes student (i.e. process, perception, and results data) and program data to drive program improvement and guide practices. conducts an annual school counseling program audit to evaluate program completeness (foundation, management system, delivery system, accountability system) and sets appropriate goals to drive program improvement. | <ul style="list-style-type: none"> develops systems for collecting and interpreting data to more efficiently drive the school counseling program and guide practices. conducts a school counseling program audit to evaluate program completeness and sets and works toward program improvement in at least one area. | <ul style="list-style-type: none"> does not demonstrate knowledge of data collection or use of data to drive the school counseling program. does not conduct a school counseling program audit and does not evaluate program completeness. |

Definitions:

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

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

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

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

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

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

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

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

Standard 4: Leadership and Advocacy

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|--|--|---|--|
| <ul style="list-style-type: none"> advocates for the success of all students by promoting equity and access to curriculum, programs, services, and resources and uses data to challenge assumptions of academic ability that are based on stereotypes of students', parents', and staff members' cultural, racial, ethnic, or economic background. educates all stakeholders about school and community programs, services, and resources that contribute to student success and leads a structured process to seek stakeholder involvement to create new opportunities for students with diverse abilities and needs. has a clear and consistent process to collaborate with administration, staff, and other stakeholders to identify individual modifications, interventions, programs, and resources that maximize equity and student success and teams with other to ensure individual needs are being addressed. systematically remains current of student rights and school-wide and individualized needs and leads efforts to create or update policies and practices to support student well being. | <ul style="list-style-type: none"> advocates for the success of all students by promoting equity and access to curriculum, programs, services, and resources through the systematic use of various data sources. educates stakeholders about school and community programs, services, and resources that contribute to student success. actively collaborates with administration, staff, and other stakeholders to identify individual modifications, interventions, programs, and resources that maximize equity and student success. is clearly informed of student rights/needs and collaborates with other stakeholders to update policies and practices to support student well being. | <ul style="list-style-type: none"> advocates for the success of all students by promoting equity and access to curriculum, programs, services, and resources, and uses data sources as needed. explores ways to provide education for school staff about school and community programs, services, and resources that contributes to student success. collaborates in a limited capacity with administration and staff to identify individual modifications, interventions, programs, and resources that maximize equity and student success. acquires information about student rights/needs and provides some advocacy for policies and practices that support student well being. | <ul style="list-style-type: none"> does not advocate for the inclusion of under- served populations into rigorous and relevant curriculum, programs, services, and resources, and does not use data sources. does not educate staff or other stakeholders about school and community programs, services, and resources that contribute to student success. does not collaborate with administration and staff to identify individual modifications, interventions, programs, and resources that maximize equity and student success. does not remain informed of student rights and needs and provides little to no advocacy for policies and practices that support student well being. |

Definitions:

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

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

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

Standard 4: Leadership and Advocacy

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

Element 4.2 - The school counselor collaborates with various stakeholders.

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|---|---|---|---|
| <ul style="list-style-type: none"> • uses a systematic and documented approach to seek input from all stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. • utilizes systemic processes to foster growing collaboration and stakeholder involvement in the delivery of the school counseling program. • establishes and actively utilizes a diverse Advisory Council to evaluate, plan, design using a data-driven and research-based approach to advancement of the school counseling program and shares data related to continuous improvement. • champions others and volunteers self for broader participation in collaborative efforts, including local, state and national initiatives. | <ul style="list-style-type: none"> • utilizes tools to consistently seek input from all stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. • establishes multiple processes and approaches to foster collaboration and stakeholder involvement in the delivery of the school counseling program. • establishes and actively utilizes a diverse Advisory Council to aid in the development and advancement of the school counseling program. • participates as a collaborator/team member within the school, county system, and community, as appropriate, to support student success. | <ul style="list-style-type: none"> • develop tools for obtaining input from stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. • seeks avenues to collaborate with and involve stakeholders in the delivery of the school counseling program. • identifies a team to act in an advisory capacity to provide input and support of the school counseling program. • seeks to develop knowledge and skills as a collaborator/team member within the school, county system, and community. | <ul style="list-style-type: none"> • does not seek input from stakeholders in planning, designing, managing, implementing, evaluating, and improving the school counseling program. • does not collaborate with or involve stakeholders in the delivery of the school counseling program. • does not identify a team to act in an advisory capacity to provide input and support of the school counseling program. • participates as a team member within the school and community only when directed by the principal or required by policy. |

Definitions:

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

Standard 5: Professional Growth and Responsibilities

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|---|---|--|---|
| <ul style="list-style-type: none"> conducts annual self reflection using the WV Virginia School Counselor Standards Performance Rubrics to set rigorous goals for continuous professional growth and educates others on the self reflection and goal setting process. uses self reflection results and school data to collaboratively develop, plan, and meet annual student impact goal and sets additional annual goal(s) that ensure the counselor is moving toward accomplished in all standard elements. seeks designs and participates in ongoing, relevant professional development to address professional growth goals; conducts professional development and educates others within the profession. embeds professional development experiences into practice to improve the school counseling program and the profession; shares new knowledge in a variety of ways to educate others within the profession. | <ul style="list-style-type: none"> conducts thoughtful annual self reflection to set appropriate goals for continuous professional growth using the WV Virginia School Counselor Standards Performance Rubrics. uses self reflection to develop professional growth goals for professional practices and the school counseling program that ensure evaluation goal attainment and growth in the standard elements selected for the annual evaluation. systematically seeks and participates in ongoing, relevant professional development to address professional growth goals. continually uses professional development experiences to improve the school counseling program and the profession. | <ul style="list-style-type: none"> minimally conducts self reflections to determine professional development needs using the WV Virginia School Counselor Standards Performance Rubrics. uses self reflection results to set goals for professional growth that ensure alignment with the WV School Counselor Performance Standards and movement to the next performance level in at least one evaluation element each year. attends professional development provided by the school system whether or not it is directly related to professional growth goals. attempts to use professional development information to make school counseling program improvements or profession. | <ul style="list-style-type: none"> does not conduct self reflections using the WV Virginia School Counselor Standards Performance Rubrics. does not use self reflection results to set goals that ensure continuous professional growth as evidenced by movement to the next performance level in at least one element each year. does not participate in professional development opportunities unless required by administration. does not use professional development information to improve the school counseling program or profession. |

Definitions:

WV Virginia School Counselor Standards Performance Rubrics: A set of guiding standards that include rubrics designed to help counselors improve their practices and school counseling programs to support optimal student growth and success. The WVSCSP booklet is located on the front page of the school counseling website.

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

Standard 5: Professional Growth and Responsibilities

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

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|--|---|--|---|
| <ul style="list-style-type: none"> models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines and educates others about the ASCA model. consistently models professionalism and works with administrators to set professional standards to guide dress, conduct and, relationships with students, staff, and all stakeholders. continuously evaluates personal beliefs and individual prejudices and removes them from personal practice, and educates others to dispel prejudices. | <ul style="list-style-type: none"> applies knowledge to align personal and professional practices and policies with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines. consistently models professionalism through dress, conduct and, relationships with students, staff, and all stakeholders. evaluates own personal beliefs and individual prejudices and removes them from personal practice. | <ul style="list-style-type: none"> seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines. develops habits of professionalism through dress, conduct and, relationships with students, staff, and all stakeholders. develops awareness of personal beliefs and prejudices that may affect professional practice. | <ul style="list-style-type: none"> does not demonstrate knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselor and/or FERPA Guidelines. does not model professionalism through dress, conduct and, relationships with students, staff, and all stakeholders. fails to recognize personal beliefs and prejudices that affect professional practice. |

Definitions:

ASCA's Ethical Standards for School Counselors: From confidentiality issues to records maintenance, from duty of care to sexual harassment issues, a school counselor's legal and ethical questions can spring up from every corner. School counselors face ethical and legal challenges every day. ASCA's Ethical Standards located here:

<http://schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136>

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

Standard 5: Professional Growth and Responsibilities

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

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

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

Definitions:

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

Standard 6: Student Impact Goal

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

| Distinguished | Accomplished | Emerging | Unsatisfactory |
|---|--|---|---|
| <ul style="list-style-type: none"> • There is evidence that the counselor utilized multiple research- based strategies in collaboration with other stakeholders to address the identified impact area. • There is evidence that the counselor completed all documented action steps and added new ones as needed to attain goal. • There is evidence that the counselor analyzed and presented comprehensive data related to the goal using multiple data points throughout the established timeframe. | <ul style="list-style-type: none"> • There is evidence that the counselor utilized multiple research- based strategies to address the identified impact area. • There is evidence that the counselor completed most documented action steps aimed at goal attainment. • There is evidence that the counselor analyzed and presented comprehensive data related to the goal using two data points. | <ul style="list-style-type: none"> • There is evidence that the counselor utilized at least one research- based strategy to address the identified impact area. • There is evidence that the counselor completed some documented action steps aimed at goal attainment. • There is evidence that the counselor analyzed and presented some data related to the goal using two data points. | <ul style="list-style-type: none"> • There is no evidence that the counselor utilized researched best practices to address the identified area of need. • There is no evidence that the counselor completed documented action steps to attain goal. • There is no evidence that the counselor analyzed and presented data related to the goal. |



W. Clayton Burch
West Virginia Superintendent of Schools