

West Virginia Board of Education • Policy 5310
Long-Term Substitute School Counselor Self-Reflection Form

Directions: For each School Counselor Performance Standard, rate the Element in the box provided.

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.			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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 Program 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 Program 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 Program Model.

Enter your notes here:

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 West Virginia School Counselor Performance Standards.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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.

Enter your notes here:

STANDARD 2: PROGRAM DELIVERY

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

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

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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.

Enter your notes here:

STANDARD 2: PROGRAM DELIVERY

The professional school counselor facilitates delivery of the West Virginia 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.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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 support student growth and success.• uses current research-based activities and actively seeks to create new ways to differentiate instruction to engage all students and shares new practices with colleagues.• systematically integrates 21st century learning skills and continually seeks innovative approaches to implement and educates stakeholders in the utilization of technology in the counseling program.	<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.

Enter your notes here:

STANDARD 2: PROGRAM DELIVERY

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

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

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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 students.pervasively 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.	<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.

Enter your notes here:

STANDARD 2: PROGRAM DELIVERY**The professional school counselor facilitates delivery of the West Virginia 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.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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 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.).

Enter your notes here:

STANDARD 2: PROGRAM DELIVERY

The professional school counselor facilitates delivery of the West Virginia 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.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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 postsecondary 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 postsecondary options.

Enter your notes here:

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:

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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 ensure 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.

Enter your notes here:

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.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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. Also 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. Also 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. Also 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.

Enter your notes here:

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.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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, and design (using a data-driven and research-based approach) for the 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.

Enter your notes here:

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.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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(s) 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.

Enter your notes here:

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:

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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.

Enter your notes here:

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.

<input type="checkbox"/> Distinguished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Emerging	<input type="checkbox"/> 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.

Enter your notes here:

