

Implementing the NEW School Counselor Evaluation

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Objectives

- ✓ Review Purpose of Evaluation System
- ✓ Review Components of System
- ✓ Review Process and Timelines
- ✓ Complete Program Audit
- ✓ Understand & Practice Using Rubrics
- ✓ Review and practice developing *Standard Element & Student Impact Goals* using S.M.A.R.T principles
- ✓ Practice using goal setting forms
- ✓ Answer questions/troubleshoot
- ✓ Understand Support & Corrective action plans

A paved road with yellow double lines winding through a lush green forest. The road is the central focus, leading the eye into the distance. The surrounding trees are dense and vibrant green, creating a sense of a natural, serene environment. The lighting is bright, suggesting a sunny day.

VISION:

West Virginia will have a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness

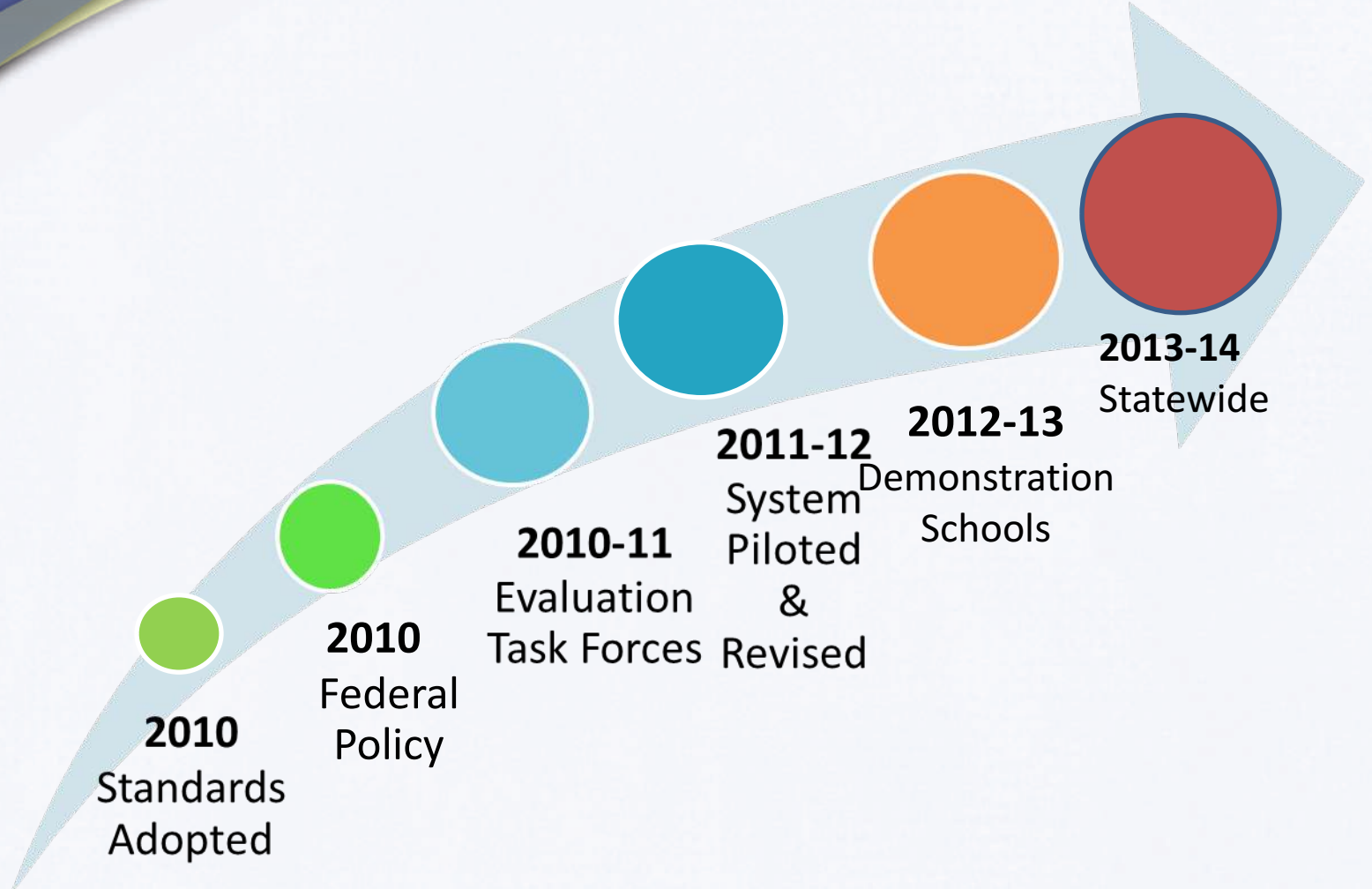
Key Facts

- All educators, principals, and counselors are evaluated annually
- The evaluation system is a growth model
- The **counselor takes the lead role** in assessing his/her practices and program and establishing growth goals.
- The counselor evaluation is guided by five standards, aligned with the WV School Counseling Model.

Key Facts

- A set of well defined rubrics guide counselors' self reflection to identify strengths and weaknesses
- Self Reflection is evidenced based
- School Counselor evaluation processes and timelines are closely aligned with the principal and teacher evaluations.

Historical Perspective



WV School Counseling Model

Adapted from ASCA'S National Model®

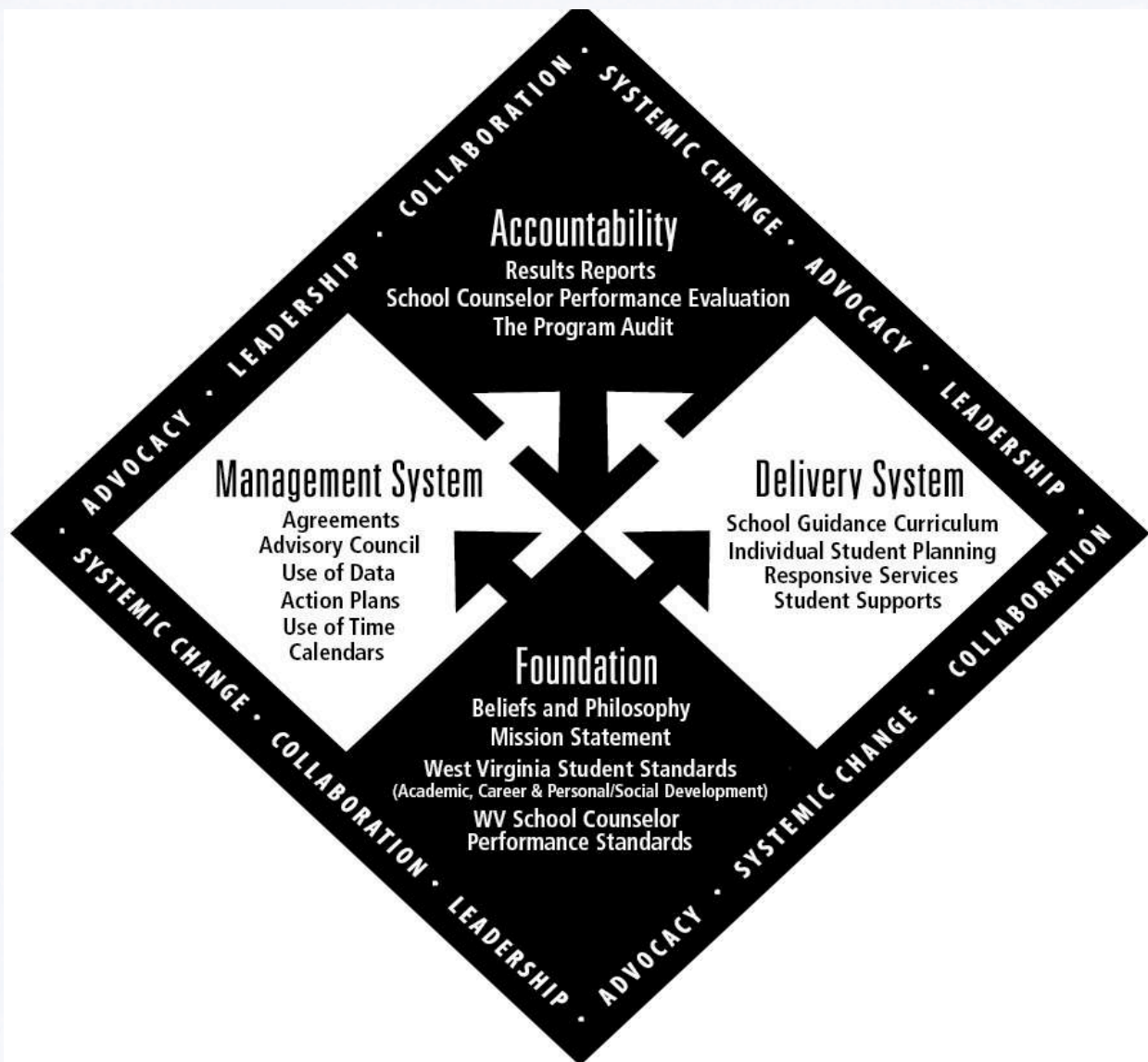
WVDE Policy 2315

West Virginia School Counselor Performance Standards

PROVIDE

Research-based framework for
school counselors to enhance
success for ALL students

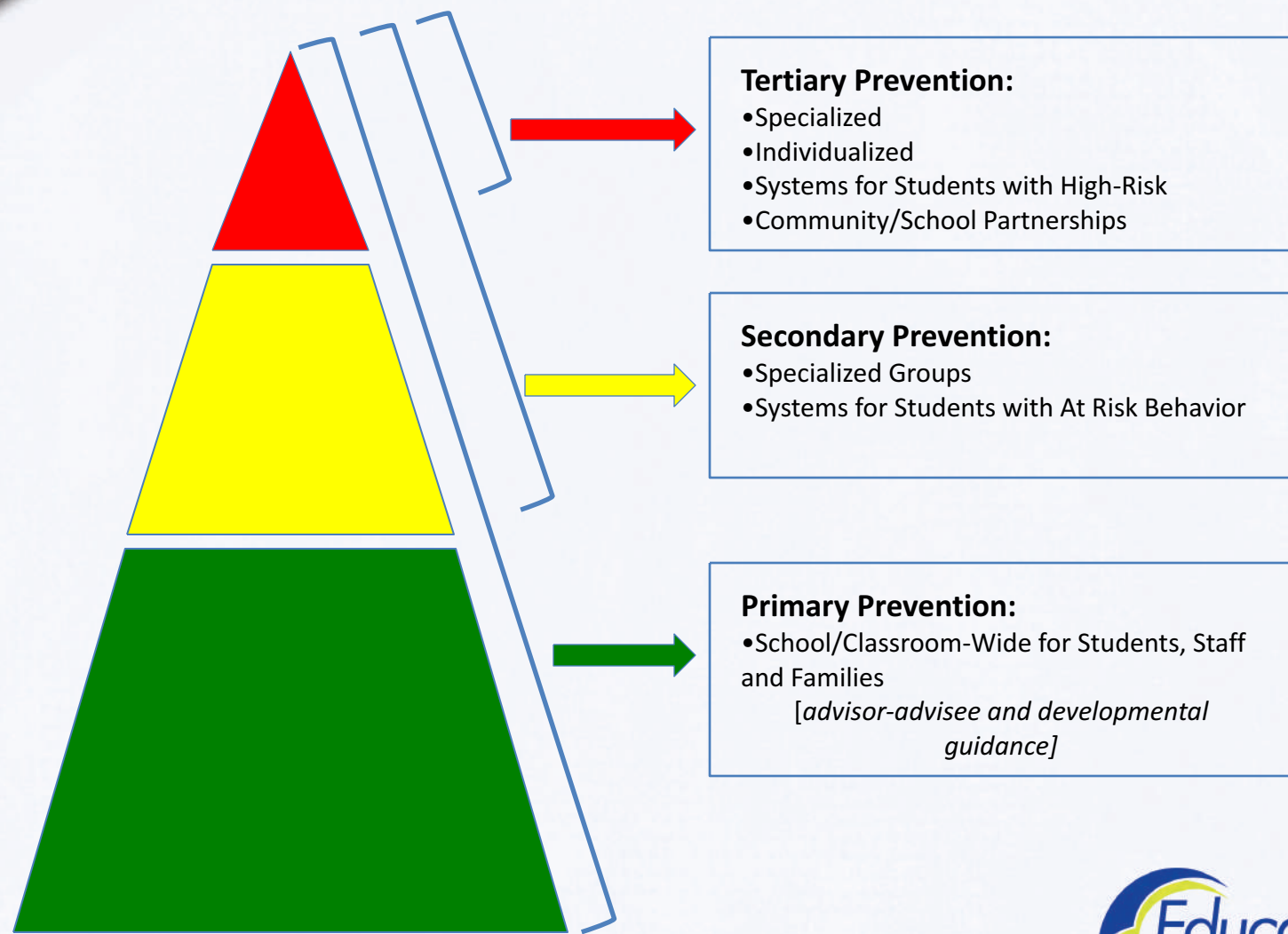
Standard Elements align with the WV School Counseling Model and Policy 2315



A Picture of the WV Professional School Counselor Standards

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

Standard Elements align with WV's Multi-tiered Prevention-based System



School Counseling Has Changed

Changing from...	Moving toward....
<p>Random Acts of Guidance</p> <ul style="list-style-type: none"> • Counselor centered • Everything to everyone <p>Spending 80% of time ... with 20% of students</p> <p>Lack of planning and documentation</p> <p>Gatekeepers</p> <p>Working in silos</p>	<p>A Planned Program</p> <p>Supporting all students being Career/College ready</p> <p>Classroom lessons/ developmental guidance/individual student planning for all students</p> <p>Program documentation/Use of calendars</p> <p>Closing the gap in achievement / use of data/ partners in achievement</p> <p>Collaboration/ systemic change agent</p>

Architecture of West Virginia Professional Counselor Standards

- **Standards (5)** – *Broad statements/constructs*
- **Functions(19)** – *Describes the important functional or procedural parts of the standard*
- **Indicators (50)** – *Further delineate the functions into observable measures and are described by rubrics*

Evaluation Standard Elements

Standard 1: Program Planning, Design and Management

CSE 1.1 – The school counselor assumes a leadership role in planning, designing, and advocating for a balanced, school counseling program aligned with the state model.

CSE 1.2 – The school counselor manages and documents the school counseling program according to the WV School Counseling Standards.

Standard 2: Program Delivery

CSE 2.1 – The school counselor facilitates the implementation of an integrated comprehensive guidance curriculum .

CSE 2.2 – The school counselor manages and documents the school counseling program according to the WV School Counseling Standards.

CSE 2.3 – The school counselor facilitates the delivery of a continuum of intervention and responsive services.

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

CSE 2.5 – The school counselor facilitates a coordinated approach to the individual student academic and career planning.

Standard 3: Data Driven Accountability and Program Evaluation

CSE 3.1 – The school counselor facilitates the implementation of an integrated comprehensive guidance curriculum .

Evaluation Standard Elements

Standard 4: Leadership and Advocacy

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

CSE 4.2 – The school counselor collaborates with various stakeholders.

Standard 5: Professional Growth and Responsibilities

CSE 5.1 – The school counselor seeks ongoing, relevant professional development.

CSE 5.2 – The school counselor demonstrates professional and ethical practices.

CSE 5.3 – The school counselor contributes to the growth of the profession.

Job Description Alignment

- Are county/school job descriptions aligned with the WV School Counseling Model and WV Performance Descriptors?
 - Model Job descriptions have been created to align with new standards.
 - **Appendix A in Model booklet**
 - » Overarching job descriptions
 - » Programmatic level – recommendations
 - » Institutional Ed./ Vocational Technical Schools
- Job descriptions must support counselors being able to be ‘accomplished’.

The Evaluation Process & Timelines

Self-Reflection

Beginning of year - October 1st

School counselors complete a self-reflection of performance based upon the rubrics and program audit associated with the 13 Standard Elements of effective practice. School counselors also complete an assessment on the completeness of the school counseling program using the West Virginia Program Audit



Initial Goal-Setting

Beginning of year - November 1st

The school counselor and the principal meet to review the self reflection, program audit and associated evidence. The counselor and principal formulate two goals targeted at performance improvement. Any supports needed to achieve the goals are also identified at this time and preliminary action plans are formulated.



Midyear Process Monitoring *(optional)*

November 1st - January 1st

Principal/designee may meet mid-year with school counselor to discuss progress toward achieving his or her annual goals. This optional discussion will focus on the status of goal attainment and mid-year adjustments to action plans that must be made in order to achieve goals by the end of the year.



Year-End Evaluation

May 1st - June 1st

The school counselor will document achievement of their goals and reassess their performance based upon the rubrics associated with the 13 Standard Elements of effective practice. 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 may be brought to the meeting and reviewed. The principal will determine the school counselor's performance levels for each of the 13 Standard Elements and assign an overall performance level (Distinguished, Accomplished, Emerging and Unsatisfactory) based on the preponderance of evidence. The principal and counselor also review annual goals and any evidence to document goal attainment and review the school counseling program audit end-of-year update, noting any program growth.



Includes completing
Program Audit and
using **performance rubrics**
to guide **goal setting**



Includes sharing
Program Audit results
performance rubric ratings
and draft goals



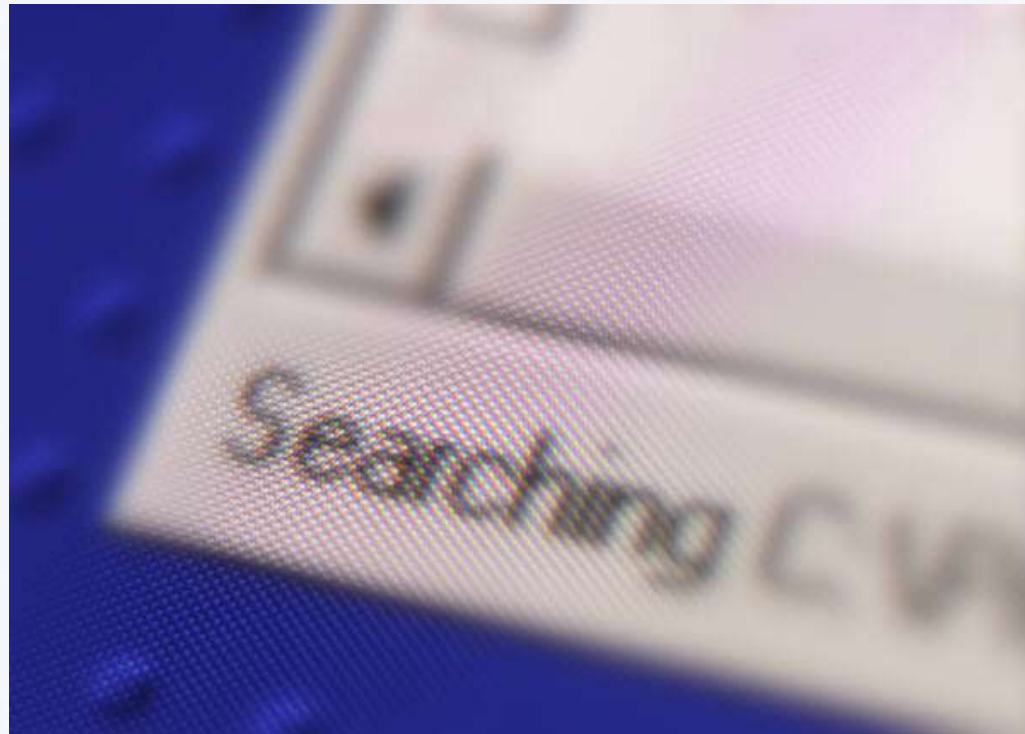
Goal focused



Includes updating

- **Program Audit**
- **Goals**
- **Self Reflection ...using performance rubrics**

Scavenger Hunt & BREAK



Step 1: Self Reflection

- Review *Program Audit* to examine program completeness and establish at least one annual program growth goal.
- Complete self-reflection using the 13 standard element rubrics
- Determine performance level on each element based on evidence you could present.

Self Reflection includes assessing program completeness to guide setting annual program growth goals.

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.

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 program based on the academic, career, and personal/social needs of the student in the school.

	Distinguished	Accomplished	Emerging	Unsatisfactory
1. Beliefs				
1.1. Presence of an agreed upon belief system about the ability of ALL students to obtain academic, career and personal/social success				
1.2. Addresses student developmental needs and focuses on a Three Tier Model (Universal, Targeted and Intensive) for a Comprehensive School Counseling Program				
1.3. States a data-driven accountability system is in place to monitor and evaluate the Comprehensive School Counseling Program				
2. Vision Statement				
2.1. The school counseling program has a clear set of goals and priorities, which are aligned with				

Architecture of West Virginia Professional Counselor Standards

- Element Rubrics – *Performance descriptions of the standard element*
- Levels of Performance
 - Distinguished
 - Accomplished
 - Emerging
 - Unsatisfactory

Description of Performance Levels

Page 9

<p><i>Distinguished</i> - describes professional counselors who lead continuous improvement of the school counseling program and have a systemic approach to collaboration and communication</p>	<p><i>Accomplished</i> - describes professional counselors who have achieved mastery within an element. This level of performance is expected for most experienced counselors.</p>	<p><i>Emerging</i> - describes counselors who may be new to the field or experienced counselors who are weaker in a particular area and need to set improvement goals to move to a more accomplished level of performance.</p>	<p><i>Unsatisfactory</i> - describes counselors with unacceptable job performance in indicated area(s) and may be doing harm to students.</p>
<p>Counselors:</p> <ul style="list-style-type: none"> • are master counselors and make contributions to the school counseling profession, both in and outside their school • exhibit continuous reflection and self-renewal • follow a comprehensive, integrated curriculum approach in a comprehensive, developmental program • operate their program at a qualitatively different level from those of other counselors 	<p>Counselors:</p> <ul style="list-style-type: none"> • clearly understand the concepts underlying each element component and implement well are experienced, capable counselors who regard themselves and are regarded by others as performing at this level. • thoroughly know their role, they know their students, and have a broad repertoire of strategies and activities to use with students in a standards-based program. • continuously seek to expand and improve their practice. 	<p>Counselors:</p> <ul style="list-style-type: none"> • appear to understand the concepts underlying each element and attempt to implement the components. • exhibit sporadic, intermittent, or otherwise not entirely successful implementation. • are characteristic of counselors new to the profession or experienced counselors who have not made the paradigm shift required by the ASCA Model® and WVBOE Policy 2315. • are minimally competent counselors; improvement is likely to occur with experience, professional development, planning, and mentoring; and while all students may not be receiving the guidance, counseling, and programs no actual harm is intentionally being done to students. 	<p>Counselors:</p> <ul style="list-style-type: none"> • do not yet appear to understand the concepts underlying the element. • can grow and develop in this area. • usually perform at a level that is below the licensing standard of "do no harm." • have reached a time for a supervisor to intervene • represent a first priority for coaching or mentoring • need to develop a support and or improvement plan in areas identified as unsatisfactory as prioritized by counselor and administrator

Self Reflection is guided by examining one's own performance level in each of the 13 standard elements.

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 assessments using the WV Virginia School Counselor Standards Performance Rubrics to set rigorous goals for continuous professional growth and educates others on the self assessment and goal setting process. • uses self assessment 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 critical elements. • seeks designs and participates in ongoing, relevant professional development to address professional growth goals; conducts professional development and educates others within the profession. 	<ul style="list-style-type: none"> • conducts thoughtful annual self assessments to set appropriate goals for continuous professional growth using the WV Virginia School Counselor Standards Performance Rubrics. • uses self assessment to develop professional growth goals for professional practices and the school counseling program that ensure evaluation goal attainment and growth in the critical elements selected for the annual evaluation. • systematically seeks and participates in ongoing, relevant professional development to address professional growth goals. 	<ul style="list-style-type: none"> • minimally conducts self assessments to determine professional development needs using the WV Virginia School Counselor Standards Performance Rubrics. • uses self-assessment 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. 	<ul style="list-style-type: none"> • does not conduct self assessments using the WV Virginia School Counselor Standards Performance Rubrics. • does not use self-assessment 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.

West Virginia's Got Talent!

1. Washing dishes.

Distinguished Accomplished Emerging Unsatisfactory

2. Changing a tire.

Distinguished Accomplished Emerging Unsatisfactory

3. Riding a bike.

Distinguished Accomplished Emerging Unsatisfactory

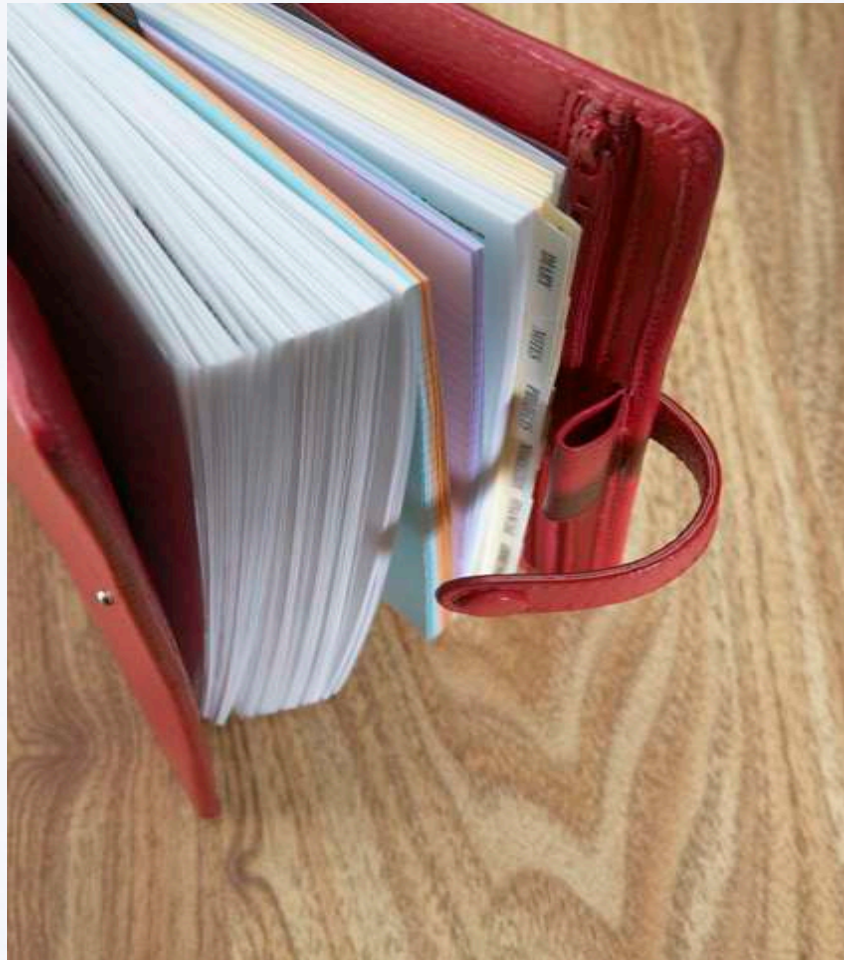
4. Flying an airplane.

Distinguished Accomplished Emerging Unsatisfactory

5. Knitting a sweater.

Distinguished Accomplished Emerging Unsatisfactory

Identifying Evidence



Evidence

- Evidence is provided to support performance level determination.
- To be distinguished, evidence must be noted in the system.
- Evidence is particularly critical when there is a disagreement between the assessed performance level between the counselor and the evaluator.

Sample Evidence

- ✓ The use of electronic calendars as counselors plan their activities can easily be downloaded and shared as evidence.
- ✓ Sample evidence are identified within the evaluation system.
- ✓ Remembering to save and organize documentation is key. It should not be extra work.

Use of Time

COUNSELOR LOG



West Virginia
Department of Education

County of: _____
 School Name(s): _____
 School Counselor: _____
 Month of: _____

Caseload _____

Number Served _____

Date	Time																						Time Use		Time Use	
	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time	Month to Date	Year to Date	
Counselor Responsibility																							Hours	Percent	Hours	Percent
Direct Counseling																							0.00	#DIV/0!	0.00	#DIV/0!
Individual Counseling																										
Academic																							0.00	#DIV/0!	0.00	#DIV/0!
Career																							0.00	#DIV/0!	0.00	#DIV/0!
Personal/Social																							0.00	#DIV/0!	0.00	#DIV/0!
Group Counseling																										
Academic																							0.00	#DIV/0!	0.00	#DIV/0!
Career																							0.00	#DIV/0!	0.00	#DIV/0!
Personal/Social																							0.00	#DIV/0!	0.00	#DIV/0!
Classroom Guidance																										
Academic																							0.00	#DIV/0!	0.00	#DIV/0!
Career																							0.00	#DIV/0!	0.00	#DIV/0!
Personal/Social																							0.00	#DIV/0!	0.00	#DIV/0!
Responsive Services																							0.00	#DIV/0!	0.00	#DIV/0!
Indirect Counseling																							0.00	#DIV/0!	0.00	#DIV/0!
Program Audit																							0.00	#DIV/0!	0.00	#DIV/0!
Program Accountability																							0.00	#DIV/0!	0.00	#DIV/0!
Program Management/Research																							0.00	#DIV/0!	0.00	#DIV/0!
System Support																										
Presentations & Consultations																							0.00	#DIV/0!	0.00	#DIV/0!
Team Mtgs./Advisory Boards																							0.00	#DIV/0!	0.00	#DIV/0!
Professional Development																							0.00	#DIV/0!	0.00	#DIV/0!
Student Advocacy																							0.00	#DIV/0!	0.00	#DIV/0!
Counseling Log																							0.00	#DIV/0!	0.00	#DIV/0!
Non-Counseling Activities																							0.00	#DIV/0!	0.00	#DIV/0!
Clerical																							0.00	#DIV/0!	0.00	#DIV/0!
Administrative Duties																										
Test Coordination/Admin.																							0.00	#DIV/0!	0.00	#DIV/0!
Master Sched./Bal. Class., etc																							0.00	#DIV/0!	0.00	#DIV/0!

Annual Calendar

Month	Programs and Activities
July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	

Sample Calendar



**Greenbrier East High School
School Counseling Program**

▶ **Dianne Hayes**
Counselor
Class of 2008

November 2007

One Spartan Lane
Lewisburg, WV 24901

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Parent Financial Aid Workshop	2 Individual Student Planning FAFSA	3
4	5 FAFSA Workshops Classroom	6 FAFSA Workshops Classroom	7 FAFSA Workshops Classroom	8 Individual Student Planning FAFSA	9 Individual Student Planning FAFSA	10
11	12 Counselor of the Day	13 Individual Student Planning FAFSA	14 2008-08 Curriculum Planning	15 Counselor of the Day	16 Computer Lab Post-Secondary Planning	17
18	19 Computer Lab Post-Secondary Planning	20 Computer Lab Post-Secondary Planning	THANKSGIVING BREAK		23	24
25	26 Counselor of the Day	27 WVDE Counselor Workshop	Classroom Workshops—Holiday Depression Seneca Health Services/Natural Helpers		30	

304-647-6464 Ext. 15
dhayes@access.k12.wv.us



Daily Schedule

Time	Activity
7:30	Anger Management Group
8:30	Office – Responsive Services
9:30	Program Planning and Management (my office)
10:15	Classroom Guidance Lesson – Conflict resolution skills – Hughes 302
11:30	LUNCH
12:00	Study Skills Group
1:00	Classroom Guidance Lesson – Conflict resolution skills – Smith 117
2:00	Classroom Guidance Lesson – Conflict resolution skills – Acorn 202
3:00	Consultation – Parent and Mrs. Jones (my office)
3:30	SAT meeting – Jimmy Weathers – B Building Conference Room
4:15	Counseling Log

Observations

- Are optional for counselors
- May be requested by the principal or counselors
- Counselors may also request that a teacher or other stakeholder observe to document major events.
- Observer only completes the part related to the critical element(s) being observed.
- Principal must prearrange observation and ensure activity being observed is not of a confidential nature
- Can be used as performance level evidence.

How much evidence is enough?



Self Reflection



1. Which performance level are you most like in each Standard Element?
2. What evidence could you produce to substantiate that rating?

Step 2: Goal Setting

- **Develop 2 preliminary goals:**
 - Standard Element S.M.A.R.T Goal
 - Student Impact Goal
- **Participate in Goal Setting Meeting with Principal by Nov. 1**
- **Finalize goals and discuss action steps/strategies for goal attainment.**

SMART Goals

S - Specific

- The outcome is clear.

M - Measurable

- You can count it or see it.

A - Achievable

- You have what you need to be able to do it.

R – Results-oriented

- It is aligned with school/district goals.

T - Timed

- A specific date has been set.

Action Plans: Evaluation Website

Once goals are set, counselors will develop action steps to guide goal attainment, identifying resources needed to achieve goal.

Standard _____				
Critical Standard Element _____				
Goal 1:				
Please list action steps to include: Activities, Responsibilities, Collaborative Elements, Cost, Timeline, Progress Points and Evidences. Relates to School's Strategic Plan _ YES NO				
My current performance is:	Distinguished	Accomplishes	Emerging	Unsatisfactory
My goal at the end of the year is:	Distinguished	Accomplishes	Emerging	Unsatisfactory
Comments:				
Action Steps	Date	Progress	Achieved Y/N	

Student Impact Goal

One goal requires the counselor to work to improve an evidence-based area that impacts student achievement. **Goal must relate to academic, career, and personal/social student standards** and may includes such areas as:

- Improving **attendance**
 - Decreasing **discipline** referrals
 - Decreasing **retentions**
 - Increasing the number of **documented academic/career plans**
 - Increasing **parental engagement**
 - Improving **graduation rates**
 - Decreasing **dropout rates**
-and so forth

Goal Alignment

- Moving away from working in isolation
- Align school counseling goals with:
 - ✓ State goals/initiatives
 - ✓ District goals/initiatives/data outcomes
 - ✓ School goals/initiatives/data outcomes/mission statement

Context

Who and what will you Impact?



Academic,
Career,
Personal/Social

All Students
Grade Level
Multiple Grades
At-risk
High Risk



Two Data Points

- Clear Beginning and End
 - Quarter
 - Semester
 - Academic Year
- *Results by May 1*
- Attendance records
- Discipline records
- Career portfolios
- Post-secondary/ scholarship logs
- Parent involvement sign-in sheets
- Needs assessment data
- Bullying incidence reports
- ... and so forth

Measures of Progress



**WESTEST II data
cannot be
used as a
measure of
the student
impact goal.**

Online evaluation system (form in evaluation guide) will aid counselors in the development of the student impact goal.

Student Impact Goal – 2012 - 2013

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

<p>1. Context <i>Describe the</i></p> <ul style="list-style-type: none"> • <i>specific group of students to be targeted (class, grade level, whole school, multiple programmatic levels)</i> • <i>the tier to be addressed (universal, targeted, intensive)</i> 	
<p>2. Specific Content Area</p> <ul style="list-style-type: none"> • Academic • Career • Personal/social 	
<p>3. Baseline Data <i>Describe current data.</i></p>	
<p>4. Goal <i>Describe how goal will impact student growth and success.</i></p>	

Step 3: Mid-Year Progress Check

- OPTIONAL
- Principal or counselor may request a face-to-face progress meeting (between Nov. 1 & January 1)
- Action Plans may be adjusted to meet goal
- Additional resources may be requested.
- Principal may ask for evidence toward goal attainment.

Student Impact Goal

A Student Impact Goal is set in collaboration with principal/school leadership team and should align with an overarching school goal and school's strategic plan.

Web Resources: Help with Documentation

School Counseling Website – Documentation Handbook

<http://wvde.state.wv.us/counselors/Counselorhandbook.html>

Student Needs Assessments

<http://wvde.state.wv.us/forms/counseling-assessment/>

<http://wvde.state.wv.us/forms/counseling-assessment/?level=m>

Protocols

<http://wvde.state.wv.us/counselors/protocols.html>

Web Resources: Help with Documentation

LINKS Program

<http://wvde.state.wv.us/counselors/links/>

LINKS NetWorth

<http://wvde.state.wv.us/counselors/networth-lessons.html>

NetsSmart – aligned with school counseling standards

<http://wvde.state.wv.us/counselors/netsmart/>

Group Guidance Lessons

<http://wvde.state.wv.us/counselors/group-lessons.html>

Guidance Curriculum

<http://wvde.state.wv.us/counselors/guidance-curriculum.html>

Step 4: Year-End Meeting

- Face-to-Face Meeting between Counselor and Principal (between May 1 – June 1)
- Counselor presents updated:
 - performance levels based on end-of year self reflection.
 - Program audit to demonstrate program growth
 - Any evidence to validate performance levels (documents online)
- Principal completes summative assessment

Summative Weighting

The school counselor evaluation provides counselor summative ratings for their performance during the initial, first-year implementation using one of the four levels of performance: Distinguished, Accomplished, Emerging or Unsatisfactory.

*Summative Rating
Weighting Calculation*

Evaluation Component	Weight	Actual	Possible	Actual
Standard 1	15%		80%	
Standard 2	25%			
Standard 3	15%			
Standard 4	15%			
Standard 5	10%			
Goal 1	5%		20%	
Student Impact Goal	10%			
School-wide Growth	2.5% Reading 2.5% Math			
Professional Conduct			Not weighted, but may require personnel action	
Total Score				

The above summative rating shows distribution of the weight for each component of the School Counselor evaluation. Numerical values will be electronically tabulated and assigned based on identified end-of-year performance levels. Principals do not calculate percentages. Standardized school growth scores are reported for mathematics and reading. The level of growth in mathematics and reading is identified in the summative rating based on growth in each school. Baseline ranges used are predetermined based on data from the previous year. While 95 percent of the summative rating is determined at the end of the year, the 5 percent growth score is added when scores become available over the summer.

Standard 6 rubrics provides guidance assist Counselors in and a self assessing and meeting goal.

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.

Focused Support Plans

Rationale

- Comprehensive system of support
- Culture based on trust, support and professional growth
- Active role for educators
- Time and resources

Focused Support Plan

Essential Components:

- Identified area of concern with reference to the standard(s) to be addressed
- Expectations for change
- 9 week timeline for implementation
- Resources for support, including referral to other educators

Focused Support Plan

- Proactive, preventative
- Area(s) of concern in one or more performance standards
- Support meets individual needs

Focused Support Plan

Nine Weeks

Decision

1. Standard met-removed from plan
2. Adequate progress
 - another Focused Support Plan
3. Inadequate progress
 - Corrective Action Plan

Corrective Action Plan

Essential components:

- Identified area of unsatisfactory performance with reference to the standard(s) to be addressed
- Expectations for change
- Timeline for implementation
- Resources for support, including referral to other educators

Corrective Action Plan

- 18 weeks
- Unsatisfactory performance shown in a completed evaluation
- Inadequate progress on focused support plan
- Certain instances may require immediate action
- Determinative

STANDARD 7: PROFESSIONAL CONDUCT

Element 71: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure
Respect	Interacts professionally with students, parents/ guardians, colleagues and community	Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/ guardians, colleagues and community which is unprofessional

Online Evaluation System

During the 2013-14 school year all **school counselors** in WV will convert to the new school counseling evaluation system which consist of following components:

- Self-reflection (*using evaluation rubrics and Program Audit*)
- Initial Goal Setting Meeting Notes
- Mid-year Meeting Notes (*if applicable*)
- Standard Element Goal Setting Form
- Student Impact Goal Setting Form
- Evidence
- Observations (*if applicable*)
- Year-End Evaluation and Summative Rating

The next few slides provide a step-by-step walk through of the process of completing the school counselor evaluation on the online system.

<http://wveis.k12.wv.us/teachers>

Login

User ID

Password

Submit

Change Password

[Forgot Password?](#)

WVEIS



WEST VIRGINIA EDUCATION INFORMATION SYSTEM

About WVEIS	Calendar	Support	Links	WVEIS Web	Contact
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Welcome to the all new WVEIS web site. In an effort to make our site easier to use for our visitors as well as West Virginia Department of Education staff, we have made many changes to our site. Over the next several weeks, you will begin to see more documentation and information about WVEIS appearing on these pages. If you have suggestions for our site, please email Marshall Patton at mipatton@access.k12.wv.us.

Watch for new things being added all the time. All feedback about our site is welcome!

About the sections:

- **About WVEIS** - A brief description of WVEIS and some history about the project.
- **Calendar** - Data collection dates and access to the events calendar.
- **Support** - Contact information for assistance, checklists, and online documentation.
- **Links** - Web resources that we think you will find useful.
- **WVEISWEB** - Specific web based applications such as Certified List, Private NCLB Data, Strategic Plan, and Highly Qualified Teachers.
NOTE: PLEASE USE THE LINK AT THE TOP OF THE PAGE TO ACCESS THESE APPLICATIONS.
- **Contact Us** - WVEIS Staff contact information, phone numbers, emails.

News Flashes

[Signon to WVEIS On \(WOW\) Version 2](#)

[Register for the 2012 WVEIS Data Conference](#)

Note: Some Documents [Adobe Acrobat Reader](#)

[Master List of Schools](#)

2012-2013 Data Percent Needed (5-1)
[Percent Needed \(All Grades\)](#)
New Update (1/4/12)



Missing User Information

Employee Number



WVEIS Announcements

Updated 2/1/13

Programs / Enhancements Recently Released:

- **STU.301 "LEP" Tab** - (1/16)
- **WVS.450 / WVS.451 - Gear-Up Program** to accept multiple school entry. (12/17)
- **ATT.420 Enhancement - Teacher Verification Flag** (12/1)

Programs Nearing Completion:

- Intervention reports
- User Password Reset Request
- User Email and Employee Prompting
- Scheduling programs in testing

Programs / Enhancements coming soon:

- Verification Flag for Teacher Grading

Local Messages

No county message at this time.

Please continue to monitor this area for county, as well as State announcements.

State Message

Welcome to WVEIS on the Web

This page will be updated to contain announcements, upcoming data collections, and even custom announcements managed by your county. We are very pleased to introduce this change to WVEIS on the Web.

In addition to this change, we are adding many features which will provide access to critical data to administrators, classroom teachers, etc.

Upcoming State

(Counties may see)

Proposed E
Tenth Month
Special Education I
Senior P
Career and Technical A
Secondary Studer
Fourth Quarter Work-base
paid and o
School Bus Fl
Retirement Annual
Retirement Annual



Application Software

Products	Menus	Programs
<input checked="" type="checkbox"/> _USER	User Self-Administration	
<input checked="" type="checkbox"/> SAS	Student Attendance System	
<input checked="" type="checkbox"/> SCH	Student Scheduling System	
<input checked="" type="checkbox"/> SGS	Student Grading System	
<input checked="" type="checkbox"/> SMS	Student Management System	
<input type="checkbox"/> WVR	West Virginia State Reporting	
	<input checked="" type="checkbox"/> *CFM999	ColdFusion Testing Menu
	<input checked="" type="checkbox"/> *WVROHS	Office of Healthy Schools
	<input type="checkbox"/> WVR400	Educator Evaluation & Quality
		* EMP.EVAL Educator Evaluation
		EMP.EVALA Administrator Evaluations

End



- Progressions
 - Progressions
- Educators
 - Counselors
 - Advanced Progression
 - Intermediate Progression
 - Initial Progression
 - Not Applicables
 - Observation List
- Reporting
 - Progressions Distribution
 - Student Goals Status
 - Status
 - Self Reflections Report
 - Evaluations Report
 - Self Reflections with Evaluations
- Evaluations
 - Evaluation 2012
 - Evaluation 2013
- Evaluations Counselors
 - Evaluation 2013
- Demo Area

Educator	Educator Id	Employee Nr	Advanced	Intermediate	Initial	Counselor	N/A
&?SX^+^6	&?SX^J-	SEYC,K_2DS6	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(?S8^+^;/^X	&?S8^J%	SEYC,K_243?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
&?RT+ZJ^=	&?RT+ZJ%	SEYC,K_3SS?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(?C<^+Z^*R\	&?C<^J-	SEYC,K_2D[?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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&=3X:^J^*	&=3X:^J^*	SEYC,K_04K7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
^=3H^ZB^*P	&=3H^J^*	SEYC,K_3T37	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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S<#X4^0	&<#X4^*^J%	SEYC,K_04O6	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
(<#H+]ZGO,#4	&<#H+]J^*	SEYC,K_3S_?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S<# ^:0	&<# ^:J%	SEYC,K_34_7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Counselors

School counselors assume responsibility for self appraising their own level of performance and presenting evidence to document performance. Effective school counselors are responsible for the success of their school counseling program and ensuring all students benefit.

Advanced (6+ years)

Educators identify a performance level for each Critical Standard Element through self-reflection. Evaluators identify Critical Standard Elements for which additional evidence is necessary. Evaluators assess evidence provided by educators.

- At least 2 student goals
- Self Reflection
- Evidences

Intermediate (4-5 years)

Educators provide evidence to support identification of a level of performance for each Critical Standard Element. Evaluators assess evidence that is also collected through two observations. One observation is scheduled; the other is unannounced.

- At least 2 student goals
- 2 observations
- Evidences


Initial (1-3 years)

Educators provide evidence to support identification of a level of performance for each Critical Standard Element. Evaluators assess evidence that is also

WVEIS On the Web EMP.EVAL: Educator Evaluation 2013 COUNSELOR

Home | Menus | Active | Recent | Support | Contact | Reports | Print | Exit | Logout

WVDE Educator Evaluation << Johnny Test 901000123



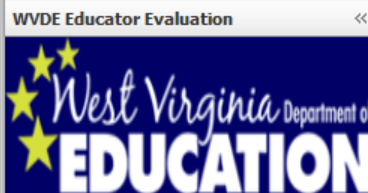
- Progressions
 - Progressions
- Educators
 - Counselors
 - Advanced Progression
 - Intermediate Progression
 - Initial Progression
 - Not Applicables
 - Observation List
- Reporting
 - Progressions Distribution
 - Student Goals Status
 - Status
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 - Evaluations Report
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- Evaluations
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 - Evaluation 2013
- Evaluations Counselors
 - Evaluation 2013
- + Demo Area

No Self Reflections Submitted
[Add a self reflection](#)

2 Goal(s) Required
[Add a goal](#)

No Evidence Submitted
[Add evidence](#)

Counselor Jump Screen



- Progressions
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- Evaluations
 - Evaluation 2012
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Standard 1: Program Planning, Design and Management - The professional school counselor collaboratively plans, manages and designs the comprehensive, developmental school counseling program.
Critical Standard Element 1.1 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. comprehensive school counseling program aligned with the state model.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Critical Standard Element 1.2 Element 1.2 - The school counselor manages the school counseling program and documents alignment with the WV School Counselor Performance Standards.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Standard 1 Comments
Standard 2: Program Delivery - The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.
Critical Standard Element 2.1 Element 2.1 - The school counselor facilitates the implementation of an integrated comprehensive guidance curriculum.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Critical Standard Element 2.2 Element 2.2 - The school counselor utilizes research-based and best practices as reflected by state school counseling protocols.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Critical Standard Element 2.3 Element 2.3 - The school counselor provides a continuum of interventions and responsive services.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Critical Standard Element 2.4 Element 2.4 - The school counselor coordinates a seamless, systematic approach to academic, career and personal/social student supports.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Critical Standard Element 2.5 Element 2.5 - The school counselor participates in and/or facilitates a coordinated approach to individual student planning.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Standard 2 Comments
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.
Critical Standard Element 3.1 Element 3.1 - The school counselor guides continuous program improvement through multiple forms of evaluation.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Standard 3 Comments
Standard 4: Leadership and Advocacy - The professional school counselor assumes a leadership role in advocating for student and program success.
Critical Standard Element 4.1 Element 4.1 - The school counselor advocates for the success of all students by promoting equity and access.
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric
Critical Standard Element 4.2 Element 4.2 - The school counselor collaborates with various

Standard 1 Program Planning, Design and Management - The professional school counselor collaboratively plans, manages and designs the comprehensive, developmental school counseling program.
Critical Standard Element 1.1: 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. comprehensive school counseling program aligned with the state model.
Distinguished
The school counselor <ul style="list-style-type: none"> • designs, implements and disseminates a clear standardsbased 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.
Accomplished
The school counselor <ul style="list-style-type: none"> • consistently designs a clear standardsbased 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.
Emerging
The school counselor <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

Self Reflection



WVDE Educator Evaluation <<

067 501 Tommy Test **No Evaluation Found**

[Add an evaluation](#)



- Progressions
 - Progressions
- + Educators
- + Reporting
- + Evaluations
- Evaluations Counselors
 - Evaluation 2013
- + Demo Area



- Progressions
 - Progressions
- + Educators
- + Reporting
- + Evaluations
 - Evaluations Counselors
 - Evaluation 2013
- + Demo Area

Counselor, _____

Standard 1: Program Planning, Design and Management - The professional school counselor collaboratively plans, manages and designs the comprehensive, developmental school counseling program.

Standard 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 [Rubric](#)

Standard 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 [Rubric](#)

Standard 1 Comments

[Empty text area for Standard 1 Comments]

5000 characters available.

Standard 2: Program Delivery - The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

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

Distinguished Accomplished Emerging Unsatisfactory [Rubric](#)

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

Distinguished Accomplished Emerging Unsatisfactory [Rubric](#)

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

Distinguished Accomplished Emerging Unsatisfactory [Rubric](#)

Standard Element 2.4 The school counselor coordinates a seamless, systematic approach to



- Home
- Menus
- Active
- Recent
- Support
- Contact
- Reports

WVDE Educator Evaluation <<



- Progressions
 - Progressions
- Educators
- Reporting
- Evaluations
 - Evaluations Counselors
 - Evaluation 2013
- Demo Area

Distinguished
 Accomplished
 Emerging
 Unsatisfactory
 [Rubric](#)

Student Impact Goal

Standard 6 Comments test6

Standard 7: Professional Conduct

Professional Conduct Standard 1 Policy and Procedure - The counselor demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

Meets Standard
 Below Standard
 Unsatisfactory
 [Rubric](#)

Professional Conduct Standard 2 Attendance - The counselor demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

Meets Standard
 Below Standard
 Unsatisfactory
 [Rubric](#)

Professional Conduct Standard 3 Schedule - The counselor demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

Meets Standard
 Below Standard
 Unsatisfactory
 [Rubric](#)

Professional Conduct Standard 4 Respect - The counselor demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

Meets Standard
 Below Standard
 Unsatisfactory
 [Rubric](#)

Standard 7 Comments test7

Evaluator Commendations and Recommendations commendation

counselor Addendum counselor addendum - last word

4970 characters available.

Additional Resources

WVDE Evaluation Support Page

www.wvde.state.wv.us/evalwv

Goal and Work Plan Samples

Pilot Wiki

<http://wvdeschoolcounselorevaluationpilot.wikispaces.com/>

THANK YOU!!

bashcraft@access.k12.wv.us

Please pick up your attendance certificate.

