

Counselor Keys Effectiveness System Training for Administrators and School Counselors

Georgia School Counselor Association



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Counselor Keys History

- Developed to align with TKES and LKES in 2013-2014 by Georgia School Counselor Association (GSCA)
- Piloted throughout Georgia in 2014-2015
- Analyzed and revised in 2015-2016
- Offered as a state approved school counselor performance evaluation by the GaDOE for 2016-2017

GaDOE School Counseling Taskforce is currently developing a statewide School Counseling Model that is aligned with Counselor Keys.

Yesterday's Services

vs.

Today's Program

Guidance Counselor

Professional School Counselor

Reactive

Proactive/Data-driven

Services provided to a few students

Services Provided to ALL students

Impact measured via feelings and perception

Impact measured via achievement data

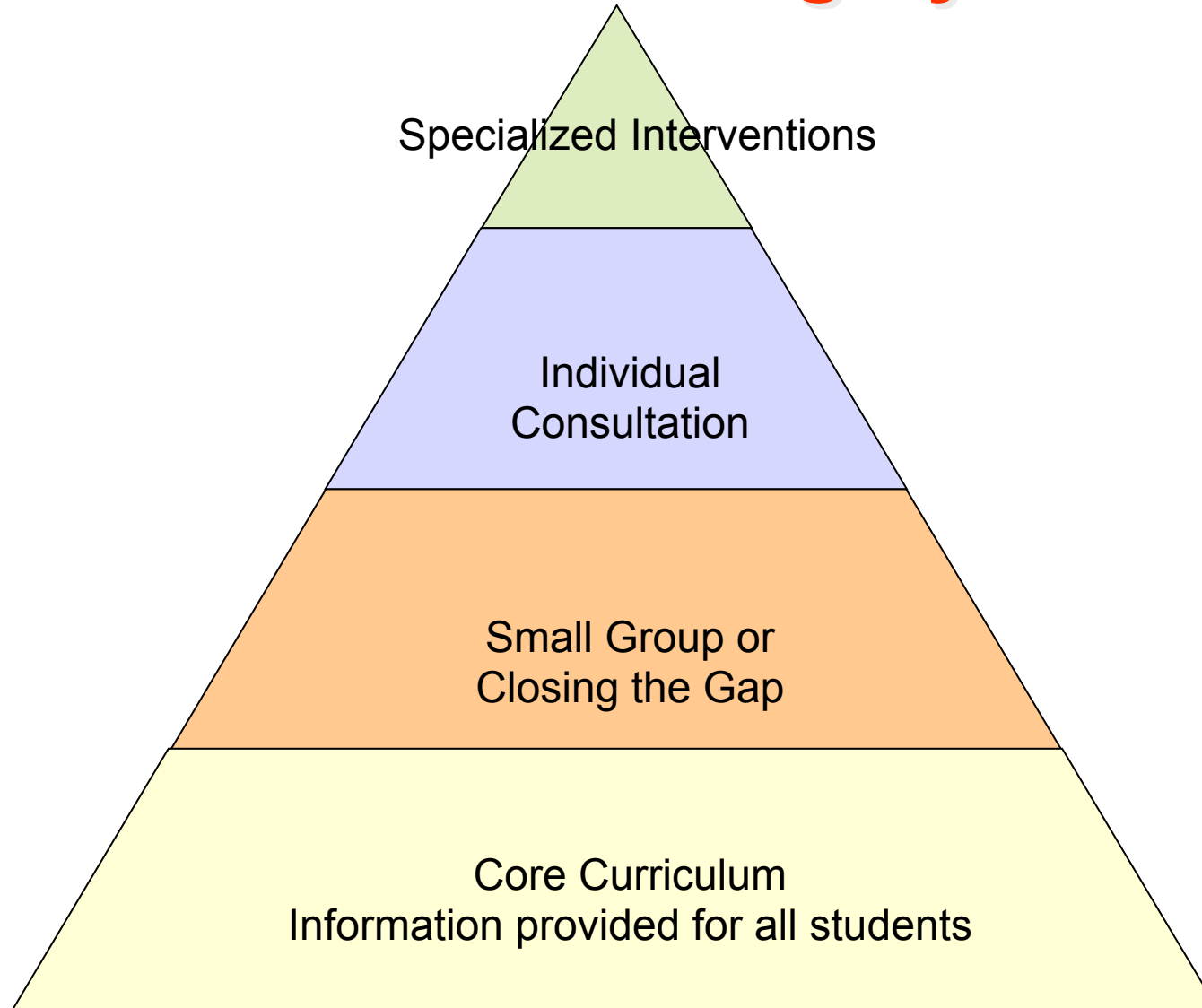
Ancillary role to school improvement process

Essential role in the school improvement process

School counselors in isolation

School counselors as school leaders

School Counseling Pyramid



School Strategic Plan

ASCA National Model – Guideline for Comprehensive School Counseling Program



**Four Systems
align with 10
Standards on
CKES**

Counselor Keys Format 10 Standards

Counselor Keys Evaluation Scale

| Indicate the level of implementation for each Standard and write the score for that Standard in the column to the right. Make any recommendations for improvement in the column to the right of the Standard. Total the scores for each Standard at the bottom. | | | | |
|---|---------------|--------------|-------------|--------------------|
| Performance Standard 1: Professional Knowledge (Foundation System) <i>The professional school counselor demonstrates an understanding of a comprehensive school counseling program by providing relevant learning experiences in the three domains: Academic achievement, career development and social/emotional growth.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 1 Score: |
| Performance Standard 2: Instructional Planning (Management/Foundation Systems) <i>The professional school counselor plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 2 Score: |
| Performance Standard 3: Instructional Strategies (Delivery System) <i>The professional school counselor promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling core curriculum, individual student planning, responsive services, and indirect student services and 20% in program planning and school support.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 3 Score: |
| Performance Standard 4: Individualized Instruction (Delivery System) <i>The professional school counselor coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 4 Score: |
| Performance Standard 5: Data Collection (Accountability/Management Systems) <i>The professional school counselor uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling curriculum, interventions and programs.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 5 Score: |
| Performance Standard 6: Data Evaluation (Accountability/Management Systems) <i>The professional school counselor evaluates the effectiveness of the counseling curriculum, interventions, and programs in order to assess and further develop the future school counseling program.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 6 Score: |
| Performance Standard 7: Positive Learning Environment (Foundation System) <i>The professional school counselor promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs in order to reach their educational goals.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 7 Score: |
| Performance Standard 8: College and Career Readiness Environment (Delivery System) <i>The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 8 Score: |
| Performance Standard 9: Professionalism (Foundation System) <i>The professional school counselor exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and participates in professional growth opportunities.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 9 Score: |
| Performance Standard 10: Communication (Delivery/Management Systems) <i>The professional school counselor communicates effectively with students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.</i> | | | | Comments: |
| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard 10 Score: |
| Total Score: | | | | |

Level Ratings

| Level IV | Level III | Level II | Level I |
|----------|-----------|----------|----------|
| 3 points | 2 points | 1 point | 0 points |



Level III is the Expected Standard of Performance.



Performance Standard 1: Professional Knowledge (Foundation System)

The professional school counselor demonstrates an understanding of a comprehensive school counseling program by providing relevant learning experiences in the three domains: Academic achievement, career development and social/emotional growth.

Level III School Counselor:

- Facilitates **activities and interventions** within the three domains of **academic, career, and social/emotional** development
- Identifies **Standards** within the three domains that are **addressed** within the program
- Delivers **developmentally appropriate** activities and interventions

Mindsets & Behaviors Planning Tool

6 Mindsets

29 Behavior Standards in three categories

Designate domain (academic, career, social/emotional)

Designate grade level

Mindsets & Behaviors Planning Tool

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

| Mindsets | Grade Level | | |
|---|-------------|--------|------------------|
| | Academic | Career | Social/Emotional |
| 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being | | | |
| 2. Self-confidence in ability to succeed | | | |
| 3. Sense of belonging in the school environment | | | |
| 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success | | | |
| 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes | | | |
| 6. Positive attitude toward work and learning | | | |
| Behavior: Learning Strategies | | | |
| 1. Demonstrate critical-thinking skills to make informed decisions | | | |
| 2. Demonstrate creativity | | | |
| 3. Use time-management, organizational and study skills | | | |
| 4. Apply self-motivation and self-direction to learning | | | |
| 5. Apply media and technology skills | | | |
| 6. Set high standards of quality | | | |
| 7. Identify long- and short-term academic, career and social/emotional goals | | | |
| 8. Actively engage in challenging coursework | | | |
| 9. Gather evidence and consider multiple perspectives to make informed decisions | | | |
| 10. Participate in enrichment and extracurricular activities | | | |
| Behavior: Self-Management Skills | | | |
| 1. Demonstrate ability to assume responsibility | | | |
| 2. Demonstrate self-discipline and self-control | | | |
| 3. Demonstrate ability to work independently | | | |
| 4. Demonstrate ability to delay immediate gratification for long-term rewards | | | |
| 5. Demonstrate perseverance to achieve long- and short-term goals | | | |
| 6. Demonstrate ability to overcome barriers to learning | | | |
| 7. Demonstrate effective coping skills when faced with a problem | | | |
| 8. Demonstrate ability to balance school, home and community activities | | | |
| 9. Demonstrate personal safety skills | | | |
| 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities | | | |
| Behavior: Social Skills | | | |
| 1. Use effective oral and written communication skills and listening skills | | | |
| 2. Create positive and supportive relationships with other students | | | |
| 3. Create relationships with adults that support success | | | |
| 4. Demonstrate empathy | | | |
| 5. Demonstrate ethical decision-making and social responsibility | | | |
| 6. Use effective collaboration and cooperation skills | | | |
| 7. Use leadership and teamwork skills to work effectively in diverse teams | | | |
| 8. Demonstrate advocacy skills and ability to assert self, when necessary | | | |
| 9. Demonstrate social maturity and behaviors appropriate to the situation and environment | | | |

Standard I Professional Knowledge Level IV – Above and Beyond

Possible Examples of Evidence:

- Delivers professional development
- Consults with local or district school counselors to develop programs
- Presents
- Serves in leadership position
- Contributes to professional literature
- Supervises practicum or intern student





Performance Standard 2: Instructional Planning (Management/ Foundation Systems)

The professional school counselor plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.

Level III School Counselor:

- Develops an **annual partnership agreement**
- Uses **student data** to develop the school counseling program
- Sets annual **goals**
- Develops an annual **calendar**

Georgia Annual Partnership Agreement

Adopted from the American School Counselor Association

Partnership Agreement

Includes

- Annual goals
- Use of Time
- Action Plans

School Counselor: _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

| Program Goal Statements | |
|-------------------------|--|
| 1 | |
| 2 | |
| 3 | |

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

| | Planned Use | | | Recommended |
|-------------------------------------|-------------|---|--|-------------|
| Direct Services to Students | ___% | of time delivering school counseling core curriculum | Provides developmental curriculum content in a systematic way to all students | 80% or more |
| | ___% | of time with individual student planning | Assists students in the development of educational, career and personal plans | |
| | ___% | of time with responsive services | Addresses the immediate concerns of students | |
| Indirect Services for Students | ___% | of time providing referrals, consultation and collaboration | Interacts with others to provide support for student achievement | |
| Program Planning and School Support | ___% | of time with foundation, management and accountability and school support | Includes planning and evaluating the school counseling program and school support activities | 20% or less |

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- ___ Annual Calendar
- ___ Closing-the-Gap Action Plans
- ___ Curriculum Action Plan
- ___ Results Reports (from last year's action plans)
- ___ Small-Group Action Plan

Standard 2 Instructional Planning Level IV – Above and Beyond

Possible Examples of Evidence:

- Sets SMART goals for the year
- Aligns goals with the School Strategic Plan
- Designs action plans for activities and interventions
- Incorporates feedback from the advisory council





Performance Standard 3: Instructional Strategies (Delivery System)

The professional school counselor promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling core curriculum, individual student planning, responsive services, and indirect student services and 20% in program planning and school support.

Level III School Counselor:

- Spends 80% of the time
 - Teaching **classroom** and **small group lessons**
 - Providing **individual student planning**
 - Delivering **responsive services**
 - **Consulting, collaborating and making referrals** on behalf of students

CAVEAT!

Recommended Use of Time

| | | | Recommended |
|---|---|--|----------------|
| Direct Services to Students (Face to Face Interactions with Students) | School Counseling Core Curriculum | Provides developmental curriculum content in a systematic way to all students | 80% or more |
| | Individual Student Planning | Assists students in the development of educational, career and personal plans | |
| | Responsive Services | Addresses the immediate concerns of students | |
| Indirect Services for Students (Communications on behalf of students) | Referrals, Consultation and Collaboration | Interacts with others to provide support for student achievement | |
| Program Planning and School Support | Foundation, management and accountability of the program and school support | Includes planning and evaluating the school counseling program and school support activities | 20% or less |

Standard 3 Instructional Strategies Level IV – Above and Beyond

Possible Examples of Evidence:

- Impacts student achievement and supports school strategic plan via counseling activities
- Provides professional development to other educators on comprehensive school counseling programs





Performance Standard 4: Individualized Instruction (Delivery System)

The professional school counselor coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.

Level III School Counselor:

- Works with students via **individual counseling, small groups and crisis intervention**

Standard 4 Individualized Instruction Level IV – Above and Beyond

Possible Examples of Evidence:

- Shares innovative best practices for small group and individualized instruction with other school counselors
- Assists with crisis response within the district





Performance Standard 5: Data Collection (Accountability/ Management Systems)

The professional school counselor uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling curriculum, interventions and programs.

Level III School Counselor:

- Uses **data** such as needs assessments, pre-post surveys, Georgia Health Survey, Climate Rating or school reports on behavior, attendance and achievement **to plan** school counseling **activities**

Standard 5 Data Collection Level IV – Above and Beyond

Possible Examples of Evidence:

- Aligns goals and interventions with student/school data
- Provides leadership in analyses of student/school data
- Collaborates with other stakeholders to influence school wide change





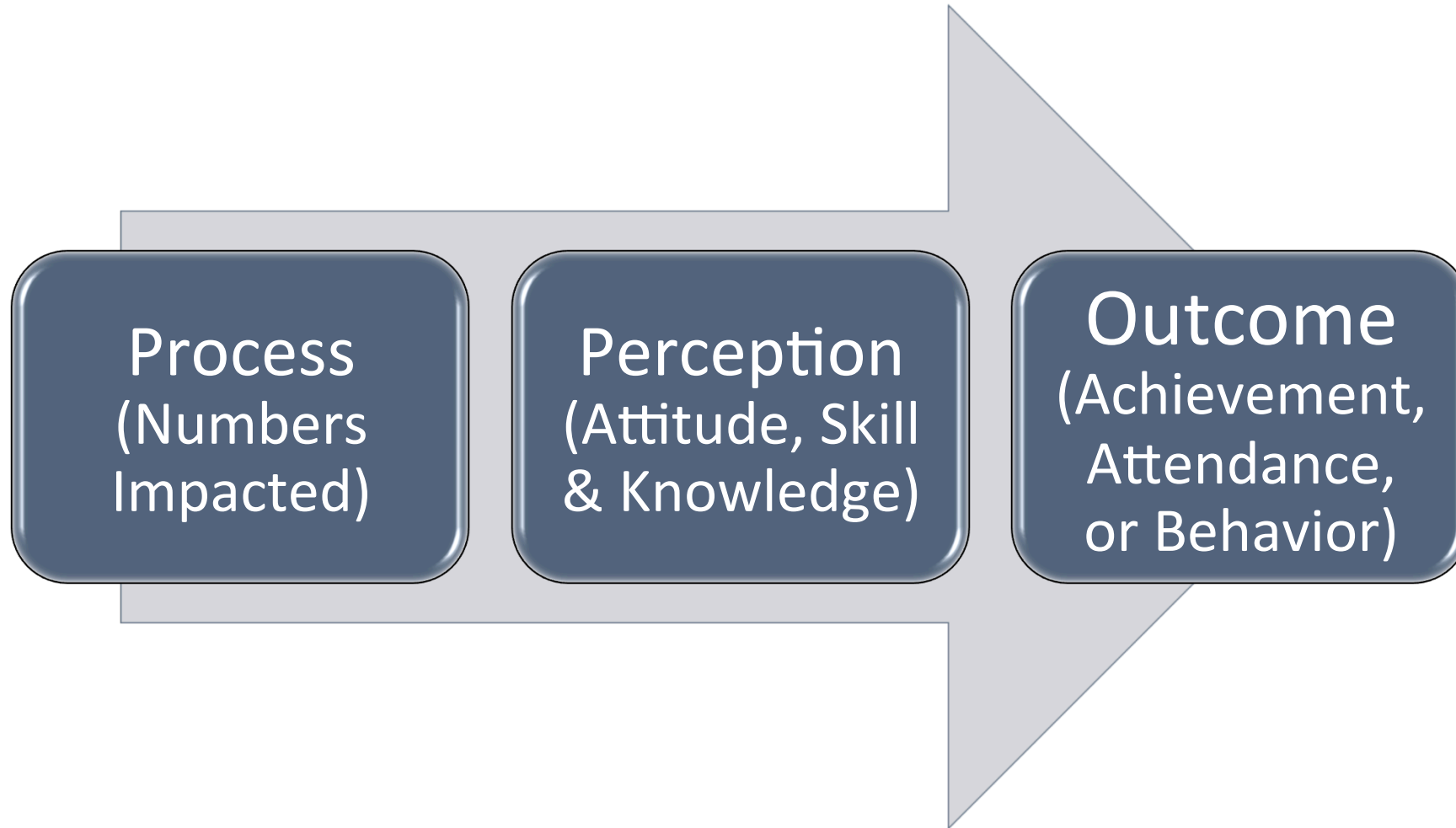
Performance Standard 6: Data Evaluation (Accountability/ Management Systems)

The professional school counselor evaluates the effectiveness of the counseling curriculum, interventions, and programs in order to assess and further develop the future school counseling program.

Level III School Counselor:

- Measures **process, perception and outcome** data
- Uses process, perception and outcome data to make **programming decisions**

School Counseling Program Data Collection



Standard 6 Data Evaluation Level IV – Above and Beyond

Possible Examples of Evidence:

- Shares program results with stakeholders
- Helps others in effective use of data
- Uses data to change policy, practice or procedure





Performance Standard 7: Positive Learning Environment (Foundation System)

The professional school counselor promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs in order to reach their educational goals.

Level III School Counselor:

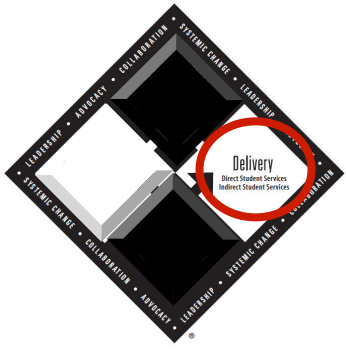
- Provides a program for **all** students
- **Advocates** for students

Standard 7 Positive Learning Environment Level IV – Above and Beyond

Possible Examples of Evidence:

- Participates in School Strategic Plan committee
- Participates in leadership opportunities
- Advocates for systemic change





Performance Standard 8: College and Career Readiness Environment (Delivery System)

The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.

Level III School Counselor:

- Engages students in **college and career readiness activities**
- Addresses the **development of soft skills**

Standard 8 C & C Readiness Environment Level IV – Above and Beyond

Possible Examples of Evidence:

- Collaborates for innovative delivery of college and career readiness activities
- Delivers innovative activities to enhance post-secondary goal setting





Performance Standard 9: Professionalism (Foundation System)

The professional school counselor exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and participates in professional growth opportunities.

Level III School Counselor:

- Follows **ethical guidelines**
- Participates in **professional development**

Standard 9 Professionalism Level IV – Above and Beyond

Possible Examples of Evidence:

- Maintains highest degree of professionalism
- Demonstrates leadership





Performance Standard 10: Communication (Delivery/Management Systems)

The professional school counselor communicates effectively with students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.

Level III School Counselor:

- Provides **information** throughout the year via different communication methods
- Creates a **climate of accessibility** for parents and students
- **Collaborates** with school administration

Standard 10 Communication Level IV – Above and Beyond

Possible Examples of Evidence:

- Collaborates and networks with colleagues and community
- Reviews school counseling program with advisory council and incorporates their feedback in future planning
- Incorporates 21st century technology in communication



Overall Rating for CKES

Indicate the overall rating based on the total score above.

**Level IV: Total Score of 27 – 30 with NO Level I or Level II Ratings
(A score of 27-30 with a Level I or Level II rating results in an overall rating of Level III.)**

**Level III: Total Score of 17 – 26 with NO Level I Ratings
(A score of 17-26 with a Level I rating results in an overall rating of Level II.)**

Level II: Total Score of 8 - 16

Level I: Total Score of 0-7

Administrator Timeline

Within first two months:

Annual Agreement Meeting

- Mission
- Goals
- Action Plans
- Annual calendar

During the school year:

Observation

Spring:

Evaluation Meeting

- Results Reports
- Program Assessment

The Observation

| | | | |
|----------------------|---|---|--|
| Counselor's Name: | <input type="text"/> | School Name: | <input type="text"/> |
| Date Observed: | <input type="text"/> | Time Observed: | <input type="text"/> |
| Observation Setting: | <input type="checkbox"/> Classroom Lesson | <input type="checkbox"/> Parent Meeting | <input type="checkbox"/> Staff Development |
| | <input type="checkbox"/> Parent Workshop | <input type="checkbox"/> Advisory Meeting | <input type="checkbox"/> Parent/Teacher Conference |
| | <input type="checkbox"/> Other _____ | | |
| Topic/Focus: | <input type="text"/> | | |
| Grade level/Group: | <input type="text"/> | Lesson Plan Available: Yes | <input type="checkbox"/> No <input type="checkbox"/> Not Applicable <input type="checkbox"/> |

The Observation Continued

1. The school counselor demonstrates an understanding of the subject content.
2. The school counselor has a clear learning objective. (Classroom lessons are aligned to local standards and/or the American School Counselor Association Mindsets and Behaviors)
3. The school counselor uses developmentally appropriate materials, technology and/or other resources effectively to promote learning.
4. The school counselor recognizes individual student differences by providing appropriate content to support each student's learning.
5. The school counselor checks for understanding and learning by encouraging engagement, monitoring and choosing appropriate evaluations.
6. The school counselor engages in practices that support a positive, productive learning environment that encourages respect for all.
7. The school counselor demonstrates high expectation for all students by maximizing instructional time and encouraging students to take responsibility for their own behavior and learning.
8. The school counselor demonstrates professionalism and displays an inviting presence.
9. The school counselor communicates effectively in ways that promote learning.

| Always | Often | Sometimes | Never |
|-----------|-------|-----------|-------|
| Comments: | | | |

CKES Instructions and Helpful Tips

- The CKES Evaluation should be based on the overall performance of the school counselor within the school counseling program and not one single observation.
- School counselors who function within school counseling teams often divide duties and responsibilities and a school counselor's should not be penalized on the evaluation if his/her duty assignments are not the same as another school counselor.
- At the beginning of the school year, the administrator should hold a pre-conference with the school counselor to review the evaluation and to discuss expectations for the year. Once the evaluation is completed, the administrator should hold a post-conference with the school counselor to discuss performance for the year.

ANNUAL AGREEMENT TEMPLATE

School Counselor _____ Year _____
 School Counseling Program Mission Statement _____

School Counseling Program Goals
 The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Use of Time
 I plan to spend the following percentage of my time delivering the school counseling program. All components are required for a comprehensive program.

| Direct Services to Students | Planned Use | Recommended Use |
|-----------------------------|--|---|
| | % of time delivering school counseling core curriculum | Provides developmental curriculum content in a systematic way to all students |
| | % of time with individual student | Assists students in the development of educational, career and personal plans |

FORMS

LESSON PLAN TEMPLATE

School Counselor: _____ Date: _____
 Activity: _____
 Grade(s): _____
 ASCA Student Standards (Domain/Standard/Competencies): _____

Learning Objective(s):

1. _____
2. _____
3. _____

Procedure: _____

Plan for Evaluation: How will _____

Process Data: _____

SCHOOL COUNSELING PROGRAM ASSESSMENT

FOUNDATION

CRITERIA

Beliefs

| a. Indicates an agreed-upon belief system about the ability of all students to achieve | No | In Progress | Yes |
|--|----|-------------|-----|
| School counseling program meets the needs of all students | | | |
| School counselor's role as an advocate | | | |
| All students are involved in the planning, implementation and evaluation of school counseling activities | | | |
| School counseling program decisions are based on data and standards guide the work of the program | | | |
| School counseling goals are successfully achieved | | | |
| Clear picture of what success looks like | | | |

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| Grade Level | Lesson Topic | Lesson Will Be Presented In Which Class/ Subject | ASCA Domain, Standard and Competency | Curriculum and Materials | Projected Start/End | Process Data (Projected number of students affected) | Perception Data (Type of survey/ assessments to be used) | Outcome Data (Achievement, attendance and/or behavior data to be collected) | Contact Person |
|-------------|--------------|--|--------------------------------------|--------------------------|---------------------|--|--|---|----------------|
| | | | | | | | | | |

September

| Sun | Mon | Tue | Wed | Thu |
|--------------------------------|--|---|--|--|
| | 1 | 2 | 3 National Model Training Teaching Fellows Meeting | 4 New Counselor Induction Part 1 |
| 7 | 8 Homebound Coordinators Mtg. Scholarship Comm | 9 SAT Workshop Pre And Workshop Village Meeting Senior Jgls Night Gang Awareness Tr | 10 CHCRAO Meeting Deans' Meeting Mentor Training Chsd Adv Comm Gang Awareness Tr | 11 PLC Meeting |
| 14 | 15 | 16 National Model Training Leadership Team | 17 The Service Journey School Based Workshop ASCT Lunches Nat'l Mod Training | 18 Freshman English Classes |
| 21 College Fair McKinnes Cover | 22 20th Day Seniors Parade | 23 New Counselor Induction Part 2 SAP PLC Leadership Team Mentor Training | 24 Grade 9 PLC | 25 Early Release Staff Development and PLC |
| 28 | 29 National Model Training | 30 Freshman English Classes | | |

SCHOOL COUNSELING CORE CURRICULUM RESULTS REPORT

| Grade Level | Lesson Topic | Lesson Will Be Presented In Which Class/ Subject | ASCA Domain, Standard and Competency | Curriculum and Materials | Start/End | Process Data (Number of students affected) | Perception Data (Survey or assessments used) | Outcome Data (Achievement, attendance and/or behavior data) | Implications |
|-------------|--------------|--|--------------------------------------|--------------------------|-----------|--|--|---|--------------|
| | | | | | | | | | |

MANAGEMENT

Questions

Contact: ckes@gaschoolcounselor.org