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.
<table>
<thead>
<tr>
<th>Yesterday’s Services</th>
<th>vs.</th>
<th>Today’s Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counselor</td>
<td></td>
<td>Professional School Counselor</td>
</tr>
<tr>
<td>Reactive</td>
<td></td>
<td>Proactive/Data-driven</td>
</tr>
<tr>
<td>Services provided to a few students</td>
<td></td>
<td>Services Provided to ALL students</td>
</tr>
<tr>
<td>Impact measured via feelings and perception</td>
<td></td>
<td>Impact measured via achievement data</td>
</tr>
<tr>
<td>Ancillary role to school improvement process</td>
<td></td>
<td>Essential role in the school improvement process</td>
</tr>
<tr>
<td>School counselors in isolation</td>
<td></td>
<td>School counselors as school leaders</td>
</tr>
</tbody>
</table>

GSCA Advocacy Committee (2010)
School Counseling Pyramid

- Core Curriculum: Information provided for all students
- Small Group or Closing the Gap
- Individual Consultation
- Specialized Interventions

School Strategic Plan

Smith, G (2008)
ASCA National Model – Guideline for Comprehensive School Counseling Program

Four Systems align with 10 Standards on CKES
### 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.

<table>
<thead>
<tr>
<th>Performance Standard 1: Professional Knowledge (Foundation System)</th>
<th>Level IV (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 1 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor demonstrates an understanding of a comprehensive school counseling program by providing relevant learning experiences in the three domains: academic achievements, career development and social emotional growth.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 2: Instructional Planning (Management/Foundation Systems)</th>
<th>Level IV (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 2 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor plans a goals-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 3: Instructional Strategies (Delivery System)</th>
<th>Level IV (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 3 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 4: Individualized Instruction (Delivery System)</th>
<th>Level III (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 4 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Performance Standard 5: Data Collection (Accountability/Management Systems)</th>
<th>Level III (3)</th>
<th>Level III (2)</th>
<th>Level III (1)</th>
<th>Level I (0)</th>
<th>Standard 5 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>Performance Standard 6: Data Analysis (Accountability/Management Systems)</th>
<th>Level III (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 6 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Performance Standard 7: Positive Learning Environment (Foundation System)</th>
<th>Level III (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 7 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Performance Standard 8: College and Career Readiness Environment (Delivery System)</th>
<th>Level III (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 8 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor creates a student-centered environment which promotes occupational planning and the development of soft skills.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 9: Professionalism (Foundation System)</th>
<th>Level IV (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 9 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 10: Communication (Delivery/Management Systems)</th>
<th>Level IV (3)</th>
<th>Level III (2)</th>
<th>Level II (1)</th>
<th>Level I (0)</th>
<th>Standard 10 Score:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Level IV (3) | Level III (2) | Level II (1) | Level I (0) | Standard Scores | Comments: |
Level Ratings

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
</tbody>
</table>

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

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 is not necessary to address each standard each year.

<table>
<thead>
<tr>
<th>Mindsets</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Belief in development of whole self, including a healthy balance of mental,</td>
<td></td>
</tr>
<tr>
<td>social/emotional and physical well-being</td>
<td></td>
</tr>
<tr>
<td>2. Self-confidence in ability to succeed</td>
<td></td>
</tr>
<tr>
<td>3. Sense of belonging in the school environment</td>
<td></td>
</tr>
<tr>
<td>4. Understanding that postsecondary education and life-long learning are</td>
<td></td>
</tr>
<tr>
<td>necessary for long-term career success</td>
<td></td>
</tr>
<tr>
<td>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</td>
<td></td>
</tr>
<tr>
<td>6. Positive attitude toward work and learning</td>
<td></td>
</tr>
</tbody>
</table>

**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 |             |

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## Mindsets & Behaviors Planning Tool

### 6 Mindsets

### 29 Behavior Standards in three categories

**Designate domain (academic, career, social/emotional)**

**Designate grade level**

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ADAPTED FROM THE ACA MINDSETS AND BEHAVIORS PROGRAM PLANNING TOOL
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
Partnership Agreement

Includes

• Annual goals
• Use of Time
• Action Plans

Georgia Annual Partnership Agreement

Adopted from the American School Counselor Association

School Counselor: ___________________________ Year: __________

School Counseling Program Mission Statement

School Counseling Program Goals
The school counseling program will focus on the following achievements: 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


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.

<table>
<thead>
<tr>
<th>Planned</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Services to Students</td>
<td>80% or more</td>
</tr>
<tr>
<td>Indirect Services for Students</td>
<td>20% or less</td>
</tr>
<tr>
<td>Program Planning and School Support</td>
<td></td>
</tr>
</tbody>
</table>

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

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

- **Process**: (Numbers Impacted)
- **Perception**: (Attitude, Skill & Knowledge)
- **Outcome**: (Achievement, Attendance, or Behavior)
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 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.

| Comments: |}

<table>
<thead>
<tr>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
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</table>
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.
Questions

Contact: ckes@gaschoolcounselor.org