

Introduction to the Counselor Keys Effectiveness System

A comprehensive school counseling program is multi-faceted and designed with continuous evaluation and modification in mind. The CKES aligns with the four components of a comprehensive school counseling program (Foundation, Management, Delivery and Accountability). CKES is an evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of professional school counselor effectiveness.

Primary Purpose of the Counselor Keys Effectiveness System

The primary purpose of CKES is to:

- Optimize student learning and growth.
- Improve the quality of school counseling services by ensuring accountability for professional school counselor effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for improvement through productive school counselor performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the professional school counselor and evaluator and promotes self-growth, program effectiveness, and improvement of overall job performance.

CKES Performance Standards and Rubrics

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>			
Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually demonstrates an extensive understanding of a comprehensive school counseling program and serves as a professional leader by sharing and contributing to the further development of the counseling profession.	The school counselor consistently demonstrates an understanding of a comprehensive school counseling program and provides relevant learning experiences in the three domains.	The school counselor inconsistently demonstrates an understanding of a comprehensive school counseling program OR intermittently uses the knowledge in practice.	The school counselor inadequately demonstrates an understanding of a comprehensive school counseling program OR does not use the knowledge in practice.
Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)			
<p>The Level III school counselor</p> <ul style="list-style-type: none"> • Identifies the standards in the three domains that are addressed via the comprehensive school counseling program (Mindsets and Behaviors Planning Tool*) • Facilitates activities and interventions within the three domains of academic, career, and social/emotional development • Develops lesson plans that incorporate counseling standards in the three domains • Utilizes professional literature • Displays an understanding of the intellectual, personal/social, and physical development of the age group • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications • Attends counseling professional development <p>The Level IV school counselor</p> <ul style="list-style-type: none"> • Delivers professional development to local school • Serves as a consultant regarding the development of a comprehensive school counseling program for counselors in their school or district • Presents at the local, state and/or national levels • Demonstrates leadership in local, district, state or national committees or organizations • Contributes to professional literature • Supervises a school counseling practicum or intern student 			
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>			
Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor uses data and evidence-based resources to plan a comprehensive school counseling program and specific program goals that are aligned with the school strategic plan to promote achievement for all students.	The school counselor consistently plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.	The school counselor inconsistently uses curriculum and standards, resources, data, and/or goals to plan a comprehensive school counseling program for all students.	The school counselor does not plan a goal-driven, comprehensive school counseling program OR plans without adequately using curriculum and standards, resources, and/or data.

Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to) – See Suggested School Counselor Timeline*

The Level III school counselor

- Collaborates with school administration to develop and adhere to an annual partnership agreement (Annual Partnership Agreement*)
- Analyzes and uses student data, curriculum and resources to develop the school counseling program, effectively incorporating standards
- Sets annual program goals
- Develops annual and weekly calendars, which include classroom lessons, small groups, and interventions, and is able to adapt plans when needed (Calendars/Lesson Plans*)
- Plans for activities and interventions to meet the needs of all students
- Uses an annual program assessment to make changes in the school counseling program for the following year (School Counseling Program Assessment*)

The Level IV school counselor

- Establishes annual goals that are SMART goals (SMART Goal Worksheet*)
- Aligns annual program goals with the school strategic plan
- Utilizes evidence-based resources in program planning
- Designs counseling core curriculum action plans, small group action plans, and closing-the-gap action plans (Action Plan*)
- Incorporates feedback from the advisory council in the development of the comprehensive school counseling program (Advisory Council meeting minutes)

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 IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually promotes student learning by implementing an exemplary comprehensive school counseling program that positively impacts the overall school strategic plan.	The school counselor consistently 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.	The school counselor inconsistently promotes student learning by implementing some components of a comprehensive school counseling program.	The school counselor does not promote student learning by failing to implement a comprehensive school counseling program, which includes core curriculum, individual student planning, responsive services, and indirect student services.

Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to) – See Delivery System Breakdown*

The Level III school counselor

- Teaches developmentally appropriate classroom and small group lessons in the three domains and are linked to the standards (Lesson Plans*)
- Facilitates individual student planning through appraisal and advisement
- Delivers responsive services through such strategies as counseling and crisis response
- Provides learning activities in the classroom, college/career center and other facilities (Observation Form*)
- Delivers indirect student services through such strategies as referrals, consultation and collaboration
- Spends 80% of time in direct and indirect student services and 20% in program planning and school support (Use of Time Assessment*)

<p>The Level IV school counselor also</p> <ul style="list-style-type: none"> • Makes a positive impact on student achievement and supports the school strategic plan via counseling activities and interventions (Results Report*) • Aligns use of time with the ASCA National Model Recommendations, which may include achieving RAMP status (ASCA Recognition) • Collaborates with and provides professional development to other educators on comprehensive school counseling programs
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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 IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually facilitates innovative individual and small group interventions that engage students in critical and creative thinking and challenging activities tailored to address individual student needs.	The school counselor consistently coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.	The school counselor inconsistently coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.	The school counselor does not coordinate individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.

<p>Sample Performance Indicators/Examples of Evidence (<i>Examples may include, but are not limited to</i>)</p> <p>The Level III school counselor</p> <ul style="list-style-type: none"> • Provides opportunities to assist all students with setting academic, career, and social/emotional goals through individual counseling, small groups, or other advisement activities (Action Plan*/Calendar/Use of Time Assessment*/Annual Partnership Agreement*) • Conducts small groups to address students’ identified needs (Needs Assessment/Data/Action Plan*) • Follows local school and district protocols for crisis response • Consistently provides opportunities for all students to participate in peer mediation/conflict resolution as appropriate • Provides support and assistance for students as they navigate critical and emergency situations (Referrals) <p>The Level IV school counselor also</p> <ul style="list-style-type: none"> • Shares innovative, evidence-based best practices that facilitate small group and individualized instruction at the local, state and/or national level • Assists students, staff and community in crisis response within the district (Crisis Response Team)
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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 IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually demonstrates expertise and leadership in the utilization of student/school data in order to facilitate schoolwide change via collaboration with other stakeholders.	The school counselor systematically and consistently uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling curriculum, interventions and programs.	The school counselor inconsistently uses student/school data to guide counseling curriculum, interventions or programs.	The school counselor does not use student/school data to guide counseling curriculum, interventions or programs.

<p>Sample Performance Indicators/Examples of Evidence (<i>Examples may include, but are not limited to</i>)</p> <p>The Level III school counselor</p> <ul style="list-style-type: none"> • Collects student/school data through a variety of sources (Student information reports on behavior, attendance and achievement/Needs Assessment/Pre-Post Surveys/Data Profile*)

<ul style="list-style-type: none"> Examine student/school data in order to plan counseling curriculum, interventions and programs <p>The Level IV school counselor</p> <ul style="list-style-type: none"> Aligns program goals and interventions with student/school data Demonstrates expertise and provides leadership in the analyses of student/school data Discerns when school/student needs go beyond the scope of a comprehensive school counseling program and collaborates with other stakeholders to influence schoolwide 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 IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually demonstrates expertise in using data to evaluate the school counseling program, shares program results with stakeholders, and makes data-driven program decisions that bring about systemic change.	The school counselor systematically and consistently uses appropriate data to evaluate the effectiveness of the counseling curriculum, interventions, and programs in order to assess and further develop the future school counseling program.	The school counselor inconsistently uses appropriate data to evaluate and/or further develop the school counseling program.	The school counselor does not use data to evaluate and further develop the school counseling program.

<p>Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)</p> <p>The Level III school counselor</p> <ul style="list-style-type: none"> Measures process, perception and outcome data that will be used to guide the comprehensive school counseling program Evaluates process, perception and outcome data to determine the effectiveness of the school counseling curriculum, programs and interventions Uses process, perception and outcome data to support decision making in further developing future curriculum, interventions and programs (Results Report*) <p>The Level IV school counselor</p> <ul style="list-style-type: none"> Uses data to demonstrate the value of the school counseling program by sharing program results with stakeholders Leads others at the local, district, state or national level in the effective use of data Uses data effectively to create systemic change in policy, practice or procedure to promote student performance
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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 IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually promotes a positive learning environment for ALL students by working collaboratively with all stakeholders to remove educational barriers for students and creating systemic change at the local, district or state level.	The school counselor consistently promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs.	The school counselor inconsistently promotes a safe, positive learning environment that is inclusive of ALL students and inconsistently advocates on behalf of student needs.	The school counselor inadequately promotes a safe, positive learning environment that is inclusive of ALL students OR does not advocate on behalf of student needs.

<p>Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)</p> <p>The Level III school counselor</p> <ul style="list-style-type: none"> Reflects the mission, vision and beliefs of the school counseling program (Mission, Vision and Beliefs statements)

- Ensures every student receives the benefit of the school counseling program by designing and delivering content curriculum to all students (Action Plan*)
- Participates on leadership or school improvement team
- Facilitates access to appropriate educational learning experiences for all students to reach their educational goals
- Advocates for support services for student subgroups to close achievement gaps

The Level IV school counselor

- Participates on the School Strategic Plan committee to ensure alignment of the school counseling program goals (Agenda/Minutes)
- Participates in school and district leadership opportunities
- Advocates for systemic change, social justice and removal of barriers to achievement

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 IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually creates an innovative environment where students set realistic individual post-secondary goals and develop the skills necessary to reach those goals.	The school counselor consistently creates a student-centered environment which promotes post-secondary planning and the development of soft skills.	The school counselor inconsistently provides a student-centered environment which promotes post-secondary planning and the development of soft skills.	The school counselor does not provide a student-centered environment which promotes post-secondary planning or the development of soft skills.

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*)

The Level III school counselor

- Engages all students in college and career readiness activities via classroom lessons or small group activities (BRIDGE/CCRPI Documentation/Observation Form*)
- Delivers social/emotional curriculum that addresses the development of soft skills (Observation Form*)
- Encourages students to explore new ideas and visualize post-secondary goals

The Level IV school counselor

- Plans and delivers innovative activities tailored to enhance realistic individualized post-secondary goal setting
- Collaborates with community and school personnel for innovative delivery of college and career readiness activities

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 IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor promotes and facilitates a culture of professionalism and ethical behavior within the counseling and education professions, contributes to the professional development of others AND serves as a model within the school counseling profession.	The school counselor consistently exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and regularly participates in professional growth opportunities.	The school counselor inconsistently supports the mission, vision and beliefs of the school counseling program OR seldom participates in professional growth opportunities.	The school counselor shows a disregard for professional ethics OR mission, vision and beliefs of the school counseling program OR rarely takes advantage of professional growth opportunities.

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*)

The Level III school counselor

- Maintains appropriate confidentiality
- Maintains appropriate professional boundaries with students, parents, and staff

<ul style="list-style-type: none"> Follows code of ethics and legal standards (to include district, state and ASCA guidelines) Participates in professional development opportunities Utilizes professional literature Uses mission and vision statements to guide the development of the comprehensive school counseling program <p>The Level IV school counselor</p> <ul style="list-style-type: none"> Maintains the highest degree professionalism Demonstrates leadership at the local, district, state and/or national levels 			
<p>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></p>			
<p>Level IV <i>In addition to meeting the requirements for Level III</i></p>	<p>Level III <i>Level III is the expected level of performance.</i></p>	<p>Level II</p>	<p>Level I</p>
<p>The school counselor continually uses a variety of communication techniques to proactively inform, network, and collaborate with stakeholders to enhance student learning and improve the comprehensive school counseling program.</p>	<p>The school counselor communicates effectively and consistently 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.</p>	<p>The school counselor inconsistently communicates with students, parents/guardians, district and school personnel, and other stakeholders OR communicates in ways that only partially enhance student learning or partially improve the comprehensive school counseling program.</p>	<p>The school counselor inadequately communicates with students, parents/guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</p>
<p>Sample Performance Indicators/Examples of Evidence (<i>Examples may include, but are not limited to</i>)</p> <p>The Level III school counselor</p> <ul style="list-style-type: none"> Uses verbal and non-verbal communication modalities to foster positive interactions Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication Adheres to school and district policies regarding communication of student information Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders Provides information throughout the year via newsletters, websites, email blasts, and other forms of communication Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style Collaborates with school administration to develop and adhere to an annual partnership agreement (Annual Partnership Agreement*) Shares mission, vision, program goals, calendar of activities and results with stakeholders <p>The Level IV school counselor</p> <ul style="list-style-type: none"> Collaborates and networks with colleagues and community to reach educational decisions that enhance student learning and improve the school counseling program (Teacher, Parent or Community Surveys) Reviews components of the comprehensive school counseling program, including goals and data, with an advisory council and uses feedback to guide program improvements (Advisory Council Minutes) Incorporates 21st century technology to communicate with students, staff, parents/guardians, and stakeholders 			
<p>* Sample templates provided in resources</p>			

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:

Overall Rating

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 an Level I results in an overall rating of Level II.)	
Level II: Total Score of 8 - 16	
Level I: Total Score of 0-7	

Counselor Signature

Administrator Signature

Date

Counselor Keys Evaluation System Glossary of Terminology

Accountability System – Allows school counselors to measure impact of the school counseling program on students.

Action Plan – The plan should include grade level, intended impact on academic, behavior, or attendance, ASCA standard/domain, type of activity to be delivered, resources needed, projected number of participants (process data), evaluation method (perception and outcome data), and project start/end dates. Types include Closing-the-gap, Counseling Core Curriculum and Small Group.

Advisory Council – A representative group of persons appointed to both advise and assist the school counseling program within a school district. Suggested members include teachers, administrators, parents, students, community members, other educators, and business members.

Advisement – School counselors help students make decisions for future plans based on academic, career, and personal/social data.

Annual Calendar – Includes all major school counseling activities delivered or coordinated by the school counselor(s)

Annual Partnership Agreement – The agreement between the school counselor and administration that includes statements of responsibilities specifying the program results. The agreement also includes areas of program responsibility.

Appraisal – School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement.

ASCA (American School Counselor Association) – National organization that provides professional ethics, standards, resources and a Model for a comprehensive school counseling program (www.schoolcounselor.org)

Belief Statements – Statements that serve as the foundation of a comprehensive school counseling program.

Comprehensive School Counseling Program – A school counseling program that is standards-based and data-driven; it includes a curriculum focused on the academic, career, and social/emotional development of students. All students, from kindergarten through grade 12, are served through a delivery system of counseling core curriculum, small group, and individual counseling. A comprehensive school counseling program is preventive in design and contains a foundation, delivery system, management system, and accountability system.

Counseling Core Curriculum – Consists of a written instructional program that is comprehensive in scope, preventive and proactive in nature, developmental in design, coordinated by school counselors and delivered by school counselors and other educators. It is planned, ongoing and systematic and includes a clear explanation of the scope and sequence of its units of instruction. The curriculum is delivered through classroom instruction, interdisciplinary curriculum development and group activities.

Crisis Response – Provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations.

Delivery System – Addresses HOW the school counseling program will be implemented. The delivery system includes direct services and indirect services that comprise 80% of the school counselor’s time.

Direct Services – In-person interactions between school counselors and students. Include Counseling Core Curriculum, Individual Student Planning and Responsive Services.

Domains – Broad developmental areas addressed through the school counseling standards. The domains are *Academic, Career and Social/Emotional*.

Foundation System – Framework outlining what every student will know and be able to do as a result of the school counseling program. The foundation includes beliefs, vision, mission, standards and domains of the school counseling program, and program goals.

Indirect Student Services – Services such as referrals, consultation, and collaboration provided on behalf of students.

Individual Student Planning – Consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and future plans. These activities can be delivered on an individual basis, small groups, or advisement groups.

Management System – Addresses WHEN, WHY, and ON WHAT AUTHORITY the school counseling program will be implemented. The management system includes annual partnership agreement, advisory council, action plans and calendars.

Mindsets and Behaviors Planning Tool – A tool to assist school counselors in identifying the *Standards* that are addressed within the comprehensive school counseling program

Mission Statement – Describes the program’s purpose and provides focus for reaching the vision.

Outcome Data – Provides proof that the activity either has or has not positively influenced the students’ ability to use attitude, skills, or knowledge to change their behavior. Outcomes are reported in the areas of achievement, attendance, or behavioral data.

Examples: Graduation rates improved by 20%.

The number of students taking AP classes increased by 15%.

Perception Data – Conveys what a student believes, knows, or can demonstrate as a result of a lesson or activity. Collected through surveys such as pre & post-tests, needs assessments, program evaluation surveys or feedback surveys

Examples: 95% of student can identify bullying behavior.

89% of students believe smoking is hazardous to their health.

Process Data – Data that reports how, what, where, when, how many.

Examples: 320 students participated in five, 45 minute sessions over six weeks.

All juniors were seen on an individual basis.

Program Planning and School Support – Consists of management activities that establish, maintain and enhance the total school counseling program and activities that support the school. Program Planning and School Support is provided through program management and operations, data analysis, professional development and fair-share responsibilities.

RAMP (Recognized ASCA Model Program) – A national recognition given to exemplary school counseling programs who have demonstrated full implementation of a comprehensive, data-driven school counseling program

Responsive Services – Consists of activities to meet the immediate needs or concerns of students and families. Responsive services are delivered through consultation, individual counseling, small group counseling, crisis counseling, referrals, and peer facilitation.

Results Report – Written presentation of the outcomes of counseling program activities; contains process, perception and outcome data. Types include Closing-the-gap, Core Curriculum, and Small Group.

School Counseling Program Assessment – An assessment conducted by the school counseling team that evaluates present functioning, guides future action, and improves future results. A template is provided.

School Counseling Program Goals – Measurable statements about a desirable state toward which the program is willing to devote its resources. Goals can be student-focused or program-focused.

Examples: The tenth grade retention rate will decrease by 10%. (student-focused).

School counselors will spend 35% of their time delivering classroom lessons (program-focused).

SMART Goals – Format for writing program goals that are specific, measurable, attainable, results-oriented, and time bound.

Systemic Change – A change in operation exhibited by practice and belief that increases equitable access and opportunity for educational pursuits to all students

Use of Time Assessment – Assessment which helps the school counselor determine how much time is spent in each of the components of a comprehensive school counseling program

Vision – Describes what the school counselors desire in the future for students and the school community.

Weekly calendar – Provides a detailed plan of the school counselor's activities for the week

References

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