



Counselor Keys Effectiveness System



Georgia Department of Education &
Georgia School Counselors Association

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 personal/social growth.</i>			
Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
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) The proficient school counselor <ul style="list-style-type: none"> • Identifies the standards, competencies and indicators in the three domains that are addressed via the comprehensive school counseling program (Student Standards Planning Tool) • Facilitates activities and interventions within the three domains of academic, career, and personal/social development • Develops lesson plans that incorporate counseling standards and competencies 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 staff development The exemplary school counselor <ul style="list-style-type: none"> • Contributes to professional literature • Delivers staff development to local school • Presents at the local, state and/or national levels • Demonstrates leadership in local county, state or national committees or organizations 			
Performance Standard 2: Instructional Planning (Management/Foundation Systems) <i>The professional school counselor plans and develops a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.</i>			
Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The school counselor uses data and evidence-based resources to plan and develop 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 and develops 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) The proficient school counselor <ul style="list-style-type: none"> • 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 and competencies • 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 The exemplary school counselor <ul style="list-style-type: none"> • Establishes annual goals that are SMART goals* • 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) <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>			
Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
The school counselor continually promotes student learning by implementing an exemplary comprehensive school counseling program that serves as a model for other counseling programs and 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.

<p>Sample Performance Indicators/Examples of Evidence (<i>Examples may include, but are not limited to</i>)</p> <p>The proficient school counselor</p> <ul style="list-style-type: none"> Teaches developmentally appropriate classroom and small group lessons in the three domains and are linked to the standards and competencies (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 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 (Time Log) <p>The exemplary 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 			
<p>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></p>			
<p>Exemplary <i>In addition to meeting the requirements for Proficient...</i></p>	<p>Proficient <i>Proficient is the expected level of performance.</i></p>	<p>Needs Development</p>	<p>Ineffective</p>
<p>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.</p>	<p>The school counselor consistently coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.</p>	<p>The school counselor inconsistently coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.</p>	<p>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>
<p>Sample Performance Indicators/Examples of Evidence (<i>Examples may include, but are not limited to</i>)</p> <p>The proficient school counselor</p> <ul style="list-style-type: none"> Provides opportunities to assist all students with setting academic, career, and personal/social goals through individual counseling, small groups, or other advisement activities (Action Plan/Calendar/Time Log/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 exemplary school counselor also</p> <ul style="list-style-type: none"> Shares innovative small group curriculum at the local, state and/or national level Shares evidence-based best practices that facilitate individualized instruction at the local, state and/or national level 			
<p>Performance Standard 5: Data Collection (Accountability/Management Systems) <i>The professional school counselor uses a variety of strategies and instruments to collect student data in order to guide appropriate counseling interventions and programs.</i></p>			
<p>Exemplary <i>In addition to meeting the requirements for Proficient...</i></p>	<p>Proficient <i>Proficient is the expected level of performance.</i></p>	<p>Needs Development</p>	<p>Ineffective</p>
<p>The school counselor continually demonstrates expertise and provides leadership in the development and the utilization of a variety of strategies and instruments that measure process, perception and outcome data to drive program planning.</p>	<p>The school counselor systematically and consistently uses a variety of strategies and instruments to collect student data in order to guide appropriate counseling interventions and programs.</p>	<p>The school counselor inconsistently uses a variety of strategies and instruments OR the instruments are not always appropriate to collect the necessary student data to guide counseling interventions or programs.</p>	<p>The school counselor does not use strategies and instruments OR the instruments are not appropriate to collect the necessary student data to guide counseling interventions or programs.</p>
<p>Sample Performance Indicators/Examples of Evidence (<i>Examples may include, but are not limited to</i>)</p> <p>The proficient school counselor</p> <ul style="list-style-type: none"> Collects student data through a variety of strategies (Student information reports on behavior, attendance and achievement/Needs Assessment/Pre-Post Surveys) in order to guide counseling interventions and programs <p>The exemplary school counselor</p> <ul style="list-style-type: none"> Utilizes a variety of strategies that measure process, perception and outcome data that will be used to guide the comprehensive school counseling program Aligns strategies with program goals and interventions Demonstrates expertise and provides leadership in the development of strategies 			
<p>Performance Standard 6: Data Evaluation (Accountability/Management Systems) <i>The professional school counselor evaluates student data and the effectiveness of the counseling core curriculum, small groups, and closing-the-gap data in order to assess and plan the school counseling program and shares program results with stakeholders.</i></p>			
<p>Exemplary <i>In addition to meeting the requirements for Proficient...</i></p>	<p>Proficient <i>Proficient is the expected level of performance.</i></p>	<p>Needs Development</p>	<p>Ineffective</p>
<p>The school counselor continually demonstrates expertise in using relevant data to evaluate the program and leads others in the effective use of data to inform program decisions that bring about systemic change.</p>	<p>The school counselor systematically and consistently uses relevant data to evaluate and develop the school counseling program, and shares program results with stakeholders.</p>	<p>The school counselor inconsistently uses relevant data to evaluate and/or develop the school counseling program, and/or inconsistently shares program results with stakeholders.</p>	<p>The school counselor does not use data to evaluate and develop the school counseling program OR does not share program results with stakeholders.</p>

<p>Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)</p> <p>The proficient school counselor</p> <ul style="list-style-type: none"> Evaluates the effectiveness of the school counseling programs and interventions based on program results Uses student data to support decision making for program development Shares results of program with stakeholders Uses the annual program assessment to make changes in the school counseling program for the following year (School Counseling Program Assessment) <p>The exemplary school counselor</p> <ul style="list-style-type: none"> Uses student process, perception, and outcome data to support decision making in designing effective school counseling programs and interventions (Results Report) Uses data to demonstrate the value the school counseling program adds to student achievement Shares program results with stakeholders via advisory council (Advisory Council Minutes) Leads others at the local, state or national level in the effective use of data Uses data effectively to create systemic change 			
<p>Performance Standard 7: Positive Learning Environment (Foundation System)</p> <p>The professional school counselor promotes a safe, positive learning environment which is inclusive of ALL students (including but not limited to race, color, religion, gender, national origin or disability) and advocates for student needs in order to reach their educational goals.</p>			
<p>Exemplary <i>In addition to meeting the requirements for Proficient...</i></p>	<p>Proficient <i>Proficient is the expected level of performance.</i></p>	<p>Needs Development</p>	<p>Ineffective</p>
<p>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.</p>	<p>The school counselor consistently promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs.</p>	<p>The school counselor inconsistently promotes a safe, positive learning environment that is inclusive of ALL students and inconsistently advocates on behalf of student needs.</p>	<p>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>
<p>Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)</p> <p>The proficient 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 <p>The exemplary school counselor</p> <ul style="list-style-type: none"> Participates on the School Strategic Plan committee to ensure alignment of the school counseling program goals (Agenda/Minutes) Participates in district leadership opportunities Advocates for systemic change, social justice and removal of barriers to achievement 			
<p>Performance Standard 8: College and Career Readiness Environment (Delivery System)</p> <p>The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.</p>			
<p>Exemplary <i>In addition to meeting the requirements for Proficient...</i></p>	<p>Proficient <i>Proficient is the expected level of performance.</i></p>	<p>Needs Development</p>	<p>Ineffective</p>
<p>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.</p>	<p>The school counselor consistently creates a student-centered environment which promotes post-secondary planning and the development of soft skills.</p>	<p>The school counselor inconsistently provides a student-centered environment which promotes post-secondary planning and the development of soft skills.</p>	<p>The school counselor does not provide a student-centered environment which promotes post-secondary planning or the development of soft skills.</p>
<p>Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)</p> <p>The proficient school counselor</p> <ul style="list-style-type: none"> Engages all students in college and career readiness activities via classroom lessons or small group activities (BRIDGE/CCRPI Documentation) Delivers personal/social curriculum that addresses the development of soft skills Encourages students to explore new ideas and visualize post-secondary goals <p>The exemplary school counselor</p> <ul style="list-style-type: none"> 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 			
<p>Performance Standard 9: Professionalism (Foundation System)</p> <p>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.</p>			
<p>Exemplary <i>In addition to meeting the requirements for Proficient...</i></p>	<p>Proficient <i>Proficient is the expected level of performance.</i></p>	<p>Needs Development</p>	<p>Ineffective</p>
<p>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.</p>	<p>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.</p>	<p>The school counselor inconsistently supports the mission, vision and beliefs of the school counseling program OR seldom participates in professional growth opportunities.</p>	<p>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.</p>

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

The proficient school counselor

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

The exemplary school counselor

- Demonstrates leadership at the local, district, state and/or national levels
- Presents at the local, district, state and/or national levels

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.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Development	Ineffective
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.	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.	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.	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.

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

The proficient school counselor

- 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 (Contact Log)
- 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

The exemplary school counselor

- 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 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

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 personal/social growth.</i>				Comments:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (0)	Standard 1 Score:
Performance Standard 2: Instructional Planning (Management/Foundation Systems) <i>The professional school counselor plans and develops a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.</i>				Comments:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (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:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (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:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (0)	Standard 4 Score:
Performance Standard 5: Data Collection (Accountability/Management Systems) <i>The professional school counselor uses a variety of strategies and instruments to collect student data in order to guide appropriate counseling interventions and programs.</i>				Comments:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (0)	Standard 5 Score:
Performance Standard 6: Data Evaluation (Accountability/Management Systems) <i>The professional school counselor evaluates student data and the effectiveness of the counseling core curriculum, small groups, and closing-the-gap data in order to assess and plan the school counseling program and shares program results with stakeholders.</i>				Comments:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (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 (including but not limited to race, color, religion, gender, national origin or disability) and advocates for student needs in order to reach their educational goals.</i>				Comments:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (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:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (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:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (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:
Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (0)	Standard 10 Score:
				Total Score:

Overall Rating

Indicate the overall rating based on the total score above.	
Exemplary: Total Score of 27 – 30 with NO Needs Development or Ineffective Ratings (A score of 27-30 with a Needs Development or Ineffective results in an overall rating of Proficient.)	
Proficient: Total Score of 17 – 26 with NO Ineffective Ratings (A score of 17-26 with an Ineffective results in an overall rating of Needs Development.)	
Needs Development: Total Score of 8 - 16	
Ineffective: 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 domain/standard/competency, 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.

Competency – A measurable statement about what students should be able to do.

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 personal/social 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 and competencies. The domains are *Academic, Career and Personal/Social*.

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.

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.

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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.

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

Time Log – The use-of-time 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

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Shellie Caplinger, Centennial High School, Fulton County Public Schools
Mark Ellis, Central Office, Fulton County Public Schools
Julie Hartline, Central Office, Cobb County School District
Stacey Miller, Roberts Elementary School, Gwinnett County Public Schools
Sloane Molloy, Glynn Middle School, Glynn County Public Schools
Tinisha Parker, Central Office, Gwinnett County Public Schools
Lakeshia Williams, Miller Middle School, Bibb County
Robin Zorn, M. H. Mason Elementary School, Gwinnett County Public Schools

ASCA NATIONAL STANDARDS: GEORGIA CURRICULUM CROSSWALKING TOOL

The School Counseling Program reflects the progression of student development throughout the K-12 sequence. Please indicate in the legend the strategies, activities, delivery methods, & resources that are used to promote desired student development in your school.

Legend (please add school specific codes):

CG = Classroom Guidance

SG = Small Group

Grade Levels						
ACADEMIC DEVELOPMENT DOMAIN						
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.						
Competency A1 Improve Academic Self-concept						
A:A1.1 articulate feelings of competence and confidence as learners						
A:A1.2 display a positive interest in learning						
A:A1.3 take pride in work and achievement						
A:A1.4 accept mistakes as essential to the learning process						
A:A1.5 identify attitudes and behaviors which lead to successful learning						
Competency A2 Acquire Skills for Improving Learning						
A:A2.1 apply time management and task management skills						
A:A2.2 demonstrate how effort and persistence positively affect learning						
A:A2.3 use communications skills to know when and how to ask for help when needed						
A:A2.4 apply knowledge and learning styles to positively influence school performance						
Competency A3 Achieve School Success						
A:A3.1 take responsibility for their actions						
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students						
A:A3.3 develop a broad range of interest and abilities						
A:A3.4 demonstrate dependability, productivity, and initiative						
A:A3.5 share knowledge						

	Grade Levels					
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.						
Competency B1 Improve Learning						
A:B1.1 demonstrate the motivation to achieve individual potential						
A:B1.2 learn and apply critical thinking skills						
A:B1.3 apply the study skills necessary for academic success at each level						
A:B1.4 seek information and support from faculty, staff, family and peers						
A:B1.5 organize and apply academic information from a variety of sources						
A:B1.6 use knowledge of learning styles to positively influence school performance						
Competency B2 Plan to Achieve Goals						
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school						
A:B2.2 use assessment results in educational planning						
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement						
A:B2.4 apply knowledge of aptitudes and interests to goal setting						
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals						
A:B2.6 understand the relationship between classroom performance and success in school						
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities						
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.						
Competency C1 Relate School to Life Experience						
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life						
A:C1.2 seek co-curricular and community experiences to enhance the school experience						
A:C1.3 understand the relationship between learning and work						
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals						
A:C1.5 understand that school success is the preparation to make the transition from student to community member						

Grade Levels						
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities						
CAREER DEVELOPMENT DOMAIN						
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.						
Competency A:1 Develop Career Awareness						
C:A1.1 develop skills to locate, evaluate, and interpret career information						
C:A1.2 learn about the variety of traditional and nontraditional occupations						
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations						
C:A1.4 learn how to interact and work cooperatively in teams						
C:A1.5 learn to make decisions						
C:A1.6 learn how to set goals						
C:A1.7 understand the importance of planning						
C:A1.8 pursue and develop competency in areas of interest						
C:A1.9 develop hobbies and vocational interests						
C:A1.10 balance between work and leisure time						
Competency A:2 Develop Employment Readiness						
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills						
C:A2.2 apply job readiness skills to seek employment opportunities						
C:A2.3 demonstrate knowledge about the changing workplace						
C:A2.4 learn about the rights and responsibilities of employers and employees						
C:A2.5 learn to respect individual uniqueness in the workplace						
C:A2.6 learn how to write a resume						
C:A2.7 develop a positive attitude toward work and learning						
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace						
C:A2.9 utilize time and task-management skills						
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.						
Competency B:1 Acquire Career Information						
C:B1.1 apply decision making skills to career planning, course selection, and career transition						
C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice						

Grade Levels						
C:B1.3 demonstrate knowledge of the career planning process						
C:B1.4 know the various ways in which occupations can be classified						
C:B1.5 use research and information resources to obtain career information						
C:B1.6 learn to use the internet to access career planning information						
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice						
C:B1.8 understand how changing economic and societal needs influence employment trends and future training.						
Competency B:2 Identify Career Goals						
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals						
C:B2.2 assess and modify their educational plan to support career						
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.						
C:B2.4 select course work that is related to career interests						
C:B2.5 maintain a career planning portfolio						
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.						
Competency C:1 Acquire Knowledge to Achieve Career Goals						
C:C1.1 understand the relationship between educational achievement and career success						
C:C1.2 explain how work can help to achieve personal success and satisfaction						
C:C1.3 identify personal preferences and interests which influence career choice and success						
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills						
C:C1.5 describe the effect of work on lifestyle						
C:C1.6 understand the importance of equity and access in career choice						
C:C1.7 understand that work is an important and satisfying means of personal expression						
Competency C2 Apply Skills to Achieve Career Goals						
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals						
C:C2.2 learn how to use conflict management skills with peers and adults						
C:C2.3 learn to work cooperatively with others as a team member						

	Grade Levels					
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences						
PERSONAL/SOCIAL DOMAIN						
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.						
Competency A1 Acquire Self-Knowledge						
PS:A1.1 develop positive attitudes toward self as a unique and worthy person						
PS:A1.2 identify values, attitudes and beliefs						
PS:A1.3 learn the goal-setting process						
PS:A1.4 understand change is a part of growth						
PS:A1.5 identify and express feelings						
PS:A1.6 distinguish between appropriate and inappropriate behavior						
PS:A1.7 recognize personal boundaries, rights, and privacy needs						
PS:A1.8 understand the need for self-control and how to practice it						
PS:A1.9 demonstrate cooperative behavior in groups						
PS:A1.10 identify personal strengths and assets						
PS:A1.11 identify and discuss changing personal and social roles						
PS:A1.12 identify and recognize changing family roles						
Competency A2 Acquire Interpersonal Skills						
PS:A2.1 recognize that everyone has rights and responsibilities						
PS:A2.2 respect alternative points of view						
PS:A2.3 recognize, accept, respect and appreciate individual differences						
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity						
PS:A2.5 recognize and respect differences in various family configurations						
PS:A2.6 use effective communications skills						
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior						
PS:A2.8 learn how to make and keep friends						
STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.						
Competency B1 Self-Knowledge Application						
PS:B1.1 use a decision-making and problem-solving model						
PS:B1.2 understand consequences of decisions and choices						
PS:B1.3 identify alternative solutions to a problem						
PS:B1.4 develop effective coping skills for dealing with problems						

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	Grade Levels					
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions						
PS:B1.6 know how to apply conflict resolution skills						
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences						
PS:B1.8 know when peer pressure is influencing a decision						
PS:B1.9 identify long- and short-term goals						
PS:B1.10 identify alternative ways of achieving goals						
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills						
PS:B1.12 develop an action plan to set and achieve realistic goals						
STANDARD C: Students will understand safety and survival skills.						
Competency C1 Acquire Personal Safety Skills						
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)						
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual						
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact						
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy						
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help						
PS:C1.6 identify resource people in the school and community, and know how to seek their help						
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices						
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse						
PS:C1.9 learn how to cope with peer pressure						
PS:C1.10 learn techniques for managing stress and conflict						
PS:C1.11 learn coping skills for managing life events						

Adapted from ASCA National Model Crosswalk Tool

Georgia Lesson Plan Template

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

ASCA Student Standards (Domain/Standard/Competencies):

Learning Objective(s):

1. _____

2. _____

3. _____

Materials: _____

Procedure: _____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data (attitudes, skills and knowledge to be impacted): _____

Outcome Data (achievement, attendance, or behavior to be impacted): _____

Please note: Not all Counseling Core Curriculum can be evaluated via all three types of data.

Adapted from *ASCA National Model Lesson Plan Template*

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 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.

- | | |
|--|--|
| <input type="checkbox"/> Annual Calendar | <input type="checkbox"/> Closing-the-Gap Action Plans |
| <input type="checkbox"/> Curriculum Action Plan | <input type="checkbox"/> Results Reports (from last year's action plans) |
| <input type="checkbox"/> Small-Group Action Plan | |

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Professional Collaboration and Responsibilities (Choose all that apply.)

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other		

Budget Materials and Supplies

Annual Budget \$_____ Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____

Attendance Assistant Clerk _____

Data Manager/Registrar _____

Career and College Center Assistant _____

Other Staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

Georgia SMART Goals Worksheet

Specific Issue What is the specific issue based on our school's data?	
Attainable What outcome would stretch us but is still attainable?	
Time Bound When will our goal be accomplished?	
Measurable How will we measure the effectiveness of our interventions?	
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?	

School: _____ Year: _____

School Counselor(s): _____

Based on the information above, write a single goal statement sentence

Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

Adapted from *ASCA National Model SMART Goals Worksheet Template*

Georgia Closing the Gap Action Plan

School:

Year:

Program Goal:

Target Group and data used to identify students:

Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered and in What Manner	Resources Needed	Start/End Dates	Number of Students Involved	Evaluation Methods: How will counselor measure results	
						Perception Data (attitudes, skills and knowledge to be impacted)	Outcome Data (achievement, attendance, or behavior to be impacted)

Georgia Counseling Core Curriculum Action Plan

School:
 Counselor(s):
 Program Goal:

Year:

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lessons Will Be Presented in Which Class/Subject	ASCA Domain, Standard and Student Competency	Curriculum and Materials	Start/End Dates	Number of Students Involved and Number of Lessons to be Delivered	Evaluation Methods: How will counselor measure results	
							Perception Data (attitudes, skills and knowledge to be impacted)	Outcome Data (achievement, attendance, or behavior to be impacted)

Please note: **Not all** Counseling Core Curriculum Lessons will be related to a program goal and will have evaluation methods via perception and outcome data.

Georgia Small Group Action Plan

School:
Counselor(s):

Year:

Group Name:

Program Goal:

Target Group and data used to identify students:

Grade Level	Small Group Objective/Goal	ASCA Domain, Standard and Student Competency	Resources Needed	Start/End Dates	Number of Students Involved	Evaluation Methods: How will counselor measure results	
						Perception Data (attitudes, skills and knowledge to be impacted)	Outcome Data (achievement, attendance, or behavior to be impacted)

Adopted from the
American School
Counselor
Association

Georgia Use of Time Assessment

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:45 a.m.-Noon							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
TOTALS							
% per topic							
% per category							

Georgia Closing the Gap Results Report

School:

Year:

Program Goal:

Target Group and data used to identify students:

Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities Delivered and in What Manner	Resources Utilized	Number of Students Involved	Perception Data (attitudes, skills and knowledge impacted)	Outcome Data (achievement, attendance, or behavior impacted)	Implications: Based upon the data	
							What have you concluded from the intervention?	What are your future plans?

Georgia Counseling Core Curriculum Results Report

School:
 Counselor(s):
 Program Goal:
 Lessons and Activities Related to Goal:

Year:

Grade Level	Lesson Topic	Lesson Presented In Which Class/Subject	ASCA Domain, Standard and Student Competency	Curriculum and Materials	Start/End Dates	Number of Students Involved and Number of Lessons Delivered	Perception Data (attitudes, skills and knowledge impacted)	Outcome Data (achievement, attendance, or behavior impacted)	Implications: Based upon the data	
									What have you concluded from the lesson?	What are your future plans?

Please note: **Not all** Counseling Core Curriculum is related to a Program Goal and has an evaluation method.

Georgia Small Group Results Report

School:
Counselor(s):

Year:

Group Name:
Program Goal:
Target Group and data used to identify students:

Small Group Sessions	ASCA Domain, Standard and Student Competency	Resources Utilized	Number of Students Involved	Perception Data (attitudes, skills and knowledge impacted)	Outcome Data (achievement, attendance, or behavior impacted)	Implications: Based upon the data	
						What have you concluded from the small group?	What are your future plans?

Georgia School Counseling Program Assessment

FOUNDATION			
	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every student			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices or address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
ASCA Student Standards and Other Student Standards			
Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
	No	In Progress	Yes
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			

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a. Direct and indirect services account for 80 percent of time or more			
b. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within the first 25 days of school			
b. One agreement per school counselor			
c. Reflects school counseling program mission and program goals			
d. Lists school counselor roles and responsibilities			
e. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
Use of Data			
a. School data inform program goals			
b. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
c. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plans are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
	No	In Progress	Yes
Direct student services (strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response) and Indirect student services (strategies to include referrals, consultation and collaboration) are provided			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
d. Indirect student services are provided for identified students			

e. Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			
	No	In Progress	Yes
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

Adapted from *ASCA National Model Program Assessment*