



Educate. Motivate. Inspire.

Counselor Keys Effectiveness System

Orientation

School Counseling
Department of Student Support Services

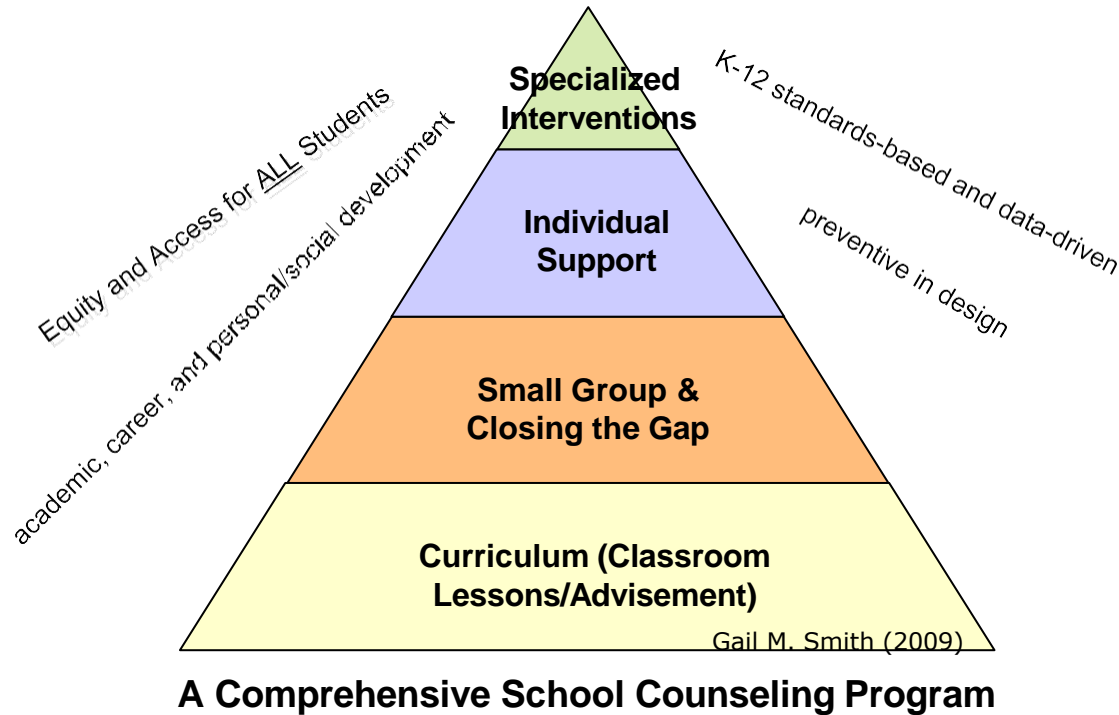
Agenda

- Why CKES
- CKES Framework
- CKES Standards & Examples
- CKES Rating System
- CKES Platform
- CKES Components



Why do we need CKES?

- Clearly define the role of the school counselor
- Standardize the evaluation of Georgia's school counselors



CKES Framework

ASSESS:
Program
Assessment

**School
Counselor
Assessment
and
Appraisal**

MANAGE:
Program
Focus

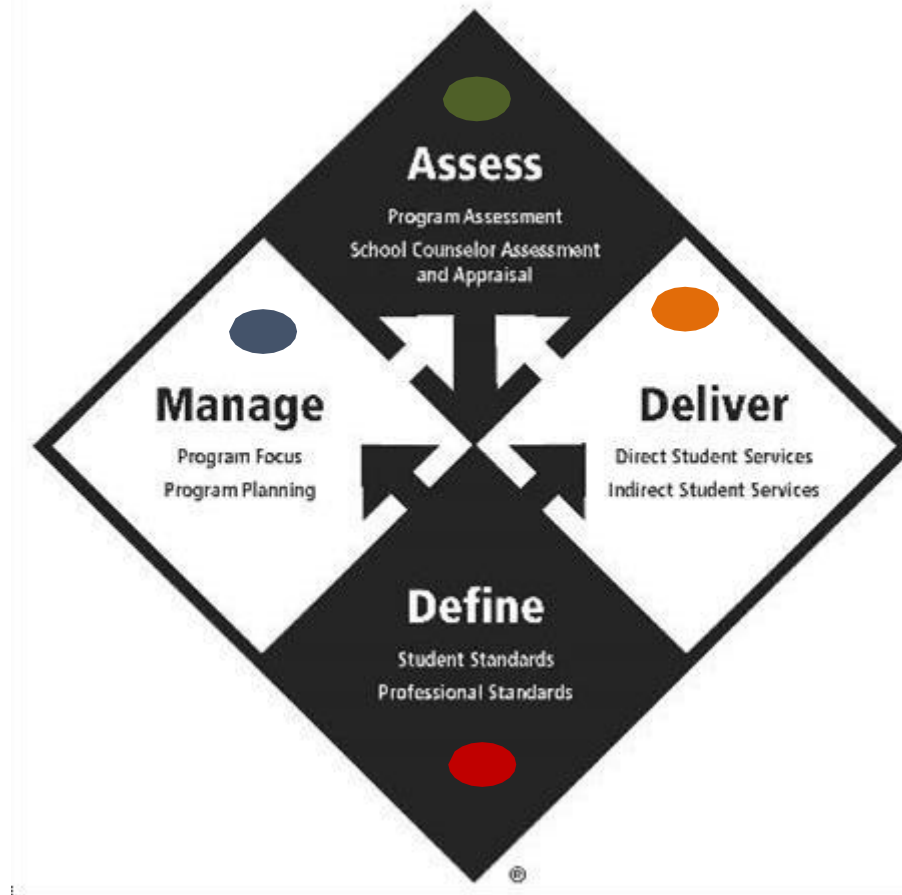
**Program
Planning**

DELIVER:
Direct
Student
Services

**Indirect
Student
Services**

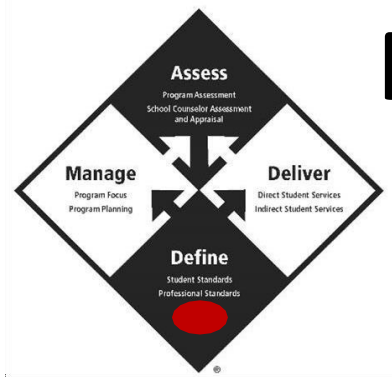
DEFINE:
Student
Standards

**Professional
Standards**



CKES Performance Standards

Standard #	Framework Component	Performance Standard
Performance Standard 1	Define	Professional Knowledge
Performance Standard 2	Manage and Define	Instructional Planning
Performance Standard 3	Deliver	Instructional Strategies
Performance Standard 4	Deliver	Individualized Instruction
Performance Standard 5	Assess and Manage	Data Collection
Performance Standard 6	Assess and Manage	Data Evaluation
Performance Standard 7	Define	Positive Learning Environment
Performance Standard 8	Deliver	College & Career Readiness Environment
Performance Standard 9	Assess, Manage, Deliver, Define	Professionalism
Performance Standard 10	Deliver and Manage	Communication

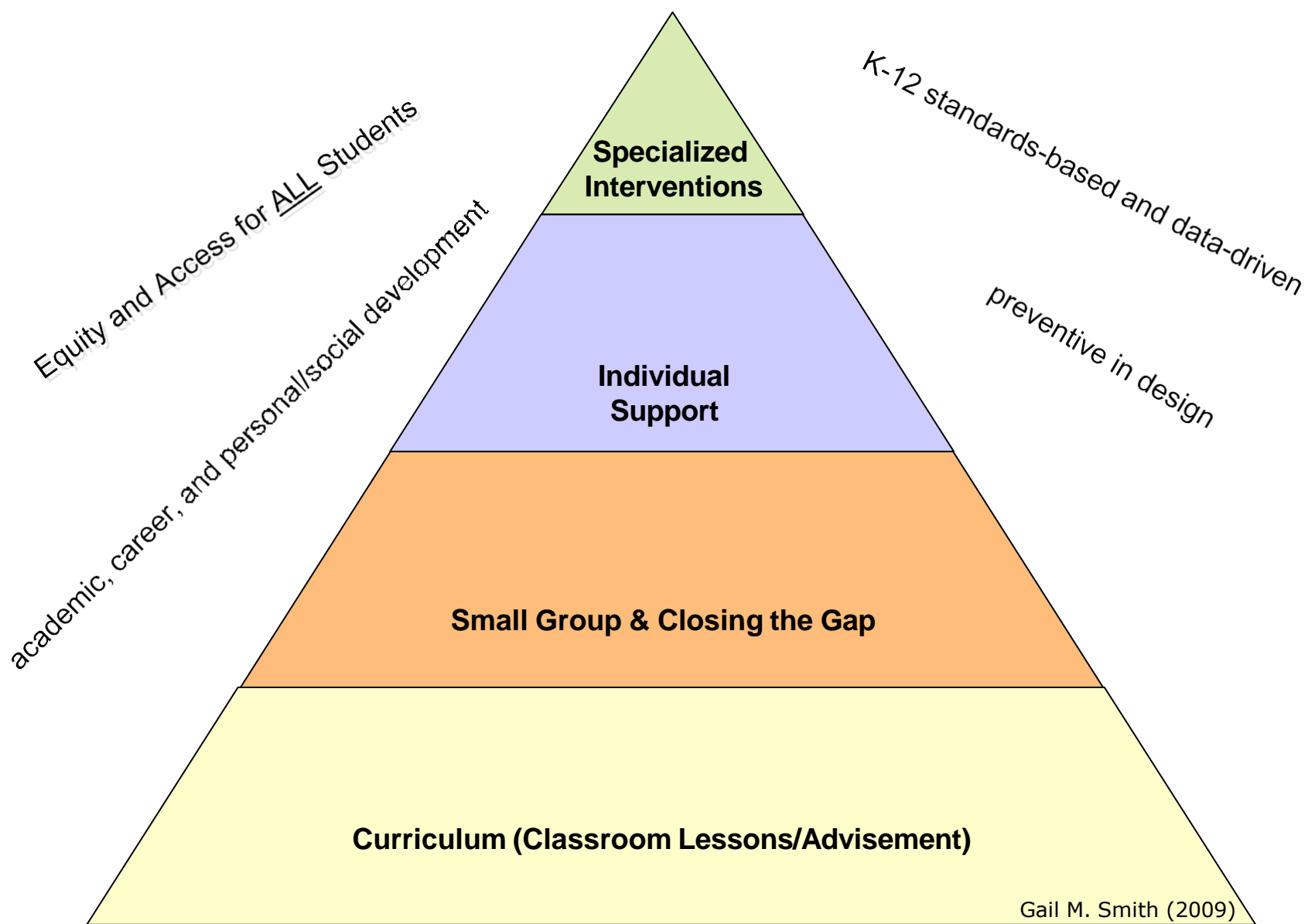


Performance Standard 1: Professional Knowledge

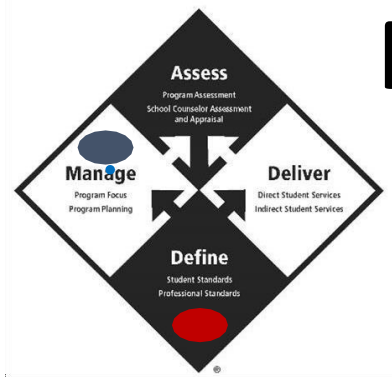
Define

*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 learning***

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.



A Comprehensive School Counseling Program




Performance Standard 2: Instructional Planning

Manage and **Define**

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.

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.

Annual Administrative Conference

 **Annual Administrative Conference**

School Counselor _____ Year _____

After a review of the school data, the following priorities were identified:

Based on these priorities, the following goals were identified:

School Counseling Program Annual Goals

1	
2	

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%

Use-of-Time Plan for Current School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

Ratio	One School Counselor	Per	_____ Students
Caseload defined by:	<input type="checkbox"/> Alpha Assigned	Last names beginning with: _____ to _____	
	<input type="checkbox"/> Grade Level	Students in grades: _____	
	<input type="checkbox"/> All Students in Building		
	<input type="checkbox"/> Other		

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members:	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

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 _____.

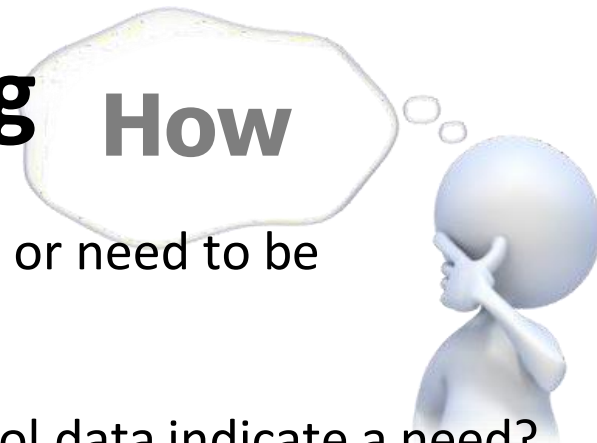
My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

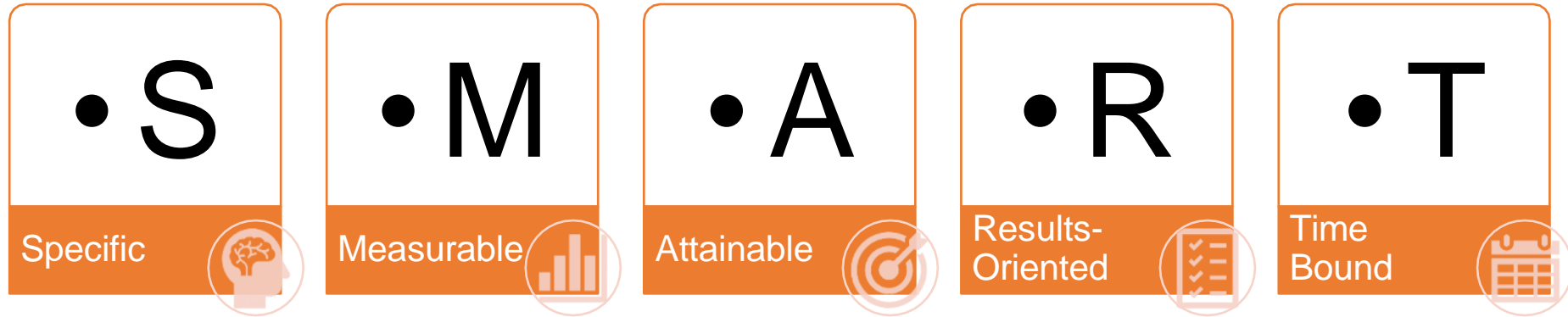
	School Counseling Department Assistant
	Attendance Assistant/Clerk
	Data Manager/Registrar
	College and Career Center Assistant
	Other Staff
	Volunteers
	School Counselor Signature
	Administrative Signature
	Date Signed

CKES Goal Setting **How**



1. **Burning Question-** What conversations have been or need to be conducted?
2. **School Data Profile Review-** Where does the school data indicate a need? (attendance, discipline, achievement, etc.)
3. **Current Strategies Brainstorming-** What services, supports, and activities are you already providing?
4. **School Improvement Plan Review-** What schools goals align to the school counseling program activities?
5. **Conversation with Administration-** What is the primary focus for your school for the year?
6. **SMART Goal Development-** What goals will help you support the needs of the school?

CKES Goal Setting- SMART Goals



- Reflect school data
- Align with Continuous Improvement Plan

CKES Goal Setting- SMART Goals

The Concern: A middle school counselor is concerned about 8th grade students who are failing one or more subjects, absent more than often and appear to be uninvolved in school. In addition the CIP contains a goal focused on increasing 8th grade academic success.

By May 2025

**Time
Bound**

identified 8th graders with two or more core
class grades of D/F at the first marking period

end date

identified students

will increase/decrease

choose one

Specific

their GPA in core classes

achievement, attendance, behavior

Measurable

by

.5

measure of change

Attainable

**Results-
Oriented**

Be Specific!

Annual Student Outcome Goals

Exemplars

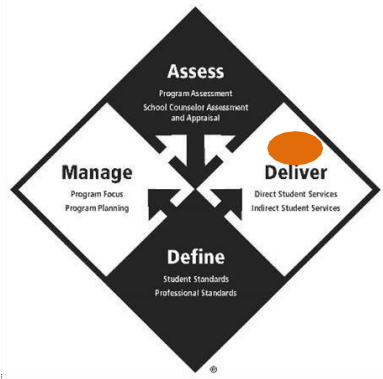
Goal #1– Decrease the total number of absences in the 2024-25 school year for identified students in grades 9-12 who missed greater than 15 days in the 2023-24 school year or who missed greater than 5 days in the first 9 weeks of the 2023-24 school year from 164 cumulative days absent to 100 days measured at the end of the school year. **(ATTENDANCE)**

Goal #2 – Decrease the number of discipline referrals in grades 6-8 for classroom and school disturbance from 87 in the 2023-24 school year to 50, measured at the end of the 2024-25 school year. **(DISCIPLINE)**

Goal #3 - Decrease the number of students in grades 3-5 who are failing a class at the end of the first nine weeks from 70 to 20 by the end of the 4th 9 weeks. **(ACHIEVEMENT)**

Goal #4 – Increase the number of grade 12 students who qualify for the Achieve Atlanta scholarship from 20 in 2023-24 school year to 30 in 2024-25 school year. **(COLLEGE and CAREER)**

Performance Standard 3: Instructional Strategies



Deliver

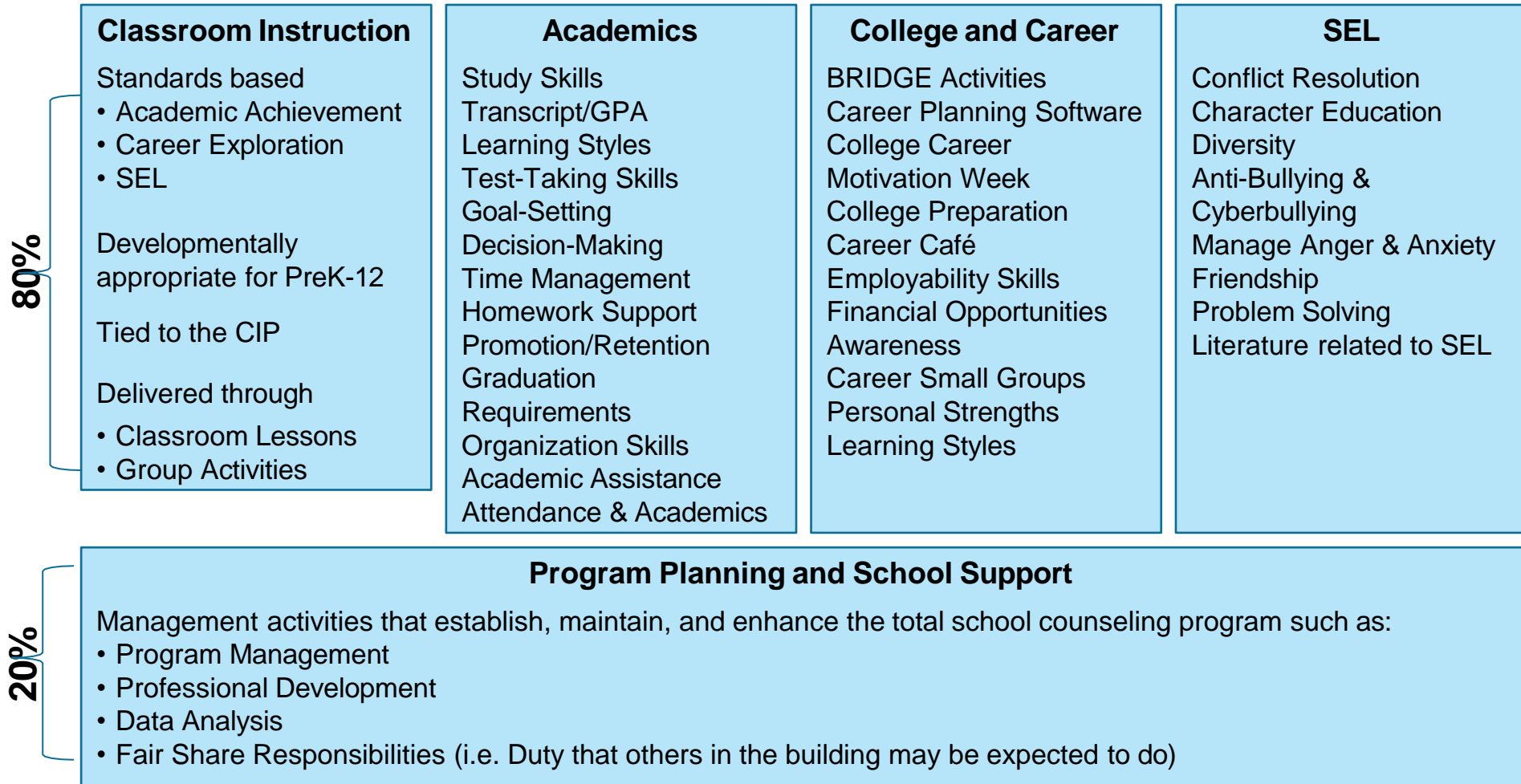
*The professional school counselor promotes student learning by implementing a comprehensive school counseling program by spending **80% of time** in classroom instruction, individual student planning, counseling, and indirect student services and **20%** in program planning and school support.*

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.

Addressing Student Needs within Comprehensive Programs

Types of Service	Domains	Strategies	Recommended Time
Direct Services to Students (Face to Face Interactions with Students)	Instruction <ul style="list-style-type: none"> • Classroom Instruction • Small Group • Individual 	Teaches Mindsets & Behaviors in a systematic way to all students	80% or more
	Appraisal & Advisement	Assists students in the development of educational, career and personal plans	
	Counseling	Addresses the immediate concerns of students	
Indirect Services for Students (Communications on behalf of students)	Referrals, Consultation and Collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	Foundation, management and accountability of the program and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

Addressing Student Needs within Comprehensive Programs



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.							
11:46 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							

Use of time tools

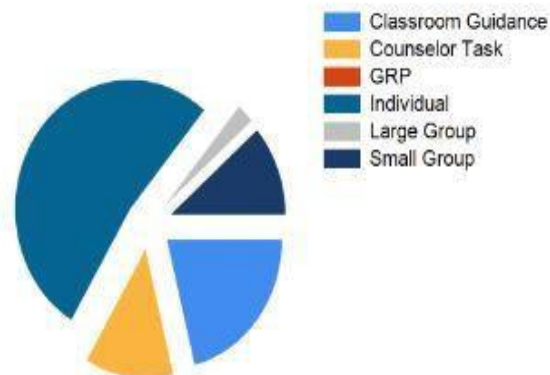
Counselor Log Report Individual Report

School: ROBERTS ELEMENTARY

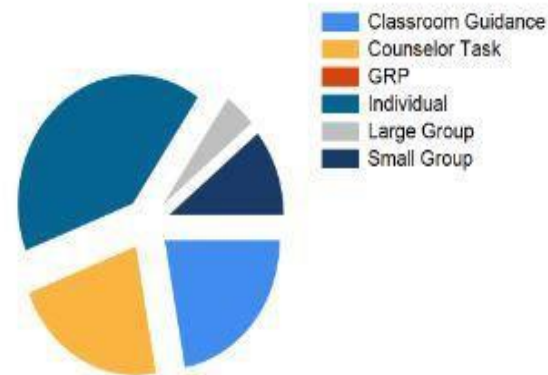
Counselor:

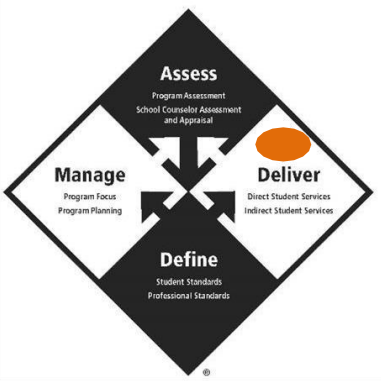
Dates: August 6, 2012 - July 8, 2013

Total Sessions



Total Time





Performance Standard 4: Individualized Instruction

Deliver

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.

Individual Planning

Appraisal

School counselors work with students to interpret test information such as the ACT, Milestones, PSAT/SAT, or other test data to help students develop immediate and long-term goals.

Suggested Best Practices

- Test Talks
- Test Score Report Interpretation
- Goal Setting with Test Score Report
- Test Taking Skills



Advisement

School counselors use academic, career and social/emotional data to help students set goals, make decisions for future plans such as their 4-6 year Individual Graduation Plan and/or to develop their list of colleges to which they will apply.

Suggested Best Practices

- Program of Study
- Career Planning Software
- Transitioning to the Next Level
- Course Selection



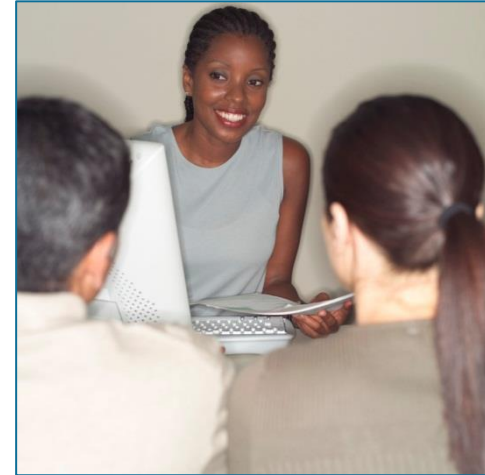
Counseling/ Indirect Services

Counseling

School counselors provide individual or small group counseling to help students overcome issues impeding achievement or success.

Suggested Best Practices

- Individual Counseling
- Small Group Counseling
- Crisis Response Plan & Crisis Intervention
- Agency Referrals
- Consultation
- Peer Facilitation



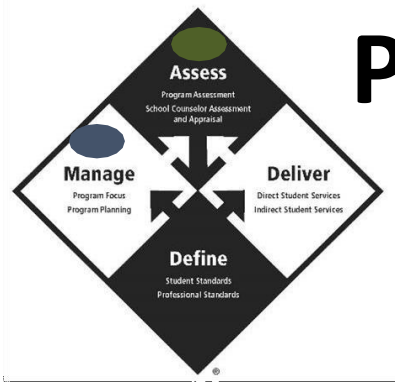
Indirect Services

School counselors interact with others to provide support for student achievement and well-being.

Suggested Best Practices

- Referrals
- Collaboration
- Consultation





Performance Standard 5: Data Collection

Assess and **Manage**

The professional school counselor uses a variety of strategies and instruments to collect student data in order to guide appropriate counseling 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.

Types of School Data: Outcome

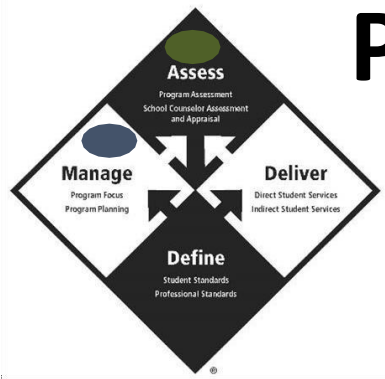
Student Outcomes: Behavior

- Work Completion
- Attention or On-Task Behavior
- Attendance
- Discipline Infractions
- Observed Behavior
- Classroom Conduct
- Enrollment Patterns in Selective Programs or Courses
- Participation Rates
- Referrals for Support Services
- Postsecondary Participation or Enrollment
- Community Service

Student Outcomes: Learning

- Grades/Teacher Evaluation
- Standardized Tests
- College Entrance Exams
- Completion Rates
- Promotion/Retention
- Scholarship Eligibility
- Grade Point Average
- Authentic Assessment
- Observed or Measured Proficiency in a Skill or Behavior
- Skills Assessment
- Graduation Rates

Performance Standard 6: Data Evaluation



Assess and Manage

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.

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.



APS Graphs can be used to assist counselors in evaluating various school data and assist with developing program goals.

Types of Data in APS Graphs

- Attendance
- Behavior
- Milestones
- Climate
- Graduation
- College Enrollment
- Match & Fit List Builder
- Post Grad Plans

Uses for Data in APS Graphs

- Data Analysis
- Reports
- Counseling Tasks
- Program Planning

Data & Delivery

- Pre and Post Tests of lessons and activities
- Using data when collaborating and consulting
- Track the number of referrals made to agencies
- Track the activity completion
- Percentage of time spent in Responsive Services
- Track the number of sessions by month
 - Individual Counseling
 - Group Counseling
 - Mental Health team consultations

Key Questions to Ask:

What do people think they know? (Knowledge gained) (i.e. grad requirements)

What do they believe? (Attitudes and Beliefs) (i.e. fighting is wrong)

What can they do? (Competency Achievement) (i.e. calculate GPA)

School Counseling Program Data Collection

Design

- SMART Goal
- Rationale for selecting Program Goal

Ask

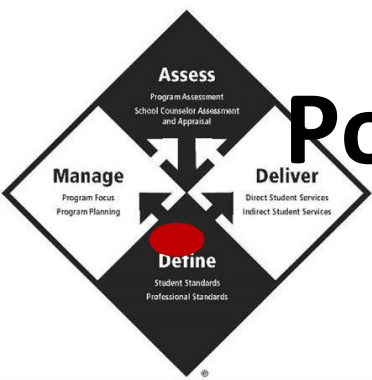
- Interventions and Strategies

Track

- Participation (Numbers Impacted)
- Mindsets & Behavior (What did they learn? Pre/Post)
- Outcome (Achievement, Attendance, or Discipline)

Announce

- Opportunity to share results.
- Share reflections & Implications
- Share program recommendations.



Performance Standard 7: Positive Learning Environment

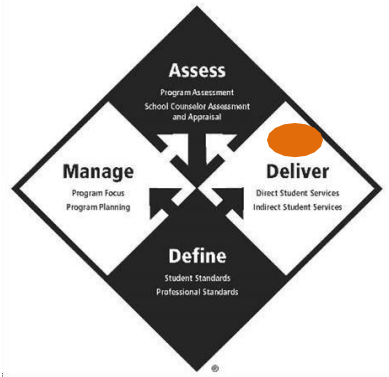
Define

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.

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.

Performance Standard 8: College and Career Readiness Environment

Deliver



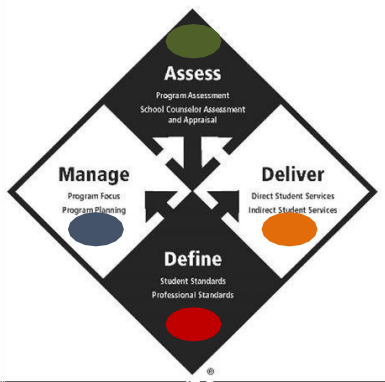
The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.

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.

College & Career Readiness Opportunities



- Elementary Lessons – **Grade Content Knowledge**
- BRIDGE Checklist for MS/HS (**IGP/Aptitude**)
- Counselor Companion via SLDS (**you have access**)
- You Science (MS & HS) (**implementation plan**)
- College and Career Motivation Week
- Business and Industry Tours
- Employability Skills/Soft Skills...Professional Skills
- Career Readiness Seal
- Match and Fit List Builder



Performance Standard 9: Professionalism

Assess

Manage

Deliver

Define

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.

Professionalism Resources

- [ASCA Ethical Standards for School Counselors \(Revised 2016\)](#)
- [Georgia Code of Ethics for Educators](#)
- APS Ethics Training
- APS Board Policy
- APS Employee Handbook
- Mission Statement
- Vision Statement
- APS Core Value
- Belief Statements

Vision
Mission
& Values

Professional Development

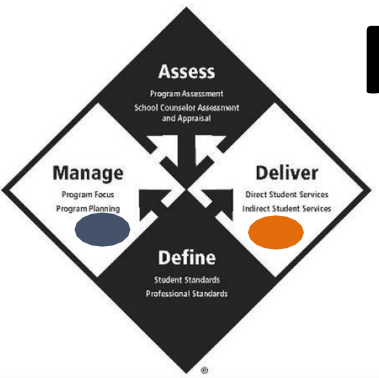


Georgia ACTE



Performance Standard 10: Communication

Deliver and Manage



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

Level 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 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.



COMMUNICATION

- Annual Calendar...Due to Coordinator by the last Friday in September
- Weekly Calendar
- Website
- Bulletin Board
- Twitter Thursdays
- Counselor's Corner
- Quarterly News
- Counseling Tidbits for Faculty/Staff (Flashback Friday to recap the week) (Monday Preview)

Engaging Key Stakeholders

Advisory Council

- Get feedback from members about what they would like to see from your program
- Potential Members
- Agenda
- Frequency of Meetings (best practice is twice a year)
- Incorporate data into presentation
- Minutes & Sign In Sheet
- Should be different than GoTeam – However GO Team is a start to having counselors share about their program

School Leadership Team

- Administrative Team
- Department Meetings
- Faculty Meetings

Overall Rating for CKES

Level IV

Exemplary:

Total Score of 27 – 30
with no needs development or
ineffective ratings

Level III

Proficient:

Total Score of 17 – 26

Level II

Needs Development:

Total Score of 8 - 16

Level I

Ineffective: Total
Score 0-7

CKES Components

Orientation

Self Assessment

Goal Setting

2 individual SMART Goals
1 school-wide SMART Goal

Pre-Evaluation Conference

Documenting Performance

Counselor Assessment on Performance Standards (CAPS)

Observations
Documentation

Walkthrough #1 Walkthrough #2

View Evaluator ratings and
feedback for each standard

Optional Walkthroughs/
Conferences

Mid-Year Review Mid-Year Goal Review Mid-Year Conference

End of Year Review End-of-Year Goal Review End-of-Year Conference

End-of-Year Evaluator
Appraisal (completed by
evaluator)

Professional Remediation Plan (start only if directed by evaluator) Remediation Plan Acceptance Remediation Plan Status Additional Remediation Conferences