

CKES

Counselor Keys Evaluation System

Glossary of Terminology

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Examples: Graduation rates improved by 20%.

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

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

Examples: 95% of student can identify bullying behavior.

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

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

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

All juniors were seen on an individual basis.

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

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

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

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

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

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

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

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

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

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

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

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

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

References

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