

OREGON'S COMPREHENSIVE GUIDANCE and COUNSELING FRAMEWORK

Oregon Department of Education
July 2003



FOREWORD

Oregon's Framework for Comprehensive Guidance and Counseling Programs has been developed to meet the needs of our ever-changing world and to support Oregon's quality education goals and school improvement efforts. It describes essential program elements that allow individual schools and school districts to design and develop their own programs appropriate to their unique student and community priorities. It provides a tool for system change, a way of defining guidance and counseling as a program for every student rather than a service for some.

The framework is grounded in a vision of guidance and counseling as an integral part of each school's mission, designed to promote and enhance the learning process and academic achievement of each and every student. The four program domains and fifteen program components contained in this framework should be thought of as the scaffolding for a structure that will be constructed by each school district and furnished and lived in by individual schools. Oregon school districts are starting at different places in developing or revising their guidance and counseling programs. Consequently, each district will build its program differently, adapting it to unique demographics, organizational conditions, and community needs.

Each school district in Oregon is expected to have a comprehensive guidance and counseling program in place by the 2004-2005 school year to support student achievement of the revised Certificate of Advanced Mastery (CAM) and diploma requirements. However, guidance and counseling program requirements are not new for Oregon schools (see Oregon Administrative Rule 581-022-1510). The Oregon framework presented in this document has been developed to provide a coherent guide for school districts, linking school improvement efforts and the program goals and content. It can assist districts in evaluating current programs and organizing improvements in their programs based upon recent research and best practice.

Thus, the Oregon framework recommends concepts, definitions, and direction for development and continuous improvement. The framework does not suggest that districts will be able to do everything envisioned here initially; it is not a "quick fix." Rather, the framework lays out an approach for building and then sustaining a program that addresses student needs over time. It seeks to support districts in creating and maintaining a comprehensive guidance and counseling program as a required element of the school support system, essential in achieving our common goal - the growth and learning of each and every student in Oregon.

ACKNOWLEDGEMENTS

Oregon's Framework for Comprehensive Guidance and Counseling Programs has been inspired by the work of many others. First and foremost, we must recognize of the influence of Dr. Norman C. Gysbers, Ph.D., Professor in Educational and Counseling Psychology at the University of Missouri - Columbia, whose lifework has elevated comprehensive school guidance and counseling to a national educational priority. We are all indebted to him and his tenacious commitment to researching and describing model school counseling practices and programs.

The Oregon framework is unique to Oregon, but it is based upon several national models and state frameworks. With permission we have liberally borrowed ideas, concepts, and language from them. They include the *National Framework for State Programs of Guidance and Counseling* (National Consortium for State Guidance Leadership), the *National Model for School Counseling Programs* (American School Counselor Association), the *Idaho Comprehensive School Counseling Model*, *Florida's School Counseling and Guidance Framework*, the *South Dakota Comprehensive Guidance and Counseling Program Framework*, and the *Utah Model for Comprehensive Counseling and Guidance*. We would also like to recognize the contributions of the Education Trust's Transforming School Counseling Initiative (TSCI) and the Search Institute's 40 Developmental Assets approach in the concepts presented here. We are gratified for the extensive work by these other groups and states and deeply appreciate their generosity with their work and advice.

The Oregon framework is the culmination of the contributions of the following dedicated individuals who have given their time and expertise to the Oregon Department of Education's Comprehensive Guidance and Counseling Framework Work Group:

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TABLE OF CONTENTS

Foreword	
Acknowledgements	ii
Introduction	
Comprehensive Guidance and Counseling in Oregon's Evolving Educational System	1
Benefits for Stakeholders	4
Framework Overview	
Purpose of the Oregon Framework	7
Student Development Domains	7
Components Summary	9
Framework Components	
A Foundation Framework	15
1 Mission Statement	16
2 Program Philosophy	17
3 District Policy	20
B Content Framework	22
4 Guidance Curriculum	26
5 Individual Planning	28
6 Responsive Services	30
7 System Support and Integration	32
8 Student Advocacy	34
C Resources Framework	37
9 Professional Staff	38
10 Collaborative Structures	40
11 Materials and Facilities	43
12 Management Systems	45
D Continuous Improvement Framework	48
13 Student Progress	50
14 Staff Development	53
15 Program Planning and Evaluation	55

TABLE OF CONTENTS

Framework Implementation Guide	
Creating Conditions for Change	57
Planning and Implementation Process	60
Step 1 Organize	60
Step 2 Plan	61
Step 3 Design	63
Step 4 Implement	66
Step 5 Evaluate	66

Appendixes

A Related Oregon Administrative Rules

B Related Student Competencies

- B1 National Standards for Counseling Programs for Students (ASCA)
- B2 National Career Development Guidelines (NOICC)
- B3 Search Institute's 40 Developmental Assets

C Planning Materials

- C1 Implementation Checklist
- C2 Program Audit
- C3 Time and Task Analysis
- C4 Design Considerations

D Role of the School Counselor

- D1 Education Trust's Transforming School Counseling Initiative
- D2 Ethical Standards for School Counselors

E Glossary

F Additional Resources

INTRODUCTION

Oregon's Evolving
Educational
System

Vision of
Comprehensive
Guidance and
Counseling

Assumptions

Benefits for
Stakeholders

Comprehensive Guidance and Counseling in Oregon's Evolving Educational System

Since the early 1990's, Oregon has been engaged in a bold educational improvement effort. Our public schools are responsible for providing high quality learning opportunities for each student. Quality education, as defined in ORS 329.015, states that the goals of education, pre-kindergarten through twelfth grade, are:

- a. To demand academic excellence through a rigorous academic program that equips students with the information and skills necessary to pursue the future of their choice;
- b. To provide an environment that motivates students to pursue serious scholarship and to have experiences in applying knowledge and skills and demonstrating achievement; and
- c. To provide students with lifelong academic skills that will prepare them for the ever-changing world.

In short, schools are charged to ensure that each student will be able to go into the world, fully prepared to achieve, prosper, and contribute. The comprehensive guidance and counseling program is an integral part of the school support system that advances high quality learning opportunities. The comprehensive guidance and counseling program also promotes successful transitions for its students by providing opportunities for each student to acquire and master critical personal and social skills. These essential skills enable each student to learn, to work, to interact with others, and to contribute.

Specifically, OAR 581-022-1510 directs districts to provide a coordinated guidance and counseling program and adopt guidance and counseling goals that assist students to:

- a. Develop decision-making skills;
- b. Obtain information about self;
- c. Understand the educational opportunities and alternatives available to them;
- d. Establish tentative career and educational goals;
- e. Accept increasing responsibility for their own actions;
- f. Develop skills in interpersonal relations, and
- g. Utilize school and community resources.

INTRODUCTION

Guidance and counseling program goals are also reflected in the student diploma and Certificate of Advanced Mastery (CAM) requirements, OAR 581-022-1120 and 581-022-1130, as amended in March of 2002. Each student must:

- Develop an education plan based upon personal interests and tentative career goals and updated at least annually;
- Build an education profile documenting progress;
- Demonstrate academic and career-related knowledge and skills in new and complex situations;
- Demonstrate career-related knowledge and skills in personal management, problem solving, communications, teamwork, employment foundations, and career development;
- Participate in career-related learning experiences that are personally relevant; and
- Meet specific academic performance standards.

These student requirements define the student outcomes that Oregon's Framework for Guidance and Counseling Programs strives to address.

Vision of Comprehensive Guidance and Counseling

Guidance and counseling is an integral part of each school's total educational program and is essential for each and every student's success. It is developmental by design and includes sequential activities organized and implemented by licensed school counselors and other staff in collaboration with administrators, teachers, students, parents, and other community partners. The guidance and counseling program contains the following components - guidance curriculum, individual planning with students, responsive services, system support and integration, and student advocacy. The guidance and counseling program addresses the needs, assets, and potential of each student by facilitating the development of skills for learning to learn, to work, to live, and to contribute to the community.

Assumptions

Oregon believes that comprehensive guidance and counseling programs are a critical part of the overall educational process. The following assumptions about school guidance and counseling underpin the state's framework.

Comprehensive guidance and counseling programs:

1. Are an integral part of the total educational program of every school district in Oregon;
2. Define a delivery system that is comprehensive, systematic, and collaborative.

INTRODUCTION

3. Address the academic, career, personal/social, and community involvement aspects of student development to assist learning at each grade level;
4. Ensure that each and every student in Oregon is provided services needed to achieve success; and
5. Support student academic and career-related knowledge and skills toward individual achievement of Certificate of Initial Mastery, the Certificate of Advanced Mastery, and diploma requirements.

The Mission of Comprehensive Guidance and Counseling Programs in Oregon

The mission of comprehensive guidance and counseling in Oregon is to provide developmental and systematic support to each and every student to ensure the academic, career, personal, and social development and achievement and support participation in the broader community. Comprehensive guidance and counseling programs are proactive and preventative. They enhance learning by assisting students to acquire critical skills for life-long learning and success. They embrace professional standards and models for best practice in the field.

Comprehensive guidance and counseling programs provide an array of interventions and supports for students. These are delivered collaboratively with school staff, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the pre-kindergarten through twelfth grade system with the skills and knowledge to live, learn, work, and contribute in the world effectively as individuals, learners, producers, consumers, family members, and citizens.

Benefits for Stakeholders

Comprehensive guidance and counseling programs benefit our students, parents, teachers, administrators, school counselors, school site councils and advisory groups, business and industry, and the community. Development of a model for school guidance and counseling began in the 1970's with the work of Dr. Norman C. Gysbers, Ph.D., Professor in Educational and Counseling Psychology at the University of Missouri - Columbia. In 2002, the American School Counselor Association (ASCA) published its national model based upon Gysbers' work and years of field research by many other individuals in the counseling profession. The implication of the research clearly supports the adoption of comprehensive guidance and counseling models by our school districts. The findings support the benefits presented below (as summarized by ASCA).

Benefits for Students

A comprehensive guidance and counseling program:

1. Prepares students for the challenges of the future by supporting their academic, career, and personal/social development and community participation.
2. Teaches the skills for a lifetime of learning, career self-management, and social interaction.
3. Relates their educational program to next steps and future success.
4. Broadens knowledge of our changing world.
5. Facilitates career exploration and planning.
6. Assures equitable access to opportunities.
7. Advocates for the individual student.

Benefits for Parents

A comprehensive guidance and counseling program:

1. Prepares their children for the challenges of the future.
2. Develops a system for their child's long-range planning and learning.
3. Ties academics to their child's next steps.
4. Provides support for parents in advocating for their child's academic, career, and personal development.
5. Increases opportunities for parent/school interaction.
6. Facilitates parent access to school and community resources.

Benefits for Teachers

A comprehensive guidance and counseling program:

1. Supports academic success of each student.
2. Clearly defines teachers' guidance role and places it within the context of the guidance and counseling program and student learning.
3. Provides for an interdisciplinary team effort to address student needs and educational goals.
4. Provides consultation to assist teachers in their guidance role.

Benefits for School Counselors

A comprehensive guidance and counseling program:

1. Ensures provision of program content to each student.
2. Enhances the role of the school counselor as a student advocate.
3. Provides a clearly defined role and function.
4. Focuses on critical counseling functions.
5. Provides a tool for program management and accountability.
6. Ensures involvement in the academic mission of the school.

Benefits for Administrators

A comprehensive guidance and counseling program:

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Defines the school counselors' role in enhancing learning and development for each student.
4. Clarifies types of activities to include in a school counselor's job description.
5. Provides a means of evaluating school guidance and counseling programs.

Benefits for the Community

A comprehensive guidance and counseling program:

1. Creates community awareness and visibility of the student support systems required for student success.
2. Enhances economic development through quality preparation of students for the world of work.
3. Provides an increased opportunity for collaboration and participation of community members with the school program.
4. Educates the community to the needs of the school and the school to the needs of the community.

Benefits for Business and Industry

A comprehensive guidance and counseling program:

1. Provides the future workforce with decision-making skills, pre-employment skills, increased worker maturity, and career self-management skills.
2. Increases opportunities for business and industry to participate actively in the total school program.
3. Provides increased opportunity for collaboration among counselors, business, industry, and communities.

FRAMEWORK OVERVIEW

Purpose
of the Oregon
Framework

Purpose of the Oregon Framework

Student
Development
Domains

Oregon's Framework for Comprehensive Guidance and Counseling Programs represents what a school district's program should include and serves as an organizational tool to identify and prioritize the elements of a quality program. It describes four student development domains and fifteen components to guide districts and schools in designing, developing, implementing, and evaluating a comprehensive, developmental, systematic approach to school guidance and counseling programs.

Components
Summary

Student Development Domains

A comprehensive guidance and counseling program facilitates student growth and self-awareness and addresses whatever interferes with a student's ability to participate in the learning process, to learn, and to succeed. Although the content of the program focuses on student development results such as social adjustment, educational planning, personal growth, and good citizenship, it is how these results enhance student learning and success that justifies the existence of the program. The student development domains are used in the Oregon framework to describe broad categories of the skills, knowledge, and attitudes for students to be ready and able to learn and succeed. The domains illustrate the scope of the program content.

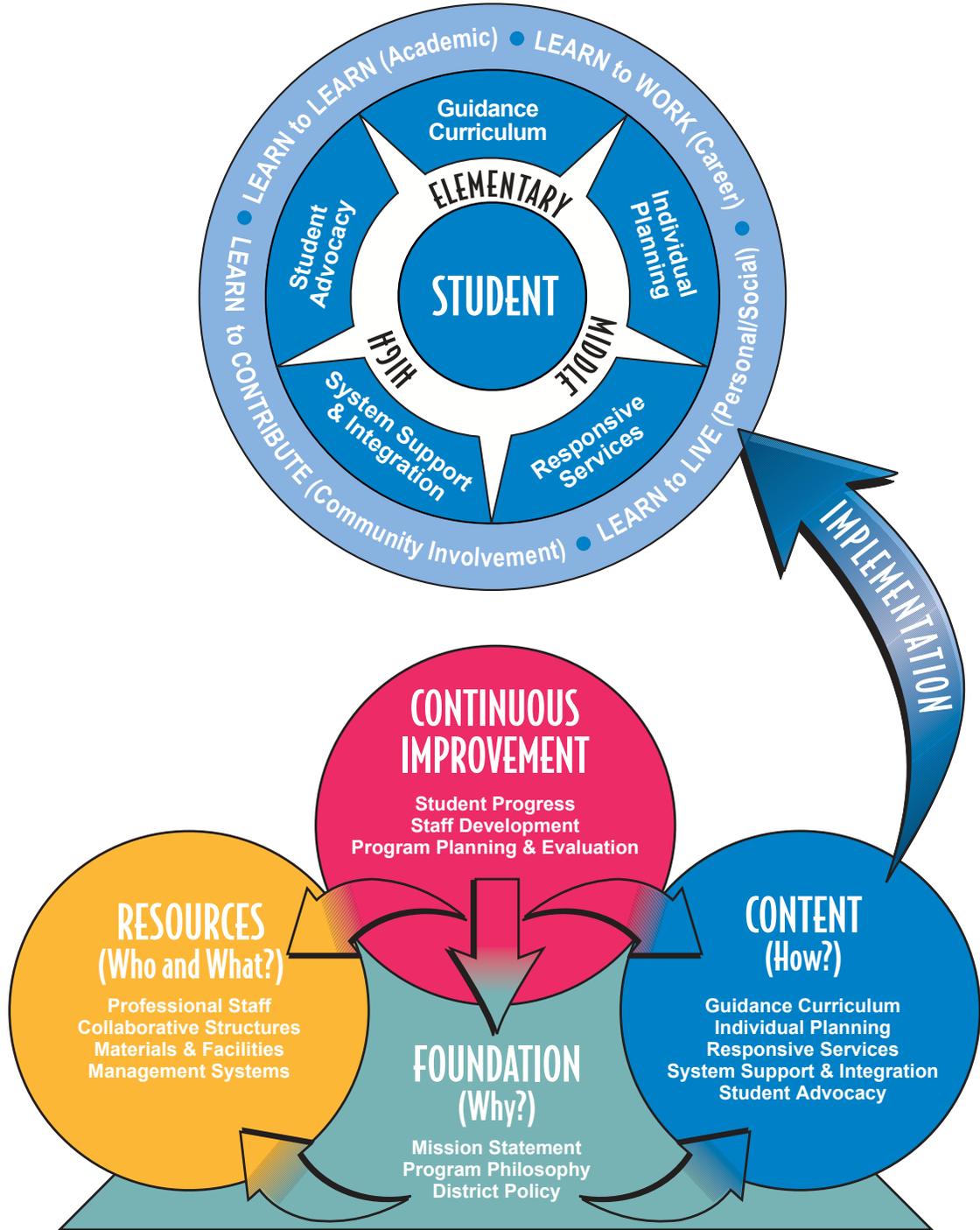
Four student development domains are used throughout Oregon's framework:

- **Learning to Learn** (Academic) - includes skills, knowledge, and attitudes that prepare students to participate fully in the formal school curriculum, achieve high academic standards, and be lifelong learners.
- **Learning to Work** (Career) - includes skills, knowledge, and attitudes that prepare students to plan their education and career paths and manage their careers and work life through personal transitions and economic change.
- **Learning to Live** (Personal/Social)- includes skills, knowledge, and attitudes that prepare students to build, maintain, and nurture relationships with others and to survive and prosper in an increasingly complex world.
- **Learning to Contribute** (Community Involvement) - includes skills, knowledge, and attitudes that prepare students to be involved community members and citizens.

Throughout this document, these concepts are also presented as academic, career, personal/social, and community involvement domains.

FRAMEWORK OVERVIEW

FOR EACH AND EVERY STUDENT...



OREGON'S COMPREHENSIVE GUIDANCE and COUNSELING FRAMEWORK

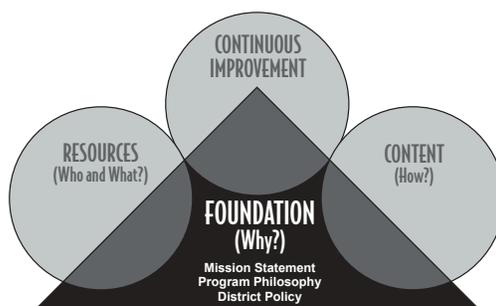
Components Summary

Fifteen components are used to define the essential elements of a comprehensive guidance and counseling program. These fifteen components are organized into four groups - foundation components that define the program, content components that describe the program delivery, resources components that explain the staffing and tools, and continuous improvement components that address strategic evaluation and change.

In the Components sections of this document, each component is defined, and an explanation of the key concepts, the component's relationships to other Oregon educational priorities and rules, and examples of items to consider are provided. Component indicators provide a district self-evaluation tool. (See Appendix C for a sample self-evaluation tool using the complete set of indicators.) A composite look at the fifteen components is provided on the next pages, following the conceptual diagram of the Oregon Framework.

Section A: Foundation Framework

Why do we deliver comprehensive school guidance and counseling? A school district's comprehensive guidance and counseling program is grounded in a set of shared beliefs that are reflected in the program mission and philosophy and anchored in school district policy.



Component 1

Mission Statement

The mission statement is a clear assertion of the purpose of the guidance and counseling program, including how it relates to the overall mission of the school district. It affirms that the guidance and counseling program helps each student prepare for successful transitions into his or her next steps.

FRAMEWORK OVERVIEW

Component 2 **Program Philosophy**

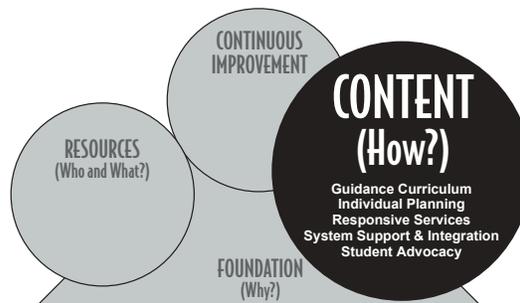
The program philosophy describes the importance of guidance and counseling as an integral part of the educational program in promoting student learning and transitions to a student's next steps. It provides a foundation for the program and a rationale for the program content. It further defines the mission and clarifies the assumptions concerning the program's nature and structure.

Component 3 **District Policy**

School district policy, supporting the comprehensive guidance and counseling program and reflecting pertinent laws, rules, regulations, and standards, institutionalizes the program in the district. Unambiguous district policy is essential for the long-term success of the program and the students it serves.

Section B: Content Framework

How do we deliver the comprehensive guidance and counseling program? A school district's comprehensive guidance and counseling program is based upon specific content that supports individual student growth and development.



Component 4 **Guidance Curriculum**

The guidance curriculum consists of a pre-kindergarten through twelfth grade instructional program that is developmental, preventative, and proactive. The curriculum is comprehensive in content, scope, and sequence; it focuses on student development in the four program domains: academic, career, personal/social, and community involvement. The development of skills and knowledge in these four areas contributes to each student's success in meeting Oregon and school district performance standards and in his or her next steps.

FRAMEWORK OVERVIEW

Component 5

Individual Planning

Individual planning activities assist each student in setting and achieving academic, career, and personal/social goals and in pursuing community involvement and post high school interests and plans. These activities support the development of the education plan that personalizes each student's learning and the documentation of progress and achievement in the education profile.

Component 6

Responsive Services

The purposes of responsive services are to collaborate with and intervene on behalf of each student whose immediate needs, concerns, or problems are distracting or impeding his or her academic, career, or personal/social development or community involvement.

Component 7

System Support and Integration

System support and integration activities require the guidance and counseling program staff members to contribute their knowledge and skills in promoting the infusion of the program throughout the school and overseeing program content. Activities include delivering professional development, providing consultation and collaboration, and coordinating program delivery.

Component 8

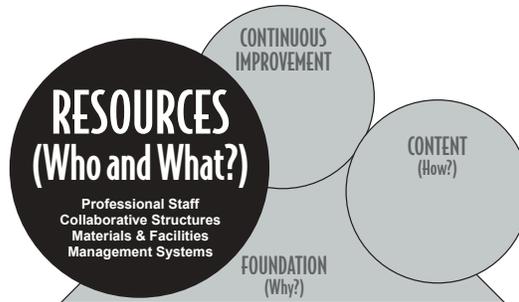
Student Advocacy

Student advocacy ensures that each and every student receives equitable access and opportunities through accommodations, modifications, special assistance, or any other support services required for him or her to participate and succeed in school programs and successfully transition from school to adult life.

FRAMEWORK OVERVIEW

Section C: Resources Framework

Who delivers the comprehensive guidance and counseling program and what do we need to deliver it? A school district's comprehensive guidance and counseling program requires adequate resources in the form of program staff, facilities and materials, advice and collaboration, and management processes to provide effective services to students.



Component 9

Professional Staff

The guidance and counseling program requires the participation of all school staff to provide comprehensive, integrated services to each student. Professional staff guides the program team as it plans, designs, implements, documents, and evaluates the program. The presence of licensed school counselors as team leaders and members enhances the likelihood of program success.

Component 10

Collaborative Structures

Effective communication between the guidance and counseling program and all stakeholders requires the formation of collaborative structures within the school and with the community. These structures may include site councils and program advisory committees. They may also include partnerships with employers and other community members to generate learning experiences, program resources, and individual student supports.

Component 11

Materials and Facilities

The guidance and counseling program requires curriculum materials, guidance and counseling tools, and access to facilities and equipment appropriate to carrying out the full intent of district policy. In some schools, this may include a career resource room or counseling center to serve as the focal point of all program services and activities.

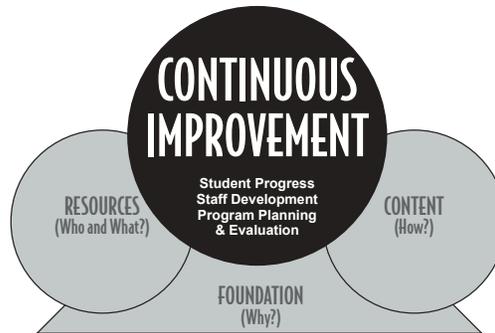
FRAMEWORK OVERVIEW

Component 12 **Management Systems**

Management systems support the creation, maintenance, and enhancement of the comprehensive guidance and counseling program. In addition to securing adequate financial resources for staff, materials, and facilities, management systems ensure ongoing development, systemic change, program integrity, and public relations.

Section D: Continuous Improvement Framework

Are we successfully delivering comprehensive guidance and counseling to each and every student? A school district's comprehensive guidance and counseling program is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation mechanisms.



Component 13 **Student Progress**

Comprehensive guidance and counseling programs exist to support the school's mission and individual student success. Review and analysis of individual, group, and aggregate data on student progress provide the foundation for program evaluation and program improvement activities.

Component 14 **Staff Development**

Staff roles and responsibilities for the comprehensive guidance and counseling program are explicit in program plans, position descriptions, and performance indicators. Staff development is provided to upgrade skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

FRAMEWORK OVERVIEW

Component 15 Program Planning and Evaluation

Program planning and evaluation for the comprehensive guidance and counseling program is an integral part of the overall school improvement planning and evaluation process. Initial planning establishes program objectives and sets a course of action. Regular program evaluations provide accountability measures and data to assist in improvement plans. These on-going evaluation activities are part of the school's total assessment process.

THE COMPONENTS

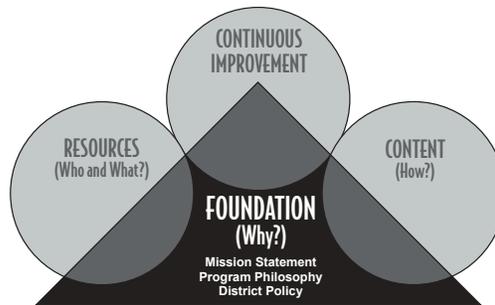
SECTION A: FOUNDATIONS FRAMEWORK

Mission
Statement

Program
Philosophy

District Policy

A school district's comprehensive guidance and counseling program is grounded in a set of shared beliefs that are reflected in the program mission and philosophy and anchored in school district policy.



A firm foundation for a school district's guidance and counseling program should be constructed so that the program can develop with consistency, focus, and comprehensiveness and can sustain itself through periods of change and evolution. The foundation components answer the question "why?" - why does the school district need a program and why deliver it as part of the total education program? Addressing these questions through stakeholder involvement ensures that the program is an integral part of the total educational program for student success.

Initial dialogue about comprehensive guidance and counseling may include discussion around the following fundamental issues:

- Do we believe that all students can achieve given proper support?
- Do we believe that students have different learning styles and that they respond differently? How do we react to these differences?
- Do we believe we can provide for academic, career, and personal/social development for every child? Do we believe we can support the community involvement of every child?
- What responsibility does the district's guidance and counseling program have in support of the district's overall mission?
- What role does the district's guidance and counseling program have in supporting school improvement efforts?

Foundations Framework Components

The first three framework components relate to creating the building blocks for program success. The first two, **mission statement** and **program philosophy**, reflect the beliefs of the stakeholders about comprehensive guidance and counseling. They provide a baseline for design, implementation, and evaluation decisions. The third component, **district policy**, is the public political statement of support for that mission and the program that evolves from

Component 1: Mission Statement

The mission statement is a clear assertion of the purpose of the guidance and counseling program, including how it relates to the overall mission of the school district. It affirms that the guidance and counseling program helps each student prepare for successful transitions into his or her next steps.

An essential building block for a school district's guidance and counseling program is the mission statement. A mission statement gives the program overall direction by describing the program purpose and providing the vision of what is desired for each and every student. The district's guidance and counseling mission statement does not stand separate from its overall mission; rather, it reflects and is a subset of that mission. The guidance and counseling program supports student learning while making unique contributions to academic, career, and personal/social development and community involvement, nurturing growth and progress in these domains. The program's mission is a clear, concise, and specific statement that defines the program's intent and contributions.

A mission statement can be a few sentences in length or much more detailed. The key to an effective statement is that all stakeholders (students, parents, school staff, district leadership, and involved community members) can support it. According to the American School Counselor Association, a mission statement:

- Keeps the program's focus on doing the right things;
- Establishes a structure for innovations;
- Creates one vision; and
- Provides an anchor in the face of change.

SECTION A: FOUNDATIONS FRAMEWORK

Sample District Mission Statements

Sample #1

The mission of the Comprehensive Guidance and Counseling Program of XYZ School District is to assist each and every student in acquiring the knowledge, skills, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners.

Sample #2

The Comprehensive Guidance and Counseling Program of ABC School District is an integral component of the district's total program, supporting the education and development of each student by promoting individual uniqueness, multicultural diversity, and maximum development of each student's potential. The program assists in the educational, career, and personal/social growth and community involvement of each student. The ultimate goal of the program is that each student will graduate with the personal, academic, and career-related skills and knowledge to be able to make self-directed, realistic, and responsible decisions in an increasingly complex world.

Mission Statement Indicators

- A program mission statement expressing its purpose and indicating the content to be learned and the long-range results desired for each and every student is in place.
- The mission statement supports the mission statements of the school district and its schools.

Component 2: Program Philosophy

The program philosophy describes the importance of guidance and counseling as an integral part of the educational program in promoting student learning and transitions to a student's next steps. It provides a foundation for the program and a rationale for the program content. It further defines the mission and clarifies the assumptions concerning the program's nature and structure.

The program philosophy is an agreed-upon set of guiding principles that are followed when planning and implementing the comprehensive guidance and counseling program. Establishing a program philosophy is important because it describes the common core of beliefs and values that support the program's development and management. A statement of philosophy articulates program rationale and assumptions, motivates program innovations, and guides professional contributions and actions.

SECTION A: FOUNDATIONS FRAMEWORK

The philosophy statement provides an opportunity to affirm school improvement goals by acknowledging the critical nature of guidance and counseling in supporting students while in school and preparing students for next steps after high school. For example, the philosophy statement may reflect goals related to:

- developing individual assets of commitment to learning, positive values, social competencies, and positive identity;
- helping students succeed in school, community, and family settings;
- advocating for students and addressing barriers to learning, temporary or permanent;
- delivering the career and life-role common curriculum goals;
- meeting the career-related learning standards;
- preparing students for multiple life roles;
- supporting students in developing personalized education plans and profiles;
- ensuring postsecondary connections; and
- providing tools for students to learn within a relevant contextual framework.

A program philosophy statement may also include specific assumptions that underpin it. Assumptions shape plans and decisions whether they are explicitly stated or not. In program implementation, they are critical to record so that school district staff, students, parents, and community members are operating from a consistent set of information. Assumptions for a comprehensive guidance and counseling program may include a variety of ideas and concepts. For example, the assumptions made in creating this Oregon Framework for Comprehensive Guidance and Counseling Programs are included in the Introduction on pages 2 and 3.

The philosophy statement answers four basic questions:

1. Why is the program needed?
2. How is the program connected to the educational goals of the district?
3. What are the intended results for each student?
4. How will students be different because of the program?

The philosophy statement may also address:

- a. the ability of all students to achieve;
- b. student developmental needs associated with learning and success during and after school;
- c. persons to be involved in the planning, delivery, and management of program activities;
- d. evaluation as a tool for program improvement; and
- e. adherence to relevant ethical guidelines and professional standards.

SECTION A: FOUNDATIONS FRAMEWORK

Sample Philosophy Statement

XYZ School District believes that our comprehensive guidance and counseling program is an essential and integral part of our district's educational program. We understand that guidance and counseling is vital for our students to achieve personalized, relevant learning and to develop meaningful educational plans while in school and beyond. We believe that growth and learning are developmental and, therefore, the guidance and counseling program must be developmental and sequential. We believe that the academic, career, personal-social, and community involvement skills and knowledge that students need for success in school and in life are attainable when guidance and counseling is provided in a consistent and developmental way for each and every student. We acknowledge that guidance and counseling is not a service offered by one person or department but a program coordinated with all educators in a building and articulated between buildings. We recognize that the program content must be integrated into the curriculum and other services and must involve parents and the broader community.

XYZ School District's Comprehensive Guidance and Counseling Program, when fully implemented, will:

- Address the needs of 100 percent of the student population;
- Be an integral part of the instructional program and the total educational experience;
- Include structured activities based upon the needs of each student, including developmental, preventative, and remedial services;
- Provide accountability and continuous improvement through annual review of student progress and program and staff evaluation;
- Include appropriate professional development for all staff to maintain a quality program;
- Depend upon the support and collaboration of administrators, teachers, other school personnel, students, and the community;
- Be coordinated and implemented by licensed school counselors.

Program Philosophy Indicators

- A program philosophy connecting the comprehensive guidance and counseling program to the educational goals of the district has been written.
- The program philosophy statement discusses the need for the comprehensive guidance and counseling program and the rationale for its structure.
- The program philosophy statement identifies the values and beliefs, guiding principles, and other premises that are critical to program implementation in the district.

Component 3: District Policy

School district policy, supporting the comprehensive guidance and counseling program and reflecting pertinent laws, rules, regulations, and standards, institutionalizes the program in the district. Unambiguous district policy is essential for the long-term success of the program and the students it serves.

School board policies reflect the official district goals for student learning and the total education program delivered in a school district. A district policy represents a statement of commitment and describes the essential elements of a course of action that has governing board support. A policy influences critical decisions concerning the program during planning, implementation, and continuous improvement. Clear policy directives are essential for the successful operation of any program in a school district over time.

The endorsement of the school district board is key in proceeding with the implementation of the comprehensive guidance and counseling program. Without its support, it is impossible to commit resources or change priorities for existing resources. The correct timing for policy recommendations will vary by district and policy content. Regardless of when a comprehensive guidance and counseling program policy is presented for action, the board should be informed at the earliest possible time of the development efforts and the projected timeframe for board review and action.

The following Oregon Administrative Rules (OARs) reflect the school district level requirements for guidance and counseling programs and related activities, and these rules can be mirrored and expanded upon in local board policy statements:

- OAR 581-022-1510 directs districts to provide a coordinated guidance and counseling program and adopt guidance and counseling goals.
- OAR 581-022-1120 establishes the requirements for the Certificate of Advanced Mastery, which include district support to students for development of education plans and profiles as well as other career-related skills, knowledge, and activities.
- OAR 581-022-1130 establishes the requirements for the high school diploma, which include district support to students for development of education plans and profiles as well as other career-related skills, knowledge, and activities.
- OAR 581-022-0405 requires instructional goals at each grade level around career education.

(The full text of these OARs can be found in Appendix A.)

SECTION A: FOUNDATIONS FRAMEWORK

Sample District Policy Statement

It is the policy of XYZ School District Board that the Comprehensive Guidance and Counseling Program assists each and every student in acquiring the knowledge, skills, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners.

To do this, as an integral and central part of its educational program, each school building will deliver guidance curriculum, individual education planning, and services responsive to individual needs that are developmentally appropriate. Staff assignments will be made to ensure these program elements are carried out. Through a district level program team, the district will coordinate and articulate these services between buildings and with other community resources.

As a district's guidance and counseling program progresses, periodic presentations to the board keep its members apprised of development status, curriculum activities, and program accomplishments. Trust develops as a result of shared information and active feedback opportunities. Trust between the program team and the school district leadership will generate an enduring support for the program.

School district boards also provide a key link between schools and policy makers in Salem. As elected spokespeople for their communities, they are in the position to articulate the impact of school guidance and counseling on student success. Reporting regularly about the program ensures that they understand that the program content is integral to the district's mission.

District Policy Indicators

- The school district's board has recognized the comprehensive guidance and counseling program as an integral part of the entire educational program in appropriate policy documents and directives.
- The school district's board has adopted guidance and counseling program goals, specified activities for achievement of these goals, ensured school-level goals and activities, and assigned guidance and counseling responsibilities to staff in accordance with OAR 581-011-1510.
- The school district's board is updated at least annually on program status and continuous improvement efforts.

THE COMPONENTS

SECTION B: CONTENT FRAMEWORK

Guidance
Curriculum

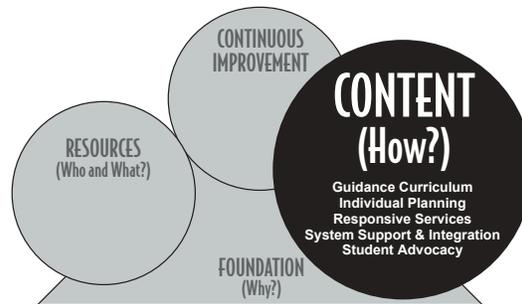
Individual
Planning

Responsive
Services

System Support
and Integration

Student Advocacy

A school district's comprehensive guidance and counseling program is based upon specific content that supports individual student growth and development.



The content framework answers the question "how?" - how does a school district deliver comprehensive guidance and counseling? A comprehensive guidance and counseling program includes an umbrella of services and curriculum provided to all students to assist them in achieving their full potential in school and in life. The content of the program includes career and life role education to prepare students to integrate the demands of six life roles into family, community, and workplace settings. The six life roles are:

- individual
- learner
- producer
- consumer
- family member
- citizen

The career and life role education and educational planning content of a comprehensive guidance and counseling program help students connect the personal side of their lives ("learning to live") to educational growth ("learning to learn"), career development ("learning to work"), and community involvement ("learning to contribute"). These areas are referred to as domains; they address the academic, career, and personal/social development and community involvement needs of each student.

SECTION B: CONTENT FRAMEWORK

There is a close interrelationship and balanced emphasis among the development domains used in the framework. In the delivery of comprehensive guidance and counseling content, the focus on academic, career, personal/social, and community involvement will change by grade level, based upon the developmental needs of the students. The four domains are also interdependent; articulation among domains is critical to consider. For example, decision-making skills are useful in all four domains - individuals need to make decisions in all life roles. Decision-making skills must be taught over the course of the pre-K to 12th grade curriculum to support students in making good choices about learning, living, educational and career plans, and contributing to their communities.

Content Requirements

A comprehensive guidance and counseling program describes what is expected of students as a result of effective guidance program development, implementation, and evaluation. What students are expected to learn and be able to do is the focal point around which program activities are implemented. Although specific student outcomes are determined at the district and building levels, these outcomes must be informed by the state's requirements.

As noted in the introduction, Oregon Administrative Rule (OAR) 581-022-1510, Guidance and Counseling, describes district and school level guidance and counseling program goals. OAR 581-022-1120, Certificate of Advanced Mastery Requirements, and OAR 581-022-1130, Diploma Requirements, expand on these goals as they relate to the Certificate of Advanced Mastery and the high school diploma requirements. Based upon these rules, a guidance and counseling program must assist students to:

- **Develop** their **personal assets** such as responsibility, decision-making, and interpersonal relations.
- **Meet** specific **academic performance** (Certificate of Initial Mastery) **standards**.
- **Demonstrate** career-related knowledge and skills (Career and Life-Role Common Curriculum Goals and **Career-Related Learning Standards, CRLS**) in
 - Personal management** (including accepting increasing responsibility for their actions and developing skills in interpersonal relations);
 - Problem solving** (including developing decision-making skills);
 - Communications**;
 - Teamwork** (including developing skills in interpersonal relations);

SECTION B: CONTENT FRAMEWORK

Employment foundations (including utilizing school and community resources); and

Career development (including obtaining information about self, understanding the educational opportunities available to them, and establishing tentative career and education goals).

- **Develop an education plan**, based upon personal interests and tentative career goals and updated at least annually.
- **Build an education profile** documenting progress.
- **Demonstrate extended application** or academic and career-related knowledge and skills in new and complex situations related to the education plan.
- **Participate in career-related learning experiences** that are personally relevant.

SECTION B: CONTENT FRAMEWORK

The Career-Related Learning Standards

The Career-Related Learning Standards describe broad, transferable life skills that are essential for students to succeed - in their current and future academic pursuits, life, work, and communities. As such, they describe the student performance standards that underpin the goals of learning to learn, work, live, and contribute. The table summarizes Oregon's six Career-Related Learning Standards.

Personal management	Skills to monitor one's work and behavior, act appropriately and responsibly, and organize assignments are examples of personal management skills. They are critically important to success in school and work. Students are expected to exhibit appropriate work ethic and behaviors in school, community, and workplace.
Problem solving	Problems exist in all life situations, and problem-solving skills are highly valued in school and the workplace. In addition to knowing the processes that facilitate finding solutions, problem solving uses creative thinking, decision making, reasoning, and knowing how to learn. Students are expected to apply decision-making and problem-solving techniques in school, community, and workplace.
Communication	Communication skills are foundation or basic skills. Communication includes reading, writing, listening, and speaking. Students are expected to demonstrate effective communication skills to give and receive information in school, community, and workplace.
Teamwork	Teams are not only important on the athletic field. All aspects of life require people to work effectively as members of teams. Students, employees, and family members must work cooperatively with others and contribute ideas, suggestions, and effort. Students are expected to demonstrate effective teamwork in school, community, and workplace.
Employment foundations	Different types of jobs require different sets of skills, abilities, and knowledge. However, all jobs require some common employability skills. Students are expected to demonstrate academic, technical, and organizational knowledge and skills required for successful employment.
Career development	Career development is a life-long process. People must navigate their careers through transitions in their own lives and through transformations in their jobs and industries. In the rapidly changing world of work, career self-management and life-long learning are critical skills. Students are expected to demonstrate career development skills in planning for school and post high school experiences.

SECTION B: CONTENT FRAMEWORK

Student Outcomes and Indicators

School districts must develop their content, scope and sequence, and indicators to support student academic achievement and to address the career-related learning standards and other career-related content requirements. In doing so, districts may want to consider the national standards that have already been developed.

American School Counselor Association's (ASCA) National Standards for Counseling Programs and the National Career Development Guidelines from the National Occupational Information Coordinating Committee (NOICC) are resources that have been broadly used in developing district and school program content. The NOICC competencies/indicators and the ASCA standards/competencies, along with a matrix comparing them to the Oregon standards and graduation requirement, are provided in Appendix B.

Content Framework Components

The next five framework components describe comprehensive guidance and counseling program delivery. They categorize the essential activities and services of a comprehensive program: **guidance curriculum, individualized planning, responsive services, system support and integration, and student advocacy.**

Component 4: Guidance Curriculum

The guidance curriculum consists of a pre-kindergarten through twelfth grade instructional program that is developmental in design, preventative, and proactive. The curriculum is comprehensive in content, scope, and sequence; it focuses on student development in the four program domains: academic, career, personal/social, and community involvement. The development of skills and knowledge in these four areas contributes to each student's success in meeting Oregon and school district performance standards and in his or her next steps.

The school district's guidance and counseling program is a written instructional program. It provides students with an understanding of their own growth and development. It assists students in acquiring and using life skills, positive values, social competencies, and self-understanding. It supports their academic success and their educational plans. Helping students learn how to make life decisions and cope with life changes, including transitions from grade levels or buildings within the academic setting, is an important element of the curriculum.

SECTION B: CONTENT FRAMEWORK

The guidance curriculum forms the foundation for the school district’s systematic delivery of guidance and counseling program content. The curriculum is designed to support student growth in academic, career, and personal/social maturity and community involvement at each grade or developmental level. It is aligned to the Career and Life Role Common Curriculum Goals. At the high school level, it supports student achievement of the certificates of mastery and the high school diploma.

The curriculum includes a variety of structured strategies, activities, or units presented systematically through classrooms, large groups, school-wide activities, parent workshops, and community events. School or district guidance and counseling program staff oversee the design, implementation, and evaluation of the curriculum. However, classroom teachers, community members, support staff, and administrators all may help in its delivery.

While the overall content of the curriculum is driven by the district’s guidance and counseling mission statement and district and state standards for students, the school’s delivery of it curriculum is focused by the school staff to address the particular needs of its student body. In addition, attention should be given to articulation of program objectives between buildings so that students understand the connection between their past learning and the expectations at the next level.

In the design of the scope and sequence and in the delivery of the instruction, the curriculum addresses learning style and individual developmental level differences. Accommodations are made for learning disabled, second language, and other conditions encountered by students. Students’ choices and progress are shared with parents and guardians on a regular basis. Parents are also encouraged to provide input and reinforce learning at home.

Guidance Curriculum Delivery Strategies

Classroom instruction: *Guidance-focused learning activities or units are presented as part of a regular class.*

Large and small group activities: *Group activities are organized outside the classroom to respond to student needs or interests.*

School presentations: *School-wide activities or events are provided to focus on particular student concerns or needs.*

Parent workshops: *Staff conduct informational sessions or workshops related to guidance and counseling objectives of particular interest to parents and guardians.*

Community events: *Students participate in events outside of their own school that support the development of their skills and knowledge and an understanding of their communities and the world in which they live.*

Guidance Curriculum Indicators

- The guidance curriculum is written to address the four development domains and the Career and Life Role Common Curriculum Goals.
- The guidance curriculum identifies indicators for student learning and assessment methods.
- The guidance curriculum identifies the delivery strategies to be used and the staff responsible.
- The guidance curriculum is articulated between grade levels and between school buildings.
- The guidance curriculum has been reviewed and adopted in the same way other curricular areas are reviewed and adopted in the school district.

Component 5: Individual Planning

Individual planning activities assist each student in setting and achieving academic, career, and personal/social goals and in pursuing community involvement and post high school interests and plans. These activities support the development of the education plan that personalizes each student's learning and the documentation of progress and achievement in the education profile.

One of the cornerstones for student success in Oregon education is personalized education. The key to delivering on this promise is individual planning - each and every student must articulate personal, educational, and career goals and develop plans to attain these goals. These plans are not static but reflect the developmental nature of the planning process through regular review and update. Progress and achievement toward the goals are documented in the education profile and reflected in the updated plan.

To earn the **Certificate of Advanced Mastery** and the **high school diploma** in Oregon, each student must develop an **education plan** and build an **education profile**.

This means that each and every student must:

- *identify personal, academic, and evolving career interests;*
- *develop, review, and update his or her learning plan in preparation for post-high school next steps; and*
- *build an education profile by documenting his or her progress and achievement.*

SECTION B: CONTENT FRAMEWORK

Individual planning requires that students develop the requisite research, analysis, and decision-making skills. It also requires that students understand and embrace their personal responsibility for their own learning and success.

Comprehensive guidance and counseling programs deliver individual planning activities to support personalized and meaningful learning. Skills and knowledge of planning processes may occur in the delivery of guidance curriculum. However, support for each student in his or her unique academic, career, personal, and community involvement plans and the implementation of those plans occurs in one-on-one advisement activities.

The systematic delivery of individual planning activities ensures that each and every student has a documented strategy for success in school. Individual planning activities begin in elementary school. Parents and guardians are included in these activities. There is a concrete relationship between the guidance curriculum at each level and the individualized planning topics.

Elementary schools

Individual planning activities focus on awareness of and reflection on self-concept, learning style and skills, interpersonal skills, decision-making, and personal responsibility. Individual planning activities may be an integral part of parent/teacher conferences.

Middle schools

Students move from an awareness level to understanding and application. In seventh grade they begin their personalized education plan. In addition to the topics from elementary school, career exploration and education options are discussed.

High schools

Individual planning activities provide an opportunity for consultation with students regarding their goals and plans. Examples of activities that require individualized support include the following:

- Review of student test scores, interpretation of the results, and plans for action
- Review and interpretation of formal career assessment instrument results
- Discussion about academic achievement and planning for interventions
- Dialogue about self-assessment and personal management
- Review of behavior plans
- Planning career-related learning experiences and extended applications
- Review of high school course plans and annual course registration
- Discussion and strategizing for post high school plans, including but not limited to postsecondary education options, work preferences, college applications, and financial aid processes

SECTION B: CONTENT FRAMEWORK

Individual Planning Indicators

- Procedures are in place in all schools for appropriate individual planning activities for all students and their parents or guardians.
- Students are supported in the development of individual education plans beginning in seventh grade.
- Individual student plans are reviewed and updated at least annually.

Component 6: Responsive Services

The purposes of responsive services are to collaborate with and intervene on behalf of each student whose immediate needs, concerns, or problems are distracting or impeding his or her academic, career, or personal/social development or community involvement.

The responsive services component of the comprehensive guidance and counseling program consists of activities designed to address immediate needs and concerns of students. This component stresses the importance of being accessible to students and proactive in responding to academic, career, personal/social, or community involvement issues at the time they make their needs known. Responsive services are available to each student and are often student initiated through self-referral. Teachers, parents or guardians, or others may also refer students for assistance.

Not all schools in Oregon have on-site school counselors. Even so, in order to deliver responsive services, access to skilled counseling professionals is critical. Licensed school counselors have unique training to respond to the personal, social, and academic needs and concerns of students. They are qualified to evaluate the wide range of situations that arise for students, develop plans with students, broker the services necessary, and respond to concerns of students, parents, and staff. They can provide a leadership role in crisis intervention.

Individual and small-group counseling helps students understand themselves and identify problems, causes, alternatives, and possible consequences so they can take appropriate action. Such counseling is normally short-term in nature. School counselors use their unique expertise for immediate intervention; however, school counselors do not provide therapy. When services to the student or student's family require more than short term interventions, referrals are made to appropriate community resources.

In any school (those with on-site professionals as well as those with off-site staff),

SECTION B: CONTENT FRAMEWORK

Responsive Services Delivery Strategies

Individual and small-group counseling: *Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks.*

Consultation: *School guidance and counseling staff consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families.*

Referrals: *Counselors use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.*

Crisis counseling: *Crisis counseling provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short-term and temporary in nature.*

Peer facilitation: *Students may be trained as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others.*

school counselors work as part of a team to ensure that the student needs are met. Therefore, counselors need the cooperation and support of the faculty and staff and knowledge of varied community resources for referral. Large districts may have child development specialists, social workers, school psychologists, nurses, drug and alcohol specialists, and other professionals to whom the student can be referred for specific interventions. In smaller districts and schools, referral to community resources may be needed, requiring the school to know critical community resources and to have referral protocols for them.

In designing and delivering responsive services for students, comprehensive guidance and counseling programs need to be proactive to ensure that each student is served. Responsive services include a range of activities along a continuum, from early intervention to crisis response, to meet individual student needs. School guidance and counseling staff consult with parents or guardians, school personnel, and others as appropriate when developing plans and strategies. Ongoing responsive services, such as individual and group counseling, crisis management, and suicide prevention, are planned and goal-focused and evaluated.

Responsive Services Indicators

SECTION B: CONTENT FRAMEWORK

- Individual counseling services are available to all students; small group counseling is available for specific types of issues or interventions upon request or referral.
- Responsive services are planned in consultation with teachers, administrators, parents or guardians as appropriate to the situation.
- The district has developed a crisis management plan with written procedures to be used in crisis situations. Protocols are established for referral to school (for example, the crisis team, school administrators, school nurses, child development specialists, school counselors, school psychologists, social workers) and community professionals.

Component 7: System Support and Integration

System support and integration activities require the guidance and counseling program staff members to contribute their knowledge and skills in promoting the infusion of the program throughout the school and overseeing program content. Activities include delivering professional development, providing consultation and collaboration, and coordinating program delivery.

The system support and integration component addresses the need for the school and school district to acknowledge and plan for the involvement of guidance and counseling staff in the maintenance and enhancement of the program. From leadership and involvement in initial planning of the program to continuous program improvement, responsibilities related to support and integration activities are built into staff job descriptions to ensure that these critical tasks are assigned and that they occur.

The guidance and counseling program is an essential school support system in Oregon's school improvement design. As such, the guidance and counseling program staff members provide leadership and advocacy for integration of the program framework, content, resources, and continuous improvement components into the overall school improvement plans. Although development and implementation activities may occur through separate structures, periodic interface between the guidance and counseling program activities and other school improvement efforts is essential to maintain program integrity.

In particular, the guidance and counseling program mission, content, and activities need to be coordinated at the district and school level with other support programs, such as health, drop-out prevention, and other student services. Often, these special support programs have goals and activities in common with the guidance and counseling program. Working together to create integrated curriculum, similar skill development strategies, and common language will enhance the student learning.

SECTION B: CONTENT FRAMEWORK

System Support and Integration Activities

Communication: *Build school level understanding of the program goals, content, and implementation strategies.*

Program coordination: *Oversee the implementation of the program plans and the coordination of the program content within the school and participate with other staff to ensure the articulation of program goals between schools.*

Professional development: *Provide in-service instruction to other school staff members in guidance curriculum delivery, individual planning activities, and other topic areas of special concern to the school and the community.*

Consultation: *Through regular consultation with teachers, other school staff, and parents or guardians, receive feedback on the emerging needs of students.*

Collaboration and partnering: *Participate in related building and district groups, such as site councils and advisory committees, to ensure integration of program goals and activities; also engage community members in support of program goals by providing information about the program and its activities to the broader community.*

Community outreach: *Learn about, interface with, and develop shared referral protocols with community resources that can support the program mission and activities.*

Shared responsibilities: *As a building and district team member, perform a fair share of responsibilities required of all educators in the building and district.*

System Support and Integration Indicators

- The guidance and counseling program staff is involved in the school improvement teams of the school and the school district.
- The guidance and counseling program staff members provide regular in-service training and consultation to other staff in the relevant guidance and counseling program content and methods.
- The guidance and counseling program staff are involved with the broader community to communicate, collaborate, and generate support for the program.
- The guidance and counseling program staff reviews student progress and program implementation to recommend improvements and changes to the program.
- The guidance and counseling program staff members are assigned a fair share of other building and district responsibilities and tasks.

Component 8: Student Advocacy

Student advocacy ensures that each and every student receives equitable access and opportunities through accommodations, modifications, special assistance, or any other support services required for him or her to participate and succeed in school programs and successfully transition from school to adult life.

The guidance and counseling program advocates for the academic and personal success of each and every student. It provides structures to ensure that the educational needs of each student are addressed at every level of the school experience. A comprehensive guidance and counseling program works proactively with students and their parents to remove barriers to learning and to meet high standards.

Student advocacy activities are designed to:

- Support the personalized, active, and meaningful learning of each and every student;
- Encourage each student in the attainment of individual educational, personal, and career goals;
- Empower students to be advocates for themselves and others;
- Minimize barriers so that each student has increased opportunity for success in school and in life;
- Ensure that student educational needs are addressed at every educational level;
- Work proactively to remove personal and social barriers to learning;
- Identify and work toward the removal of systemic barriers that impede a student's academic success;
- Promote equity by providing access to quality curriculum for each student; and
- Further the achievement of high standards.

Although student advocacy is for each and every student, the guidance and counseling program addresses students with special needs by designing program activities with a particular sensitivity to the possible barriers for these students. This may include providing curriculum materials and adaptive resources to meet the needs of students with varying reading levels, learning styles, and languages. Teachers and other staff members may participate in in-service activities to help them develop the skills to address the special needs of students. Sensitivity to issues related to gender, sexual orientation, social and economic status, ethnicity and race, language, and religion need to be built into program design considerations. Program staff may connect to professionally trained special needs personnel to ensure the participation of special needs students in guidance and counseling activities.

SECTION B: CONTENT FRAMEWORK

Program design should address:

- *Academic disadvantage*
- *Economic disadvantage*
- *English language learners*
- *Students with disabilities*
- *High achieving students*
- *Single parents and single pregnant women*
- *Students preparing for non-traditional employment or training*
- *Students from diverse cultural backgrounds*
- *Students in juvenile justice or corrections programs*
- *Students at risk of dropping out*
- *Sexual orientation*
- *Other barriers to educational achievement*
- *Any student in need of support*

The Education Trust's initiative on Transforming School Counseling addresses the importance of the advocacy function. (See Appendix D for more information about this initiative.) Within their definition of school counseling, they point out that school counseling is:

*A **profession** that focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success. The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, the trained school counselor must be **an assertive advocate creating opportunities for all students to nurture dreams of high aspirations**. The counselor assists students in their academic, social, emotional and personal development and helps them to define the best pathways to successfully achieve their dreams. The school counselor serves as a leader as well as an effective team member working with teachers, administrators and other school personnel to make sure that each student succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources.*

SECTION B: CONTENT FRAMEWORK

Thus, student advocacy ensures educational equity and respect for the diversity of each and every student. It seeks to guarantee that differences between individual students and between groups of students are recognized and supported. Student advocacy for educational equity makes certain that each student has the opportunity to derive maximum benefit from his or her education, regardless of race, gender, ethnicity, national origin, or any other factor that might separate a student or group of students.

Student Advocacy Indicators

- Guidance and counseling program staff members are encouraged to act as advocates in addressing the development needs of any student facing barriers to success with teachers, administrators, other staff member, parents and guardians, and community resources in the best interest of the student and his or her family.
- Student confidentiality guidelines and professional ethical standards are in place and understood by program staff.
- Guidance and counseling program staff work closely with special needs staff to appropriately serve students with special needs.

THE COMPONENTS

SECTION C: RESOURCES FRAMEWORK

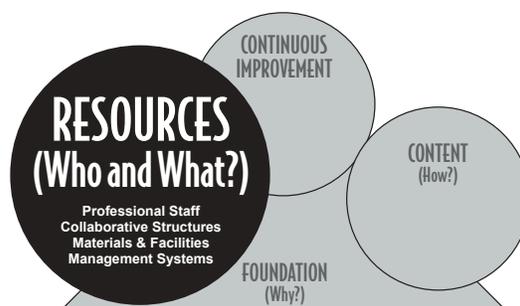
Professional
Staff

Collaborative
Structures

Materials
and Facilities

Management
Systems

A school district's comprehensive guidance and counseling program requires adequate resources in the form of program staff, facilities and materials, advice and collaboration, and management processes to provide effective services to students.



The resources components of the guidance and counseling program framework answer the questions "who?" and "what?" - who delivers the comprehensive guidance and counseling program and what do they need to deliver it? These components describe the need to be explicit about the personnel, materials, and support resources that will be used to deliver the content described in the previous five components. Just as the school district organizes the educational program and supports its implementation with staff, books, facilities, oversight, and management systems, so too must the comprehensive guidance and counseling program be organized and supported.

The resources components do not suggest the development of new processes or systems. Rather the intent of the section is to clarify how the existing processes and systems of the school district should be applied to the guidance and counseling program and to point out some of the unique program features that should be considered in applying these processes and systems. This section stresses the importance of three qualities:

- **Clear expectations** - about who is responsible for the planning and delivery of the program and what will be available in terms of space, materials, supplies, and equipment;
- **Purposeful interaction** - among those who can help build and deliver the most effective program for students; and
- **Effective and efficient management processes** - which provide the administrative support structures that ensure student growth and development in the four program domains.

SECTION C: RESOURCES FRAMEWORK

Resources Framework Components

The next four framework components describe the support elements required to deliver a comprehensive guidance and counseling program: **professional staff, collaborative structures, materials and facilities, and management systems.**

Component 9: Professional Staff

The guidance and counseling program requires the participation of all school staff to provide comprehensive, integrated services to each student. Professional staff guides the program team as it plans, designs, implements, documents, and evaluates the program. The presence of licensed school counselors as team leaders and members enhances the likelihood of program success.

A comprehensive guidance and counseling program involves all school staff and appropriate adults in the community to deliver developmentally appropriate guidance curriculum and individual planning to each student. A trained professional, preferably a licensed school counselor, provides responsive services, system support, and student advocacy in order to increase the opportunities for students to meet school and district standards and successfully transition from high school.

Many factors determine the staffing allocation for a comprehensive guidance and counseling program. Licensed counselors in each school as well as school psychologists, specialized counseling and career development personnel, and clerical support staff may comprise the core program team in a large school district, while a small rural district's needs might be met with a single individual or even contracted services. OAR 581-022-1510(3), Guidance Staff Assignments, requires that "Each school district shall maintain a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes." While staffing is a local decision, school districts must consider the student to counselor ratio, support staff levels, and comparability to statewide guidance practices.

To deliver a comprehensive guidance and counseling program as envisioned in this framework, the involvement of a licensed counseling professional in program leadership, curriculum development, staff development, student counseling, consultation, and advocacy is crucial. School counselors contribute unique skills and knowledge and all districts, regardless of size, should develop a strategy for securing those skills and knowledge within the staff resources of the district.

SECTION C: RESOURCES FRAMEWORK

Districts should further determine a reasonable student to counselor ratio for their elementary, middle, and high schools, based upon assigned tasks and national and state standards. They may also want to develop a standard for the number of student contact hours per full-time equivalency to ensure that non-counseling and quasi-administrative activities do not replace the time allocated to direct student services. Such determinations might be reflected in district policies for the comprehensive guidance and counseling program.

Examples of School Counselor Duties

- *Develop, implement, and continuously improve the school's comprehensive guidance and counseling program.*
- *Design and implement developmentally appropriate guidance curricula with the support of classroom teachers.*
- *Oversee the initiation of student education plans in seventh grade and the annual review of the education plans and profiles; counsel students through planning and decision-making issues.*
- *Oversee the selection and administration of career assessment tools and their interpretation with students.*
- *Train classroom teachers in the delivery of the guidance curriculum and educational planning activities and strategies.*
- *Assess and intervene with students who are experiencing emotional, social, academic, and personal issues that interfere with their success in school.*
- *Counsel small groups and individual students to help them with self-identity, academic issues, behavior problems, peer relations, family issues, abuse, substance abuse prevention, or other academic or social needs.*
- *Consult with teachers, staff, and parents regarding meeting the developmental needs of students.*
- *Refer students with critical needs, in consultation with their parents when appropriate, to appropriate community resources.*
- *Advocate for each student's success in school and life.*
- *Participate in other activities that contribute to the effective operation and continuous improvement of the school.*

SECTION C: RESOURCES FRAMEWORK

OAR 581-022-1710, Personnel, requires school districts to assign appropriately certified staff to accomplish program goals. Oregon's Teacher Standards and Practices Commission licenses school counselors under OAR 584-044, Personnel Service Licenses, and OAR 584-070, Twenty-first Century Personnel Licenses. Regardless of the staffing pattern, job descriptions for each position involved in delivery of guidance and counseling program activities should indicate the responsibilities and activities related to the program. This includes jobs descriptions for classroom teachers, media specialists, school administrators, guidance program and career center volunteers, and other support personnel.

Professional Staff Indicators

- Licensed school counselors are part of the team that plans and coordinates the district and building guidance and counseling program.
- Job descriptions for all staff members involved in the delivery of the guidance and counseling program include clear statements about these responsibilities and list the related duties.
- Licensed school counselors are available for the counseling functions in the program delivery to students.
- Student to counselor ratios are reasonable and reflect state and national professional standards.
- In buildings with licensed school counselors assigned to the building, non-counseling and quasi-administrative duties are kept to the minimum and records are maintained to ensure a district set target of student contact hours is met.

Component 10: Collaborative Structures

Effective communication between the guidance and counseling program and all stakeholders requires the formation of collaborative structures within the school and with the community. These structures may include site councils and program advisory committees. They may also include partnerships with employers and other community members to generate learning experiences, program resources, and individual student supports.

National standards for guidance and counseling programs call for an "advisory committee" to help set program goals, provide support, review present activities, encourage new activities to meet program goals, and act as a liaison between the school and community. These standards recommend that the advisory committee be comprised of school staff, parents, business and community leaders, and students. While Oregon school districts may choose to form guidance and counseling advisory committees, existing structures (such as school site councils, school reform teams, parent-teacher organizations, and other representative groups that are focusing on school improvement efforts) may serve in this capacity.

SECTION C: RESOURCES FRAMEWORK

Since the guidance and counseling program is an integral part of the overall educational mission of the school, using existing structures reinforces the relationship between comprehensive guidance and counseling activities and the educational goals of the school and school district. The designated collaborative structure needs to identify guidance and counseling as a program with a unique mission, program philosophy, program content, resources, and continuous improvement needs. To effectively provide advice and support to the program, a collaborative structure with a broader scope may want to form a subgroup to focus on guidance and counseling with review and oversight from the larger body.

Examples of Activities for Collaborative Structures

- *Assess the guidance and counseling needs of the community and school*
- *Assist in collecting, analyzing, and interpreting data*
- *Investigate best practices in other communities*
- *Help develop and maintain program elements*
- *Review and recommend program materials*
- *Annually evaluate progress made toward stated objectives*
- *Assist in the revision of the goals and objectives of the program*
- *Offer specific recommendations for improvement*
- *Serve as an avenue of communication between the program and community*
- *Assist the program in obtaining community support*
- *Collaborate with community organizations in providing services to students and their families*
- *Work with employers to create learning opportunities for students.*

The designated group facilitates the integration of the program content with the overall educational program, the articulation of the program between district buildings, the development of community resources to support the growth and learning of students outside the classroom, and the transition of students from school to community and work. It advises on program needs, mission, overall design, goals and objectives, content, delivery methods, resources, and evaluation. Group members should reflect the diversity of the community and include appropriate representation of the following: gender, minorities, students, teachers, counselors, parents/guardians, administrators, community agencies, businesses and industries, community organizations, and school board members.

SECTION C: RESOURCES FRAMEWORK

Effective communication between guidance and counseling program personnel and all stakeholders is important. It is the responsibility of program staff along with the school administration to establish links between the program and the collaborative structures. Comprehensive guidance and counseling program status should be a topic on the agendas of the designated structures at least twice a year. This framework document provides a Program Components Checklist and a Program Self-Study in Appendix C to use in evaluating a district's current program and planning new directions.

Collaborative Structures Indicators

- The school district has developed or designated one or more collaborative structures to advise the comprehensive guidance and counseling program's design, content, structure, delivery, and continuous improvement.
- The roles and responsibilities of the collaborative structure(s) are clearly assigned.
- The assigned structure(s) has appropriate representation from guidance staff, students, teachers, school administrators, parents or guardians, and the community (both service providers and employers).
- The assigned structure(s) represents the diversity of the school and community.

SECTION C: RESOURCES FRAMEWORK

Component 11: Materials and Facilities

The guidance and counseling program requires curriculum materials, guidance and counseling tools, and access to facilities and equipment appropriate to carrying out the full intent of district policy. In some schools, this may include a career resource room or counseling center to serve as the focal point of all program services and activities.

As with any educational program, the comprehensive guidance and counseling program requires the materials, tools, space, and equipment to deliver the program's content - guidance curriculum, individual planning, and responsive services - to students and their families. At a minimum, the materials include any books, student information and activity sheets, portfolios, pamphlets, videos, assessment instruments, software, or other instructional and planning tools defined as part of the program content as well as a facility adequate for the delivery of the components. Because of the breadth of content in the guidance and counseling program, resources may include materials to support:

- Development of positive self-concept;
- Learning and practice of interaction skills;
- Student growth and change;
- Student achievement;
- Decision-making;
- Drug and alcohol abuse prevention;
- Dealing with depression and suicide;
- Understanding sexual orientation;
- Prevention of school violence;
- Connection of work and learning;
- Understanding of life and occupational roles;
- Understanding needs of organizations, community, and society;
- Use of career information and career planning;
- Educational planning, postsecondary school selection, test preparation, and securing financial aid; and
- Employability and job search skills.

In providing program materials, school districts should establish review guidelines to ensure that materials to be used meet standards of quality, just as they would establish review guidelines for textbooks for other curriculum areas. OAR 581-022-1640, Instructional Materials, requires that:

1. Districts provide opportunity for community and parent involvement in the selection of materials; and
2. Selected materials support program goals and reflect current knowledge and technologies in the field.

SECTION C: RESOURCES FRAMEWORK

Sample Guidance and Counseling Program Materials and Equipment List

- *Guidance lesson plans for teachers*
- *Books for instruction*
- *Library books and other reference materials (such as college directories and relevant government directories)*
- *Guidance and educational games*
- *Student worksheets and handouts*
- *Informational flyers, pamphlets*
- *Instructional videos and tapes*
- *Career assessment instruments and interpretation manuals*
- *Comprehensive career information delivery system*
- *Student portfolios, paper or electronic*
- *Computers, printers, photocopier, fax, telephone*
- *Internet access*
- *Video equipment for creating and viewing videos*
- *Filing cabinets and shelves for student and resource materials*

National association standards can serve as guides in selecting quality tools. For example, if formal career assessment instruments are to be used in the individual planning component of the program, schools may want to refer to the Standards for Educational and Psychological Testing (published by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education) and review instrument technical information for norms, validity, and reliability, prior to adopting an instrument. Selection of a career information delivery system for the career development domain should be guided by the Standards for Computer-based Systems of Career Information (published by the Association of Computer-based Systems for Career Information). Similar standards for other materials, such as videos and publications, are also published.

For schools with adequate space, a guidance and counseling center can be the heart of program services and activities. A center brings together all of the resources and materials and makes them accessible to students, their families, school staff, and the community. A center may be used for individual, small, and large group sessions, career exploration, and individual research and planning. For secondary students, a center provides a one-stop location for career planning, career-related learning, job placement, postsecondary school exploration, and financial aid and scholarships. For younger students, a center serves as a place for information and services on personal growth and development.

SECTION C: RESOURCES FRAMEWORK

A center can serve as a valuable resource for teachers for program planning and implementation assistance by providing a central location for program materials. It also can provide the focal point for working with community partners in coordinating employment opportunities and other school-to-career activities for students. In some schools, a center can serve as a resource for the community in offering workshops on topics such as employment skills and parenting skills.

Materials and Facilities Indicators

- All curriculum materials and tools used in the guidance and counseling program meet district standards for quality.
- Space for individual and group counseling activities is available in each building when needed.
- Classrooms and computer labs are available for delivery of curriculum components of the program.
- Adequate and protected storage space is provided for program materials and student work, such as career portfolios.
- Educational planning and career information is available to high school students during school hours for student and parent use.

Component 12: Management Systems

Management systems support the creation, maintenance, and enhancement of the comprehensive guidance and counseling program. In addition to securing adequate financial resources for staff, materials, and facilities, management systems ensure ongoing development, systemic change, program integrity, and public relations.

Management systems must be in place for a district's comprehensive guidance and counseling program to succeed over time. These systems are a standard part of the overall operations of each school and the school district. This component stresses that these systems should be applied to the operation of the comprehensive guidance and counseling program as well.

The management systems that are important to the effective delivery of the comprehensive guidance and counseling program include those tasks needed to implement and support any school program: budgeting for personnel, materials, and facilities; program research and development; organizational improvement and change; program oversight; and public information and relations.

SECTION C: RESOURCES FRAMEWORK

Management System Functions

Development

Support the use of data and best practices in the development of the guidance and counseling program.

Systemic Change

Support the use of continuous improvement tools and methods.

Program Integrity

Ensure that the program adheres to district level policies and procedures, pertinent state and federal laws, and state rules and regulations in the development and implementation of its guidance and counseling program.

Public Relations

Implement a marketing and public relations plan for the program.

Finances

Provide adequate financial resources for the guidance and counseling program to ensure full implementation.

Development

The outcome of the guidance and counseling program should be measured in terms of student success and growth in the four development domains, academic, career, personal/social, and community involvement. Management systems should be in place to provide baselines and regular review of progress toward goals. Program development should also include efforts to regularly review the program in light of research in the fields of school counseling and career development and best practices.

Systemic Change

Since the ultimate goal of the guidance and counseling program is to support the academic mission of the school, ensuring academic success for each and every student, development processes may indicate the need for fundamental changes in the way a school or program operates. In the role of student advocate, guidance and counseling staff serve in a unique role of removing barriers to student success. They should be encouraged to question and challenge policies that do not promote student achievement or equal access to the learning opportunities.

SECTION C: RESOURCES FRAMEWORK

Program Integrity

Guidance and counseling program staff must adhere to district level policies and procedures, pertinent state and federal laws, and state rules and regulation, and strict ethical standards related to working with students and minors. This means they must be well versed in these standards and the applicable rule, regulation, policies, and procedures. The program needs the oversight of district administration to develop policies and procedures that clearly communicate the responsibilities of staff with regard to these rules and dealing with sensitive student issues, confidentiality, and privacy rights.

Public Relations

Marketing and public relations efforts are both internal to the school and the district and external to the community. Newsletters, working with local media, and school and community presentations are examples of activities.

Finances

A successful guidance and counseling program requires a commitment of resources both to implement the program and also to maintain and improve the program. A budget detailing the financial support required for the effective operation of the program should be established. The program team, in concert with any advisory groups, should work with the school administration to determine how to adequately fund the program and work out strategies that are consistent with the overall building and district budget requirements, resources, and plans. The budget should be reviewed annually in light of program evaluation and improvement plans.

Management Systems Indicators

- The school district has developed a guidance and counseling program budget that covers the cost of delivering the content described in its comprehensive program plan.
- The school district collects and uses data about student achievement to inform program decisions.
- The school district has developed policy statements and clear procedures for the program staff.
- The school district regularly updates the school and local community about aspects of the guidance and counseling program.

THE COMPONENTS

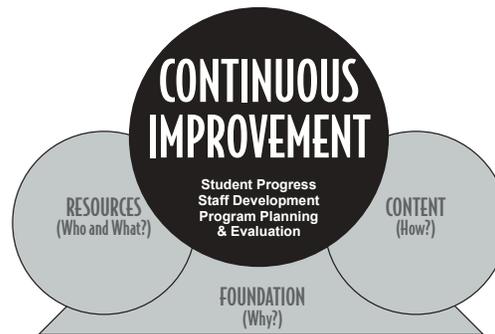
SECTION D: CONTINUOUS IMPROVEMENT FRAMEWORK

Student
Progress

Staff
Development

Program Planning
and Evaluation

A school district's comprehensive guidance and counseling program is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation mechanisms.



The continuous improvement framework answers questions about program impact and supports ongoing program development - is the program achieving the results anticipated and how can it be improved? "Thoughtful use of data is critical to the implementation of Oregon's high educational standards." (Using Data - Oregon Educators Gauge Success, Oregon Department of Education) A corollary to this premise is that data must be used to effect change within the school system's guidance and counseling program to ensure students are supported in learning to learn, work, live, and contribute. To create a data-driven, results-oriented guidance and counseling program, school districts must look at a wide variety of data and focus the discussion around each and every student's assets and needs and the program's strategies for addressing those needs.

The use of data in continuous improvement efforts supports three major objectives:

Rationale for change

- Creates urgency for change
- Serves as a catalyst for focused action by documenting challenges and needs
- Focuses resources and interventions where they are needed most

SECTION D: CONTINUOUS IMPROVEMENT FRAMEWORK

Improved decisions

- Engages the community, district decision-makers and leaders, and school teams in data-driven decision making
- Improves the quality of decisions by improving the quality of the criteria used
- Exposes evidence of challenges and needs
- Challenges existing policies, practices, attitudes, and mindsets

Enhanced accountability

- Puts systems in place for monitoring student progress
- Creates a process for evaluating progress in creating change
- Concretely demonstrates accountability and progress toward goals

The continuous improvement components of the comprehensive guidance and counseling framework do not propose new or separate processes for continuous improvement. Rather these components support districts in their use of existing processes to review and plan their guidance and counseling programs. Two of the important continuous improvement elements already in place in Oregon schools are the Consolidated District Improvement Plan (CDIP) and the Oregon Report Card. Some districts may also be engaged in a Comprehensive School Review Process, which uses Oregon's Quality Education Model to define the needs and strengths of a school system. As a vital part of a school district's total educational program, the review of the comprehensive guidance and counseling program should be integral in these system-wide processes. The results of these processes should be used to define comprehensive guidance and counseling program enhancements along with and as part of the other educational program strategic changes.

Continuous Improvement Framework Components

The final three framework components relate to evaluating the success of the program and modifying the program to address unmet or new student needs. The first component, **student progress**, provides the key indicator for change. If student achievement goals are not being met, program foundations, content, and resources need to be revisited. The second component, **staff development**, ensures that a process for the skill development of all staff involved in the delivery of the program content is a priority and that it is based upon needs. Finally, the **program planning and evaluation** component pulls together the data on student progress and program accomplishments to create a cycle of review and improvement.

Component 13: Student Progress

Comprehensive guidance and counseling programs exist to support the school's mission and individual student success. Review and analysis of individual, group, and aggregate data on student progress provide the foundation for program evaluation and program improvement activities.

According to the American School Counselor Association, the most important question to be answered in evaluating a comprehensive guidance and counseling program is not what the program delivers but how students are different because of what the program delivers. Comprehensive guidance and counseling programs contribute to the overall success of the educational program by helping students acquire knowledge, skills, and attitudes in the academic, career, personal/social, and community involvement domains in order to effect changes in each student's achievement. Therefore, the guidance and counseling program results must be considered, first and foremost, in the context of the total school's goals.

All levels of the school system use student assessment data to gauge student performance. These data should also be used to determine if and how well the guidance and counseling program content is addressing student needs and barriers to success.

Ongoing and planned review of student learning and outcomes in relationship to the guidance and counseling program is a critical component to ensure program accountability. Reviewing student progress does not require school districts to create new student measurement and tracking systems. Existing reporting tools should be used. In fact, existing school district student performance goals set in the Consolidated District Improvement Plan (CDIP) should be the basis for program evaluation.

Additional student progress information may be used to help focus on problem areas specific to guidance and counseling program goals, service delivery gaps, and access and equity issues. Personal knowledge of students gained through counselor contact or teacher/team input may provide information on changes in student behavior, attendance, or skills. The school guidance and counseling program team can serve as collaborators and consultants with classroom teachers, grade level teams, and other student advisors to gather the information and track the ways students are impacted and changing as a result of the comprehensive school counseling and guidance program. Information on student progress may be measured by examining achievement related data that research has shown to be correlated to academic achievement, such as course enrollment patterns, discipline referrals, drug, alcohol or tobacco violations, parental or guardian involvement.

SECTION D: CONTINUOUS IMPROVEMENT FRAMEWORK

Student Progress Data

Standards-related Data

- *Students meeting state standards on Oregon Statewide Assessments*
- *Students meeting academic content standards as evaluated by the district*
- *Students with Education Plans and Profiles*
- *Students with documented Career-Related Learning Experiences*
- *Students achieving Career-Related Learning Standards*
- *Students demonstrating extended application*

Other Student Achievement Data

- *Other standardized test data*
- *SAT and ACT scores*
- *Graduation rates*
- *"Passing all classes" rates*
- *Promotion and retention rates*
- *Completion of special programs (AP, Honors, College Prep)*

Achievement-related Data

- *Course enrollment patterns*
- *Achievement gaps*
- *Discipline referrals*
- *Suspension and expulsion rates*
- *Alcohol, tobacco, and other drug violations*
- *Attendance rates*
- *Parent/guardian involvement*
- *Extracurricular activity participation*
- *Homework completion rates*

To ensure that each and every student achieves success and that systemic barriers to success are being addressed, student progress should also be evaluated by disaggregating the data based upon target variables. These variables may include gender, ethnicity, socio-economic status, language spoken at home, special needs, grade level, and teacher.

Finally, in addition to regularly assessing student progress system-wide, individual student progress review is important. This review is part of the individual planning component of the framework, which is part of the content delivered to students. OAR 581-022-1670 enumerates the individual student assessment, record keeping, and report requirements of the state related to student progress.

SECTION D: CONTINUOUS IMPROVEMENT FRAMEWORK

Student Progress Indicators

- The comprehensive guidance and counseling program team uses school district goals for student progress set as part of its Consolidated District Improvement Plan (CDIP) to assess program accomplishments and challenges on an annual basis.
- Student achievement data are disaggregated and studied to determine if barriers to success exist for specific groups of students.
- Additional data are developed, reviewed, and analyzed by the program team to help understand specific problem areas and focus program improvement efforts.

Component 14: Staff Development

Staff roles and responsibilities for the comprehensive guidance and counseling program are explicit in program plans, position descriptions, and performance indicators. Staff development is provided to upgrade skills and knowledge of all staff involved in the delivery of the program. Staff evaluations address the assigned program activities and individual development needs.

Oregon school districts are required to adopt and implement personnel policies that include staff evaluation procedures (OAR 581-022-1720, Personnel Policies). The intent of this framework component is to reinforce the need for school districts to define all staff roles and responsibilities related to the comprehensive guidance and counseling program explicitly in the existent personnel processes and to connect staff development activities to program and individual staff development goals. In this way, each staff member involved in the program is held accountable for his or her contributions to student success.

OAR 581-022-1720 describes four required elements of a district's personnel evaluation procedures: (1) development of job descriptions with performance standards, (2) review of individual performance goals based on the these; (3) evaluation based upon the standards and goals, and (4) a post-evaluation discussion of the evaluation and development needs. The roles and responsibilities related to guidance and counseling program should be clearly delineated in the position descriptions of all staff assigned to the defined program components. Position performance standards should also consider the unique requirements of these assignments. Staff development plans should include activities to develop or update knowledge and skills related to the program goals and individual needs.

Performance standards for program staff should reflect professional standards and ethics. All licensed educators (teachers, counselors, administrators, and supervisors) in Oregon are bound by the Teacher Standards and Practices Commission "Standards for Competent and Ethical Performance of Oregon Educators" (OAR 584-020-0010 and 0015). Additionally, licensed school counselors should be evaluated on their performance as school counselors using standards specific to the profession. The American School Counselor Association (ASCA) has defined twelve standards of practice, and these provide an excellent resource for informing the development of individual performance standards specific to a district's program design and staffing. The ASCA Standards of Practice are found in Appendix D.

SECTION D: CONTINUOUS IMPROVEMENT FRAMEWORK

Program Elements for Staff Position Descriptions, Performance Standards, and Evaluations

- *Program organization and planning*
- *Program team leadership*
- *Guidance curriculum delivery*
- *Individual planning activities*
- *Responsive service activities*
- *System support and integration activities*
- *Student advocacy activities*
- *Collaboration (within the district and in the community)*
- *Review and maintenance of program materials and resources*
- *Monitoring of student progress (individual, groups, and aggregate)*
- *Program review and evaluation*

The staff development plans for the guidance and counseling program help districts and licensed educators meet the state's standards for the Continuing Professional Development (CPD) plans (OAR 585-090-0001). These plans must have as their primary purpose increasing student learning by improving the educator's professional skills, with particular focus on achieving district, state, and national standards; keeping current on new developments and best practices; and developing ways to enhance learning for a diverse student population. As an integral and required element of the total educational program of a district, the guidance and counseling program is striving to achieve success for each and every student, and professional development activities to support the program goals mirror the state's requirements for CPDs.

Staff Development Indicators

- The school district's position descriptions reflect guidance and counseling program duties for all staff members who have assigned program roles and responsibilities.
- Performance standards for each position reflect relevant professional standards.
- Professional development plans for the individual educators and the district include activities related to the guidance and counseling program.

Component 15: Program Planning and Evaluation

Program planning and evaluation for the comprehensive guidance and counseling program is an integral part of the overall school improvement planning and evaluation process. Initial planning establishes program objectives and sets a course of action. Regular program evaluations provide accountability measures and data to assist in improvement plans. These on-going evaluation activities are part of the school's total assessment process.

Program planning begins with the development of the program foundations - its mission and philosophy. From this initial organization stage, program plans must be developed and the program design determined. The planning and design phases are further described in the Framework Implementation Guide of the Oregon Framework document.

Once the program is implemented, plans for systematic evaluation activities should be laid out. Two pieces of the evaluation strategy have already been discussed in the Student Progress and Staff Development framework components. Program evaluation also needs to consider the process of program implementation (formative evaluation) and the extent to which the program goals are being met (summative evaluation). The latter relies in part on student progress indicators.

A comprehensive guidance and counseling program must remain flexible in order to be responsive to changing needs. The needs are reflected in regular, periodic review and evaluation. Annual program priorities need to be driven by ongoing needs assessments and review of student outcomes.

There is a growing demand for evaluation of all programs in a school district for school improvement and accountability. The guidance and counseling program evaluation is one component within the context of the entire continuous improvement process. A program evaluation report serves as a tool for:

- Ensuring the program was carried out as planned;
- Ensuring every student was served;
- Ensuring developmentally appropriate materials were used;
- Documenting the program's process, perception, and results;
- Documenting the program's immediate, intermediate and long-range impact;
- Analyzing program effectiveness;
- Sharing the program's successes;
- Improving the program, including identifying resources that need to be added or enhanced; and
- Advocating for systemic change in the school system.

SECTION D: CONTINUOUS IMPROVEMENT FRAMEWORK

Phases of Program Development

Organize

- *Establish commitment to action*
- *Designate advisory structure and program team*
- *Develop mission statement and program philosophy*
- *Secure initial policy board commitment*

Plan

- *Develop program goals*
- *Assess student needs*
- *Evaluate current program status*
- *Identify program gaps*
- *Establish priorities*

Design

- *Develop program content model*
- *Specify student outcomes and indicators*
- *Identify program strategies and services*
- *Assign program components*
- *Write program plan*
- *Develop implementation plan*

Implement

- *Initiate program components*
- *Provide staff development*

Evaluate

- *Design evaluation based upon plans and goals*
- *Carry out evaluation activities*
- *Modify program based upon evaluation*

Counselors and teachers are often reluctant to engage in program evaluation, pleading lack of time and/or expertise. However, if all the planning, development, and implementation steps are followed and goals are clearly articulated, the evaluation process will emerge from the work.

Program Planning and Evaluation Indicators

- A written document specifying the mission, program philosophy, program goals, content and delivery strategies, and intended student outcomes has been developed and approved.
- A strategy for informing all stakeholders about program plans and outcomes has been developed.
- Staff assignments and other resources have been developed and approved.
- Staff development plans are in place.
- An annual evaluation plan is in place to inform continuous improvement efforts.

FRAMEWORK IMPLEMENTATION GUIDE

Creating
Conditions
for Change

Planning and
Implementation
Process

Creating Conditions for Change

Dramatically reduced revenues, increasing student needs, and added responsibilities challenge school districts throughout Oregon. As administrators across the state receive this document, the school counselor or counseling department may be charged with the task of “making it happen.”

So why should you undertake this planning activity on top of your current workload? Or, if you are a building administrator, why should you commit staff and financial resources to developing a comprehensive guidance and counseling program? The program model presented in the Oregon framework is transformational; it changes the assumptions under which your existing counseling services are delivered. The Education Trust’s work on transforming school counseling asserts that by moving from the traditional focus on the individual to a more systemic approach, you will be more effective in impacting student achievement and success. (See Appendix D.)

Research on comprehensive guidance programs supports this contention. The results of in-depth studies done in Missouri and Utah suggest that schools that implement comprehensive guidance and counseling programs will experience educational benefits for their students. Examples of these benefits, as reported in the studies, include:

- Students reported higher grades.
- Students indicated that school was preparing them well for later life.
- Students felt school was more relevant.
- Schools had a more positive climate.
- Students were more satisfied with their education.
- Students felt safer in school.
- Students had more positive relationships with their teachers.
- Counselors spent more time with students, parents, and teachers.
- Counselors were more visible and spent more time in the classroom.
- Counselors were providing more career planning and advisement to students
- More parents were involved in counseling activities.
- Guidance curriculum was being implemented.

(To locate research studies and related journal articles, see Appendix F, Additional Resources.) Keep these following tips in mind as you begin the process of program development or improvement.

Tip #1

A comprehensive guidance and counseling program is not the purview of the counseling department or the counselor alone - it is an integral piece of the entire educational program of the district.

To that end, the program foundations must be laid with the broadest possible conversations and involvement. Review the vision of comprehensive guidance and counseling in the Introduction to the Oregon framework. It states, “Guidance and counseling is an integral part of each school’s total educational program and is essential for each and every student’s success. It is developmental by design and includes sequential activities organized and implemented by licensed school counselors and other staff in collaboration with administrators, teachers, students, parents, and other community partners.” This building-wide, community level commitment is also reflected in the framework components. Component 7, System Support and Integration, stresses that the counseling staff responsibilities include program coordination, professional development of other staff, and partnering. Component 9, Professional Staff, states upfront that the program involves all staff and appropriate adults in the community, guided by the professional counseling staff. Component 10, Collaborative Structures, stresses the need for collaboration to build interfaces and partnerships.

Tip #2

Undertaking the process of change will generate new results for students and staff.

Oregon’s framework is based upon over thirty years of research around the country on school guidance and counseling structures and outcomes. This research concludes unequivocally that school counseling can and must change. When your school implements a programmatic approach to guidance and counseling services, you can expect improved academic achievement and school success behaviors for your students. You will provide more services to more students and have greater administrator and staff understanding of the guidance and counseling role. Your work will have greater focus and you will be more accountable (and more recognized) for your impact on student success.

Tip #3

Change is incremental.

According to OAR 581-022-1120, by September 1, 2004, all school districts will have developed “a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7-12 with adult guidance that is reviewed and updated periodically (at least annually) and supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.

However, implementing any program is a process to be undertaken over time, and this framework is no exception. School districts are not expected to do everything proposed in the framework document all at once. You most likely have many components of this framework already working. Target improvements by setting annual goals and evaluating progress toward those.

Tip #4

The Oregon framework does not impose any new standards or responsibilities, so use it as a vehicle to help you accomplish what is already required.

The framework encompasses program design concepts that are research-based, nationally accepted, high quality, successful counseling and guidance practices. The framework provides a detailed view of the scaffolding needed to build a successful guidance and counseling program that can serve the needs of each and every student. It suggests ways for implementing and supporting what is already envisioned in Oregon law and policy.

With program mission and goals, agreed upon content, and continuous improvement strategies in place you will be able to advocate for your students, for the services and activities that you know are critical, and for the value of your work.

Planning & Implementation Process

The processes for planning and implementing a “new” guidance and counseling program or revising an existing program are basically the same as any program development process a school district might undertake. Initial planning and organization are essential. It does take time to improve programs. Administrators must provide ample time for staff and stakeholder involvement.

This section lists the steps to consider in planning and implementing your program. By following these steps your school and school district will be able to make the transition from your current program to a comprehensive one. Although the steps are listed sequentially, the planning process should be flexible. It is not critical to complete each step in order. Several steps can be worked on simultaneously. Eventually, all steps will need to be completed to fully implement your comprehensive program.

Step 1: Organize

While the responsibility for delivering guidance and counseling content rests with the entire school staff, the leadership role for the planning and implementation of a comprehensive program must be assigned. Most often, this leadership will come from the district’s student services office or a high school’s counseling department, and the lead person will be a school counselor.

As the planning gets underway, reflect on these questions:

- Does your administration support the program? How is this support communicated?
- Who are the stakeholders?
- How does the staff deal with change?
- Who are key people on staff or in the field that you can count on to assist you?
- Has funding been allocated for this purpose?
- Is there a guidance model in existence? Is this model being utilized?
- What is your timeline?

Then, considering your answers to these questions, begin the planning process:

- 1.1 Designate advisory structure or program team.
- 1.2 Establish commitment to action from the administration, staff, board, and community.
- 1.3 Develop mission statement and program philosophy. (See Components 1 and 2.)
- 1.4 Secure initial policy board commitment. (See Component 3.)

Step 2: Plan

You will want to collect and analyze several types of information in the planning phase. You are trying to answer the questions, “Where are we now?” and “Where do we want to be in the future?” Your desired products from Step 2 are:

- Prioritized goals for the comprehensive program to guide implementation, AND
- Definition of the student standards and outcomes your program will address.

Data Collection

Early in the planning process, you will want to ascertain where you are now. What parts of a comprehensive program do you already have in place? You can use the Program Audit provided in Appendix C to start your program self-study. The audit asks you to assess your program against each of the component indicators in the Oregon framework. By completing the Current Status review for each indicator, you will see what you already have in place and which components are going to require greatest work.

Your self-study also requires that you begin to set the baseline for measuring the program outcomes if these do not already exist. You can do this by describing the current status for all students, gathering and analyzing the types of data recommended in Component 13, Student Progress. The school district may already have student performance goals set in the Consolidated District Improvement Plan (CDIP). These goals may be adequate, or you may want to break apart or enhance some of the goals to address the particular concerns of guidance and counseling.

Another part of your self-study data collection may involve a needs assessment process. The opinions of student, parents, and staff are particularly useful inputs for understanding your current program strengths and gaps. They help reveal unique issues in a community and identify biggest concerns for critical stakeholders. They also help develop buy-in of stakeholders. Needs assessments might involve focus groups, formal surveys, or informal discussions. Because of the array to methods, Appendix E provides a list of resources, many that include examples of tools used for assessing needs.

As discussed above, one of the most difficult aspects of implementing the comprehensive guidance and counseling program relates to counselor time. A useful tool to address this concern is the counselor Time and Task Analysis. (A sample Time and Task Analysis is provided in Appendix C.) In the studies that have led to the development of comprehensive guidance and counseling models, researchers have examined how counselors spend their time. They have developed recommended time distribution based upon the delivery methods described in the Content Framework and tested the use of these ideal distributions to set

FRAMEWORK IMPLEMENTATION GUIDE

implementation goals. School counselors who have used a Time and Task Analysis approach to assess how they spend their time and to evaluate where they need to make changes generally report the power of the process in enabling meaningful change. The chart below summarizes the program time distributions that have been reported by Gysbers and others and used extensively around the nation in comprehensive guidance and counseling models.

Recommended Counselor Time Distribution			
Content Framework (Delivery Methods)	Elementary School	Middle /Junior High School	High School
Guidance Curriculum	35 to 45%	25 to 35%	15 to 25%
Individual Planning	5 to 10%	15 to 25%	25 to 35%
Responsive Services	30 to 40%	30 to 40% ²	5 to 35%
System Support and Integration	10 to 15%	10 to 15%	15 to 20%
Student Advocacy	not included as separate content	not included as separate content	not included as separate content

Student Outcomes and Program Goals

At this step, you will also want to agree on the set of student standards and outcomes the program will address. This may involve simply adopting the state's requirements described in the overview of the Content Framework. However, many districts define their standards and student competencies by starting with the state standards and expanding on them based upon the district's goals and community needs. Many Oregon school districts have used the American School Counselor Association National Standards or the National Career Development Guidelines to refine the content and organization for school district defined competencies. (See Appendix B for the text of both of these standards.) The student standards and outcomes you agree upon at this step will be the basis for program design.

Program goals should emerge from this work. The goals represent concrete objectives toward achieving your program mission. They should be meaningful, measurable, realistic, and agreed to by all stakeholders. They should also be complementary to each other, all contributing to achieving the program mission.

The program goals should be prioritized so that you can focus your efforts incrementally. The program audit, student data, needs assessments, and time and task analysis will reveal the current program's strengths and weaknesses. Priorities can be set to deal with the most critical needs first.

In summary, the elements of Step 2 include:

- 2.1 Evaluate current program status, looking at its impact for EACH student. (See Program Audit in Appendix C.)
- 2.2 Examine current data on student progress; create a baseline for evaluation.
- 2.3 Assess student needs; seek student, parent, and teacher input.
- 2.4 Conduct guidance and counseling staff time and task analysis. (See Appendix C for sample.)
- 2.5 Identify desired student outcomes to address state and district standards. (See Related Student Competencies in Appendix B.)
- 2.6 Develop program goals based upon mission and philosophy; review with stakeholders.
- 2.7 Establish priorities for the program goals based upon 2.1 through 2.5.
- 2.8 Complete Program Audit, What needs to be done?, By whom?, and By when?

Step 3: Design

The next step in the implementation process involves identifying the interventions and services that can accomplish the program goals and address the desired student outcomes. In this step, the district is developing the scope and sequence to support student academic achievement and to address the career-related learning standards and other CAM and diploma requirements in the four developmental domains.

You will first want to think about the big picture - how will all of the components of your program work together to support the program mission, goals, and student outcomes? How are you going to communicate the program to administrators, teachers, students, parents, and the community in a way that they can understand and support? How does your program link to the state's requirements? Schools districts in Oregon have approached overall program design in many different ways. The primary focus may be on specific student outcomes (see Medford School District's "8 Keys to Employability"), the common curriculum goals (see Hillsboro School District's "K-12 Comprehensive Counseling and Career Development"), or the extended application and career-related learning (see North Clackamas School District's "Focused Program of Study"), to name a few. Connecting the elements in a cohesive way will help you simplify the job of developing the program activities and services. (See Appendix C, Design Considerations, for an analysis of the relationship of the CAM and diploma requirements to the five content components and the student development domains of the Oregon framework.)

FRAMEWORK IMPLEMENTATION GUIDE

Once you have decided on your overall approach, you will need to develop the specific activities. Often in the past, guidance programs have offered many well-intentioned activities and services to address vaguely stated or non-existent program goals. It is not surprising that these programs are unable to evaluate the impact of their services. Careful attention to connecting guidance and counseling services to program goals and student development needs allows a program to maximize its impact. By doing so, you will be able to focus valuable and limited resources on a prioritized and predetermined goals that are designed for each and every student.

One process for designing program delivery involves linking the desired student outcomes to program activities and services, both existing and planned. This process allows you to report upon what you are already doing and develop new interventions to address the student development outcomes not covered. You might use a cross-walking tool to connect activities to outcome. Below are examples of two different methods reflected in comprehensive guidance and counseling program support materials around the country. The first column is where you start your design work - either by recording your desired student outcomes and matching existing activities to these (Student Competency Based) or by listing all of your existing activities and services and matching desired student outcomes to them (Activity/Service Based).

<i>Student Competency Based</i>				
Student Outcome	Activity(ies)/ Service(s)	When?	By whom?	Expected Results for Students (Indicator)
<p>CAREER: Demonstrate career development skills in planning for post high school experiences.</p> <p>Identify factors that have influenced the changing career and life role patterns of women.</p>	<p>Classroom activity: "Stereotypes" (Part of Social Science Analysis unit on Racism and Bias)</p>	<p>10th grade History</p>	<p>Teacher with counselor support</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the advantages and disadvantages of nontraditional occupations. 2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

FRAMEWORK IMPLEMENTATION GUIDE

<i>Activity/Service Based</i>			
Activity/Service	When delivered?	By whom?	Student outcomes addressed
Classroom activity: “Stereotypes”	10th grade History (Part of Social Science Analysis unit on Racism and Bias)	Teacher with counselor support	<p>CAREER: Demonstrate career development skills in planning for post high school experiences.</p> <p>Identify factors that have influenced the changing career and life role patterns of women</p>

Whichever method you decide to use, you will want to bring together all of the pieces after you have analyzed them by activity or outcome to eliminate duplication, correct sequencing problems, and identify significant gaps.

The steps involved in designing a comprehensive program include:

- 3.1 Adopt a program design that includes program strategies for each content component (Guidance Curriculum, Individual Planning, Responsive Services, System Support and Integration, and Student Advocacy).
- 3.2 Specify student outcomes and indicators by grade level (elementary, middle/junior high, high); connect to overall program design.
- 3.3 Define activities/services to address each student outcome.
- 3.4 Identify responsibilities for activities/services.
- 3.5 Write plan for review including incremental implementation of new activities/services.
- 3.6 Secure endorsement of plan from administration.
- 3.7 Create action plans, timelines, and calendars.

Step 4: Implement

When you reach the implementation step, you have already done the hardest work. Congratulate yourselves! A phased implementation has hopefully been identified in your plan. Before you initiate your first new activities, you will want to assess the need for staff development and carry it out in a systematic and timely way.

In a comprehensive guidance and counseling program, a variety of people are going to participate in the activities and services. Training will be critical to achieve the desired results. Training should include information on the model, relevant policies and procedures, and hands-on skill development. Staff development plans need to include annual training in order to address staff turnover. Guidance and counseling staff development plans should be incorporated into district-wide staff development plans.

Include these activities as you implement your comprehensive program:

- 4.1 Communicate the program design and plan to stakeholders.
- 4.2 Assess need for staff development.
- 4.3 Conduct staff development.
- 4.4 Continue existing program activities/services, refined as needed to address new model.
- 4.5 Initiate new program services and interventions incrementally.
- 4.6 Review progress regularly.
- 4.7 Adjust expectations and plans.
- 4.8 Document results.

Step 5: Evaluate

Program evaluation plans were built in the planning steps when you examined data and set program goals and student outcomes. At this time, you will need to frame your evaluation based upon goals and student outcomes, carry out evaluation activities, and modify program based upon evaluation. The scope of the evaluation activities is described in the Continuous Improvement Framework.

To ensure continuous program improvement:

- 5.1 Maintain student data.
- 5.2 Track changes in student outcomes.
- 5.3 Conduct formative program evaluation
- 5.4 Analyze results.
- 5.5 Recommend program modifications based upon results.

Final Note

As your school district develops and implements your comprehensive guidance program, please share your results with others. Your experiences, tools you develop and use, program results, and materials for program delivery will be invaluable to others. See Appendix F for references to some Oregon districts that have developed comprehensive guidance and counseling programs.

APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

The Oregon framework has been built upon existing state law and administrative rules. The Oregon Administrative Rules (OARs) referenced in the framework are provided in this appendix in numerical order.

581-022-0405

Career Education

Each school district shall implement plans for career education Grades K through 12, with goals for each instructional program and, where applicable, goals for support programs.

Stat. Auth.: ORS 326

Stats. Implemented: ORS 326.051

Hist.: 1EB 19-1980, f. 6-17-80, ef. 9-1-81; EB 4-1989, f. & cert. ef. 1-23-89

581-022-1120

Certificate of Advanced Mastery Requirements

- (1) By September 1, 2004, school districts shall:
 - (a) Develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7-12 with adult guidance that is reviewed and updated periodically (at least annually) and supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.
 - (b) Make available to students the career learning frameworks (i.e. arts and communications, business and management, health services, human resources, industrial and engineering, and natural resource systems) as tools to guide students in the development of their education plans and learning experiences.
 - (c) Develop opportunities for community and business partnerships that support the student requirements in section (3)(a)–(f) of this rule.
 - (d) Develop career-related learning experience opportunities for students that may include school based, work-based, or community-based experiences that connect to the student's education plan.

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APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1120...

- (e) Assist students in connecting post high school opportunities with their career goals identified in the education plan, including: four-year colleges and universities, community colleges, workforce, apprenticeships, the military, private career schools and others.
- (f) Prior to the 2004–2005 school year, school districts shall demonstrate continued progress toward implementation of the Certificate of Advanced Mastery including section (1)(a)–(e) of this rule.
- (2) Upon adoption of the performance standard for extended application (3)(c) and career-related learning standards (3)(d) by the State Board of Education, school districts shall determine if students meet the performance standard by using assessment tools based upon criteria approved by the State Board of Education.
- (3) Beginning September 1, 2006, each school district board shall award a Certificate of Advanced Mastery (CAM) to students who:
 - (a) Develop an education plan in which the student:
 - (A) Identifies personal and career interests;
 - (B) Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);
 - (C) Set goals to prepare for transitions to next steps identified in (3)(a)(B);
 - (D) Designs, monitors and adjusts a course of study that meets the interest and goals of the student as described in subsections (A), (B) and (C) of section (3)(a) of this rule that includes but is not limited to:
 - (i) Appropriate coursework and learning experiences;
 - (ii) Identified career-related learning experiences; and
 - (iii) Identified extended application opportunities.
 - (b) Develop an education profile in which the student:
 - (A) Monitors progress and achievement toward standards:
 - (i) CIM academic standards;
 - (ii) Career-related learning standards;
 - (iii) Extended application standard; and
 - (iv) Other standards where appropriate (e.g. PASS, industry standards).

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APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1120...

- (B) Documents other personal accomplishments determined by the student or school district.
- (C) Reviews progress and achievement in subsection (A) and (B) of section (3)(b) of this rule at least annually.
- (c) Demonstrate proficiency in extended application through a collection of evidence based on performance standards as adopted by the State Board of Education;
- (d) Demonstrate proficiency in career-related learning standards in the following areas: personal management, problem solving, communication, teamwork, employment foundations, and career development based on performance standards as adopted by the State Board of Education.
- (e) Participate in career-related learning experiences in which the student:
 - (A) Identifies career-related learning experiences in the education plan related to personal and career interests and goals;
 - (B) Identifies expectations for learning and the academic and career-related learning standards the student is preparing to meet;
 - (C) Reflects on the learning experience to determine if expectations in section (3)(e)(B) have been met; and
 - (D) Meets any additional local district requirements.
- (f) Achieve specific Certificate of Initial Mastery (CIM) performance standards in English, mathematics, science and social sciences as follows:
 - (A) Meet the CIM knowledge and skill test in reading;
 - (B) Meet the CIM work sample requirements in speaking;
 - (C) Meet the CIM work sample requirements in writing; and
 - (D) Meet the CIM work sample requirements or the CIM knowledge and skills test in mathematics, science, and the social sciences.

Stat. Auth.: ORS 329.475

Stats. Implemented: ORS 329.007, ORS 329.035, ORS 329.075, ORS 329.447, ORS 329.475, ORS 329.485 & ORS 329.855

Hist.: ODE 2-1999, f. & cert. ef. 1-12-99; ODE 12-2002, f. & cert. ef. 4-15-02

APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1130

Diploma Requirements

- (1) Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all state requirements as described in sections (2)–(8) of this rule and all local school district requirements as described in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements:
- (2) Unit of Credit Requirements:
 - (a) Each student shall earn a minimum of 22 units of credit to include at least:
 - (A) Language Arts – 3 (shall include the equivalent of one unit in Written Composition);
 - (B) Mathematics – 2;
 - (C) Science – 2;
 - (D) Social Sciences 3 – (including history, civics, geography and economics (including personal finance));
 - (E) Health Education – 1;
 - (F) Physical Education – 1;
 - (G) Applied Arts, Fine Arts or Second Language – 1 (one unit shall be earned in any one or a combination).
 - (b) A district school board with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;
 - (c) A district school board may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 22;
 - (d) A school district may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;
 - (e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.
- (3) Each student shall develop an education plan and build an education profile (as defined in OAR 581-022-1120, section (3)(a) and (b));

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APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1120...

- (4) Each student shall build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application (as defined in OAR 581-022-0102);
- (5) Each student shall demonstrate career-related knowledge and skills in the following areas: personal management, problem solving, communication, teamwork, employment foundations, and career development; and
- (6) Each student shall participate in career-related learning experiences outlined in the education plan (as defined in OAR 581-022-1120, section (3)(e)).
- (7) Students graduating in the 2006–2007 school year, and thereafter, must meet the requirements in section (3)–(6) of this rule.
- (8) Attendance Requirements:
 - (a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements;
 - (b) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences;
 - (c) With any modification of the attendance requirements for graduation, school district staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district guidelines and the wishes of parents and guardians.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051 & ORS 339.280

Hist.: EB 2-1997, f. 3-27-97, cert. ef. 9-1-97; ODE 12-2002, f. & cert. ef. 4-15-02

APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1510

Guidance and Counseling

- (1) District Guidance and Counseling. Each school district shall provide a coordinated guidance and counseling program to support the educational and career development of students. The district shall:
 - (a) Adopt guidance and counseling program goals which assist students to:
 - (A) Develop decision-making skills;
 - (B) Obtain information about self;
 - (C) Understand the educational opportunities and alternatives available to them;
 - (D) Establish tentative career and educational goals;
 - (E) Accept increasing responsibility for their own actions;
 - (F) Develop skills in interpersonal relations; and
 - (G) Utilize school and community resources.
 - (b) Specify instructional, guidance and counseling activities for the achievement of the goals;
 - (c) Assign guidance and counseling responsibilities to each school and to the appropriate personnel; and
 - (d) Evaluate guidance and counseling programs for all grades.
- (2) School Guidance and Counseling. Each school shall provide a guidance and counseling program which:
 - (a) Specifies goals including those assigned to the school district program;
 - (b) Identifies staff responsibilities and instructional, guidance and counseling activities to achieve guidance program goals;
 - (c) Identifies each student's guidance and counseling needs;
 - (d) Assists each student to develop an educational plan in grades 9–12 which identifies a tentative career goal and reviews the student's progress at least annually; and
 - (e) Assigns each student to a certificated staff member for individual support and advice.

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APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1510...

- (3) Guidance Staff Assignments. Each school district shall maintain a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes. In determining staffing for the program, the following shall be considered:
 - (a) The number of students assigned to a certificated counselor;
 - (b) The number of aides or clerical staff assigned to the guidance program; and
 - (c) The extent to which the staffing pattern varies from general statewide practices.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1660

Records and Reports

- (1) Required Records and Reports: The school district shall provide all records and reports required by the Oregon Department of Education.
- (2) Student Activity Funds: The school district shall prescribe the purposes for which student activity funds may be obtained and used and the role of students in management and expenditure of funds.
- (3) Education Records of Students: The school district shall maintain education records of students according to the provisions of OARs 581-021-0210 through 581-021-0440.
- (4) ESD Annual Report: Pursuant to the requirements and review schedule as set out in OAR 581-024-0228 and ORS 334.125 (9), all school districts shall cooperate with their education service district in:
 - (a) Annually reviewing specific school district operations for purposes of achieving economies and efficiencies; and
 - (b) Preparing and submitting an annual report concerning the results of the annual review to the State Board of Education.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 334.125 (9)

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 3-1999, f. & cert. ef. 1-12-99

APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1640

Instructional Materials

For each program and course in grades K–12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials. The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement. These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. Sufficient quantities shall be available to accommodate the number of students who will be using them at any one time.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 337.150

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 11-1998, f. & cert. ef. 6-23-98

581-022-1670

Individual Student Assessment, Recordkeeping, and Reporting

Each district shall:

- (1) Assess and record each student's progress in all subject areas of instruction, including the Common Curriculum Goals:
 - (a) Instruments and/or strategies used to determine student progress may assess multiple goals;
 - (b) Results from the assessment instruments and/or strategies may be used as a record of achievement level; and
 - (c) Records of student performance may be kept in teacher grade books, student folders, portfolios, or similar devices.
- (2) Assist teachers in adapting instruction and curriculum to meet the needs and learning rates of all students in attaining the goals of the subject area.
- (3) Annually report progress towards completion of graduation requirements to parents of students in grades 9 - 12.
- (4) Report at least annually on student progress in each subject area of instruction to parents or guardians of all students in grades K-12 including, but not limited to, the following:
 - (a) Information on progress in each subject area (e.g., grades, checklists, folders, etc.) including major goals used to determine such information;
 - (b) Upon request from a parent or guardian, specific evidence of student progress on the goals of a subject area and

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APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1670...

- (c) Student scores on all state and local assessments required under OAR 581-022-1110 and 581-022-1120, indicating any of the requirements that have been waived for the school district or the individual and the time periods for the waiver.
- (5) Maintain student records under the student's legal name or establish a cross-reference system to locate the student's records by use of the student's legal name.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 18-2002, f. & cert. ef. 6-10-02

581-022-1710

Personnel

- (1) Teachers, specialists, and administrators must hold valid Oregon certificates and be assigned in accordance with the individual certificate, district policies, program goals and applicable statutes and administrative rules.
- (2) Any school district employing teacher aides shall follow applicable Oregon Administrative Rules.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1720

Personnel Policies

- (1) The school district shall adopt and implement personnel policies which address:
 - (a) Affirmative action;
 - (b) Staff development;
 - (c) Equal employment opportunity;
 - (d) Evaluation procedures; and
 - (e) Employee communication system.
 - (2) The evaluation procedures required in section (1) of this rule shall include:
 - (a) Job descriptions, and performance standards which include but are not limited to items stated in the job descriptions;
- continued...

APPENDIX A: RELATED OREGON ADMINISTRATIVE RULES

581-022-1720...

- (b) A preevaluation interview which includes but is not limited to the establishment of performance goals for the teacher, based on the job description and performance standards;
- (c) An evaluation based on written criteria which include the performance goals; and
- (d) A post-evaluation interview in which:
 - (A) The results of the evaluation are discussed with the teacher; and
 - (B) A written program of assistance for improvement is established, if one is needed to remedy the problem.
- (3) Personnel policies shall be accessible to any school employee and notice of their availability to the general public shall be published:
 - (a) A current copy shall be accessible in each school office and library; and
 - (b) Any organization which represents employees of the district shall be furnished a copy and revisions as they are made.
- (4) Bonded Employees: All employees responsible for funds, fees or cash collections shall be bonded in compliance with Oregon Revised Statutes and Oregon Administrative Rules.
- (5) Employees for whom a teaching certificate is not required: The school district shall give to each such employee an individual written notice of reasonable assurance of continued employment as required by ORS 332.554.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

APPENDIX B: RELATED STUDENT COMPETENCIES

The American School Counselor Association's (ASCA) National Standards for Counseling Programs and the National Career Development Guidelines from the National Occupational Information Coordinating Committee (NOICC) are resources that have been broadly used in defining the program outcomes for each student. Both are structured around three broad developmental areas with student competencies and indicators identified by grade level groupings. Although the language used to describe student competencies varies between the two resources, the structures and levels are comparable. The table below provides a simple comparison of the labels used and a cross-reference to the Oregon framework and content requirements.

Major Developmental Domains		
Oregon Framework	ASCA Standards	NOICC Guidelines
Academic Development	Academic Development	Educational and Occupational Exploration
Career Development	Career Development	Career Planning
Personal/Social Development	Personal/Social Development	Self Knowledge
Community Involvement	(Academic Development, Standard C)	(No similar domain covered)
Student Outcome Categories		
Oregon Framework	ASCA Standards	NOICC Guidelines
Academic Content Standards	(Support addressed Academic Development Standard)	(Not addressed)
Education Plan and Profile Career Related Learning Standards Application Standards	1st Level: Standards	1st Level: Competencies
Career and Life Role Common Curriculum Goals and Indicators (determined by individual school districts)	2nd Level: Competencies	2nd Level: Indicators

The following pages provide the National Standards for School Counseling Programs (ASCA) for Students and the National Career Development Guidelines (NOICC).

This appendix also includes the Search Institute's 40 Developmental Assets. Each of these resources, in combination with the Oregon standards and requirements, can help in developing the scope and sequence for your counseling and guidance program.

APPENDIX B: RELATED STUDENT COMPETENCIES

Appendix B-1

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS (ASCA)

Legend: A: A1.1=Academic Domain: Standard A, competency 1 and indicator 1

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A: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

A: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 influence
- 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

A: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 interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

APPENDIX B: RELATED STUDENT COMPETENCIES

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A: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
- A:B1.7 Become a self-directed and independent learner

A: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 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.

A:C1 Relate School to Life Experiences

- 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

APPENDIX B: RELATED STUDENT COMPETENCIES

- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

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.

C:A1 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

C:A2 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

APPENDIX B: RELATED STUDENT COMPETENCIES

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 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
- 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 nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 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.

C:C1 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 influencing 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

APPENDIX B: RELATED STUDENT COMPETENCIES

C:C1.7 Understand that work in an important and satisfying means of personal expression

C: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

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS: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

PS: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

APPENDIX B: RELATED STUDENT COMPETENCIES

- 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.

PS: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
- 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 and action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills

PS: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

APPENDIX B: RELATED STUDENT COMPETENCIES

- 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

APPENDIX B: RELATED STUDENT COMPETENCIES

Appendix B-2 THE NATIONAL CAREER DEVELOPMENT GUIDELINES (NOICC) Summary by Area and Level (K-12)

Elementary Level	Middle School Level	High School Level
SELF-KNOWLEDGE		
Knowledge of the importance of a positive self-concept.	Knowledge of the influence of a positive self-concept.	Understanding of the influence of a positive self-concept.
Skills to interact positively with others.	Skills to interact positively with others.	Skills to interact positively with others.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.
EDUCATIONAL AND OCCUPATIONAL EXPLORATION		
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.
Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.
CAREER PLANNING		
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.

APPENDIX B: RELATED STUDENT COMPETENCIES

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS ELEMENTARY LEVEL

Self-Knowledge

COMPETENCY I: Knowledge of the importance of a positive self-concept.

1. Describe positive characteristics about self as seen by self and others.
2. Identify how behaviors affect school and family situations.
3. Describe how behavior influences the feelings and actions of others.
4. Demonstrate a positive attitude about self.
5. Identify personal interests, abilities, strengths and weaknesses.
6. Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact positively with others.

1. Identify how people are unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate skills in resolving conflicts with peers and adults.
4. Demonstrate group membership skills.
5. Identify sources and effects of peer pressure.
6. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
7. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

1. Identify personal feelings
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
6. Demonstrate knowledge of good health habits.

APPENDIX B: RELATED STUDENT COMPETENCIES

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

1. Describe how academic skills can be used in the home, workplace, and community.
2. Identify personal strengths and weaknesses in subject areas.
3. Identify academic skills needed in several occupational groups.
4. Describe relationships among abilities, effort, and achievement.
5. Implement a plan of action for improving academic skills.
6. Describe school tasks that are similar to skills essential for job success.
7. Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

1. Identify different types of work, both paid and unpaid.
2. Describe the importance of preparing for one's career.
3. Demonstrate effective study and information-seeking habits.
4. Demonstrate an understanding of the importance of practice, effort, and learning.
5. Describe how current learning relates to work.
6. Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people, and things.
3. Identify work activities of interest to the student.
4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
5. Describe jobs that are present in the local community.
6. Identify the working conditions of occupations (e.g., inside/outside, hazardous).
7. Describe how parents, relatives, adult friends, and neighbors can provide career information.

APPENDIX B: RELATED STUDENT COMPETENCIES

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

1. Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with attaining goals.
4. Identify strategies used in solving problems.
5. Identify alternatives in decision-making situations.
6. Describe how personal beliefs and attitudes affect decision-making.
7. Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

1. Describe the various roles an individual may have (e.g., friend, student, worker, family member).
2. Describe work-related activities in the home, community, and school.
3. Describe how family members depend on one another, work together, and share responsibilities.
4. Describe how work roles complement family roles.

APPENDIX B: RELATED STUDENT COMPETENCIES

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

1. Describe the importance of planning.
2. Describe skills needed in a variety of occupational groups.
3. Develop an individual career plan for the elementary school level.

APPENDIX B: RELATED STUDENT COMPETENCIES

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS MIDDLE SCHOOL LEVEL

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate respect for the feelings and beliefs of others.
2. Demonstrate an appreciation for the similarities and differences among people.
3. Demonstrate tolerance and flexibility in interpersonal and group situations.
4. Demonstrate effective skills in responding to criticism.
5. Demonstrate effective group membership skills.
6. Demonstrate effective social skills.
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
5. Describe physiological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

APPENDIX B: RELATED STUDENT COMPETENCIES

Educational and Occupational Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

1. Describe the importance of academic and occupational skills in the work world.
2. Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action of increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.
7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self-employment.
5. Identify skills that are transferable from one occupation to another.
6. Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
2. Describe terms and concepts used in describing employment opportunities and conditions.
3. Demonstrate skills to complete a job application.
4. Demonstrate skills and attitudes essential for a job interview.

APPENDIX B: RELATED STUDENT COMPETENCIES

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

1. Describe the importance of work to society.
2. Describe the relationship between work and economic and societal needs.
3. Describe the economic contributions workers make to society.
4. Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Describe personal beliefs and attitudes.
2. Describe how career development is a continuous process with a series of choices.
3. Identify possible outcomes of decisions.
4. Describe school courses related to personal, educational, and occupational interests.
5. Describe how the expectations of others affect career planning.
6. Identify ways in which decisions about education and work relate to other major life decisions.
7. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
8. Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
2. Identify how work roles at home satisfy needs of the family.
3. Identify personal goals that may be satisfied through a combination of work, community, social, and family, roles.
4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
5. Describe advantages and disadvantages of various life role options.
6. Describe the interrelationships among family, work, and leisure decisions.

APPENDIX B: RELATED STUDENT COMPETENCIES

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

1. Describe advantages and problems of entering nontraditional occupations.
2. Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

1. Demonstrate knowledge of exploratory processes and programs.
2. Identify school courses that meet tentative career goals.
3. Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.
4. Describe skills needed in a variety of occupations, including self-employment.
5. Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals.
6. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

APPENDIX B: RELATED STUDENT COMPETENCIES

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES AND INDICATORS HIGH SCHOOL LEVEL

Self-Knowledge

COMPETENCY I: Understanding of the influence of a positive self-concept.

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics related to achieving personal, social, educational, and career goals.
4. Demonstrate an understanding of environmental influences on one's behaviors.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

APPENDIX B: RELATED STUDENT COMPETENCIES

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

1. Demonstrate how to apply academic and occupational skills to achieve personal goals.
2. Describe the relationship of academic and occupational skills to personal interests.
3. Describe how skills developed in academic and occupational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
6. Describe how learning skills are required in the work place.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work.
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, and computerized career information delivery systems).
3. Demonstrate knowledge of various classification systems that categorize occupations and industries.
4. Describe the concept of career ladders.
5. Describe the advantages and disadvantages of self-employment as a career option. Identify individuals in selected occupations as possible information resources, role models, or mentors.
6. Describe the influence of change in supply and demand for workers in different occupations.
7. Identify how employment trends relate to education and training.
8. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

APPENDIX B: RELATED STUDENT COMPETENCIES

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or occupational skills required for full or part-time jobs.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Identify specific job openings.
6. Demonstrate employability skills necessary to obtain and maintain jobs.
7. Demonstrate skills to assess occupational opportunities (e.g. working conditions, benefits, and opportunities for change).
8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
9. Demonstrate an understanding that job opportunities often require relocation.
10. Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

1. Describe the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational and industrial trends relate to training and employment.
4. Demonstrate an understanding of the global economy and how it affects each individual.

APPENDIX B: RELATED STUDENT COMPETENCIES

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision-making situations.
3. Describe skills/aptitudes needed to qualify for desired postsecondary education/training.
4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

1. Demonstrate knowledge of life stages.
2. Describe factors that determine lifestyles (e.g. socioeconomic status, culture, values, occupational choices, work habits).
3. Describe ways in which occupational choices may affect lifestyle.
4. Describe the contribution of work to a balanced and productive life.
5. Describe ways in which work, family, and leisure roles are interrelated.
6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative occupational choices.
5. Describe the advantages and problems of nontraditional occupations.

APPENDIX B: RELATED STUDENT COMPETENCIES

COMPETENCY XII: Skills in career planning.

1. Describe career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of postsecondary occupational and academic programs.
3. Demonstrate knowledge that changes may require training and upgrading of employees' skills.
4. Describe school and community resources to explore educational and occupational choices.
5. Describe the costs and benefits of self-employment.
6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.
7. Demonstrate skills necessary to compare education and job opportunities.
8. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

APPENDIX B: RELATED STUDENT COMPETENCIES

Appendix B-3 SEARCH INSTITUTE'S 40 DEVELOPMENTAL ASSETS

*The Search Institute created the 40 Development Assets in 1990. They are grounded in research on child and adolescent development, risk prevention, and resiliency. They are presented in Oregon's framework as a tool to help school districts define the outcomes they seek to achieve for each student. Below is an overview of the assets. On the following pages, the **40 Developmental Assets for Adolescents** and the **40 Development Assets for Elementary-Age Children** are reproduced in their entirety.*

For more information on the assets, including the research behind them and tools for implementing them, see <http://www.search-institute.org/assets/>

In an effort to identify the elements of a strength-based approach to healthy development, Search Institute developed the framework of developmental assets. This framework identifies 40 critical factors for young people's growth and development. When drawn together, the assets offer a set of benchmarks for positive child and adolescent development. The assets clearly show important roles that families, schools, congregations, neighborhoods, youth organizations, and others in communities play in shaping young people's lives.

External Assets

The first 20 developmental assets focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

- **Support** - Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.
- **Empowerment** - Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- **Boundaries and expectations** - Young people need to know what is expected of them and whether activities and behaviors are "in bounds" and "out of bounds."
- **Constructive use of time** - Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.

APPENDIX B: RELATED STUDENT COMPETENCIES

Internal Assets

A community's responsibility for its young does not end with the provision of external assets. There needs to be a similar commitment to nurturing the internal qualities that guide choices and create a sense of centeredness, purpose, and focus. Indeed, shaping internal dispositions that encourage wise, responsible, and compassionate judgments is particularly important in a society that prizes individualism. Four categories of internal assets are included in the framework:

- **Commitment to learning** - Young people need to develop a lifelong commitment to education and learning.
- **Positive values** - Youth need to develop strong values that guide their choices.
- **Social competencies** - Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity** - Young people need a strong sense of their own power, purpose, worth, and promise.

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
External Assets	Support <ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment <ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations <ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time <ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
		Positive Values <ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies <ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
		Positive Identity <ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future

40 Developmental Assets for Elementary-Age Children



Search Institute has identified the following building blocks of healthy development that help elementary-age children grow up healthy, caring, and responsible.

Category	Asset Name and Definition			
Support	<ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Parents and children communicate positively. Children seek out parents for help with difficult tasks or situations. 3. Other Adult Relationships-Children have support from at least one adult other than their parents. Their parents have support from people outside the home. 4. Caring Neighborhood-Children experience caring neighbors. 5. Caring Out-Of-Home Climate-School and other activities provide caring, encouraging environments for children. 			
	Empowerment	<ol style="list-style-type: none"> 6. Parent Involvement in Out-of-Home Situations- Parents are actively involved in helping children succeed in school and in other situations outside the home. 7. Community Values Children-Children feel that the family and community value and appreciate children. 8. Children are Given Useful Roles-Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community. 9. Service to Others-Children serve others in the community with their family or in other settings. 10. Safety- Children are safe at home, at school, and in the neighborhood. 		
		Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family Boundaries-The family has clear rules and consequences and monitors children's activities and whereabouts. 12. Out-of-Home Boundaries-Schools and other out-of-home environments provide clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring children's behavior. 14. Adult Role Models-Parents and other adults model positive, responsible behavior. 15. Positive Peer Observation-Children interact with other children who model responsible behavior and have opportunities to play and interact in safe, well-supervised settings. 16. Appropriate Expectations for Growth-Adults have realistic expectations for children's development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents. 	
			Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative Activities-Adults have realistic expectations for children's development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents. 18. Out-of-Home Activities-Children spend one hour or more each week in extracurricular school activities or structured community programs. 19. Religious Community-The family attends religious programs or services for at least one hour per week. 20. Positive, Supervised Time at Home-Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.

External Assets

- | | |
|-------------------------------|--|
| Commitment to Learning | <p>21. Achievement Expectation and Motivation-Children are motivated to do well in school and other activities.</p> <p>22. Children are Engaged in Learning-Children are responsive, attentive, and actively engaged in learning.</p> <p>23. Stimulating Activity-Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it's assigned.</p> <p>24. Enjoyment of Learning and Bonding with School-Children enjoy learning and care about their school.</p> <p>25. Reading for Pleasure-Children and an adult read together for at least 30 minutes a day. Children also enjoy reading or looking at books or magazines on their own.</p> |
| Positive Values | <p>26. Caring-Children are encouraged to help other people.</p> <p>27. Equality and Social Justice- Children begin to show interest in making the community a better place.</p> <p>28. Integrity-Children begin to act on their convictions and stand up for their beliefs.</p> <p>29. Honesty-Children begin to value honesty and act accordingly.</p> <p>30. Responsibility-Children begin to accept and take personal responsibility for age-appropriate tasks.</p> <p>31. Healthy Lifestyle and Sexual Attitudes-Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.</p> |
| Social Competencies | <p>32. Planning and Decision Making Practice-Children begin to learn how to plan ahead and make choices at appropriate developmental levels.</p> <p>33. Interpersonal Skills-Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.</p> <p>34. Cultural Competence-Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds.</p> <p>35. Resistance Skills-Children start developing the ability to resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful Conflict Resolution -Children try to resolve conflicts nonviolently.</p> |
| Positive Identity | <p>37. Personal Power-Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.</p> <p>38. Self-Esteem-Children report having high self-esteem.</p> <p>39. Sense of Purpose-Children report that their lives have purpose and actively engage their skills.</p> <p>40. Positive View of Personal Future-Children are hopeful and positive about their personal future.</p> |

APPENDIX C: PLANNING MATERIALS

Appendix C-1 IMPLEMENTATION CHECKLIST

Step 1 Organize

- Designate advisory structure or program team.
- Establish commitment to action from the administration, staff, board, and community.
- Develop mission statement and program philosophy. (See Components 1 and 2.)
- Secure initial policy board commitment. (See Component 3.)

Step 2 Plan

- Evaluate current program status, looking at its impact for EACH student. (See Program Audit in Appendix C.)
- Examine current data on student progress; create a baseline for evaluation.
- Assess student needs; seek student, parent, and teacher input.
- Conduct guidance and counseling staff time and task analysis. (See Appendix C for sample.)
- Identify desired student outcomes to address state and district standards. (See Related Student Competencies in Appendix B.)
- Develop program goals based upon mission and philosophy; review with stakeholders.
- Establish priorities for the program goals based upon 2.1 through 2.4.
- Complete Program Audit, What needs to be done?, By whom?, and By when?

Step 3 Design

- Adopt a program design that includes strategies for each content component (Guidance Curriculum, Individual Planning, Responsive Services, System Support and Integration, and Student Advocacy).
- Specify student outcomes and indicators by grade level (elementary, middle/junior high, high); connect to the overall program design.
- Define activities/services to address each student outcome.
- Identify responsibilities for activities/services.
- Write plan for review including incremental implementation of new activities/services.
- Secure endorsement of plan from administration.
- Create action plans, timelines, and calendars.

Step 4 Implement

- Communicate the program design and plan to stakeholders.
- Assess need for staff development.
- Conduct staff development.
- Continue existing program activities/services, refined as needed to address new model.
- Initiate new program services and interventions incrementally.
- Review progress regularly.
- Adjust expectations and plans.
- Document results.

Step 5 Evaluate

- Maintain student data.
- Track changes in student outcomes.
- Conduct formative program evaluation.
- Analyze results.
- Recommend program modifications based upon results.

APPENDIX C: PLANNING MATERIALS

Appendix C-2: PROGRAM AUDIT

The program audit is used to assess the school district's program in comparison to Oregon's framework. It will help you determine which of the Oregon framework components your school district currently has in place, is working on, and needs to work on. For each indicator, check the box that describes the **Current Status** of that component indicator; use "Not applicable" only for those components that you have agreed do not apply to your district. Describe **What needs to be done?**, **By whom?**, and **By when?** in order to address the indicator.

Audits are first performed when you are designing your program and then annually to assess the progress of program development. These findings along with student progress and program results evaluation form the basis for your continuous improvement efforts.

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Foundation Framework Indicators							
Mission Statement							
A program mission statement expressing its purpose and indicating the content to be learned and the long-range results desired for each and every student is in place.							
The program mission statement supports the mission statements of the school district and its schools.							
Program Philosophy							
A program philosophy connecting the comprehensive guidance and counseling program to the educational goals of the district has been written.							
The program philosophy statement discusses the need for the comprehensive guidance and counseling program and the rationale for its structure.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Foundation Framework Indicators							
The program philosophy statement identifies the values and beliefs, guiding principles, and other premises that are critical to program implementation in the district.							
District Policy							
The school district's board has recognized the comprehensive guidance and counseling program as an integral part of the entire educational program in appropriate policy documents and directives.							
The school district's board has adopted guidance and counseling program goals, specified activities for achievement of these goals, ensured school-level goals and activities, and assigned guidance and counseling responsibilities to staff in accordance with OAR 581-011-1510.							
The school district's board is updated at least annually on program status and continuous improvement efforts.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Content Framework Indicators							
Guidance Curriculum							
The guidance curriculum is written to address the four developmental domains and the Career and Life Role Common Curriculum Goals.							
The guidance curriculum identifies indicators for student learning and assessment methods.							
The guidance curriculum identifies the delivery strategies to be used and the staff responsible.							
The guidance curriculum is articulated between grade levels and between school buildings.							
The guidance curriculum has been reviewed and adopted in the same way other curricular areas are reviewed and adopted in the school district.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Content Framework Indicators							
Individual Planning							
Procedures are in place in all schools for appropriate individual planning activities for all students and their parents or guardians.							
Students are supported in the development of individual education plans beginning in seventh grade.							
Individual student plans are reviewed and updated at least annually.							
Responsive Services							
Individual counseling services are available to all students; small group counseling is available for specific types of issues or interventions upon request or referral.							
Responsive services are planned in consultation with teachers, administrators, parents or guardians as appropriate to the situation.							
The district has developed a crisis management plan with written procedures to be used in crisis situations. Protocols are established for referral to school and community professionals.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Content Framework Indicators							
System Support and Integration							
The guidance and counseling program staff is involved in the school improvement teams of the school and the school district.							
The guidance and counseling program staff members provide regular in-service training and consultation to other staff in the relevant guidance and counseling program content and methods.							
The guidance and counseling program staff are involved with the broader community to communicate, collaborate, and generate support for the program.							
The guidance and counseling program staff reviews student progress and program implementation to recommend improvements and changes to the program.							
The guidance and counseling program staff members are assigned a fair share of other building and district responsibilities and tasks.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Content Framework Indicators							
Student Advocacy							
Guidance and counseling program staff members are encouraged to act as advocates in addressing the development needs of any student facing barriers to success with teachers, administrators, other staff members, parents and guardians, and community resources in the best interest of the student and his or her family.							
Student confidentiality guidelines and professional ethical standards are in place and understood by program staff.							
Guidance and counseling program staff work closely with special needs staff to appropriately serve students with special needs.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Resources Framework Indicators							
Professional Staff							
Licensed school counselors are part of the team that plans and coordinates the district and building guidance and counseling program. Job descriptions for all staff members involved in the delivery of the guidance and counseling program include clear statements about these responsibilities and list the related duties.							
Licensed school counselors are available for the counseling functions in the program delivery to students.							
Student to counselor ratios are reasonable and reflect state and national professional standards.							
In buildings with licensed school counselors assigned to the building, non-counseling and quasi-administrative duties are kept to the minimum and records are maintained to ensure a district set target of student contact hours is met.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Resources Framework Indicators							
Collaborative Structures							
The school district has developed or designated one or more collaborative structures to advise the comprehensive guidance and counseling program's design, content, structure, delivery, and continuous improvement.							
The roles and responsibilities of the collaborative structure(s) are clearly assigned.							
The assigned structure(s) has appropriate representation from guidance staff, students, teachers, school administrators, parents or guardians, and the community (both service providers and employers).							
Materials and Facilities							
All curriculum materials and tools used in the guidance and counseling program meet district standards for quality. Space for individual and group counseling activities is available in each building when needed.							
Classrooms and computer labs are available for delivery of curriculum components of the program.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Resources Framework Indicators							
Adequate and protected storage space is provided for program materials and student work, such as career portfolios.							
Educational planning and career information is available to high school students during school hours for student and parent use.							
Management Systems							
The school district has developed a guidance and counseling program budget that covers the cost of delivering the content described in its comprehensive program plan.							
The school district collects and uses data about student achievement to inform program decisions.							
The school district has developed policy statements and clear procedures for the program staff.							
The school district regularly updates the school and local community about aspects of the guidance and counseling program.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Continuous Improvement Framework Indicators							
Student Progress							
The comprehensive guidance and counseling program team uses school district goals for student progress set as part of its Consolidated District Improvement Plan (CDIP) to assess program accomplishments and challenges on an annual basis.							
Student achievement data are disaggregated and studied to determine if barriers to success exist for specific groups of students.							
Additional data are developed, reviewed, and analyzed by the program team to help understand specific problem areas and focus program improvement efforts.							
Staff Development							
The school district's position descriptions reflect guidance and counseling program duties for all staff members who have assigned program roles and responsibilities.							

APPENDIX C: PLANNING MATERIALS

Indicators	Current Status				What needs to be done?	By whom?	By when?
	Not completed	In progress	Completed	Not applicable			
Continuous Improvement Framework Indicators							
Performance standards for each position reflect relevant professional standards.							
Professional development plans for the individual educators and the district include activities related to the guidance and counseling program.							
Program Planning and Evaluation							
A written document specifying the mission, program philosophy, program goals, content and delivery strategies, and intended student outcomes has been developed and approved.							
A strategy for informing all stakeholders about program plans and outcomes has been developed.							
Staff assignments and other resources have been developed and approved.							
Staff development plans are in place.							
An annual evaluation plan is in place to inform continuous improvement efforts.							

APPENDIX C: PLANNING MATERIALS

Appendix C-3: SAMPLE TIME AND TASK ANALYSIS

A time and task analysis is used to help counselors and administrators evaluate how time is currently spent addressing the guidance and counseling program content. It will help you determine which content areas of the Oregon framework components are receiving staff support and which are not. It provides quantitative measure of activity which can help frame the discussion for needed changes.

The first step is to select some representative days in the school year when all guidance and counseling staff members commit to tracking their time on a log like the one below. (This log displays 15-minute increments which may be too small for your staff.) Select at least 5 days that are representative of the school year; the more days you use the more accurate your results will be. For each time increment, simply check the activity in which you were engaged during that time period. Tally the checks and calculate the time spent in the content area for that day. Summarize the results for all of the selected days for each staff member in the summary form. Descriptions for each content area are provided on the last page.

Time and task analyses are first performed when you are planning your program and then annually to assess the progress of program development. Findings from subsequent analyses can be used in formulating your continuous improvement goals.

NAME:

DATE:

Time	Guidance Curriculum	Individual Planning	Responsive Services	System Support and Integration	Student Advocacy	Non-Counseling and Admin Activities
7:00 a.m.						
7:15						
7:30						
7:45						
8:00						
8:15						
8:30						
8:45						
9:00						
9:15						
9:30						
9:45						
10:00						
10:15						
10:30						
10:45						
11:00						
11:15						
11:30						
11:45						
12:00 noon						

APPENDIX C: PLANNING MATERIALS

Time	Guidance Curriculum	Individual Planning	Responsive Services	System Support and Integration	Student Advocacy	Non-Counseling and Admin Activities
12:15 p.m.						
12:30						
12:45						
1:00						
1:15						
1:30						
1:45						
2:00						
2:15						
2:30						
2:45						
3:00						
3:15						
3:30						
3:45						
4:00						
4:15						
4:30						
4:45						
5:00						
5:15						
5:30						
5:45						
6:00						
6:15						
6:30						
6:45						
7:00						
7:15						
7:30						
7:45						
8:00						
8:15						
8:30						
8:45						
Total number of checks						
Total number of minutes (# checks x 15)						

Content Area Description

Guidance Curriculum

- Classroom instruction
- Large and small group activities
- School presentations
- Parent workshops
- Community events

Individual Planning

- Appraisal
- Advisement
- Placement
- Follow-up

Responsive Services

- Individual and small group counseling
- Consultation
- Referral
- Crisis counseling
- Peer facilitation

System Support and Integration

- Communication
- Program coordination
- Professional development
- Consultation
- Collaborative partnering
- Community outreach
- Shared building responsibilities

Student Advocacy

- Work on behalf of a particular student or group of students that ensures equitable access and opportunities and that falls outside of the above (NOTE: Student advocacy may occur in all of the other guidance and counseling activities OR may be work specifically for educational equity. The latter would be recorded in this category.)

Non-Counseling and Administrative Activities

- All other activities not specifically related to guidance and counseling

Appendix C-4 DESIGN CONSIDERATIONS

Relationship between the CAM and Graduation Requirements and the Content Framework

You may find that it is helpful to look at how Oregon’s graduation and CAM requirements connect to the five components of the Content Framework. Below is a chart that provides one view of how implementation activities and services connect. The shaded and bold X’s indicate the primary delivery method, while the other X’s indicate a supporting delivery.

Graduation and CAM Requirements		Content Framework				
		Guidance Curriculum	Individual Planning	Responsive Services	System Support and Integration	Student Advocacy
Academic Performance		X	X	X	X	X
Career-Related Learning Standards	Personal Management	X	X	X		
	Problem Solving	X	X	X		X
	Communication	X		X		X
	Teamwork	X				
	Employment Foundations	X			X	
	Career Development	X	X		X	X
Education Plan		X	X		X	
Education Profile		X	X		X	
Career-Related Learning Experiences		X	X		X	
Extended Application			X		X	

Content Framework Strategies

Guidance Curriculum

- Classroom instruction
- Large and small group activities
- School presentations
- Parent workshops
- Community events

Individual Planning

- Appraisal
- Advisement
- Placement
- Follow-up

Responsive Services

- Individual and small group counseling
- Consultation
- Referral
- Crisis counseling
- Peer facilitation

Student Advocacy

- Work on behalf of a particular student or group of students that ensures equitable access and opportunities and that falls outside of the above

System Support and Integration

- Communication
- Program coordination
- Professional development
- Consultation
- Collaborative partnering
- Community outreach
- Shared building responsibilities

Relationship between the Career-Related Learning Standards and the Student Development Domains

Another important design consideration is how the four student development domains are addressed in the activities and services. The chart below connects the six categories of Career and Life Role Common Curriculum Goals and Career-Related Learning Standards to the student development domains used in the Oregon framework. As you can see, all four domains are supported in existing standards.

Career and Life Role Common Curriculum Goals/Career-Related Learning Standards	Student Development Domains				Comment
	Academic (Learn)	Career (Work)	Personal/Social (Live)	Community Involvement (Contribute)	
Personal Management	X	X	X	X	Supports all 4 domains
Problem Solving	X	X	X	X	Supports all 4 domains
Communication	X	X	X	X	Supports all 4 domains
Teamwork	X	X	X	X	
Employment Foundations		X	X	X	
Career Development	X	X	X	X	Ties together all 4 domains

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

Appendix D-1 ETHICAL STANDARDS FOR SCHOOL COUNSELORS

These standards, adopted by the American School Counselor Association (ASCA), are included in the Oregon framework as a reference for counselors, administrators, and program teams. They provide a baseline for defining good and ethical practice in designing programs and service protocols.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools, and communities, as well as to one's self and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. RESPONSIBILITIES TO STUDENTS

The professional school counselor:

- a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.
- c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- d. Is responsible for keeping informed of laws, regulations, and policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

A.2. CONFIDENTIALITY

The professional school counselor:

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared disclosure statement.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
- c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.
- d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.
- e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

A.3. COUNSELING PLANS

The professional school counselor:

Works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

A.4. DUAL RELATIONSHIPS

The professional school counselor:

Avoids dual relationships which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

A.5. APPROPRIATE REFERRALS

The professional school counselor:

Makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

A.6. GROUP WORK

The professional school counselor:

Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

A 7. DANGER TO SELF OR OTHERS

The professional school counselor:

Informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.

A.8. STUDENT RECORDS

The professional school counselor:

Maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

A.9. EVALUATION, ASSESSMENT, AND INTERPRETATION

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation which may differ from that required in more traditional assessments.
- b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

- c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.
- d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

A.10. COMPUTER TECHNOLOGY

The professional school counselor:

- a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that: (1) computer applications are appropriate for the individual needs of the counselee; (2) the counselee understands how to use the application; and (3) follow-up counseling assistance is provided. Members of underrepresented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.
- b. Counselors who communicate with counsees via internet should follow the NBCC Standards for WebCounseling.

A.11. PEER HELPER PROGRAMS

The professional school counselor:

Has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

B. Responsibilities to Parents

B.1. PARENT RIGHTS AND RESPONSIBILITIES

The professional school counselor:

- a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee's maximum development.
- b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.
- c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

B.2. PARENTS AND CONFIDENTIALITY

The professional school counselor:

- a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
- b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.
- c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. Responsibilities to Colleagues and Professional Associates

C.1. PROFESSIONAL RELATIONSHIPS

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.
- b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and optimally utilizes related professions and organizations to whom the counselee may be referred.

C.2. SHARING INFORMATION WITH OTHER PROFESSIONALS

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.
- b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
- c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

D. Responsibilities to the School and Community

D.1. RESPONSIBILITIES TO THE SCHOOL

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in the best interest of counselees.
- b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
- c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail her or his effectiveness in providing programs and services.
- d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.
- e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. RESPONSIBILITY TO THE COMMUNITY

The professional school counselor:

Collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. Responsibilities to Self

E.1. PROFESSIONAL COMPETENCE

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.
- b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

- c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. MULTICULTURAL SKILLS

The professional school counselor:

Understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

F. Responsibilities to the Profession

F.1. PROFESSIONALISM

The professional school counselor:

- a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.
- d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

F.2. CONTRIBUTION TO THE PROFESSION

The professional school counselor:

- a. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.
- b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

G. Maintenance of Standards

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA, and ASCA Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for educating--and consulting with -- the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

H. Resources

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA. (5999 Stevenson Ave., Alexandria, VA 22034) 800.347.6647 www.counseling.org

American School Counselor Association. (1997). The national standards for school counseling programs. Alexandria, VA. (801 North Fairfax Street, Suite 310, Alexandria, VA 22314) 800.306.4722 www.schoolcounselor.org

American School Counselor Association. (1998). Position Statements. Alexandria, VA.

American School Counselor Association. (1998). Professional liability insurance program. (Brochure). Alexandria, VA.

Arrendondo, Toperek, Brown, Jones, Locke, Sanchez, and Stadler. (1996). Multicultural counseling competencies and standards. Journal of Multicultural Counseling and Development . Vol. 24, No. 1. See American Counseling Association.

Arthur, G.L. and Swanson, C.D. (1993). Confidentiality and privileged communication. (1993). See American Counseling Association.

Association for Specialists in Group Work. (1989). Ethical Guidelines for group counselors. (1989). Alexandria, VA. See American Counseling Association.

Corey, G., Corey, M.S. and Callanan. (1998). Issues and Ethics in the Helping Professions. Pacific Grove, CA: Brooks/Cole. (Brooks/Cole, 511 Forest Lodge Rd., Pacific Grove, CA 93950) www.thomson.com

Crawford, R. (1994). Avoiding counselor malpractice. Alexandria, VA. See American Counseling Association.

Forrester-Miller, H. and Davis, T.E. (1996). A practitioner's guide to ethical decision making. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1996). ACA ethical standards casebook. Fifth ed. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1992). Dual relationships in counseling. Alexandria, VA. See American Counseling Association.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

Huey, W.C. and Remley, T.P. (1988). *Ethical and legal issues in school counseling*. Alexandria, VA. See American School Counselor Association.

Joint Committee on Testing Practices. (1988). *Code of fair testing practices in education*. Washington, DC: American Psychological Association. (1200 17th Street, NW, Washington, DC 20036) 202.336.5500

Mitchell, R.W. (1991). *Documentation in counseling records*. Alexandria, VA. See American Counseling Association.

National Board for Certified Counselors. (1998). *National board for certified counselors: code of ethics*. Greensboro, NC. (3 Terrace Way, Suite D, Greensboro, NC 27403-3660) 336.547.0607 www.nbcc.org

National Board for Certified Counselors. (1997). *Standards for the ethical practice of webcounseling*. Greensboro, NC.

National Peer Helpers Association. (1989). *Code of ethics for peer helping professionals*. Greenville, NC. PO Box 2684, Greenville, NC 27836. 919.522.3959. nphaorg@aol.com.

Salo, M. and Schumate, S. (1993). *Counseling minor clients*. Alexandria, VA. See American School Counselor Association.

Stevens-Smith, P. and Hughes, M. (1993). *Legal issues in marriage and family counseling*. Alexandria, VA. See American School Counselor Association.

Wheeler, N. and Bertram, B. (1994). *Legal aspects of counseling: avoiding lawsuits and legal problems*. (Videotape). Alexandria, VA. See American School Counselor Association.

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly, March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998 and adopted on June 25, 1998.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

Appendix D-2

THE EDUCATION TRUST'S TRANSFORMING SCHOOL COUNSELING INITIATIVE

In 1996, the Education Trust began work on a project to identify what counselors need to know and be able to do to help all students succeed academically. The work has resulted in counselor education program transformation around the country and a rethinking of the role of the school counselor. The principles and concepts from this initiative, which have influenced national school counseling models and our Oregon framework, are presented here to stimulate thoughtful discussion that will advance change within district programs. For more information, see http://www.edtrust.org/main/main/school_counseling.asp Reprinted with permission.

Principles of Transforming School Counseling

School counselors have an enormous impact on the choices students make and their future options. School counselors are ideally positioned in schools to serve as advocates who create opportunities for all students to define, nurture and accomplish high academic aspirations. Educational equity, access to quality preparation, and support for student success in these efforts become fundamental concerns for the school counselor. Yet school counselors have been left out of the standards-based education reform movement. To help put school counselors in the center of school reform we operate from the following guidelines.

Definition of School Counseling

School counseling is...

A **profession** that focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success. The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, the trained school counselor must be an assertive advocate creating opportunities for all students to nurture dreams of high aspirations. The counselor assists students in their academic, social, emotional and personal development and helps them to define the best pathways to successfully achieve their dreams. The school counselor serves as a leader as well as an effective team member working with teachers, administrators and other school personnel to make sure that each student succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources.

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

The function necessarily requires focused attention to students for whom schools have been the least successful—poor students and students of color. A concentration is required on issues, strategies and interventions that will assist in closing the achievement gap between these students and their more advantaged peers. Measurable success resulting from this effort can be documented by increased numbers of these students, as well as other students, completing school academically prepared to choose from a wide range of substantial post-secondary options, including college.

Transformation of Role of School Counseling - A Shift in Focus

<i>From INDIVIDUAL FOCUS</i>	<i>To SYSTEMIC FOCUS</i>
■ Works Only with Individual Student Problems	■ Works to Make Systemic Change that Benefits All Students
■ Involved Mostly with School Counseling Activities	■ Involved Extensively as a Leader in School Reform
■ Primary Focus on Personal/Social Concerns	■ Focus on Learning, Achievement and Supporting Student Success
■ Ancillary Support Personnel	■ Integral Members of Educational Team
■ Loosely Defined Role and Responsibility	■ Connect School Counseling to the New Mission of Schools
■ Record Keepers	■ Use of Data to Effect Change
■ Sorters, Selectors in Course Placement Process	■ Advocates for Inclusion in Rigorous Preparation for All—Especially Poor Students and Students of Color
■ Works In Isolation	■ Teams and Collaborates with All Stakeholders
■ Guardians of the Status Quo	■ Agents for Change, Especially for Educational Access and Equity for All Students
■ Involvement Primarily with Students	■ Involvement with Students, Parents, Education Professionals, Community, Community Agencies
■ Little or No Accountability	■ Accountable for Student Success, Use of Data, Planning and Preparation for Access to Wide Range of Post Secondary Options
■ Dependence on Use of System's Resources for Helping Students and Families	■ Brokers of Services for Parents and Students from Community Resources/Agencies as Well as School System's Resources
■ Post Secondary Planners with Interested Students	■ Champions for Creating Pathways for All Students to Achieve High Aspirations

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

Specific Counseling Skills Necessary to Transform the Role of the School Counselor for the 90's and Beyond

1. Leadership Skills
2. Social Advocacy Skills—Proactive socially critical behavior that prepares one to voice and strategically plan to challenge the status quo in systems where inequities impede students' academic success
3. Multicultural Counseling and Cross-Cultural Communication Skills
4. Use of Technology for monitoring student progress and student career planning; acquiring and accessing data needed to inform decision making of individual students and the whole school
5. Use of Data to Effect Change
6. Application of Coordination, Networking, Teaming and Collaboration Skills
7. Program Development, Management and Evaluation Skills (Tutoring, Peer Helpers etc.)
8. Persistence Training Skills
9. Learning Styles Knowledge and Applications Skills
10. Effective Presentation Skills with Multiple Audiences (Students, Parents, Administrators, Teachers, Politicians, Business Leaders, Community Based Organizations, etc.)
11. Knowledge of Learning Theory and Practical Applications for Students and Teachers
12. College/Career Counseling Skills
13. Application of Non-Traditional Parental and Community Outreach Skills
14. Ability to Apply Knowledge of Learning Theories to Positively Impact Student Achievement
15. Cooperative Learning Knowledge and Applications Connected to Group Dynamics
16. Understanding of Equity/Inclusion for Under Represented Students in Rigorous Coursework
17. Counseling and Consultation Skills
18. Organizational Planning and Management Skills
19. Knowledge of and Ability to Access Community Resources
20. Understanding and Management of Organizational Change

APPENDIX D: ROLE OF THE SCHOOL COUNSELOR

New Vision for School Counselors - The Scope of the Work

<i>Leadership</i>	<i>Advocacy</i>	<i>Teaming and Collaboration</i>	<i>Counseling and Coordination</i>	<i>Assessment and Use of Data</i>
Promoting, planning, implementing prevention programs, career/college activities, course selection and placement activities, social/personal management and decision making activities	Making available and using data to help the whole school look at student outcomes	Participate/consult with teams for problem-solving; ensuring responsiveness to equity and cultural diversity issues as well as learning styles	Brief counseling encounters with individual students, groups, and families	Assess and interpret student needs, recognizing differences in culture, languages, values and backgrounds
Provide data snapshots of student outcomes, show implications, achievement gaps, and provide leadership for school to view through equity lens	Use data to affect change; calling on resources from school and community	Collaborate with other helping agents (peer helpers, teachers, principal, community agencies, business)	Coordinate resources, human and other, for students, families, and staff, to improve student achievement (community, school, home, etc.)	Establish and assess measurable goals for student outcomes from counseling programs, activities, interventions, and experiences
Arrange 1-1 relationships for students with adults in school setting for additional support and assistance in reaching academic success	Advocate for student experiences and exposures that will broaden students' career awareness and knowledge	Collaborate with school and community teams to focus on rewards, incentives and supports for student achievement	Key liaison working with students and school staff to set high aspirations for all students and develop plans/supports for achieving these aspirations	Assess building barriers that impede learning, inclusion and/or academic success for students
Play a leadership role in defining and carrying out the Guidance and Counseling function	Advocate for students' placement and school support for rigorous preparation for all students	Collaborate with school staff members in developing staff training on team responses to students' academic, social, emotional and developmental needs	Coordinate staff training initiatives which address student needs on a school wide basis	Interpret student data for use in whole school planning for change

APPENDIX E: GLOSSARY

Action Plan: Written description of how the school district intends to achieve the program mission and goals and student outcomes. Items in an action plan might include a general program description, student standards and outcomes for each development domain, annual activities and services, timelines and responsibilities for activities and services, expected student outcome, and data used to measure the results.

Advocacy: Actively supporting causes, ideas, or policies that promote and assist student academic, career, personal/social, and community involvement needs. One form of advocacy is the process of actively identifying underrepresented students and supporting them in their efforts to perform at their highest level.

Articulation: A coordinating process to link two or more educational systems within a community or educational programs between grades and between schools.

Career Development: Those aspects of an individual's experience which are relevant to personal choice, entry, and progress in educational, vocational, and avocational pursuits; a lifelong process through which individuals come to understand themselves in relationship to education and work.

Career Education: Guidance curriculum components that link education to the world of work; instructional activities designed to support the Career and Life Role Common Curriculum Goals.

Collaboration: A partnership in which two or more individuals or organizations actively work together on a project or problem.

Competency: A skill or ability.

Comprehensive Guidance and Counseling Program: A development, proactive, preventative, coordinated program, integral to the total educational program of each district and school, that helps each student acquire skills, knowledge, and attitudes in the areas of academic, career, and personal/social development and community involvement to ensure success in school and in future pursuits.

Consultation: A process of sharing information and ideas.

APPENDIX E: GLOSSARY

Counseling: A special type of helping process implemented by a professionally trained and licensed person, involving a variety of techniques and strategies that help students explore academic, career, and personal/social issues to ensure healthy development, academic progress, and successful transitions to next steps.

Curriculum: An organized framework of teaching/learning units, activities, experiences, assessments, and materials that leads to the achievement of a specified student outcome or set of student outcomes.

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data.

Delivery System: The means around which the counseling program is organized and delivered. In the Oregon framework, this includes the five Content Framework components, guidance curriculum, individual planning, responsive service, system support and integrations, and student advocacy.

Disaggregated Data: Data separated into component parts by specific variables such as ethnicity, gender, and socioeconomic status.

Domains: Broad developmental areas of knowledge, skills, and attitudes that promote and enhance student learning. In the Oregon framework, four student development domains are described -- Learning to Learn (Academic); Learning to Work (Career); Learning to Live (Personal/social); and Learning to Participate (Community Involvement).

Guidance: Learning experiences and activities to enable students to acquire the knowledge, skills, and attitudes for academic, career, and personal/social development, community involvement, and successful transitions to next steps.

Indicator: Measurable evidence that students have the knowledge, skills or abilities, and attitudes necessary for a specific competency.

Perception Data: Data that measure what students and others perceive and observe about knowledge gained, attitudes and beliefs held, or competencies achieved.

Process Data: Method of evaluation that looks at specific activities and services in terms of numbers of students served, group activities, and classroom visits rather than the student outcomes from those activities.

Program: A coherent sequence of instruction, interventions, and services based upon a predetermined set of student outcomes.

APPENDIX E: GLOSSARY

Program Audit: An assessment of the current status of a school counseling program based upon the Oregon framework components. The purpose for conducting a program audit is for guiding action for program development.

Results Data: Outcome data; how students are measurably different as a result of a program, activity, or service.

Results Report: Written documentation of the outcomes of the counseling program activities and services. A results report contains process, perception, and results data.

Scope and Sequence: The range, logical order, and continuity of activities and services within the student outcomes for all developmental domains.

Standard: A statement that describes what students should know and be able to do.

Systemic Change: Change affecting the entire system. The focus of the changes is upon the dynamic of the environment and the organization, not on the individual.

APPENDIX F: ADDITIONAL RESOURCES

Comprehensive Guidance and Counseling Research

The literature is rich in articles that look at comprehensive guidance and counseling programs and school counseling transformation. In addition to the articles listed below, which were used by the work group in developing the Oregon framework, also see *Professional School Counseling*, *Journal of Counseling and Development*, *Elementary School Guidance and Counseling*.

Carey, John, Bowers, Judy, & McGannon, Wendy (2003). *What are the expected benefits associated with implementing a comprehensive guidance program?* Amherst, MA: National Center for School Counseling Outcome Research.

Gysbers, Norman C. & Henderson, Patricia (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*. 4, 246-56.

Gysbers, Norman C. & Henderson, Patricia (2000). *Developing and managing your school guidance program*. Alexandria, VA: American Counseling Association.

Gysbers, Norman C. & Jensen, Lynn (1999). *Strengthening guidance leadership for the 21st century*. Columbus, OH: National Consortium of State Career Guidance Supervisors and Center on Education and Training for Employment.

Gysbers, Norman C. & Henderson, Patricia (Eds.) (1997). *Comprehensive guidance programs that work-II*. Greensboro, NC: ERIC Counseling and Student Services Clearinghouse.

Nelson, David E., Gardner, John L., and Fox, David G. (1998). *Contrasts between students in high implementation and low implementation high schools in the Utah Comprehensive Guidance Program*. Salt Lake City, UT: The Utah State Office of Public Education.

Online

ERIC/CASS (Educational Resources Information Center/Counseling and Student Services), Comprehensive School Guidance Programs. <http://ericcass.uncg.edu/csgp.html>

APPENDIX F: ADDITIONAL RESOURCES

State and National Models

Bowers, Judy L., and Hatch, Patricia A. (2002). *The National Model for School Counseling Programs*. Alexandria, VA: American School Counselor Association.

Florida Department of Education. *Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model*.

Idaho State Board of Education (2000). *The Idaho Comprehensive School Counseling Program Model*, Second Edition.

National Consortium for State Guidance Leadership (2002). *A National Framework for State Programs of Guidance and Counseling*.

South Dakota Department of Education and Cultural Affairs (2002). *South Dakota Comprehensive Guidance and Counseling Program Framework*.

Utah State Office of Education (1998). *Utah Model for Comprehensive Counseling and Guidance*.

Online

Connecticut School Counselors Association, Connecticut Comprehensive School Counseling Program and Best Practices for School Counseling in Connecticut. <http://www.state.ct.us/sde/deps/special/counseling.pdf> and <http://www.state.ct.us/sde/deps/special/BestPractices.pdf>

Georgia Department of Education, QCC Standards and Resources, Guidance and Counseling Index. <http://www.glc.k12.ga.us/qcc/ancill/guidance/ind-guid.htm>

Missouri Department of Elementary and Secondary Education, Division of Vocational and Adult Education, Guidance and Placement, Missouri Comprehensive Guidance Program. <http://www.dese.state.mo.us/divvoiced/guid/>

Michigan Educational Materials Center, Michigan Comprehensive Guidance and Counseling Student Benchmarks K-12 (Correlated with Michigan Model for Comprehensive School Health Education Curriculum). <http://www.emc.cmich.edu/cshp/counselbenchk-3.htm>

North Carolina Department of Public Instruction, Guidance Curriculum for the Comprehensive School Counseling Program. <http://www.ncpublicschools.org/curriculum/Guidance/index.html>

APPENDIX F: ADDITIONAL RESOURCES

Wisconsin Department of Public Instructions, Student Services/Prevention and Wellness,
Wisconsin Developmental Guidance Model.
<http://www.dpi.state.wi.us/dpi/dlsea/sspw/wdgm.html>

Oregon Resources

Oregon Department of Education, Certificate of Advanced Mastery Design and
Implementation. <http://www.ode.state.or.us/cimcam/>