# *The*
School Counselors' Guide

Developing a Comprehensive School Counseling Program Using Accreditation Standard VI

Academic Development

STUDENT SUCCESS

Career Development

Personal/Social Development

August 2004

Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

First in the Twenty-First
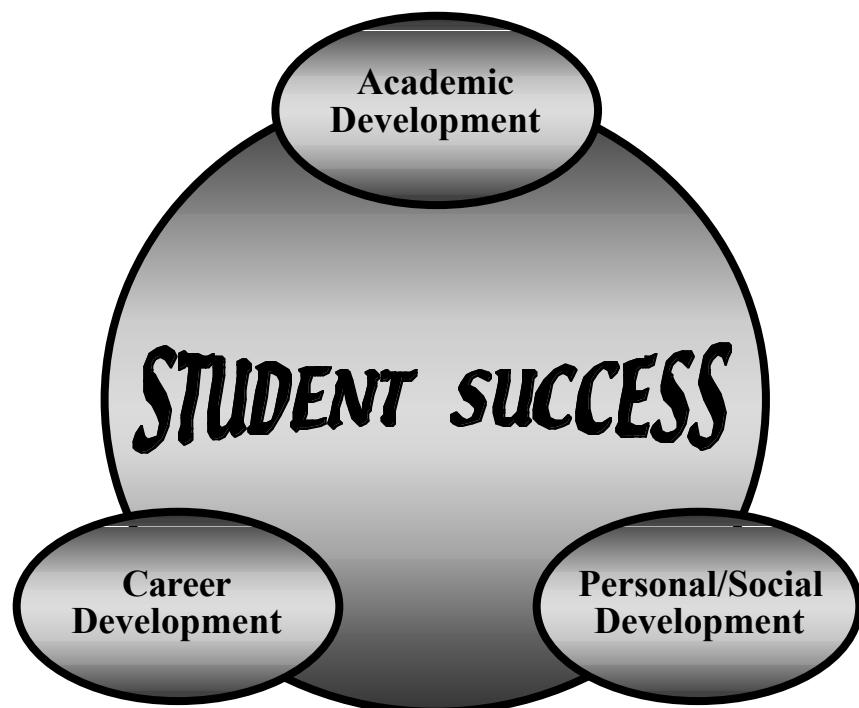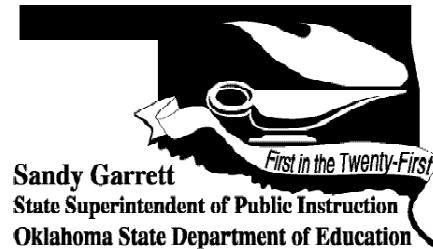
TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Revision Committee Members

FOREWORD

The School Counselors' Guide: Developing a Comprehensive School Counseling Program with Accreditation Standard VI is designed to assist school districts in strengthening their existing program or in developing a new one. It is organized in such a way as to encourage a team approach and to promote the effective use of resources.

The foundation for the guide is Accreditation Standard VI, Guidance and Counseling Services, in the *Standards for Accreditation of Oklahoma Schools*. School counseling programs are required to meet the Standards for Accreditation which are listed in Section II of the guide. The planning process and suggestions for implementation are not mandatory.

The counseling program is an integral part of the total educational program. I encourage you to use this guide to plan, evaluate and continually improve the counseling program in an effort to help all students achieve academic success and to gain the necessary skills to pursue postsecondary education or employment.

Sandy Garrett
State Superintendent

SECTION I
Program Framework

INTRODUCTION

The ever increasing needs of children and the expectations of today's society continue to place growing demands on students and the educational system. Educators are challenged to educate all students at an ever-higher level of academic proficiency to meet the demands of an internationally competitive marketplace, even though societal factors may create obstacles to learning for some of our children. Dropping out of school, substance abuse, peer pressure and violence are not abstract issues. They are real and have a substantial impact on students and their educational development.

The contributions of the counseling program to the educational mission of the school and to the individual student's development are many and substantial. The counseling program can be expected to produce positive results in a range of related areas, including:

- School attendance
- Academic achievement
- Dropout prevention
- Removing obstacles to learning
- Career awareness, exploration and planning

- School safety and crisis management
- Peer relationships
- School climate
- Study skills

PURPOSE

The purpose of *The School Counselors' Guide* is to provide a framework from which schools can develop a comprehensive counseling program to meet the requirements of Standard VI, Guidance and Counseling Services, in the *Standards for Accreditation of Oklahoma Schools.* Schools are required to meet the Standards for Accreditation in order to be accredited by the Oklahoma State Board of Education. High schools have been required to meet the standards since June 30, 1995, and elementary and middle level schools since June 30, 1999 (70 O.S. § 3-104.4).

School counseling programs must meet the Standards for Accreditation printed in the shaded boxes in Section II of *The School Counselors' Guide*. The accompanying information and suggestions for implementation should not be interpreted as requirements. Schools can use the guide to organize a school counseling program, personalizing it with local needs and strengthening special areas.

DESIGN

The School Counselors' Guide is designed to be a framework for developing a school counseling program. The framework provides suggestions on how to fully use human and material resources and establishes a process approach for developing a program.

An advisory committee can help design a program that meets the unique needs of the school or district. To effectively meet the needs of students and the local school, the counseling program should be:

- Early Childhood through Grade 12 in scope.
- Preventive and proactive in nature.
- Driven by data and accountable.
- Based on the developmental needs of the learner.
- Designed to meet the requirements of Accreditation Standard VI.
- Implemented by certified school counselors.
- Coordinated so that it is an integral part of the total school educational program.
- Formed around a delivery system with counselors and teachers and the services of others integrated into a total program.

ASSUMPTIONS

For the counseling program to be effective, certain program conditions and resources are needed as outlined below:

Program

- The counseling program meets all of the requirements of Accreditation Standard VI.
- Students, parents, teachers and others have equal access to the program.
- The program operates in a supportive work environment and has an adequate budget and materials.
- School administrators understand and support the program's priorities and demands.

Staff

- School counselors hold a valid Oklahoma School Counselor Certificate. National certification from the National Certified School Counselor (NCSC) certificate or the National Board for Professional Teaching Standards (NBPTS) may be used to meet this requirement.
- School counselor responsibilities are clearly defined and make maximum use of the school counselor's expertise.
- The counselor-to-student ratio is adequate to implement the designed program.
- The school counselor works cooperatively with parents and teachers and follows local policy and ethical standards regarding counseling with students.
- The percentage of time school counselors spend in non-counseling activities is no greater than the percentage of time classroom teachers spend in non-teaching activities.

Budget

- A counseling program budget is established to support program goals and priorities.
- Budgets are established at the local level or district level similar to those of other departments.
- Local, state and federal funds are made available to support the program's goals.

Materials, Supplies and Equipment

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee, the library media specialist and with local board policy concerning the evaluation and selection of materials for the program.
- Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.

Facilities

- All facilities are easily accessible and provide adequate space to organize and display materials.
- The school counselor has a private office that is designed with consideration of the students' right to privacy and confidentiality.
- As available, access is provided to facilities for meeting with groups of students.
- The school counselor has a private telephone line and locking files.

BENEFITS

The implementation of a comprehensive and accountable counseling program can benefit the school community in the following ways:

Benefits for Students

1. Improves academic performance and success in school.
2. Increases opportunities for career awareness, exploration and planning.
3. Develops decision-making and problem-solving skills.
4. Assists in acquiring knowledge to effectively relate to others.
5. Increases opportunities for student assistance and support.

Benefits for Parents

1. Provides support for parents regarding their child's educational development.
2. Provides increased opportunities to participate in their child's career development.
3. Increases opportunities for parent/school interaction.
4. Increases opportunities to participate in academic and postsecondary planning.

Benefits for Teachers

1. Encourages positive relationships among students, parents, teachers and school counselors.
2. Provides an interdisciplinary team effort to address educational goals.
3. Provides direct support to the classroom to improve student academic performance.

Benefits for Administrators

1. Provides a program to promote student success.
2. Provides a means of evaluating program efforts.
3. Increases the opportunities to monitor student success and provide support.

Benefits for Local Boards of Education

1. Ensures that a quality program is available to all students.
2. Provides program information to the community.
3. Provides a basis for determining funding allocations.
4. Provides ongoing data relative to student achievement.

Benefits for School Counselors

1. Provides a clearly defined role and function.
2. Increases effectiveness and efficiency.
3. Provides an organized plan to reach all students in the school.
4. Promotes participation on interdisciplinary curriculum teams.
5. Provides a tool for program management and accountability.
6. Outlines a plan for helping students achieve their potential.

SECTION II

Accreditation Standard VI:
Guidance and Counseling Services

INTRODUCTION

School counseling programs in Oklahoma are required to meet the Standards for Accreditation. In Section II, the Standards for Accreditation are printed in the shaded boxes. The accompanying text and suggestions are not required. School counseling programs have the flexibility to design a program to meet local needs and to match local resources.

The Standards in Accreditation Standard VI are presented along with a program development process which includes five separate steps: organizing, planning, designing, implementing and evaluating. These steps will help ensure that the program coordinates with and complements the goals of the school.

Accreditation Standard VI, Guidance and Counseling Services* (210:35-3-106):

(A) The counseling staff, parents, administrators and others shall provide guidance and counseling program direction through involvement in assessment and identification of student needs.

(B) The school shall develop a written description of a guidance and counseling program with special provisions for at-risk students. The program shall address assessed needs of all students, including those who are identified as at-risk, and shall establish program goals, objectives and an evaluation.

(C) Each school shall provide an organized program of guidance and counseling services.

   (1) Counseling services shall be provided to students, in group or individual settings, that facilitate understanding of self and environment.

   (2) The counseling services shall provide a planned sequential program of group guidance activities that enhance student self-esteem and promote the development of student competencies in the academic, personal/social and career/vocational areas.

   (3) The provider of counseling services shall consult with staff members, parents and community resources and make appropriate referrals to other specialized persons, clinics or agencies in the community.

   (4) Counseling and guidance services shall be coordinated and shall work cooperatively with other school staff, community resources and other educational entities.

(D) Each counselor shall follow a planned calendar of activities based on established program goals and provide direct and indirect services to students, teachers and/or parents.

---

*School counseling programs in Oklahoma are required to meet the Standards for Accreditation.

THE PROGRAM DEVELOPMENT CYCLE

```
                    Evaluating              Organizing


                              Program
                              Development
      Implementing              Cycle            Planning


                            Designing
```
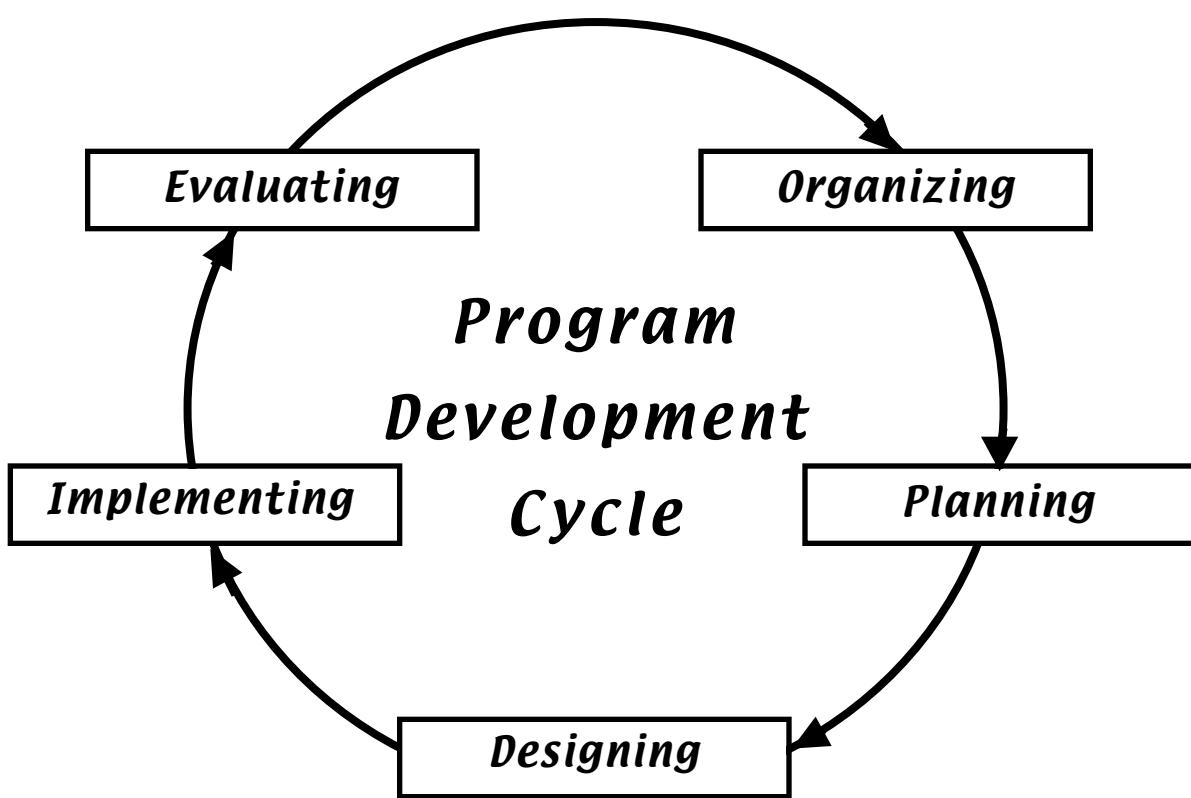
Organizing
• Establish an advisory committee.
• Review current counseling program with committee.

Planning
• Review available data at the school site.
• Identify needs and establish priorities.
• Determine the required resources.

Designing
• Develop a written plan including goals, objectives and evaluation.
• Include special provisions for at-risk students.
• Identify the student competencies for the program.

Implementing
• Provide an organized program of services.
• Follow a planned calendar of activities.

Evaluating
• Evaluate the program, student competency attainment and personnel.
• Use data for change and improvement.

ACCREDITATION STANDARD VI

> **Accreditation Standard VI-A: The counseling staff, parents, administrators and others shall provide guidance and counseling program direction through involvement in assessment and identification of student needs.***

Establish an Advisory Committee

A. A program advisory committee can be established at the district or school site level. The membership of the advisory committee will vary according to the size of the school or district but should be composed of a representative sample from both the school and from the community. The advisory committee may include teachers, administrators, parents and representatives from postsecondary institutions, business and the local community.

B. The advisory committee might assume the following responsibilities:

- Identify student needs and priorities
- Function as advisors and advocates
- Identify student competencies and priorities
- Screen and select guidance materials
- Promote and strengthen the goals and objectives of the program
- Assist in evaluating the program

C. The advisory committee must be involved in an inservice to understand the philosophy of the counseling program and to enable them to realistically assess, establish and prioritize the program goals.

D. After the advisory committee has been briefed on the philosophy and the basic goals of the counseling program, the next step is to determine the status of the current program. The school counselor's activity record may be useful in the documentation of current activities and the time spent on each (see Appendix A).

E. It is important to determine the resources currently available in the school, the district and the community. The status of the current program and the list of resources must be carefully examined by the advisory committee, for it is at this stage in the planning process that realistic appraisals are made regarding what the counseling program can accomplish with the available resources.

---

*   School counseling programs in Oklahoma are required to meet the Standards for Accreditation printed in the shaded boxes.

Identify Needs and Establish Priorities

A. Identifying the needs of students and the priorities of the school community is at the center of the local program development process. The design for the local program should be based on a knowledge of the students' and community's needs and in consideration of the current and potential resources available for program implementation. The counseling program should be data driven and each school site should have data available in the following areas:

- Demographic data: Ethnicity; language; socioeconomics; mobility rate; immigration patterns

- Academic data: Test scores; drop-out rates; promotions/retentions; special course enrollments; patterns in students' grades; college-going rate; ACT High School Profile Report; percent of students with failing grades

- Climate data: Discipline; participation in extracurricular and cocurricular activities; attendance rates; suspensions; in-school suspensions; follow-up graduate surveys

B. The following data resources are available on the State Department of Education's Web site (www.sde.state.ok.us) and should be consulted in the process of identifying student needs:

1. *The District Report Card on Student Testing*

2. *The Academic Performance Index*

3. *The District Report Card* from the Office of Accountability:

   - Average ACT scores
   - Drop-out rates
   - Performance of graduates in college
   - College-going rates
   - Student enrollment information
   - Free/reduced lunch eligibility
   - Test results by grade and subject
   - Demographic data

C. The *Comprehensive Local Educational Plan (CLEP)*: Schools are required to develop a school improvement plan including a mission statement and goals. The CLEP is a self-assessment that provides information on the needs of the school and how the school intends to meet those needs. The counseling program is a part of the school improvement process and should link the counseling program goals with the goals and objectives adopted by the school district.

D. Information can be obtained from the needs assessment required by the Title IV Safe and Drug-Free Schools and Communities Program and from the Safe School Committee.

E. Information can also be collected on the perceived level of importance of each student competency statement. The advisory committee, parents and school staff can be given a list of competency statements and asked to rate each statement as having a high priority or low priority (see Appendix B-1, B-2, B-3).

> **Accreditation Standard VI-B:** The school shall develop a written description of a guidance and counseling program with special provisions for at-risk students. The program shall address assessed needs of all students, including those who are identified as at-risk and shall establish program goals, objectives and an evaluation.*

The Written Plan

A necessary and integral component of a comprehensive counseling program is the written plan. The written plan is designed to serve as a structured guide for the delivery of program services within a specified timeframe.

The written plan has the following features:

1. It assumes that the key components of needs assessment, planning, curriculum, implementation and evaluation are incorporated into a unified program.

2. It identifies priorities for the school counselor and the counseling program.

3. It provides a clear method by which the school counselor can be evaluated.

4. It clarifies the counseling program goals for school staff, parents, board of education members and the community and serves as a public relations tool.

5. It delineates the services needed by target populations (students, parents, teachers and administrators) and the methods by which the services are to be delivered.

6. It links the counseling program with the total educational program and mission of the school.

Identify At-Risk Students

The written counseling plan must include special provisions for students who are identified as at-risk. The assessment of student needs discussed above in Accreditation Standard VI-A will assist the advisory committee or counselors in identifying students at-risk of school failure.

At-risk children and youth may be defined as individuals whose present or predictable status (economic, social-cultural, academic and/or health) indicates that they might fail to successfully complete their secondary education and acquire basic life skills, including skills necessary for higher education and/or employment. More specifically, children and youth may be deemed at-risk if:

1. They are a member of a household or family whose income is at or below the poverty level under criteria used by the U.S. Bureau of the Census; or

2. They have not made substantial progress in mastering skills that are appropriate for students of their age; or

3. They have grades that consistently indicate major underachievement; or

4. They have been retained in a grade for one or more years; or

---

* School counseling programs in Oklahoma are required to meet the Standards for Accreditation printed in the shaded boxes.

5. They have been a school dropout or had excessive absences during a school year; or

6. They have been determined to be at-risk based on assessment by school staff familiar with the students' health, social or family status as these influences may be impairing the students' success in school. Influences may include, but are not limited to, evidence of abuse of the students, the students' use of alcohol or drugs, pregnancy or parenthood, delinquent behavior or attempted suicide.

Develop Program Goals and Objectives

The written plan establishes program goals and objectives. To be effective, the counseling program must be an integral part of the total educational program. The closer the program is linked with the goals of the school district, the more clearly related the counseling program will be to the basic mission of the school. As discussed above, the district's goals, objectives and plan for improvement are included in the Comprehensive Local Educational Plan (CLEP). If the district's goals include such items as preparing all students for postsecondary education or employment, helping students to be responsible for their actions or preparing them to be lifelong learners, then these statements should be incorporated into the goals and objectives of the counseling program.

Identify Student Competencies

The advisory committee can assist in selecting the student competencies. The advisory committee may want to study and review the following resources as a part of the selection process:

- The locally identified student needs and school priorities (see Appendix B-1, B-2, B-3)
- The *Priority Academic Student Skills*, Integrated Curriculum section.
- *The American School Counselor Association's National Model: A Framework for School Counseling Programs,* www.schoolcounselor.org (see Appendix C and Appendix D).

The *School Counselors' Guide* provides examples of student competencies for academic, career and personal/social development. The competencies for personal/social development have been selected from the Integrated Curriculum section of the *Priority Academic Student Skills*.

Implement the Program

Implementing a comprehensive counseling program requires the provision of counseling, guidance, consultation, referral and coordination (see Accreditation Standard VI-C). To monitor program implementation and the services being provided, an activity record (Appendix A) and a calendar of activities (Section IV) should be maintained by the school counselor.

Evaluate and Improve

Another major component of developing the counseling program is determining the evaluation procedures to be used. Evaluation involves ongoing monitoring of the program in order to provide feedback for continuing program development, implementation and improvement. *The School Counselors' Guide* provides suggestions for evaluation and improvement (Section V) in the following four areas:

- Evaluation of the counseling program's goals and objectives
- Evaluation of student competency attainment
- Evaluation of the counseling program improvement strategies
- Evaluation of the school counselor's performance

Accreditation Standard VI-C: Each school shall provide an organized program of guidance and counseling services.*

Accreditation Standard VI-C1: Counseling services shall be available to students to increase the probability of student success.*

Counseling is a direct method of helping students who may be facing obstacles that interfere with learning. It may also include preventive responses for students who are on the brink of choosing an unhealthy or inappropriate solution to their problems or of being unable to cope with a situation. Counseling may take place with individuals or groups and is intended to help students develop and use their own resources. Typical counseling situations may include:

• Coping with peer pressure.
• Resolving conflicts with others.
• Academic failure.
• Career awareness, exploration and planning.
• Course selection and academic planning (see Appendix E-1, E-2, E-3 and Appendix I).

Accreditation Standard VI-C2: The counseling services shall provide a planned sequential program of guidance activities that enhance students' development.*

Guidance is a planned, sequential program of learning experiences designed for all students. Guidance activities may be conducted by school counselors, teachers, parents and community members and take place in the classroom or with larger groups of students outside the classroom (Section III). These activities focus on topics such as:

• Effective study and test taking skills.
• Substance abuse prevention.
• Orientation and transition to a new school.
• Exploring educational and career opportunities (see Appendix J).
• Learning decision-making and goal-setting skills.

Accreditation Standard VI-C3: The provider of counseling services shall consult with staff members, parents and community resources and make appropriate referrals to other specialized persons, clinics or agencies in the community.*

Consultation involves the mutual sharing and analysis of information and ideas needed to develop strategies and interventions for helping students. School counselors, parents, teachers, administrators and students may be involved in the consultation process. This team approach greatly enhances the likelihood of success in helping students and creates a positive learning environment. In addition, school counselors establish close working relationships with staff in a variety of school and community agencies, such as health, social services and mental health. The school counselor helps parents locate services their child may need outside the local school. Typically, consultation may involve the following:

• Assisting teachers to work with individual students or groups of students.
• Providing relevant materials and resources to teachers or parents.
• Serving as a liaison between the school, parent and referral agencies.
• Interpreting standardized test results to students and parents.
• Consulting with specialists from community agencies.

*School counseling programs in Oklahoma are required to meet the Standards for Accreditation printed in the shaded boxes.

Accreditation Standard VI-C4: Counseling and guidance services shall be coordinated and shall work cooperatively with other school staff, community resources and other educational entities.*

Coordination is the function of organizing all the activities related to the counseling program into a continuous and meaningful sequence. It involves careful use of personnel, space, materials and equipment. Coordination may include the following:

- Assisting parents to obtain the services their children need.
- Planning, managing and evaluating the counseling program.
- Disseminating information pertinent to the needs of students.
- Coordinating activities related to special events or district-wide activities.
- Coordinating student support activities such as peer tutoring or campus tours.
- Working cooperatively with school staff to develop procedures for emergencies and reporting suspected child abuse.
- Working cooperatively with the area career tech school and colleges.

Accreditation Standard VI-D: Each counselor shall follow a planned calendar of activities based on established program goals and provide direct and indirect services to students, teachers and/or parents.*

A. A calendar is a tool for channeling counseling activities toward longer term goals and objectives. It helps insure that the counseling program being implemented follows the written plan.

B. A realistic timeline in the form of a calendar provides an easy way for everyone to see at a glance the planned activities in the counseling program.

C. A planned calendar of activities may actually include more than one calendar, beginning with a yearly calendar and becoming more detailed with monthly, weekly and daily planning calendars (see Section IV).

D. To monitor the counseling services being provided and the amount of time allocated to each activity, an activity record or daily log can be kept. The total number and variety of individuals served, the services provided and the amount of time spent in providing each service can be recorded for the purpose of accountability and program evaluation (see Appendix A).

---

* School counseling programs in Oklahoma are required to meet the Standards for Accreditation printed in the shaded boxes.

SECTION III

Guidance Curriculum

Introduction

Guidance Curriculum

Guidance Curriculum Domains

- Academic Development

- Career Development

- Personal/Social Development

↓

Student Competencies

↑

Guidance Curriculum Delivery System

Business

Parents

Counselors

Community

Teachers/Administrators
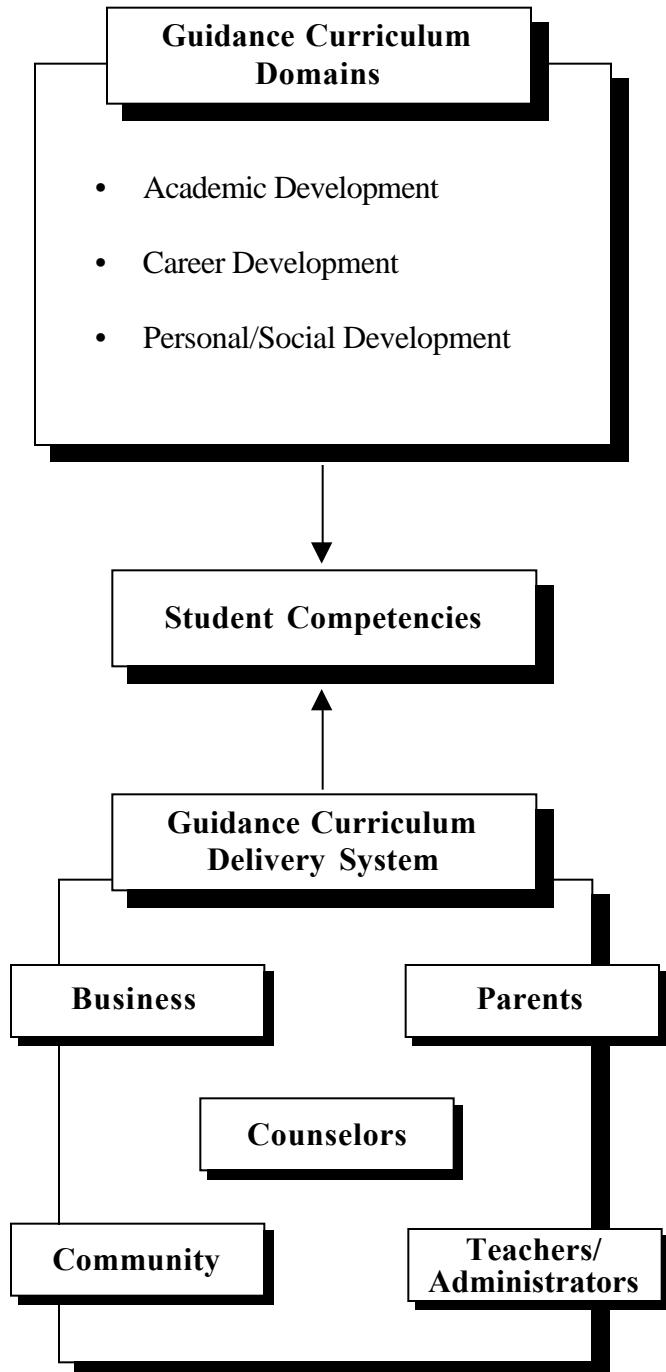
Guidance Curriculum Domains

The School Counselors' Guide focuses on the academic, career and personal/social domains. These domains provide essential skills to help students make decisions and prepare for further education or employment.

Student Competencies

Specific student competencies are listed under each domain. These are examples of competencies that will help students learn, make appropriate decisions, achieve academic success and prepare for a satisfying career.

Delivery System

The School Counselors' Guide incorporates counselors, parents, administrators, teachers, community members, and postsecondary/business representatives into a guidance program team. This delivery system encourages the guidance team to organize the available resources in the district to provide a comprehensive program.

The delivery system presented in Section III is structured to show the collaborative relationship of resource providers to the comprehensiveness of the program, with the counselor at the core of the system. Expanding the delivery system into the classroom provides increased opportunity to reach more students and involves the invaluable resources of the teacher. In addition, the efforts of school staff, community members, parents and others are coordinated into a program to meet the needs of all students.

Early Childhood/Elementary Level
Academic Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Understand the school environment and what is expected of students.	Assist school staff with student class placement.	Provide school orientation activities for all students.	Meet with the parents of all children and explain the counseling program.
Understand the relationship of ability, effort and the quality of school achievement.	Identify children at risk and respond to their needs.	Coordinate activities that provide recognition for student improvement and achievement.	Have business leaders talk to students about motivation and achievement.
Assess learning needs and know where to find help.	Work with underachieving students on an individual basis.	Help students identify learning needs and ways to meet those needs.	Assist staff in explaining test results and grades to students and parents.
Understand the process of setting meaningful school achievement goals.	Work with students to enhance motivation to learn.	Provide guidance activities to help students learn to set goals.	Provide parents with information on setting goals.
Learn to set high expectations.	Help each student have a positive school experience.	Provide tutoring and other support systems for learning.	Conduct professional development to create a supportive, positive learning environment.

Early Childhood/Elementary Level
Academic Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Develop good study skills.	Work with groups of students who need to develop study skills.	Help staff promote homework and study skills.	Help parents assist their children with study skills and homework.
Become aware of learning opportunities available in the school and community.	Provide information about afternoon, weekend and summer learning activities.	Coordinate field trips for students outside the school.	Invite staff, club sponsors, community leaders and former students to speak to groups of students.
Identify effective learning skills and areas needing improvement.	Provide group counseling to help students develop strategies for improvement.	Work with school staff to provide tutoring and other support systems for learning.	Provide information to parents on the best time and place to study.
Learn to plan ahead and to use time wisely.	Help students implement time-management skills.	Coordinate activities to help students recognize how interests may contribute to future goals.	Encourage parent and community involvement to facilitate career awareness activities.
Learn test-taking skills.	Provide activities for skill building and for motivation.	Recognize student improvement and achievement.	Interpret test results to students and parents.

Early Childhood/Elementary Level
Career Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Become aware of the world of work.	Provide activities to help students become aware of the world of work.	Have a career day that all staff wear clothing from a previously held job or from their alma mater.	Involve parents in activities such as the Take Your Child to Work day.
Become aware of career interests.	Provide information on broad career clusters.	Collaborate with teachers to incorporate career information into the curriculum.	Coordinate field trips to businesses in different career clusters.
Acquire knowledge about different occupations.	Provide career information and resources to all teachers.	Coordinate efforts to have a variety of people speak to classes about their careers.	Coordinate activities for a career fair.
Become aware of the academic skills required in various careers.	Help students connect school work to the world of work.	Help teachers acquire career information related to classroom assignments.	Invite parents and employers to talk to students about the education and skills they need in their jobs.
Develop skills to understand and use career information.	Help students identify interests and have a career dress-up day.	Collaborate with the library media specialist to develop a career resource center.	Provide students, parents and teachers easy access to career awareness materials and resources.

Early Childhood/Elementary Level
Personal/Social Development

Student Competencies*	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Demonstrate the ability to apply a decision-making process to health and safety issues and problems.*	Work individually with students who lack understanding of decision-making skills.	Provide guidance activities that give students an opportunity to practice a decision-making process.	Provide information for parents and others on the importance of developing decision-making skills.
Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems.*	Counsel students who are unable to resolve conflicts in an acceptable manner.	Implement a peer mediation program at all grade levels.	Conduct staff development encouraging positive resolution methods as opposed to punishment.
Practice refusal skills (saying no) pertaining to the use of alcohol, nicotine, inhalants and other harmful substances.*	Provide group counseling for students who need support services.	Team with teachers to help students learn assertiveness skills.	Coordinate school or district activities related to substance abuse prevention.
Demonstrate methods and procedures of avoiding threatening situations and how to seek help.*	Provide individual counseling to help students develop solutions to problems.	Provide guidance activities to help students recognize potentially dangerous situations and what to do.	Make training available on child abuse and neglect and the programs available in the community.
Handle anger in a positive way.*	Work with students who appear unaware of the consequences of their actions.	Assist with activities in the classroom that illustrate the importance of practicing self control.	Collaborate with parents and community to implement a character education program.

*Student competencies selected from the *Priority Academic Student Skills*, Integrated Curriculum, May 2000.

Early Childhood/Elementary Level
Personal/Social Development

Student Competencies*	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Utilize positive communication skills when expressing needs, wants and feelings.*	Help students who have difficulty communicating with others.	Team with teachers to develop cooperative learning groups.	Coordinate activities that encourage communication among children and others.
Explain the need for obeying safety rules at home, school and play.*	Give students the opportunity to be a member of the Safe School Committee.	Provide guidance activities to acquaint students with the SAFE-CALL help line.	Facilitate activities in the community to help students learn fire, bicycle, pedestrian and water safety.
Demonstrate care and consideration of others.*	Provide individual and group counseling to help students understand the need to respect the rights of others.	Work with students to foster an appreciation of the rights and freedoms of others through classroom activities.	Ask representatives from the court system, fire department or law enforcement to speak to students.
Identify the skills needed to be a responsible friend and family member (e.g., helping others, sharing, doing chores).*	Counsel with students who are experiencing interpersonal problems.	Implement a schoolwide program to emphasize the elements of character such as respect, caring, responsibility, kindness, trustworthiness and honesty.	Involve students in community activities such as Random Acts of Kindness Week and Veterans Day.
Describe healthy ways to handle feelings and emotions.*	Provide counseling to help students deal with feelings in an appropriate way.	Provide classroom guidance activities to help students know when to seek the help of an adult.	Provide materials, resources and referral information to parents.

*Student competencies selected from the *Priority Academic Student Skills*, Integrated Curriculum, May 2000.

Middle Level
Academic Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Adjust to a new school.	Provide an orientation for all new students.	Assist teachers in developing a buddy system to provide orientation for new students.	Provide orientation activities for new parents and teachers.
Develop a sense of the future and how to move toward it.	Help students become aware of educational opportunities and their requirements.	Work with school staff to provide tutoring and other support services for learning.	Implement staff development on the importance of students setting goals.
Use test results for academic planning.	Interpret test results for students and parents.	Help teachers promote high expectations for all students.	Consult with teachers and parents when students experience academic difficulties.
Develop educational goals and strategies to achieve these goals.	Provide academic counseling for all students.	Help students develop a plan of study.	Involve parents in educational planning and keep them informed of student progress.
Understand the relationship of ability, effort and the quality of school achievement.	Identify students at risk of school failure and respond to their needs.	Coordinate activities that provide recognition for student improvement and achievement.	Invite college and university representatives to talk to students about future opportunities.

Middle Level
Academic Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Develop good study skills.	Identify students that need additional help in school.	Encourage teachers to promote basic study skills at school and at home.	Work with parents to enable them to assist their children with study skills.
Understand how learning styles influence academic performance.	Provide classroom activities to help students understand learning styles.	Collaborate with teachers to provide a variety of learning experiences.	Work with business and postsecondary personnel to provide learning activities for students after school.
Learn organizational and time-management skills.	Identify students who may be at risk of school failure.	Link guidance program activities to the courses being taught in the classroom.	Develop a homework hotline for students and parents.
Identify academic strengths and areas needing improvement.	Counsel students who need to develop strategies to improve in school.	Work with teachers to provide tutoring and other support systems for learning.	Provide information to parents to help their children improve academically.
Improve test-taking skills.	Provide activities for skill building and for motivation to do well on tests.	Recognize student improvement and achievement.	Interpret test results for students and parents.

Middle Level
Career Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Recognize abilities and skills required for broad career clusters.	Provide information that helps relate school work to careers.	Facilitate classroom discussions on how the courses being taught in school are needed in different careers.	Invite parents and others to speak on careers.
Become informed about educational and career opportunities and preparation for them.	Help students explore their tentative educational and career goals.	Provide career information to teachers and coordinate activities related to obtaining guest speakers.	Coordinate community resources to help all students understand the educational requirements of various careers.
Explore individual interests and aptitudes.	Administer an interest inventory and interpret the results for students and parents.	Provide classroom guidance on how interests can be related to careers.	Provide information to teachers and parents on students' educational interests and career development.
Learn that stereo-typing and discrimin-ation limit one's opportunities.	Provide information to students about the opportunities available in nontraditional careers.	Help teachers identify and talk to students about role models from non-traditional careers.	Hold a career day featuring parents and community members with a variety of careers.
Understand the work ethic.	Have classroom discussions on what is expected of a person who has a job.	Tour a company that is known for its quality workmanship and pride.	Have managers and business owners talk to students about motivation or the work ethic.

Middle Level
Personal/Social Development

Student Competencies*	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Practice positive ways to resolve conflicts.*	Work with students who are unable to resolve conflict in an acceptable manner.	Provide teachers with information on communication skills.	Conduct staff development on positive conflict-resolution skills.
Identify ways to resolve problems and prevent violence.*	Provide students opportunities to be members of the Safe School Committee.	Implement a bullying prevention program.	Ask parents and community members to share problem-solving processes required in their jobs.
Demonstrate strategies to manage stress.*	Identify students that are unable to cope with stress.	Consult with teachers and parents to help students deal with obstacles that interfere with learning.	Plan staff development on stress reduction and recognizing excess stress in students.
Identify and demonstrate violence prevention skills.*	Counsel students who have experienced interpersonal and relationship problems.	Provide guidance activities to acquaint students with the SAFE-CALL help line.	Involve students in community prevention activities.
Examine how social pressures affect participation in risk-taking activities.*	Provide group counseling related to peer pressure.	Provide classroom guidance activities that emphasize a decision-making process.	With the help of parents, teachers and community, implement a character education program.

*Student competencies selected from the *Priority Academic Student Skills*, Integrated Curriculum, May 2000.

Middle Level
Personal/Social Development

Student Competencies*	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Distinguish between safe, risky and harmful behaviors in relationships.*	Be available to help students solve specific relationship conflicts.	Collaborate with teachers to provide curricular activities related to peer pressure.	Assist teachers with activities that promote a positive learning environment.
Demonstrate the ability to commun-icate consideration, caring and respect for self and others.*	Help each student experience success in school.	Implement a program to address the elements of character such as caring, respect, helpfulness, kindness, and forgiveness.	Provide opportunities for volunteer work and Learn and Serve activities.
Describe and practice refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants and other harmful substances.*	Provide individual and group counseling for students.	Provide research-based prevention programs that have been proven to be effective.	Assist parents with appropriate and timely referral information.
Describe and identify a need, want and feeling.*	Provide activities to help students understand self and others.	Work with teachers in presenting inter-disciplinary units.	Ask community representatives to talk to students about leadership.
Identify characteristics of good listening skills that build and maintain healthy relationships.*	Counsel students who are having difficulty interacting with others.	Provide information on the interpersonal skills needed in the school and community.	Ask a coach to talk to students about sportsmanship and teamwork.

*Student competencies selected from the *Priority Academic Student Skills*, Integrated Curriculum, May 2000.

Secondary Level
Academic Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Understand one's learning abilities and how to apply them.	Counsel with students who are experiencing learning problems.	Collaborate with teachers about the appropriate class placement of students.	Conduct staff development on learning styles.
Become informed about academic strengths and weaknesses.	Interpret standardized test results for students, parents and teachers.	Provide guidance activities on how to prepare for tests and how to use the results.	Provide opportunities for students to develop their academic strengths.
Learn to set academic goals and develop strategies to accomplish them.	Counsel students to help them set short-term and long-term goals.	Work with students to develop a plan of study.	Provide staff development on how to help students set goals.
Understand the curriculum and the impact course selection may have on future plans.	Help students enroll in courses that meet their needs and future plans.	Meet with groups of students to discuss the importance of selecting courses carefully.	Help teachers integrate career-related materials into the courses they teach.
Understand the relationship of ability, effort and the quality of school achievement.	Identify students at risk of school failure and respond to their needs.	Coordinate activities that provide recognition for student improvement and achievement.	Invite community representatives to talk to students about motivation and achievement.

Secondary Level
Academic Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Demonstrate the ability to set study goals and priorities.	Encourage students to have high expectations.	Recognize student improvement and accomplishment with incentives from local businesses.	Invite former graduates to talk to students about the study skills required in college.
Expand study and test-taking skills.	Counsel students at risk of school failure and provide additional support such as tutoring.	Provide guidance activities to help students develop study and test-taking skills.	Collaborate with teachers and parents to identify students who need assistance.
Demonstrate the ability to prepare for state and national tests.	Inform students of the state and national test dates.	Make students aware of available ACT and SAT test preparation workshops.	Ask teachers to review sample ACT test materials with students.
Understand and pursue lifelong learning.	Provide information on change and the need for lifelong learning.	Encourage students to participate in summer academies held at colleges in Oklahoma.	Provide opportunities for community service and volunteer work.
Learn effective time-management skills.	Counsel students who are experiencing stress or need coping skills.	Assist school staff to develop a homework helpline utilizing current technology.	Provide opportunities for parents to be involved in their child's education.

Secondary Level
Career Development

Student Competencies	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Understand how to successfully prepare for and enter postsecondary education.	Help students and parents learn about scholarships and financial aid and how to apply.	Monitor student progress toward meeting high school graduation requirements and postsecondary entrance requirements.	Collaborate with others to help students make the transition to postsecondary education.
Understand the world of work and its expectations for employment.	Assist all students to choose classes that are required and/or beneficial for their career goals.	Collaborate with the library media specialist to develop a career resource center.	Ask business representatives to talk with students about their expectations for employment.
Explore a variety of postsecondary and employment opportunities.	Provide current and accessible information on postsecondary institutions and occupational opportunities.	Work with teachers to help them relate their coursework to career opportunities.	Engage parents in the career development process.
Form tentative career goals and strategies to achieve them.	Counsel with students individually to help them develop plans for the future.	Help students develop a plan of study that supports their academic and career goals.	Coordinate an advisor/advisee program to organize career planning and to enhance community involvement.
Understand how to use labor market information and career search strategies.	Help students locate career information.	Help students gain access to computer programs and the Internet to explore careers.	Arrange college campus tours and a career day for students and their parents.

Secondary Level
Personal/Social Development

Student Competencies*	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Identify and demonstrate ways to protect oneself from abuse.*	Help individuals and groups of students learn assertiveness skills.	Provide guidance activities to address the issue of dating violence.	Have community agencies provide information regarding where, when and how to seek help when it is needed.
Analyze possible causes of conflict in schools, families and communities.*	Counsel with students having difficulty resolving conflicts in a positive manner.	Work with groups of students to resolve differences and to minimize conflicts.	Conduct staff development on managing a crisis at school.
Demonstrate the ability to access school and community health services for self and others.*	Make counseling and referral services available for all students.	Help students learn what situations require adult professional help.	Ask community agencies to provide information regarding the services they offer.
Practice skills and techniques for decision-making and problem-solving.*	Provide information to help students make decisions and future plans.	Collaborate with teachers to provide volunteer work for students or a Learn and Serve program.	Involve the school and community in a character education program.
Demonstrate the ability to influence and support others in positive health and safety choices.*	Counsel with students to help them understand the consequences of their actions.	Provide information to students and teachers about the SAFE-CALL help line.	Collaborate with teachers and the community to provide activities related to safety and substance abuse prevention.

*Student competencies selected from the *Priority Academic Student Skills*, Integrated Curriculum, May 2000.

Secondary Level
Personal/Social Development

Student Competencies*	Sample activities for counselors	Sample activities for counselors working with teachers	Sample activities for counselors working with teachers, parents, postsecondary, community and business
Demonstrate the ability to communicate effectively with family, peers and others.*	Counsel students who need help improving their interpersonal skills or assertiveness skills.	Provide information on the group skills needed in school and the work-place.	Invite community leaders to talk to students about the interpersonal skills employees need in their jobs.
Analyze how infor-mation from media, technology and the community effects health and safety behavior.*	Provide counseling for students who have been referred for behavior concerns.	Provide guidance activities to help students learn coping skills.	Ask the library media specialist or technology coordinator to speak to students about tech-nology and its impact on behavior and safety.
Demonstrate ways to communicate care, consideration and respect for others.*	Counsel students who encounter peer pressure.	Collaborate with teachers to provide prevention programs related to peer pressure and bullying.	Assist the school in developing a positive learning environment by focusing on character education.
Examine how inter-personal commun-ication affects relationships.*	Make individual and group counseling available to all students.	Ensure that all students are provided sufficient opportunities to experience success in school.	Provide opportunities for students to work with others to accomplish a task.
Demonstrate refusal, negotiation and collaboration skills to avoid harmful situations.*	Help students make informed decisions.	Invite a judge or attorney to talk about the legal responsibilities of citizenship.	Assist parents with appropriate and timely referral information.

*Student competencies selected from the *Priority Academic Student Skills*, Integrated Curriculum, May 2000.

Section IV

Calendar of Activities

SAMPLE CALENDAR OF ACTIVITIES

Early Childhood/Elementary Level

August
- Discuss with teachers the roles and responsibilities of counselors.
- Plan for counseling and other direct services for students.
- Provide school orientation for new students, parents and teachers.
- Schedule guidance activities with school staff and finalize the calendar of activities.
- Assist principal and teachers with appropriate class placement of students.
- Use data available at the school site to help plan the counseling program.

September
- Identify the needs of at-risk students and refer to appropriate individuals.
- Plan with school staff to use test results to improve student performance.
- Meet with the counseling program advisory committee.
- Begin group guidance activities in cooperation with school staff.
- Meet with the Safe School Committee.
- Coordinate learning activities such as high school students tutoring elementary students.

October
- Consult with school staff concerning students' progress and educational placement.
- Assist with parent/teacher conferences.
- Participate in substance abuse prevention activities such as Red Ribbon Week.
- Consult with parents whose children are experiencing academic difficulties.
- Attend the pretest in-service workshop conducted by the State Department of Education.

November
- Meet with the advisory committee to discuss plans for second semester.
- Assist staff in recognizing student accomplishment and improvement.
- Coordinate community resources for students who have special needs.
- Attend the pretest in-service workshop conducted by the State Department of Education.

December
- Review school data from first semester and make appropriate adjustments if needed.
- Coordinate tutoring for students experiencing academic difficulties.
- Consult with parents and teachers regarding student progress.

January
- Inform parents of the test dates scheduled for the student testing program.
- Be familiar with and distribute the *Parent, Student and Teacher Guide* for the student testing program.

February
- Assist teachers in integrating career concepts into the curriculum.
- Provide activities to observe National School Counseling Week (1st full week in February).
- Provide guidance activities to motivate and prepare students for the student testing program.

March
- Coordinate orientation for student promotion to the middle or junior high school.
- Organize the data for the counseling program evaluation.

April
- Provide guidance activities to motivate and prepare students for the student testing program.
- Complete orientation and transition activities with the kindergarten program and the middle or junior high school.
- Plan for student recognition and awards.
- Complete counseling program evaluation and plan for improvement.

May
- Consult with staff and parents concerning student promotion, retention and placement.
- Submit the counseling program evaluation to the administration.
- Determine needed resources and prepare a budget request for the upcoming year.

<center>**SAMPLE CALENDAR OF ACTIVITIES**</center>

<center>**Middle Level**</center>

August
- Develop a schedule to meet with the interdisciplinary teams.
- Meet with the advisory committee.
- Plan for counseling and other direct services for students.
- Provide school orientation for new students, parents and faculty.
- Establish student support programs such as tutoring or mentoring.
- Use data collected at the school site to plan the counseling program.
- Finalize the calendar of activities and coordinate with other schools.
- Refer students with special needs to appropriate agencies or individuals.
- Assist principal and teachers with appropriate class placement of students.
- Inform students, parents and faculty of the various programs available such as the Oklahoma Higher Learning Access Program (OHLAP) and the SAFE-CALL helpline.

September
- Help faculty use test results to improve student performance.
- Begin classroom guidance activities in cooperation with school staff.
- Identify the needs of at-risk students.
- Confirm dates for district, state and national testing.
- Meet with the Safe School Committee.
- Assist with administering the EXPLORE test to eighth grade students.
- Attend professional development such as the State Department of Education's Encyclo-Media conference and the Oklahoma School Counselor Association's workshop.

October
- Consult with school staff and parents regarding students experiencing academic difficulties.
- Participate in substance abuse prevention activities such as Red Ribbon Week.
- Participate in Safe Schools Week.
- Attend the pretest inservice workshop conducted by the State Department of Education.

November
- Meet with the advisory committee to discuss plans for the second semester.
- Conduct activities to observe National Career Development Month.
- Attend the pretest inservice workshop conducted by the State Department of Education.

December
- Assist school staff in recognizing student accomplishment and improvement.
- Interpret EXPLORE test results to students, parents and faculty and incorporate the results in the student's plan of study.
- Inform parents of the test dates scheduled for the student testing program.

January
- Coordinate tutoring for students with special academic needs.
- Be familiar with and distribute the *Parent, Student and Teacher Guide* for the student testing program.
- Schedule student orientation activities with the elementary school and high school.

February
- Conduct activities to recognize National School Counseling Week (first full week in February).
- Provide educational planning information to parents.
- Provide activities to motivate and prepare students to participate in the student testing program.

March
- Begin organizing the data collected to evaluate the counseling program.
- Provide orientation and transition activities for students transferring to the high school.

April
- Plan for the presentation of student recognition and awards.
- Provide activities to motivate and prepare students for the student testing program.
- Provide support to faculty during the administration of mandated tests.
- Finalize the evaluation of the counseling program.
- Consult with teachers and parents of students with academic deficiencies.

May
- Provide orientation and transition activities for students transferring from the elementary school.
- Finalize student enrollment for next year.
- Compile results of the counseling program evaluation and plan for improvement. Share results with the advisory committee and administration.
- Submit a request for resource materials needed for next year.
- Finalize OHLAP applications.

SAMPLE CALENDAR OF ACTIVITIES

Secondary Level

August
- Plan for counseling and other direct services for students.
- Discuss the counseling program objectives and/or changes with school staff.
- Provide information regarding educational alternatives to students who are no longer in school.
- Assist faculty in interpreting the scores of last year's End-of-Instruction (EOI) tests.
- Inform students of concurrent enrollment procedures (70 O.S. 1988 § 628.13).
- Assist with school orientation for students, parents and faculty.
- Publicize the registration and testing dates of college admissions tests.
- Distribute Oklahoma Higher Learning Access Program (OHLAP) applications to eligible students.
- Confirm national, state, and district testing dates.
- Participate in Individualized Educational Plan (IEP) team meetings.
- Meet with new and returning students to determine academic needs and appropriate class placement.
- Inform students, parents and faculty of the SAFE-CALL helpline.
- Assist with the Safe School Committee.

September
- Meet with seniors and parents regarding scholarships and financial aid.
- Meet with the counseling program advisory committee.
- Assist in coordinating a teachers-as-advisors program to implement career planning.
- Inform students of available ACT test preparation workshops.
- Assist with administering the PLAN test (if not done in October).
- Provide information regarding the Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT).
- Participate in professional development such as the State Department of Education's Encyclo-Media conference and the Oklahoma School Counselor Association workshop.
- Coordinate school visits for postsecondary and military representatives.
- Consult with staff, students and parents regarding students experiencing academic difficulties.

October
- Assist with administering the PSAT/NMSQT to registered students.
- Assist with activities for substance abuse awareness and prevention.
- Assist with administering the PLAN test (if not done in September).
- Attend meetings with college representatives and ACT and College Board workshops.
- Attend the State Department of Education's pretest inservice workshop for the End-of-Instruction tests.

November
- Process college applications and recommendations.
- Assist in planning for high school preregistration and the appropriate class placement of students.
- Be familiar with and distribute the *Guide for Parents, Students and Teachers* for the student testing program.
- Attend the State Department of Education's inservice workshop for the End-of-Instruction tests.
- Help coordinate the Armed Services Vocational Aptitude Battery (ASVAB) test.
- Recognize National Career Development Month.

December
- Provide information to juniors and seniors regarding concurrent enrollment (70 O.S. 1988 § 628.13).
- Distribute information regarding the Free Application for Federal Financial Aid (FAFSA) to seniors.
- Distribute and interpret the results of the PSAT to students.
- Assist with the administration of the End-of-Instruction tests.

January
- Disseminate information regarding financial aid and the FAFSA.
- Assist with the academic plan book and next year's enrollment.
- Check senior academic standing for graduation.
- Assist with next year's course descriptions and enrollment information.

February
- Recognize National School Counseling Week (first full week of February).
- Interpret PLAN test results to sophomores and staff (may be done earlier).
- Assist students in completing scholarship information for March 1 deadline.
- Ensure the tests for Advanced Placement exams have been ordered by March 1.
- Submit to the State Department of Education the names of students who meet the requirements of the Oklahoma Academic Scholar recognition program.

March
- Assist with parent and student conferences related to future educational and career plans (e.g. updating students' plan of study).
- Assist with preregistration and enrollment activities for the upcoming school year.
- Continue assisting with the upcoming school year's enrollment and scheduling.

April
- Schedule a counseling program advisory committee meeting to finalize a program evaluation report.
- Coordinate with the middle or junior high school to provide orientation for students.
- Assist with the coordination of the Advanced Placement exams.
- Assist with the administration of the End-of-Instruction (EOI) tests.
- Provide information regarding educational alternatives for those who are no longer in school.

May
- Inform next year's juniors and seniors about concurrent enrollment (70 O.S. 1988 § 628.13).
- Provide information to students regarding high school and college-level summer classes.
- Submit counseling program evaluation and improvement report to administration.
- Confirm academic standing and completion of graduation requirements for all seniors.
- Assist with planning and conducting graduation activities.
- Complete preregistration and enrollment for the next school year.
- Assist with administering the Advanced Placement exams.
- Review completed transcripts for accuracy of grades, credits and posting of test scores.

Section V

Evaluation

EVALUATION AND IMPROVEMENT

Rationale and Purpose of Evaluation

Evaluation serves as a critical component of the counseling program and ensures accountability. The purpose of evaluation is to determine the effectiveness of the program, its activities and staff in order to make decisions or to take actions regarding the future. Evaluation is concerned with the analysis and description of current practices. It is also future oriented in that it is the basis for change and program improvement.

Evaluation is an ongoing process that provides information to ensure continuous improvement of the counseling program. The evaluation process consists of the following steps:

- State the evaluation questions.
- Gather data to answer the questions.
- Analyze data.
- Draw conclusions.
- Make recommendations.
- Act on the recommendations.

Four Questions to Be Answered Through Evaluation

Four questions are suggested as a minimum number for evaluating the effectiveness of the counseling program. At the local level, additional questions may be generated. The four evaluation questions are listed below and then described in further detail:

1. Did the counseling program achieve its goals and objectives?
2. Did students learn the guidance curriculum competencies?
3. How effective were the efforts to improve the counseling program?
4. How well are school counselors performing their responsibilities?

1. Did the counseling program achieve its goals and objectives?

A fully implemented and supported counseling program will have a measurable, positive impact on students, parents, faculty and the school climate. Because evaluation is based on explicitly stated goals and objectives, data collection and analysis will describe the level of implementation and effectiveness of the program.

Both process and product evaluation are necessary to determine the effects of the program and to improve the effectiveness of strategies and activities. Process evaluation focuses on the extent of the school counselor's work and may include data items such as:

- Number of parents attending the financial aid workshop.
- Number of consultations with teachers, administrators, parents and agencies.
- Number of guidance activities provided for students by grade level.
- Percentage of time spent providing guidance, counseling, consultation and coordination.
- Listing of school counselor's involvement in schoolwide activities.
- Number of parents participating in academic and career planning activities.
- Number of students using the career resource center.
  (see Appendix A)

Product evaluation focuses on what has changed or improved because of the school counseling program. The results of this evaluation may also reflect the efforts of all other individuals involved in the counseling program. Data items may include the following:

- Improved student attendance rate.
- Improved test scores and/or grades.
- Reduced number of students with failing grades.
- Reduced number of students making schedule changes.
- Increased percentage of students completing curricular requirements for college.
- Improved drop-out rate.
- Reduced number of student discipline incidents.

2. Did students learn the guidance curriculum competencies?

Evaluating student competency development is critical to keeping the guidance program on target. The guidance curriculum can be evaluated in much the same way as other curriculum areas are evaluated. As in other curriculum areas, true-false, multiple choice, and matching tests might be used to determine students' competency attainment. Participation in class discussions, completion of assignments, pre/post comparisons, checklists and followup studies can be used to determine student growth.

3. How effective were the efforts to improve the counseling program?

Program improvement identifies the objectives and strategies to be accomplished through implementation of a list of tasks within an established timeline. Evaluation provides a basis for determining whether the program improvement objectives and timelines were met. It also supports judgments as to the effectiveness of attaining program goals and provides the basis for future program improvements.

The materials included in Appendix F-1, F-2 and F-3 can be used as a three-step process for program evaluation and improvement. First, "The Characteristics of Low-Performing and High-Performing Counseling Programs" (Appendix F-1) can be completed as a program self-assessment. School counselors, teachers and the advisory committee can rate each item and then calculate an average group rating for each item. Second, each item that receives a 3.0 average rating or lower is listed on Appendix F-2. The advisory committee then rates these items as having a low, medium or high priority for improvement. Third, the high priority items are then listed on Appendix F-3 and targeted for action planning and improvement. As a followup activity, evaluation helps to determine how effective these efforts have been to improve the counseling program.

4. How well are the school counselors performing their responsibilities?

Because the quality of the counseling program is linked with the performance of the school counselor, performance evaluation is critical to the maintenance and improvement of the program. A performance evaluation is based on the roles and related competencies needed to implement a comprehensive counseling program.

The school counselor's job description should be defined collaboratively by the school counselor and their supervisor (i.e., principal; district guidance administrator) in response to the needs and priorities established in the counseling program. Job descriptions may vary depending on the program's priorities, grade levels and size of the school, and the counselor-to-student ratio (see Appendix G and H).

Using Evaluation for Program Improvement

Once the evaluation questions have been answered, the next step in the evaluation process is to make recommendations and act on the recommendations. The results of the evaluation will enable school counselors and others to:

- Communicate the accomplishments of the program.
- Determine the impact of the program on students, faculty, parents and school climate.
- Identify effective and less effective components of the program.
- Adapt and refine the counseling program and implementation process.
- Identify other priorities that need to be addressed.
- Determine additional staffing needs, workload adjustments and resources.
- Establish goals for the school counselors' professional development.

APPENDIX

SCHOOL COUNSELOR ACTIVITY RECORD

School Counselor _____ Week Beginning _____ Ending _____

Directions: Record the number of contacts and the time spent in each activity. Add contacts and time for a total at the end of the week.

Student Contacts	Monday	Tuesday	Wednesday	Thursday	Friday	Total Contacts	Total Time
Academic							
Attendance							
Behavior							
Career							
Class Schedule							
Counseling							
Educational							
Planning							
Enrollment							
Orientation							
Guidance							
Testing							
Test Interpretation							

Adult Contacts:	Monday	Tuesday	Wednesday	Thursday	Friday	Total Contacts	Total Time
Administrator							
Agency							
Parent							
Parent & Teacher							
Teacher							
Teacher & Student							

Other:	Monday	Tuesday	Wednesday	Thursday	Friday	Total Contacts	Total Time
Consultation							
Coordination							
Crisis							
Referral							
Records							
Professional Development							

PRIORITIZING STUDENT COMPETENCIES

(for early childhood/elementary teachers)

Directions: The counseling program is conducting a survey on the needs of students. Read each competency and determine how important it is for the students in our school. Circle your choice using the following scale:

3 = Important	2 = Somewhat Important	1 = Not Important

Academic Development

3 2 1   Understand the school environment and what is expected of students.
3 2 1   Understand the relationship of ability, effort and the quality of school achievement.
3 2 1   Assess learning needs and where to find help.
3 2 1   Understand the process of setting meaningful school achievement goals.
3 2 1   Learn to set high expectations.
3 2 1   Develop good study skills.
3 2 1   Become aware of learning opportunities available in the school and community.
3 2 1   Identify effective learning skills and areas needing improvement.
3 2 1   Learn to plan ahead and to use time wisely.
3 2 1   Learn test-taking skills.

Career Development

3 2 1   Become aware of the world of work.
3 2 1   Become aware of career interests.
3 2 1   Acquire knowledge about different occupations.
3 2 1   Become aware of the academic skills required in various careers.
3 2 1   Develop skills to understand and use career information.

Personal/Social Development

3 2 1   Demonstrate the ability to apply a decision-making process to health and safety issues and problems.
3 2 1   Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems.
3 2 1   Practice refusal skills (saying no) pertaining to the use of alcohol, nicotine, inhalants and other harmful substances.
3 2 1   Demonstrate methods and procedures of avoiding threatening situations and how to seek help.
3 2 1   Handle anger in a positive way.
3 2 1   Utilize positive communication skills when expressing needs, wants and feelings.
3 2 1   Explain the need for obeying safety rules at home, school and play.
3 2 1   Demonstrate care and consideration of others.
3 2 1   Identify the skills needed to be a responsible friend and family member (e.g., helping others, sharing, doing chores).
3 2 1   Describe healthy ways to handle feelings and emotions.

Comments: What other skills do students need? List these and any additional comments below or on the back of this page. Please return the needs assessment to the school counselor.

PRIORITIZING STUDENT COMPETENCIES
(for middle level teachers)

Directions: The counseling program is conducting a survey on the needs of students. Read each competency and determine how important it is for the students in our school. Circle your choice using the following scale:

| 3 = Important | 2 = Somewhat Important | 1 = Not Important |

Academic Development
3 2 1 Adjust to a new school.
3 2 1 Develop a sense of the future and how to move toward it.
3 2 1 Use text results for academic planning.
3 2 1 Develop educational goals and strategies to achieve these goals.
3 2 1 Understand the relationship of ability, effort and the quality of school achievement.
3 2 1 Develop good study skills.
3 2 1 Understand how learning styles influence academic performance.
3 2 1 Learn organizational and time-management skills.
3 2 1 Identify academic strengths and areas needing improvement.
3 2 1 Improve test-taking skills.

Career Development
3 2 1 Recognize abilities and skills required for broad career clusters.
3 2 1 Become informed about educational and career opportunities and preparation for them.
3 2 1 Explore individual interests and aptitudes.
3 2 1 Learn that stereotyping and discrimination limit one's opportunities.
3 2 1 Understand the work ethic.

Personal/Social Development
3 2 1 Practice positive ways to resolve conflicts.
3 2 1 Identify ways to resolve problems and prevent violence.
3 2 1 Demonstrate strategies to manage stress.
3 2 1 Identify and demonstrate violence prevention skills.
3 2 1 Examine how social pressures affect participation in risk-taking activities.
3 2 1 Distinguish between safe, risky and harmful behaviors in relationships.
3 2 1 Demonstrate the ability to communicate consideration, caring and respect for self and others.
3 2 1 Describe and practice refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants and other harmful substances.
3 2 1 Describe and identify a need, want and feeling.
3 2 1 Identify characteristics of good listening skills that build and maintain healthy relationships.

Comments: What other skills do students need? List these and any additional comments below or on the back of this page. Please return the needs assessment to the school counselor.

PRIORITIZING STUDENT COMPETENCIES
(for secondary teachers)

Directions: The counseling program is conducting a survey on the needs of students. Read each competency and determine how important it is for the students in our school. Circle your choice using the following scale:

3 = Important	2 = Somewhat Important	1 = Not Important

Academic Development
3 2 1   Understand one's learning abilities and how to apply them.
3 2 1   Become informed about academic strengths and weaknesses.
3 2 1   Learn to set academic goals and develop strategies to accomplish them.
3 2 1   Understand the curriculum and the impact course selection may have on future plans.
3 2 1   Understand the relationship of ability, effort and the quality of school achievement.
3 2 1   Demonstrate the ability to set study goals and priorities.
3 2 1   Expand study and test-taking skills.
3 2 1   Demonstrate the ability to prepare for state and national tests.
3 2 1   Understand and pursue lifelong learning.
3 2 1   Learn effective time-management skills.

Career Development
3 2 1   Understand how to successfully prepare for and enter postsecondary education.
3 2 1   Understand the world of work and its expectations for employment.
3 2 1   Explore a variety of postsecondary and employment opportunities.
3 2 1   Form tentative career goals and strategies to achieve them.
3 2 1   Understand how to use labor market information and career search strategies.

Personal/Social Development
3 2 1   Identify and demonstrate ways to protect oneself from abuse.
3 2 1   Analyze possible causes of conflict in schools, families and communities.
3 2 1   Demonstrate the ability to access school and community health services for self and others.
3 2 1   Practice skills and techniques for decision-making and problem-solving.
3 2 1   Demonstrate the ability to influence and support others in positive health and safety choices.
3 2 1   Demonstrate the ability to communicate effectively with family, peers and others.
3 2 1   Analyze how information from media, technology and the community effects health and safety behavior.
3 2 1   Demonstrate ways to communicate care, consideration and respect for others.
3 2 1   Examine how interpersonal communication affects relationships.
3 2 1   Demonstrate refusal, negotiation and collaboration skills to avoid harmful situations.

Comments: What other skills do students need? List these and any additional comments below or on the back of this page. Please return the needs assessment to the school counselor.

NATIONAL STANDARDS (GOALS) FOR STUDENTS

American School Counselor Association (ASCA)

The ASCA national standards establish goals for all students and provide a rationale for the role of counseling programs in enhancing student learning. The student competencies developed for the standards are included in the *American School Counselor Association's National Model: A Framework for School Counseling Programs* (www.schoolcounselor.org).

Academic Development

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

2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

5. Students will employ strategies to achieve future career success and satisfaction.

6. Students will understand the relationship between personal qualities, education and training and the world of work.

Personal/Social Development

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

8. Students will make decisions, set goals and take necessary action to achieve goals.

9. Students will understand safety and survival skills.

Reprinted with permission from the American School Counselor Association, *National Model for School Counseling Programs*, www.schoolcounselor.org. All rights reserved.

CROSSWALK FOR NATIONAL STANDARDS
AND OKLAHOMA COMPETENCIES

This crosswalk links the common domains of student development, the American School Counselor Association's national standards and the student competencies in *The School Counselors' Guide*. To assist you in planning your guidance curriculum, place a check mark in the appropriate grade-level box to indicate the student competencies that are included in your guidance program.

EC/E = Early Childhood/Elementary ML = Middle Level HS = High School

National Standard 1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

National Standard 2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

National Standard 3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Academic Competencies	EC/E	ML	HS
Understand the school environment and what is expected of students. (EC/E)			
Understand the relationship of ability, effort and the quality of school achievement. (EC/E)			
Assess learning needs and know where to find help. (EC/E)			
Understand the process of setting meaningful school achievement goals. (EC/E)			
Learn to set high expectations. (EC/E)			
Develop good study skills. (EC/E)			
Become aware of learning opportunities available in the school and community. (EC/E)			
Identify effective learning skills and areas needing improvement. (EC/E)			
Learn to plan ahead and to use time wisely. (EC/E)			
Learn test-taking skills. (EC/E)			
Adjust to a new school. (ML)			
Develop a sense of the future and how to move toward it. (ML)			
Use test results for academic planning. (ML)			
Develop educational goals and strategies to achieve these goals. (ML)			

Academic Competencies (continued)	EC/E	ML	H S
Understand the relationship of ability, effort and the quality of school achievement. (ML)			
Develop good study habits. (ML)			
Understand how learning styles influence academic performance. (ML)			
Learn organizational and time-management skills. (ML)			
Identify academic strengths and areas needing improvement. (ML)			
Improve test-taking skills. (ML)			
Understand one's learning abilities and how to apply them. (HS)			
Become informed about academic strengths and weaknesses. (HS)			
Learn to set academic goals and develop strategies to accomplish them. (HS)			
Understand the curriculum and the impact course selection may have on future plans. (HS)			
Understand the relationship of ability, effort and the quality of school achievement. (HS)			
Demonstrate the ability to set study goals and priorities. (HS)			
Expand study and test-taking skills. (HS)			
Demonstrate the ability to prepare for state and national tests. (HS)			
Understand and pursue lifelong learning. (HS)			
Learn effective time-management skills. (HS)			

National Standard 1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

National Standard 2. Students will employ strategies to achieve future career success and satisfaction.

National Standard 3. Students will understand the relationship between personal qualities, education and training and the world of work.

Career Competencies	EC/E	ML	H S
Become aware of the world of work. (EC/E)			
Become aware of career interests. (EC/E)			
Acquire knowledge about different occupations. (EC/E)			
Become aware of the academic skills required in various careers. (EC/E)			
Develop skills to understand and use career information. (EC/E)			
Recognize abilities and skills required for broad career clusters. (ML)			
Become informed about educational and career opportunities and preparation for them. (ML)			
Explore individual interests and aptitudes. (ML)			
Learn that stereotyping and discrimination limit one's opportunities. (ML)			
Understand the work ethic. (ML)			
Understand how to successfully prepare for and enter postsecondary education. (HS)			
Understand the world of work and its expectations for employment. (HS)			
Explore a variety of postsecondary and employment opportunities. (HS)			
Form tentative career goals and strategies to achieve them. (HS)			
Understand how to use labor market information and career search strategies. (HS)			

National Standard 1. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

National Standard 2. Students will make decisions, set goals and take necessary action to achieve goals.

National Standard 3. Students will understand safety and survival skills.

Personal/Social Competencies	EC/E	ML	HS
Demonstrate the ability to apply a decision-making process to health and safety issues and problems. (EC/E)			
Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems. (EC/E)			
Practice refusal skills (saying no) pertaining to the use of alcohol, nicotine, inhalants and other harmful substances. (EC/E)			
Demonstrate methods and procedures of avoiding threatening situations and how to seek help. (EC/E)			
Handle anger in a positive way. (EC/E)			
Utilize positive communication skills when expressing needs, wants and feelings. (EC/E)			
Explain the need for obeying safety rules at home, school and play. (EC/E)			
Demonstrate care and consideration of others. (EC/E)			
Identify the skills needed to be a responsible friend and family member (e.g., helping other, sharing, doing chores). (EC/E)			
Describe healthy ways to handle feelings and emotions. (EC/E)			
Practice positive ways to resolve conflict. (ML)			
Identify ways to resolve problems and prevent violence. (ML)			
Demonstrate strategies to manage stress. (ML)			
Identify and demonstrate violence prevention skills. (ML)			
Examine how social pressures affect participation in risk-taking activities. (ML)			
Distinguish between safe, risky and harmful behaviors in relationships. (ML)			
Demonstrate the ability to communicate consideration, caring and respect for self and others. (ML)			
Describe and practice refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants and other harmful substances. (ML)			
Describe and identify a need, want and feeling. (ML)			
Identify characteristics of good listening skills that build and maintain healthy relationships. (ML)			

Personal/Social Competencies (continued)	EC/E	ML	H S
Identify and demonstrate ways to protect oneself from abuse. (HS)			
Analyze possible causes of conflict in schools, families and communities. (HS)			
Demonstrate the ability to access school and community health services for self and others. (HS)			
Practice skills and techniques for decision-making and problem-solving. (HS)			
Demonstrate the ability to influence and support others in positive health and safety choices. (HS)			
Demonstrate the ability to communicate effectively with family, peers and others. (HS)			
Analyze how information from media, technology and the community effects health and safety behavior. (HS)			
Demonstrate ways to communicate care, consideration and respect for others. (HS)			
Examine how interpersonal communication affects relationships. (HS)			
Demonstrate refusal, negotiation and collaboration skills to avoid harmful situations. (HS)			

High School Plan of Study Check Sheet

✓ Provide a planning template that will accommodate the student's current high school schedule. (e.g., six period day, seven period day, block schedule or trimester)

✓ Using the student's current high school transcript, record the courses and programs already completed. Be sure to record all course work for ninth grade and above. (Note: some eighth grade courses may be counted for high school credit).

✓ Record the current academic and CareerTech program or courses in which the student is currently enrolled.

✓ Compare completed course work with their high school graduation requirements and document those requirements still to be earned.

✓ Using the student's chosen career cluster and pathway, choose appropriate academic and CareerTech courses to complete their high school schedule.

✓ Ensure that each student's plan will meet college entrance requirements. Items to consider include:

1) Are there additional academic courses that would strengthen the plan of study?

2) Are there additional elective courses that would strengthen the plan of study?

3) Will the student be prepared to enter a college degree program if appropriate?

4) What information can the student use from their ACT or ACT-PLAN assessment?

5) Does the opportunity exist for CareerTech courses to count for academic credit?

6) Are there additional short-term courses that would provide the student with additional skills for his/her chosen career field?

7) Have you determined when the student should revisit, revise and strengthen their plan of study?

8) How will you share the student's plan of study with appropriate partners (e.g. technology center staff, college recruiters, etc.)?

9) Have parents or guardians been included in the planning and review process?

Health Science Career Plan of Study

Learner Name	_____	Date	_____
Learner Signature	_____		
Advisor's Signature	_____		
Parent's Signature (if required)	_____		

This plan of study should serve as a guide and should be individualized to meet each student's educational and career goals. All plans should meet high school graduation requirements (for more information visit: www.sde.ok.state.us) as well as college entrance requirements.

High School

	9th Grade	10th Grade	11th Grade	12th Grade
	English I	English II	English III	English IV
	Algebra I (Geometry if Algebra I is taken in Grade 8)	Geometry or Algebra II	Algebra II, Trigonometry or Pre-Calculus	Pre-Calculus, Trigonometry or Calculus
	Biology I	Chemistry I	Anatomy & Physiology or Physics	AP Biology or AP Chemistry
	Geography/State History	World History	American History	Economics/Government
	The Arts	The Arts	***Additional High School Electives***	***Technology Center Options***
	Electives PE, Health, Foreign Language, or Computer Technology	***Electives*** PE, Health, Foreign Language, or Computer Technology	Introduction to Health Science Medical Terminology Sports Medicine Health Accounting	Health Science Technology Health Careers Certification Nursing Option Dental Assisting Medical Assisting
	Career Electives Health or Health Academy Classes	***Career Electives*** Health or Health Academy Classes		

Post-Secondary

Technology Center	Community College	College/University
☐ Practical Nursing	☐ Dental Hygienist	☐ Dentist
☐ Dental Assisting	☐ Occupational Therapy Assisting	☐ Nursing
☐ Emergency Medical Technician	☐ Dental Laboratory Technician	☐ Medical Technologist
☐ Occupational Therapist Assistant	☐ Physical Therapy Assistant	☐ Doctor of Osteopathic Medicine
☐ Physical Therapist Assistant	☐ Radiology Technician	☐ Pharmacist
☐ Surgical Technology	☐ Respiratory Care	☐ Physical Therapist
☐ Advanced Unlicensed Assistant	☐ Biotechnology	☐ Physician
		☐ Veterinarian Science
For more information visit www.okcareertech.org	For more information visit www.okhighered.org	For more information visit www.okhighered.org

Other Career Options

Work-Based Learning Options	Short-Term Training Options	
☐ Job Shadowing	☐ Certified Nurse Aide	☐ EKG Technician
	☐ Certified Medication Aide	☐ Pharmacy Technician
☐ Internship/Mentorship	☐ CPR/First Aid Certification	☐ Central Sterile Processing Technician
	☐ Alzheimer's/Geriatric Care Training	☐ Veterinary Assistant
☐ On-the-Job Training	☐ Phlebotomy	☐ Medical Transcriptionist
	☐ Medical Coding	☐ Conversational Spanish

* Performance Element	1 Novice	2 Emerging	3 Developing	4 Well Developed	5 Advanced
Recommended Requirements	High school graduation checklist.	High School graduation checklist with a planned career cluster or blended academic and career/technical area of concentration.	High school, college, and postsecondary training entrance requirement checklist with a planned career cluster or blended academic and career/technical area of concentration.	Schoolwide plan of study that includes high school, college, and postsecondary entrance requirements with a planned career cluster or blended academic and career/technical area of concentration.	Students can speak about the options, requirements and benefits of their POS. Students are expected to complete a rigorous academic core as well as rigorous career tech courses. A copy of the POS follows the student to the tech center.
Staff Involvement	Counselor or Carl Perkins staff.	Counselor and/or Carl Perkins staff.	Counselor and other school staff work together on schoolwide POS system.	Counselor and other school advisers/mentors work with assigned students on career planning to reach all students.	Counselor and other school advisers/mentors, and technology center or postsecondary (tech center, university/college, military) student services jointly plan and work with all students on career planning.
Grade level Group or Individual Participation	All 8th graders involved in an orientation process individually or in groups.	8th grade orientation and 9th grade follow-up conference.	Individual and/or group advisement sessions for 9th-10th-11th-12th-grade students.	Teachers as Advisers Program available for Grades 9-12 with individual advisement.	Teachers as Advisers Program available for Grades 9-12 with individual advisement including a student/parent/adviser conference.
Review		Updated annually.	Reviewed and updated annually.	Review and updated annually.	Reviewed and updated twice annually.
Parental Involvement	Enrollment and assessment information is sent home to parents.	Enrollment and assessment information is sent home to parents. Regularly scheduled Parent-Teacher Conference days.	Enrollment and assessment information is sent home or students take information to parents and parent's signature required for enrollment purposes. Regularly scheduled Parent-Teacher Conference days.	Parents meet with student and school staff during regularly scheduled Parent – Teacher – Student Conferences to develop plan of study. Parent's signature is required for enrollment purposes.	All parents meet with student and school staff to develop plan of study. A parent signature is required on POS for the student to be enrolled and before class changes can be made. Parent meets with student and school staff twice annually to review and update POS.
Academic and Interest Assessments	EXPLORE and PLAN or other assessments are administered and used.	EXPLORE and PLAN or other interest inventories are used to begin career exploration process.	Student assessment results are given and interpreted to the students/parents.	Student assessment and interest inventories are interpreted with parent/child to discuss career goals and course options. Assessment results are used in development of POS.	Student assessments/interest inventories and academic results are interpreted with parent and child to discuss career goals and course options and to develop and review a POS.

* Each level builds upon the previous level. It is assumed all services in the previous level are continued as the rubric works upward. This rubric can serve as basic guidelines to assist in rating the current status of your school's implementation of the Plan of Study (POS). This self-rating tool can assist school personnel in setting systemic goals and as a benchmarking tool for improvement.

(Note: Appendix F-1, F-2 and F-3 may be used as a three-step process
to focus on program evaluation and improvement.)

Keeping the Options Open: **Recommendations and the Characteristics
of Low-Performing and High-Performing Counseling Programs**

Recommendation #1: Establish a School Plan

Low-Performing Programs	High-Performing Programs	My School Rates? (1=low, 5=high) Why?
A set of loosely related services performed almost exclusively by counselors	A well-defined planning process that leads to well-coordinated services for all students	1 2 3 4 5
Students "fall through the cracks"	An ongoing monitoring system is set up to constantly assess student performance and provide services where needed	1 2 3 4 5
Counselor operates in isolation from the school, community, and district	Counselor is part of planning team	1 2 3 4 5
No coordinated planning process to provide for the needs of students; plans are viewed as a bureaucratic requirement	Planning process involves everyone in the school community; students, parents, teachers, administrators and counselors	1 2 3 4 5
Little district support	District provides services and support to schools by: • providing technical assistance in their assessment of needs and evaluation • providing special allocations of resources to schools serving large numbers of "at-risk" students • periodically reviewing school plans • identifying elements that should be coordinated across and among schools	1 2 3 4 5
Make no use of data to analyze and improve the learning of students on a regular basis	Use data on a regular basis to analyze and improve the learning of students	1 2 3 4 5

Adapted and reprinted with permission from *School Guidance and Counseling in Equity 2000.* Copyright 1995 College
Entrance Examination Board. All rights reserved.

Recommendation #2: Establish a Broader Role for Counselors

Low-Performing Programs	High-Performing Programs	My School Rates? (1=low, 5=high) Why?
School principals view counselors as quasi-administrators whose primary function is to schedule students into classes	School principals emphasize the importance of the counselor as a monitor and promoter of student potential as well as a coordinator of the school's guidance plan	1 2 3 4 5
Counselors spend most of their time doing technical tasks, paperwork and seemingly unrelated jobs as assigned	Counselors develop close alliances with teachers and link their work with students in the classroom	1 2 3 4 5
Counselors work with students exclusively on an individual basis	Counselor makes use of group and classroom guidance, and computer technology as well as individual counseling	1 2 3 4 5
Counselors operate in isolation	Schools create conditions for collaboration of counselors, teachers, and administrators, particularly for high-risk students to devise strategies for: • working collaboratively to improve students performance and interest in school • understanding and addressing the needs of a changing student population • encouraging minority and poor students to continue their education • forging partnerships with community agencies, businesses, and universities to better serve the needs and interests of all students	1 2 3 4 5
Counselors act as "gatekeepers" to limit access by performing screening function	Counselors serve as "advocates" for all students, encouraging them to maximize their potential	1 2 3 4 5
Counselors' sphere of influence is limited to working with students and other counselors	Counselors are viewed as having a central role in schoolwide change to improve student achievement and services	1 2 3 4 5

Recommendation #3: Involve Parents

Low-Performing Programs	High-Performing Programs	My School Rates? (1=low, 5=high) Why?
Parent involvement is minimal and usually limited to PTA, fund-raising or attending open house	Parents and family involvement means ensuring their participation in students' academic planning, course selections and options regarding postsecondary choices	1 2 3 4 5
Regular day schedule prevails regardless of the needs of the community; parents are expected to adjust their schedule to the school's	Information for parents is provided at a time and place that is convenient for family work schedules; this may mean flexible scheduling for counselors, teachers and administrators	1 2 3 4 5

Recommendation #4: Provide Guidance and Support for Children and Young Adolescents

Low-Performing Programs	High-Performing Programs	My School Rates? (1=low, 5=high) Why?
Too many excuses for why students cannot learn	All students viewed as potential high achievers	1 2 3 4 5
Students separated by "perceived" ability into homogeneous groups	Most/all instruction in heterogeneous groups	1 2 3 4 5
Only high-ability students taught advanced-level material or given college information	All students get same rigorous core curriculum and are offered the full range of postsecondary opportunities	1 2 3 4 5
Low achievement and poor school functioning blamed on others	Staff views improved achievement and school functioning as its responsibility	1 2 3 4 5
Few support services for students	Ample support services closely integrated with instructional program	1 2 3 4 5
Little college information given to students and parents until high school and unusually not until the 11th and 12th grades	Extra efforts are made at the elementary and middle school to work with students and parents in understanding college options and financial aid opportunities	1 2 3 4 5

PRIORITIZING AREAS IN NEED OF IMPROVEMENT

Prior to developing an action plan, there is a need to prioritize areas in need of change. Each item in the program assessment (Appendix F-1) which received a average rating of less than three (3.0) should be listed below. Then determine whether each listed item should be considered a low, medium or high priority. This can be done as a group activity or as an individual activity. The items that are identified as high priority should become the focus of program improvement and should be listed on the Action Planning Worksheet, Appendix F-3.

List below the items from Appendix A-1 that received an average rating of less than three (3):

	Priority		
	Low	Medium	High
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3

Action Plan for Program Improvement

List the high priority areas needing improvement (from Appendix F-2), strategies, person(s) responsible and dates for completion. After the strategies have been implemented and the scheduled date for completion has passed, evaluate the effectiveness of the improvement strategies.

High Priority Area:

Improvement Strategies:	Person(s) Responsible:	Date for Completion:	Effectiveness: (1=low, 5=high) Comments:

Sample

SCHOOL COUNSELOR RESPONSIBILITIES
AND PERFORMANCE INDICATORS

The school counselor develops, implements and manages a comprehensive, counseling program available for all students in the school; consults with teachers, parents and staff to enhance their effectiveness in supporting students in school; provides support to other educational programs; and maintains high standards of professionalism.

Responsibilities and Performance Indicators

Program Management
- Coordinates a collaborative team approach to program development and implementation.
- Analyzes local school data to identify the needs of all students, including those at risk of school failure.
- Develops a written description of the comprehensive counseling program.
- Develops and implements a planned calendar of activities based on program goals and objectives.
- Plans, implements and evaluates the counseling program.
- Evaluates program goals and objectives and uses the results to improve the program.

Counseling
- Provides counseling for students who encounter obstacles to learning.
- Monitors student progress and provides support.
- Makes counseling services readily available and is an advocate for all students.
- Responds immediately to students, school staff and parents in crisis situations.
- Applies knowledge of individual differences and diverse populations to interact effectively.
- Assists students and their parents with educational planning and career development.
- Collaborates with teachers in the implementation of guidance activities.
- Provides career and educational opportunity information to all students.

Consultation and Referral
- Consults with parents, teachers, administrators and others to enhance student performance.
- Develops and implements a referral process for assisting students and their parents to gain access to special programs and services.
- Interprets test results and student information to students, parents, teachers and administrators.

Coordination
- Coordinates school and community resources to meet the identified needs of students.
- Maintains positive relationships with the home, community and postsecondary institutions.
- Coordinates the delivery of guidance activities with school staff.

Professionalism
- Maintains membership in professional associations and participates in professional development on a continuing basis.
- Abides by state and local school board policies.
- Complies with established ethical, legal and professional standards.

SCHOOL COUNSELING STANDARDS

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards has developed the following 11 standards of accomplished practice for school counselors. Standard 1 describes the school counseling program and presents a lens through which to view the knowledge and application expressed in the other standards. The standards have been ordered as they have to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished school counseling; they often occur concurrently because of the seamless quality of school counseling. The standards serve as the basis for National Board Certification in this field. A more detailed explanation of each standard may be found at www.nbpts.org.

1. **School Counseling Program**
   Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement and advances the mission of the school.

2. **School Counseling and Student Competencies**
   Accomplished school counselors apply deep and broad understanding of academic, career and personal/social competencies.

3. **Human Growth and Development**
   Accomplished school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.

4. **Counseling Theories and Techniques**
   Accomplished school counselors demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.

5. **Equity, Fairness and Diversity**
   Accomplished school counselors model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity and sensitivity to every student and they advocate for equitable access to instructional programs and activities.

6. **School Climate**
   Accomplished school counselors work to establish and foster an emotionally, socially and physically safe learning environment for students, staff and families.

7. **Collaboration with Family and Community**
   Accomplished school counselors work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools and advancement of the larger community. They are knowledgeable of the community and community resources and they make appropriate referrals based on the needs of students.

8. **Informational Resources and Technology**
   Accomplished school counselors are skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.

9. **Student Assessment**
   Accomplished school counselors understand the principles and purposes of assessment and the collection and use of data. They regularly monitor student progress and communicate the purpose, design and results of assessments to various audiences.

10. **Leadership, Advocacy and Professional Identity**
    Accomplished school counselors work as leaders and advocates in the promotion of student learning and achievement. They adhere to ethical practices and engage in professional growth and development.

11. **Reflective Practice**
    Accomplished school counselors integrate their knowledge, skills and life experiences to respond effectively to new or unexpected critical events and situations. They monitor and refine their work with continuous, in-depth reflection.

Reprinted with permission from the National Board for Professional Teaching Standards, *School Counseling Standards*, www.nbpts.org. All rights reserved.

Oklahoma Requirements for High School Graduation

Students who will graduate from high school in the 2004-2005 school year
70 O.S. 11-103.6, State Board of Education Regulations and Approved Courses

Required Courses   Units or Sets of Competencies

4 Language Arts:	**1** Grammar and Composition, **and** **3** which may include, but are not limited to the following courses: American Literature; English Literature; World Literature; Advanced English Courses; or other English courses with content and/or rigor equal to or above Grammar and Composition.
3 Mathematics:	**1** Algebra I or Algebra I taught in a contextual methodology, **and** **2** which may include, but are not limited to the following courses: Algebra II; Geometry or Geometry taught in a contextual methodology; Trigonometry; Math Analysis or Pre-calculus; Calculus; Statistics and/or Probability; Computer Science I; Computer Science II; Mathematics of Finance*; Intermediate Algebra*; contextual mathematics courses which enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education; mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education; or other mathematics courses with content and/or rigor equal to or above Algebra I. (*Contact the State Department of Education School Improvement Division to obtain the curriculum outline approved by the State Board of Education.)
3 Science:	**1** Biology I or Biology I taught in a contextual methodology, **and** **2** in the areas of life, physical, or earth science or technology which may include, but are not limited to the following courses: Chemistry I; Physics; Biology II; Chemistry II; Physical Science; Earth Science; Botany; Zoology; Physiology; Astronomy; Applied Biology/Chemistry; Applied Physics; Principles of Technology; qualified agricultural education courses (including but not limited to Horticulture; Plant and Soil Science; Natural Resources and Environmental Science; and Animal Science); contextual science courses which enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education; science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education; or other science courses with content and/or rigor equal to or above Biology I.
3 Social Studies:	**1** United States History, **1/2 to 1** United States Government, **1/2** Oklahoma History, **and** **1/2 to 1** which may include, but are not limited to the following courses: World History; Geography; Economics; Anthropology; or other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History.
2 Arts:	**2** which may include, but are not limited to, courses in Visual Arts and General Music.
8 Electives	
23 Total	

- To meet graduation requirements, local school district options may include, but shall not be limited to, courses taken by concurrent enrollment, Advanced Placement or correspondence, or courses bearing different titles. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages as part of the core curriculum for high school graduation. Local school district requirements may exceed state graduation requirements.

- A *Carnegie Unit* of credit is given for the successful completion of a course that meets 40 minutes a day, five days per week, for at least 36 weeks, or the equivalent of 120 clock hours within the school year. *Sets of competencies* are the skills and competencies specified in the *Priority Academic Student Skills*, or other skills and competencies adopted by the State Board of Education. *Rigor* means a level of difficulty that is appropriate for the grade level and that meets state and national standards. *Contextual methodology* means academic content and skills taught by utilizing real-world problems and projects in such a way that helps students understand the application of knowledge.

Oklahoma Higher Learning Access Program (OHLAP)

The OHLAP provides scholarships to students with financial need who have demonstrated a commitment to academic success in high school. Students who plan to participate in this scholarship program must enroll in the program in the eighth, ninth or tenth grade. The scholarship will help pay for the student's college education if their family's income is $50,000 or less. Family income is documented only at the time of enrollment in the program.

To make sure students get ready for college while they are still in high school, the program requires students to take certain high school courses. They will have to pass those courses and make good grades. Besides staying on top of the books, students will also have to show that they are in control outside the classroom. That means staying away from trouble like gangs, drugs and alcohol.

To enroll in the OHLAP program, students must be:

- an Oklahoma resident;
- enrolled in the eighth, ninth or tenth grade in an Oklahoma high school; and
- the child of parents, custodians or guardians who earn less than $50,000 per year.

Applications must be:

- completed during the school year in the student's eighth-, ninth- or tenth-grade year and
- witnessed by the student's parent(s), custodian(s) or guardian(s) who also agree to help the student comply with OHLAP requirements.

Students MUST take the following high school coursework to meet OHLAP program requirements:

Units	Courses
4	English: Grammar, Composition, Literature
2	Lab science: Biology, Chemistry, Physics or any certified lab science; general science with or without a lab may not be used to meet this requirement
3	Mathematics: Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics
3	History and citizenship skills: including 1 unit of American History and two units from the subjects of History, Government, Geography, Economics, Civics, and/or non-Western Culture
2	Foreign or non-English language (two years of the same language) OR computer technology courses in programming, hardware and business computer applications such as word processing, databases, spreadsheets and graphics. (Keyboarding or typing classes do NOT qualify.) (1 foreign language and 1 computer course will not meet this requirement.)
2	Additional units of subjects listed above
1	Fine Arts (Music, Art, Drama) OR Speech
17	**Total Units**

Once a student reaches the program's goals, OHLAP will pay his/her tuition at an Oklahoma public two-year college or four-year university. It will also cover at least a portion of tuition at an Oklahoma accredited private college or university or for courses offered at public technology centers that qualify for credit from a public two-year college.

The scholarship amount, however, does not cover items such as books, supplies, room and board or any other special fees. Students are strongly encouraged to apply for other forms of financial aid to cover these costs.

For more information, call the Oklahoma State Regents for Higher Education's student information hotline at (800) 858-1840, e-mail ohlapinfo@osrhe.edu, or write to OHLAP, Oklahoma State Regents for Higher Education, Post Office Box 108850, Oklahoma City, Oklahoma 73101. Additional information concerning scholarships, grants and loans is available by calling the financial aid hotline at (800) 858-1840.

Curricular Requirements for Admission to Oklahoma Colleges and Universities
2004-2005

(Updated February 2004)

SUBJECT	UNITS	DESCRIPTION	COMMENTS
English	4	Grammar, Composition, Literature	• English courses should include an integrated writing component. • Journalism, speech, reading and English-as-a-Second-Language courses **may not** be used to fulfill this requirement.
Laboratory Science	2	Biology, Chemistry, Physics or any lab science certified by the school district	• General Science courses with or without a lab **may not** be used to fulfill this requirement. • Effective Fall 2004, the only applied science course accepted for admission is Principles of Technology. See the State Regents' Policy Statement on Admission To, Retention In and Transfer Among Colleges and Universities of the State System.
Mathematics	3	Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Pre-Calculus, Calculus, Advanced Placement Statistics	• Applied math courses no longer meet college admission requirements. • Statistics/Probability, Computer Science, Intermediate Algebra and Mathematics of Finance **may not** be used to meet this requirement.
History and Citizenship Skills	3	1 unit of American History, **and** 2 units from the subjects of History, Government, Geography, Economics, Civics and/or Non-Western Culture*	• *One half-unit (one semester) combinations OR one full unit of any of the prescribed subjects may be used to fulfill this requirement. • *Courses about non-Western culture should teach students about cultures and traditions other than their own. • *Examples of courses that qualify include American Government, World History, Oklahoma History, Constitutional American History, European History, Civics, Eastern Geography, Economics, World Geography, Multicultural History (with non-West content), Citizenship and Constitution. • *Examples of courses that **may not** be used to fulfill this requirement include Anthropology, Psychology, Sociology, Aerospace Science, American Documents, Contemporary Social Issues, Introduction to Law, Military History, 20th-Century Legal Issues.
Other	3	Select any of the subjects listed above: English, Biology, Chemistry, Physics or lab science certified by the school district, Mathematics, History, Citizenship Skills <u>OR</u> select from the following: Computer Science, Foreign Language. **<u>Courses excluded from subject categories listed above are also excluded from the "Other" category.</u>**	• A computer science course used to fulfill this requirement should include programming and convey an understanding of computer hardware. Courses that teach business computer applications will also be accepted. These courses will typically include more than one type of application, for example, word processing, databases, spreadsheets and graphics programs. • Keyboarding and other courses designed to teach typing skills **may not** be used to fulfill this requirement.
Total	**15**		

Four additional units are recommended for college preparation: 1 unit of lab science, 1 unit of mathematics and 2 units of speech or fine arts (music, art, or drama).