

Program Audit: Oregon's Framework for Comprehensive
Guidance and Counseling Programs—PSU, Long Form 2003

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OREGON’S FRAMEWORK FOR COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAMS PRE-KINDERGARTEN TROUGH TWELFTH GRADE

Program Audit

The program audit is used to assess the school guidance and counseling program in comparison with Oregon’s Framework for Comprehensive Guidance and Counseling Programs. Audits serve to set the standard for the school guidance and counseling program. Audits are first performed when a comprehensive guidance and counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year. The audit does not suggest the schools will be able to do everything envisioned here initially; it is not a “quick fix” rather, a tool to guide development.

School _____ Date _____

SECTION A: FOUNDATION

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

COMPONENT 1: MISSION STATEMENT

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

| CRITERIA | None | In Progress | Completed | Imple-mented | N/A |
|---|------|-------------|-----------|--------------|-----|
| 1.1 A mission statement has been written for the guidance and counseling program. | | | | | |
| 1.2 Written in a clear, concise and specific statement that defines the intent and contribution of the program. | | | | | |

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| 1.3 | It provides the vision of what is desired for each and every student. | | | | | |
| 1.4 | Asserts that the guidance and counseling program helps each student prepare for successful transitions into his or her next step. | | | | | |
| 1.5 | Written with the student as the primary client. | | | | | |
| 1.6 | Written for every student. | | | | | |
| 1.7 | Indicates the content or competencies to be learned. | | | | | |
| 1.8 | Links with the vision, purpose and mission of the state, district and the school. | | | | | |
| 1.9 | Indicates the long-range results desired for all students. | | | | | |
| 1.10 | The mission statement has been presented to and accepted by administration, counselors, advisory council and school board. | | | | | |
| 1.11 | All stakeholders (students, parents, school staff, district leadership and involved community members) can support the mission statement. | | | | | |

COMPONENT 2: PROGRAM PHILOSOPHY

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
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| 2.1 A statement of philosophy has been written for the school counseling program. | | | | | |
| 2.2 Indicates an agreed-upon belief system about the ability of every student to achieve. | | | | | |
| 2.3 Connects the comprehensive guidance and counseling | | | | | |

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| | program to the educational goals of the district. | | | | | |
| 2.4 | Discusses the need for the comprehensive guidance and counseling program and the rationale for its structure. | | | | | |
| 2.5 | Identifies the values and beliefs, guiding principles, and other premises that are critical to program implementation in the district. | | | | | |
| 2.6 | Addresses every student's right to a school counseling program. | | | | | |
| 2.7 | Includes a plan of closing the gap activities for underserved student populations. | | | | | |
| 2.8 | Focuses on primary prevention, intervention, and student-developmental needs. | | | | | |
| 2.9 | Identifies the persons to be involved in delivery of the program. | | | | | |
| 2.10 | Identifies who will plan and who will manage the program. | | | | | |
| 2.11 | Defines how the program will be evaluated and by whom. | | | | | |
| 2.12 | Includes ethical guidelines and standards. | | | | | |
| 2.13 | The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council. | | | | | |

COMPONENT 3: DISTRICT POLICY

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
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| 3.1 A coordinated guidance and counseling program has been established, guidance and | | | | | |

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| counseling goals have been adopted, and a district policy statement has been developed (OAR 581-022-1510). | | | | | |
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| 3.2 | The guidance and counseling program and goals reflect the components and vision found in Oregon’s Framework for Comprehensive Guidance and Counseling Programs and the ASCA National Standards for School Counseling. | | | | | |
| 3.3 | Counselors have collaborated with school personnel to identify frameworks for goals and competencies to help students develop education plans and profiles as well as other career-related skills, knowledge, attitudes, and activities (OAR 581-022-1120 and OAR 581-022-1130). | | | | | |
| 3.4 | The structure for the school counseling program defines a K-12 (and beyond) developmental scope and sequence and what will be measured to assess what students achieve as a result of participating in the program activities. | | | | | |
| 3.5 | Goals have been presented to and accepted by administration, counselors, and the district school board. | | | | | |
| 3.6 | The school district’s board is updated at least annually on program status and continuous improvement efforts. | | | | | |

SECTION B: CONTENT

A district’s comprehensive guidance and counseling program is based upon specific content that supports individual student growth and development. The content framework answers the questions “how?”—how does a school district deliver comprehensive guidance and counseling? A comprehensive guidance and counseling program includes an umbrella of services and curriculum provided to all students to assist them in achieving full potential in school and in life.

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

There is a close interrelationship and balanced emphasis among the development domains used in the framework. In the course of the delivery of a comprehensive guidance and counseling program, the degree of focus on academic, career, personal/social, and community involvement content will vary by grade levels with the developmental needs of the students. The domains are also interdependent. Transitions between the degree of focus and articulation between the levels within a domain are critical to consider.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|-------------|--------------------|------------------|--------------------|------------|
| A. The comprehensive guidance and counseling program describes what is expected of students as a result of effective guidance program development, implementation, and evaluation. | | | | | |
| B. The program is based upon specific content that supports individual student growth and development. | | | | | |
| C. What students are expected to learn and be able to do is the focal point around which program activities are implemented. | | | | | |
| D. Program content focuses on helping students connect with the personal side of their lives (personal/social development). | | | | | |
| E. Program content focuses on helping support students in their educational growth (academic development). | | | | | |
| F. Program content focuses on assisting students with learning to work (career development). | | | | | |
| G. Program content focuses on helping students learn to contribute to the community (community involvement). | | | | | |

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| H. | The career-related learning standards describe broad, transferable life skills that are essential for students to succeed - in their current and future academic pursuits, life, work, and communities. | | | | | |
| I. | The career-related learning standards describe the performance standards for students that underpin the goals of learning to learn, live, work and contribute. | | | | | |
| J. | Students are learning personal management skills such as monitoring one’s work and behavior, acting appropriately and responsibly, and organizing assignments in order to exhibit appropriate work ethic and behaviors in school, community, and workplace. | | | | | |
| K. | Students are learning to apply decision-making and problem-solving techniques in school, community, and workplace. | | | | | |
| L. | Students are learning to demonstrate effective communication skills to give and receive information in school, community, and workplace. | | | | | |
| M. | Students are learning to demonstrate effective teamwork in school, community, and workplace. | | | | | |
| N. | Students at the secondary level can demonstrate career development skills in planning for post high school experiences. | | | | | |
| O. | Program content includes development of students’ personal assets such as responsibility and interpersonal | | | | | |

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| P. | Students at the secondary level develop an education plan, based upon personal interests and tentative career goals and updated at least annually. | | | | | |
| Q. | Students at the secondary level construct an education profile documenting progress. | | | | | |
| R. | Students at the secondary level can demonstrate extended application or academic and career-related knowledge and skills in contextual situations related to the education plan. | | | | | |
| S. | Students are able to participate in career-related learning experiences that are personally relevant. | | | | | |
| T. | Students meet specific academic performance (Certificate of Initial Mastery) standards. | | | | | |
| U. | School district has developed the content, scope and sequence, and indicators to support student academic achievement and to address the career-related learning standards and other career-related content requirements. | | | | | |

Oregon Administrative Rule (OAR 581-0220-1510, Guidance and Counseling) describes district and school level guidance and counseling program goals. These program goals are expanded (OAR 581-022-1120, Certificate of Advanced Mastery Requirements) and (OAR 581-022-1130, Diploma Requirements) as they relate to the Certificate of Advanced Mastery and the high school diploma requirements.

COMPONENT 4: GUIDANCE CURRICULUM

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
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| 4.1 The guidance curriculum is written to address the four developmental domains and the Career and Life Role Common Curriculum Goals. | | | | | |
| 4.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career, personal/ social and community involvement. | | | | | |
| 4.3 The guidance curriculum identifies indicators for student learning and assessment methods. | | | | | |
| 4.4 Materials, equipment and facilities are available to support the program delivery. | | | | | |
| 4.5 The guidance curriculum is articulated between grade levels and between school buildings. | | | | | |
| 4.6 Effectiveness of guidance curriculum is evaluated annually. | | | | | |
| 4.7 The school guidance and counseling curriculum has been presented to the administration, counselors, and the school counseling advisory council. | | | | | |

COMPONENT 5: INDIVIDUAL PLANNING

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
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| 5.1 There is a systemic approach to | | | | | |

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| helping students make appropriate education plans. | | | | | |
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| 5.2 | There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests. | | | | | |
| 5.3 | A tool exists at the secondary level to assist students to make appropriate educational plans (i.e. six-year plan). | | | | | |
| 5.4 | Individual student planning includes: individual appraisal, individual advisement, and appropriate student placement. | | | | | |
| 5.5 | Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of student and their parents. | | | | | |
| 5.6 | The distinctive tools used for educational planning have been presented to the board. | | | | | |
| 5.7 | One-on-one student advisement is available to help support each student in his or her planning and implementation goals. | | | | | |
| 5.8 | Ensures that each and every student has a documented strategy for success in school. | | | | | |
| 5.9 | Procedures are in place for appropriate individual planning activities for all students and their parents or guardians. | | | | | |
| 5.10 | Individual student plans are reviewed and updated at least annually. | | | | | |

COMPONENT 6: RESPONSIVE SERVICES

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

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| CRITERIA | None | Progress | Completed | mented | N/A |
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| 6.1 Every student K-12 receives proactive prevention education to address life choices in academic, career and personal/social development or community involvement (i.e. ATOD, violence etc.). | | | | | |
| 6.2 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development or community involvement (i.e. conflict resolution, peer mediation). | | | | | |
| 6.3 There is a systematic and consistent provision for the referral of students who exhibit barriers to learning. | | | | | |
| 6.4 Responsive services include: a. Individual and small-group counseling b. Crisis counseling c. Peer facilitation d. Consultation/collaboration e. Referral system | | | | | |
| 6.5 Individual counseling services are available to all students. | | | | | |
| 6.6 A system is in place to ensure intervention for identified students. | | | | | |
| 6.7 Responsive services are planned in consultation with teachers, administrators, parents or guardians as appropriate to the situation. | | | | | |
| 6.8 Students are able to initiate services through self-referral. | | | | | |
| 6.9 Teachers, parents or guardians know they can refer students for assistance. | | | | | |
| 6.10 Small group counseling is available for specific types of issues or interventions upon request or referral. | | | | | |

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| 6.11 | District has developed a crisis management plan with written procedures to be used in crisis situations. | | | | | |
| 6.12 | Crisis counseling provides prevention, intervention, and follow-up. | | | | | |
| 6.13 | Protocols are established for referral to school (for example: the crisis team, school administrators, school nurses, school counselors, school psychologists, social workers) and community professionals. | | | | | |

COMPONENT 7: SYSTEM SUPPORT AND INTEGRATION

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|-----------------|---|--------------------|------------------|--------------------|------------|
| 7.1 | The guidance and counseling program staff is involved in the school improvement teams of the school and school district. | | | | |
| 7.2 | The guidance and counseling program staff members provide regular in-service training and consultation to other staff in the relevant guidance and counseling program content and methods. | | | | |
| 7.3 | The guidance and counseling program staff are involved with the broader community to communicate, collaborate, and generate support for the program. | | | | |
| 7.4 | The guidance and counseling program staff reviews student progress and program implementation to recommend improvements and changes to | | | | |

the program.

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| 7.5 | The guidance and counseling program staff members are assigned a fair share of other building and district responsibilities and tasks. | | | | | |
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COMPONENT 8: STUDENT ADVOCACY

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 8.1 The personalized, active, and meaningful learning of each and every student is supported. | | | | | |
| 8.2 The attainment of individual educational, personal, and career goals for each student is encouraged. | | | | | |
| 8.3 Barriers are minimized so that each student has increased opportunity for success in school and in life. | | | | | |
| 8.4 Student educational needs are addressed at every educational level. | | | | | |
| 8.5 A proactive stance is taken to remove personal and social barriers to learning. | | | | | |
| 8.6 Systemic barriers that impede a student’s academic success are identified and removed. | | | | | |
| 8.7 Equity is promoted by providing access to quality curriculum for each student. | | | | | |
| 8.8 The achievement of high standards for every student is encouraged and supported. | | | | | |

SECTION C: RESOURCES

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

COMPONENT 9: PROFESSIONAL STAFF

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|-------------|--------------------|------------------|--------------------|------------|
| 9.1 There is a clear division between assumed accountability for results and assigned duties. | | | | | |
| 9.2 The expected results are clearly delineated. | | | | | |
| 9.3 Counselors and administrators agree on assignment of counselors. | | | | | |
| 9.4 Counselors have decided how to distribute caseload and access to students (alpha assignments, domains specialization, grade level, random, etc.). | | | | | |
| 9.5 The district maintains a guidance staff which promotes effective guidance practices consistent with the districts expected guidance program outcomes (OAR 581-022-1510(3)). | | | | | |
| 9.6 District assigns appropriately certified staff to accomplish program goals (OAR 581-022-1710). | | | | | |
| 9.7 Oregon Teacher Standards and Practices Commission has licensed the school counselor(s) providing program services (OAR 584-044 and OAR 584-070). | | | | | |
| 9.8 Licensed school counselors are part of the team that plans and coordinates the district and building guidance and | | | | | |

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| counseling program. | | | | | |
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| 9.9 | Job descriptions for all staff members involved in the delivery of the guidance and counseling program include clear statements about these responsibilities and list the related duties. | | | | | |
| 9.10 | Licensed school counselors are available for the counseling functions in the program delivery to students. | | | | | |
| 9.11 | Student to counselor ratios are reasonable and reflect state and national professional standards. | | | | | |
| 9.12 | Licensed school counselors non-counseling and quasi-administrative duties are kept to the minimum and records are maintained to ensure a district set target of student contact hours are met. | | | | | |

COMPONENT 10: COLLABORATIVE STRUCTURES

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|-------------|--------------------|------------------|--------------------|------------|
| 10.1 An advisory or site council has been organized, has established meeting dates, and has identified tasks. | | | | | |
| 10.2 The advisory or site council has appropriate representative membership. | | | | | |
| 10.3 The assigned structure(s) represents the diversity of the school and community. | | | | | |
| 10.4 The advisory or site council meets at least twice a year. | | | | | |

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| 10.5 | The advisory or site council reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations. | | | | | |
| 10.6 | The roles and responsibilities of the collaborative structure(s) are clearly assigned. | | | | | |

COMPONENT 11: MATERIALS AND FACILITIES

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|-------------|--------------------|------------------|--------------------|------------|
| 11.1 Community and parents are involved in the selection of materials (OAR 581-022-1640). | | | | | |
| 11.2 Selected materials support program goals and reflect current knowledge and technologies in the field (OAR 581-022-1640). | | | | | |
| 11.3 All curriculum materials and tools used in the guidance and counseling program meet district standards for quality. | | | | | |
| 11.4 Space for individual and group counseling activities is available in each building when needed. | | | | | |
| 11.5 Classrooms and computer labs are available for the delivery of curriculum components of the program. | | | | | |
| 11.6 Adequate and protected storage space is provided for program materials and student work, such as career portfolios. | | | | | |
| 11.7 Educational planning and career information is available to high school students during school hours and parent use. | | | | | |

COMPONENT 12: MANAGEMENT SYSTEMS

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|-------------|--------------------|------------------|--------------------|------------|
| 12.1 The school district has developed a guidance and counseling program budget that covers the cost of delivering the content described in its comprehensive program plan. | | | | | |
| 12.2 The school district and school site collects and uses data about student achievement to inform program decisions. | | | | | |
| 12.3 The school district and school site has developed policy statements and clear procedures for the program staff. | | | | | |
| 12.4 The school district and school site regularly updates the school and local community about aspects of the guidance and counseling programs. | | | | | |

SECTION D: CONTINUOUS IMPROVEMENT

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

COMPONENT 13: STUDENT PROGRESS

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
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| 13.1 District - and site - specific data on student achievement are collected and disaggregated. | | | | | |

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| 13.2 | District - and site- specific data on achievement related data are collected and disaggregated. | | | | | |
| 13.3 | Standards and competency - related data are collected and disaggregated. | | | | | |
| 13.4 | Counselors are accountable for monitoring the progress of every student. | | | | | |
| 13.5 | There is an established means to monitor students' progress in guidance-related competencies, including academic achievement. | | | | | |
| 13.6 | Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation. | | | | | |
| 13.7 | Monitoring activities are determined by district, school site and grade level and are assessed over time. | | | | | |
| 13.8 | The data are disaggregated by variables such as gender, ethnicity and grade level. | | | | | |
| 13.9 | The data are systematically analyzed to determine where students are and where they ought to be. | | | | | |
| 13.10 | The identified needs become sources for the determination of closing the gap activities. | | | | | |
| 13.11 | Guidance curriculum action plans are drafted by the counseling team during a planning meeting. | | | | | |
| 13.12 | Closing-the-Gap action plans are drafted by the counseling team during a planning meeting. | | | | | |
| 13.13 | The action plans are consistent with the program's goals and competencies. | | | | | |

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| 13.14 | Action plans address every aspect of the program and the academic, career and personal/social domains. | | | | | |
| 13.15 | Plans include 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used 4) time activity is to be completed 5) who is responsible for delivery 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for the student. | | | | | |
| 13.16 | Results are stated in terms of what will be demonstrated by the student. | | | | | |
| 13.17 | Every student is included in the results. | | | | | |
| 13.18 | Counselors have identified specific results that they are accountable for. | | | | | |
| 13.19 | Plans have been reviewed and identified by the administrator. | | | | | |
| 13.20 | Action plans and closing the gap plans are completed in the spring for the next year and signed by the counselor and principal. | | | | | |
| 13.21 | There are written action plans on file with the administration in charge of the school counseling program. | | | | | |

COMPONENT 14: STAFF DEVELOPMENT

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

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
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| 14.1 Required adoption and implementation of personnel policies that include staff evaluation procedures are in place (OAR 581-0220-1720). | | | | | |
| 14.2 The four required elements of a district's personnel evaluation procedures are in place: (1) development of job descriptions with performance standards, (2) review of individual performance goals based on these, (3) evaluation based upon the standards and goals, and (4) a post-evaluation discussion of the evaluation and development needs (OAR 581-0220-1720). | | | | | |
| 14.3 District's position descriptions reflect guidance and counseling duties for all staff members who have assigned program roles and responsibilities. | | | | | |
| 14.4 Staff members know their guidance and counseling duties. | | | | | |
| 14.5 Staff development activities are connected to program and individual staff development goals. | | | | | |
| 14.6 Each staff member involved in the program is held accountable for his or her contributions to student success. | | | | | |
| 14.7 Performance standards for each position reflect relevant professional standards and ethics. | | | | | |

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| 14.8 Licensed educators (teachers, counselors, administration and supervisors) know that they are bound by the Teachers and Standards and Practices Commission “Standards for Competent and Ethical Performance of Oregon Educators” (OAR 584-020-0010 and OAR 584-020-0015). | | | | | |
| 14.9 Licensed school counselors are evaluated on their performance as school counselors using standards specific to the profession. | | | | | |
| 14.10 Staff development plans for the guidance and counseling program helps districts and licensed educators meet the state’s standards for the Continuing Professional Development (CPD) plans (OAR 585-090-0001). | | | | | |
| 14.11 Staff development plans are kept current on new developments and best practices. | | | | | |
| 14.12 Professional development plans for individual educators and the district include activities related to the guidance and counseling program. | | | | | |

COMPONENT 15: PROGRAM PLANNING AND EVALUATION

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

- a. **Use of time/calendar:** A master calendar of events is developed and published to effectively plan and promote the guidance and counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers, and administration with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|-------------|--------------------|------------------|--------------------|------------|
| 15.1a The counselor's total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations. | | | | | |
| 15.2a The time study is conducted and analyzed along with the program results to determine delivery system priorities. | | | | | |
| 15.3a A list of appropriate system support services (i.e. counseling/non-counseling activities) has been created. | | | | | |
| 15.4a The approved list of counseling/non-counseling activities has been approved by the board. | | | | | |
| 15.5a A master calendar exists. | | | | | |
| 15.6a The master calendar identifies grade level(s), dates and activities. | | | | | |
| 15.7a Master calendar is published and distributed to appropriate persons: students, staff, parents, and community. | | | | | |
| 15.8a The counselor's weekly/monthly schedule is posted. | | | | | |

b. Accountability: For every competency or result assumed by counselors, there must be a **plan** of how the school counselor intends to achieve the desired competency or result. **Each result** report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success-process, perception or results; and 7) the final result for student(s).

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|-------------|--------------------|------------------|--------------------|------------|
| 15.1b There is an established timeline for reporting evidence of the results obtained. | | | | | |
| 15.2b Every student is included in the results. | | | | | |

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| 15.3b | The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement. | | | | | |
| 15.4b | A results form for the collection of results data is written and accepted by administration and school counselors. | | | | | |
| 15.5b | A results form for the collection of data from closing - the - gap activities is accepted by the administrators and the counselors. | | | | | |
| 15.6b | There is a results agreement addressing every aspect of the program and the academic, career, and personal/social domains. | | | | | |
| 15.7b | Process data are collected. | | | | | |
| 15.8b | Perception data are collected which measure knowledge, attitudes and skills (i.e. pre/post tests; activity completed). | | | | | |
| 15.9b | Results data are collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior, academic achievement data over time). | | | | | |
| 15.10b | Immediate, intermediate and long-range data are collected and reviewed. | | | | | |
| 15.11b | Results are reported to administrators, counselors and the school board. | | | | | |
| 15.12b | Results are analyzed and used to improve the program in subsequent years. | | | | | |

c. Counselor Performance Standards: The school counselor’s performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive

guidance and counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 15.1c The standards are written to assess the school counselor’s ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards and The Oregon Framework. | | | | | |
| 15.2c The standards are written to assess the counselor’s ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, and systems support.) | | | | | |
| 15.3c The standards are written to assess the counselor’s ability to manage the school counseling program. | | | | | |
| 15.4c The standards are written to assess the school counselor’s ability to measure the results of the program. | | | | | |
| 15.5c The standards are written to assess the counselor’s use of professional communications within the school community. | | | | | |
| 15.6c The standards are written to determine the school counselor’s fulfillment of professional growth responsibilities (i.e. use of data, technology, and ethical standards). | | | | | |
| 15.7c The standards are written to assess the school counselor’s ability to be a leader, student advocate and system change agent. | | | | | |

- d. **Program audit: provides evidence of the program’s alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.**

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|-------------|--------------------|------------------|--------------------|------------|
| 15.1d The program is audited annually. | | | | | |
| 15.2d The audit aligns with and includes all program components. | | | | | |
| 15.3d The results of the audit are shared in the spring and drive the program training and behavior for the following year. | | | | | |
| 15.4d A written long-range plan for the improvement of the school counseling program is published and revised each year. | | | | | |
| 15.5d The school counseling program has been approved by the school district’s board of education. | | | | | |