



Oregon's Framework for Comprehensive School Counseling Programs



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



OREGON

DEPARTMENT OF EDUCATION

Every student will have access to and benefit from a world-class, well-rounded, and equitable educational system.

Permission was received to model Oregon's Framework for Comprehensive School Counseling Programs after the ASCA National Model (3rd Edition), combining essential features from the previous Oregon's K-12 Framework for Comprehensive Guidance and Counseling.

Some text and documents in the appendices were used with permission from the American School Counselor Association. When citing this document, please also use the following reference:

Oregon's Framework for Comprehensive School Counseling Programs adapted from:

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition. Alexandria, VA: Author.

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA, which is the school counseling division of the American Counseling Association, provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe. For more information, visit www.schoolcounselor.org.

Table of Contents »

INTRODUCTION TO OREGON'S FRAMEWORK FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS 2

The Purpose of Oregon's Framework for Comprehensive School Counseling Programs 3

The Foundation of Oregon's Framework for Comprehensive School Counseling Programs 4

Oregon's Framework Vision Statement 5

Oregon's Framework Mission Statement 5

Beliefs of Comprehensive School Counseling in Oregon 5

Program Goals of Comprehensive School Counseling in Oregon 6

Benefits To Stakeholders 6

Benefits for Students 6

Benefits for Parents 6

Benefits for Educators 6

Benefits for School Counselors 7

Benefits for Administrators 7

Benefits for the Community 7

Benefits for Business and Industry 7

From Guidance to School Counseling .. 7

EXECUTIVE SUMMARY 8

Foundation 9

Management 9

Delivery 10

Direct Student Services 10

Indirect Student Services 10

Accountability 10

FRAMEWORK THEMES 11

Leadership 11

Oregon Equity Lens 13

Advocacy 14

Student Advocacy Indicators 16

Collaboration 17

Systemic Change 18

DISTRICT IMPLEMENTATION 19

Developmental Domains and Student Standards 19

District Policy 20

Professional Staff 21

Counselor-Student Ratio 21

Staff Development 22

Instructional Materials and Facilities 23

Curriculum Materials 23

Instructional Materials 23

Facilities 23

Management and Finances 24

Evaluation and Improvement 24

District Implementation Checklist 25

District Policy Indicators 25

Professional Staff Indicators 25

Staff Development Indicators 25

Instructional Materials Indicators 25

Facilities Indicators 25

Management Systems Indicators 25

FOUNDATION 26

Introduction 26

School Counseling Beliefs Development Tool 27

Program Focus 27

Beliefs 27

Vision Statement 28

Mission Statement 29

Program Goals 29

Goal Setting: The Process 30

Student Standards 31

Oregon's Mindsets & Behaviors 31

Other Student Standards 31

Career and College Readiness 31

Professional Competencies 32

ASCA School Counselor Competencies 32

MANAGEMENT 34

School Counseling Program Assessment 35

Use-of-Time Assessment 36

Use of Time: Effective and Ineffective School Counseling Activities 37

Annual Agreement 38

Advisory Council 38

Creating an Advisory Council 39

Advisory Council Indicators 39

Use of Data 40

Disaggregating Data 40

School Data Profile 41

Achievement Data 41

Behavioral Data 41

Program Results Data 42

Action Plans 44

Curriculum Action Plan 44

Small Group Action Plan 45

Closing-the-Gap Action Plan 45

Lesson Plans 46

Calendars 46

Annual calendar 47

Weekly calendars 47

DELIVERY SYSTEM 48

Direct Student Services 49

School Counseling Core Curriculum 49

Individual Student Planning 49

Responsive Services 50

Indirect Student Services 51

ACCOUNTABILITY 52

Rationale for change 52

Improved decisions 52

Enhanced accountability 52

Data Analysis 53

School Data Profile Analysis 53

Use-of-time Assessment Analysis 54

Program Results 55

Analysis of the Curriculum Results Report 56

Analysis of the Small-Group Results Report 57

Analysis of the Closing-the-Gap Results Report 57

Evaluation and Improvement 58

Analysis of School Counseling Program Assessment 58

Data-Driven Decision-Making Cycle 59

Sharing Results 59

Program Goal Analysis 60

Analysis of School Counselor Competencies Assessment 60

School Counselor Performance Appraisal 61

School Counselor Performance Appraisal 61

STARTING AND IMPLEMENTING A COMPREHENSIVE SCHOOL COUNSELING PROGRAM 62

Organize 62

Plan and Design 62

Implement 62

Evaluate 62

Program Planning and Evaluation 63

Program Planning and Evaluation Indicators	63	Program Management	84
Helpful Tips	64	Delivery	86
APPENDIX A	65	Accountability	86
EMBRACE THE PAST, WELCOME THE FUTURE: A BRIEF HISTORY OF SCHOOL COUNSELING	65	Annual Agreement Template	87
APPENDIX B	67	SMART-Goal Format Template	91
OREGON ADMINISTRATIVE RULES (OARS) RELATED TO SCHOOL COUNSELING	67	Developing a School Counseling Program Goal	91
581-022-0102	67	ACTION PLANS	92
Definitions	67	School Counseling Core Curriculum Action Plan	92
581-022-1512	68	Closing the Gap Action Plan	93
Child Development Specialist Programs	68	Small Group Action Plan	94
581-022-2000	68	Lesson Plan Template	95
Diploma Requirements	68	RESULTS REPORTS	96
581-022-2030	69	School Counseling Core Curriculum Results Report	96
District Curriculum	69	Closing the Gap Results Report	97
581-022-2055	69	Small Group Results Report	98
Career Education	69	Use of Time Assessment	99
581-022-2060	70	APPENDIX E	100
Comprehensive School Counseling ...	70	RECOGNIZED ASCA MODEL PROGRAM (RAMP)	100
581-022-2115	71	APPENDIX F	101
Assessment of Essential Skills	71	GLOSSARY	101
DOCUMENTS THAT GUIDE AND SUPPORT	75	ACKNOWLEDGMENTS	103
APPENDIX C	75		
Oregon Education Investment Board: Equity Lens	75		
OEIB Vision Statement	75		
OEIB Equity Lens: Preamble	75		
Beliefs:	75		
Purpose of the OEIB Equity Lens	76		
Oregon Educational Investment Board Case for Equity	76		
Addendums	77		
Definitions	77		
Mindsets & Behaviors for Student Success	78		
K-12 Career and College Readiness Student Standards	78		
APPENDIX D	80		
TEMPLATES	80		
School Data Profile Template	81		
School Counseling Program Assessment	83		
Foundation	83		



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Deputy Superintendent of Public Instruction

When Oregon families, educators, school and district administrators, business leaders, and community members work together we can:

- 1) raise overall graduation rates,
- 2) reduce opportunity gaps, and
- 3) ensure students graduate with the knowledge and skills they need for success in a career and college.

A high school diploma is a finish line for many of our students, but it also serves as a launching point for their futures including college, work, military and many other endeavors. As we think about building college- and career-going cultures in our schools, it is important to ensure each and every student is ready with the knowledge and skills to be successful in life. This means we need to think differently about what we do and the impact on students and their futures. This intentional focus starts early - as early as preschool - and includes building a postsecondary-learning culture every step of the way. I believe that school counseling programs and school counselors are the key element to achieving this goal.

School counselors play a leading role in this effort by ensuring:

- School counseling programs embrace equity and are intentional in providing culturally responsive services to students, families, and communities;
- Every student receives a rigorous, relevant, well-rounded, and engaging experience;
- Learning is personalized and individualized for all students to

acquire the knowledge and skills best suited for their next steps;

- Comprehensive school counseling programs are aligned to school improvement goals and have an impact on student outcomes; and
- Students experience successful transitions as a result of their education.

Oregon has developed a comprehensive school counseling framework that includes key components such as social-emotional development, career-and-college-readiness, and community involvement, as well as support for academic excellence. Research continues to show that comprehensive, data-driven school counseling programs improve a range of student learning and behavioral outcomes related to closing achievement gaps, reduction in chronic absenteeism, and improved graduation rates.

Oregon is committed to providing supports and professional development to continuously improve school counseling programs. As educators, we are invested in and share a responsibility for Oregon's students across the continuum, and it is paramount that we strive to align our efforts to improve outcomes for all, particularly for students who are historically underserved. As you embark on implementing a comprehensive school counseling program, I want to highlight our commitment to leadership, advocacy, and collaboration. These values,

coupled with the focused leadership you provide, will promote student achievement and systemic change, ensuring equity and access for every student.

I encourage you to embrace the role of school counseling. Now is the time to do all that we can to afford every student a quality, well-rounded education that is truly student-centered, personalized, and founded on equity. As we look ahead, it is important to continue to transform school counseling from a "service" to a "data-driven program." As we continue to collaborate to remove barriers and ensure accountability for program results, your leadership matters, school counseling programs matter, and our students matter. Together, we will ensure that Oregon's students graduate career- and college-ready with the support and opportunities they need to learn and thrive.

Colt Gill
Deputy Superintendent of
Public Instruction



» Introduction to Oregon’s Framework for Comprehensive School Counseling Programs

INTRODUCTION TO OREGON’S FRAMEWORK FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS	2
The Purpose of Oregon’s Framework for Comprehensive School Counseling Programs	3
The Foundation of Oregon’s Framework for Comprehensive School Counseling Programs	4
Oregon’s Framework Vision Statement	5
Oregon’s Framework Mission Statement	5
Beliefs of Comprehensive School Counseling in Oregon	5
Program Goals of Comprehensive School Counseling in Oregon	6

Benefits To Stakeholders	6
Benefits for Students.....	6
Benefits for Parents.....	6
Benefits for Educators.....	6
Benefits for School Counselors.....	7
Benefits for Administrators.....	7
Benefits for the Community.....	7
Benefits for Business and Industry.....	7
From Guidance to School Counseling	7

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

- To equip students with the academic and career skills, and information necessary to pursue the future of their choice through a program of rigorous academic preparation and career readiness;
- To provide an environment that motivates students to pursue serious scholarship and to have experience in applying knowledge and skills, and demonstrating achievement;

- To provide students with the skills necessary to pursue learning throughout their lives in an ever-changing world; and
- To prepare students for successful transitions to the next phase of their educational development.

In short, schools are charged to ensure that each student will enter the world of work, fully prepared to achieve, prosper, and contribute. The comprehensive school counseling program is an integral part of the school system that advances high quality learning opportunities and fosters student achievement. The comprehensive school counseling program also ensures successful transitions for students by providing opportunities for each student to acquire, master, and apply critical personal and social skills. These skills enable each student to learn, work, interact with others, and contribute to their community.





The Purpose of Oregon's Framework for Comprehensive School Counseling Programs

Oregon's Framework for Comprehensive School Counseling Programs has been developed to meet the needs of our ever-changing world and to support Oregon's educational goal of providing a well-rounded, world-class education for all students. Comprehensive school counseling in Oregon provides developmental and systematic support to each and every students' academic, career, and social/emotional development and achievement, and support participation in the broader community. Comprehensive school counseling programs are proactive and preventative. They enhance learning by assisting students to acquire critical skills for lifelong learning and success. They embrace professional standards and models for best practice in the field. The school counseling program is typically organized and implemented by licensed school counselors, and occasionally other professionally trained staff. The program is designed and implemented in collaboration with administrators, teachers, students, parents, and community partners using leadership, equity, and advocacy to promote systemic change and student outcomes.

The Framework describes essential program elements that allow individual schools and school districts to design and develop their own programs appropriate to their unique student and community priorities. It provides a tool for systemic change, a way of defining school counseling as a program for every student rather than a service for some. This Framework should be thought of as the scaffolding for a structure that will be constructed by each school district and furnished and lived in by individual schools. Oregon school districts start at different places in developing, revising, and continuously improving their school counseling programs. Consequently, each district will build its program differently, adapting it to unique demographics, organizational conditions, and community needs.

Comprehensive school counseling programs provide an array of interventions and supports for students. These are delivered collaboratively with school staff, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the pre-kindergarten through twelfth grade system with the mindsets and behaviors to live, learn, work, and contribute in the world effectively as individuals, learners, producers, consumers, family members, and citizens, as outlined in ORS 329.015.

School counseling requirements are not new for Oregon schools and have evolved over the years. Oregon Administrative Rules (OAR) updated in January 2018 specifically state that each school district in Oregon is expected to have a comprehensive school counseling program in place to support the academic and social/emotional development and career and community involvement of each and every student (see OAR 581-022-2060 and 581-022-2030). The Framework presented in this document has been developed to provide a coherent guide for school districts, linking school improvement efforts and the program goals and content. It can assist districts in evaluating current programs and organizing improvements in their programs based upon recent research and best practice.

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



The Foundation of Oregon's Framework for Comprehensive School Counseling Programs

Oregon has based this Framework upon the ongoing research and development of school counseling programs nationwide and upon the American School Counseling Association's (ASCA) National Model. ASCA originally developed the National Model for School Counseling in 2003, based upon research of effective school counseling practices showing a high level of corroboration to student achievement, and the Framework embeds this model in the Comprehensive School Counseling Framework.

The third edition (2012) of "The ASCA National Model: A Framework for School Counseling Programs" is a logical progression in the journey of the school counseling profession. Prior to the development of a national model, as Norm Gysbers describes, the history of school counseling has been fraught with many twists and turns, leaving a trail littered with artifacts of each change of direction. As a result, the role of school counselors and school counseling had not been clearly understood among school staff, administrators, parents and even among school counselors themselves. Consequently, school counseling differed enormously from state to state, district to district, and even school to school. The effectiveness of school counseling also was inconsistent.

In 2001, ASCA initiated efforts to reconcile all the developments in the profession during the previous 100 years. A group of theorists, practitioners and other school counseling experts convened to help the profession progress along its path. The group agreed that a model was needed to help all school counselors be recognized as valuable contributors and systemic change agents to the accomplishment of their school mission.

Two years later, in 2003, the first edition of the ASCA National Model was published to serve several purposes:

- The ASCA National Model helped move school counseling from a responsive service provided for

some students to a program for every student. School counseling programs address more than the highest or lowest performing students or those who are experiencing a crisis.

- ASCA National Model reinforced the idea that school counselors help every student improve academic achievement, navigate social and emotional development, and plan for successful careers after graduation. Comprehensive school counseling programs address the diverse needs of all students.
- The ASCA National Model provided uniformity to standardize school counseling programs across the country. Although flexibility allows school counselors to customize the program to meet the individual needs of their student population, the ASCA National Model provides a framework of components that all school counseling programs should demonstrate.
- The ASCA National Model affirmed school counseling as a crucial educational function that is integral to academic achievement and overall student success. The objective of school counseling is to help students overcome barriers to learning.

Shortly after ASCA introduced the ASCA National Model, ASCA initiated the Recognized ASCA Model Program (RAMP) designation, which highlights school counseling programs that have demonstrated advanced implementation of comprehensive, results-based, developmental programs. School counselors at schools that have received the RAMP designation say the designation not only was a great honor but the process helped improve their program even more.

Adapted from Kwok-Sze Wong, Ed.D., ASCA Executive Director

Together, the Framework and ASCA National Model provide the vehicle, roadmap, and compass to successfully navigate your comprehensive school counseling program in providing the greatest opportunities for all students.

Oregon's Framework Vision Statement

Every student will have access to and benefit from a comprehensive school counseling program as an integrated component of their world-class, well-rounded, and equitable educational system. Students will successfully transition throughout their educational pathways to graduate career and college ready, and well prepared to meet the challenges and opportunities of the 21st century. All students participate in rigorous school counseling

core curriculum and high-quality opportunities for personalized learning and growth, supported by a comprehensive school counseling program that facilitates strategic partnerships between school, family, and the community. Students graduate as successful, lifelong learners and productive members of society, achieving their fullest potential, and making a positive difference in both local and global communities.

Oregon's Framework Mission Statement

The mission of comprehensive school counseling in Oregon is to provide developmental and systematic support to each and every student to ensure the academic, career, social/emotional development and achievement, and support participation in the broader community. Comprehensive School Counseling Programs (CSCPs) are proactive and preventative. CSCPs enhance learning by assisting students to acquire critical skills for lifelong learning and success. CSCPs embrace professional standards and models for best practice in the field.

Comprehensive school counseling programs provide an array of interventions and supports for students. These are delivered collaboratively with school staff, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the pre-kindergarten through twelfth grade system with the skills and knowledge to live, learn, work, and contribute in both local and global communities.



Beliefs of Comprehensive School Counseling in Oregon

Comprehensive School Counseling Programs are a critical part of the overall educational process. The following beliefs about school counseling underpin the state's framework. Comprehensive school counseling programs:

- Are an integral part of the total educational program of every school district in Oregon.
- Define a delivery system that is comprehensive, systematic, developmental, and collaborative.
- Address the academic, career, social/emotional, and community involvement aspects of student development to assist learning at each grade level.
- Ensure that each and every student in Oregon is provided services needed to achieve success.
- Support student transitions throughout school, academic and career-related knowledge and skills toward individual achievement of diploma requirements, and preparation for next steps after high school.

Program Goals of Comprehensive School Counseling in Oregon

The requirements defined in the Oregon Administrative Rules (OARs) reflect student outcomes. Comprehensive School Counseling Programs develop programmatic goals that support all students to:

- Understand and utilize the educational opportunities and alternatives available to them;
- Meet academic standards, as well as Comprehensive School Counseling Standards (Mindsets and Behaviors);
- Establish tentative career and educational goals;
- Create and maintain an education plan and education portfolio;
- Demonstrate the ability to utilize personal qualities, education and training in the world of work;
- Develop decision-making skills;
- Obtain information about self;
- Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
- Develop skills in interpersonal relations, including the use of affective and receptive communication;
- Utilize school and community resources.
- Demonstrate and discuss personal contributions to the larger community; and
- Know where and how to utilize personal skills in making contributions to the community.

Benefits To Stakeholders

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

Benefits for Students

A comprehensive school counseling program:

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

Benefits for Parents

A comprehensive school counseling program:

- Assures equitable access and advocacy for child's education and supports college and career readiness.
- Prepares their children for future opportunities and building strengths.
- Develops a system for their child's long-range planning and learning.
- Connects academics to their child's next steps.
- Provides support for parents in advocating for their child's academic, career, and personal development.
- Increases opportunities for parent engagement and strong parent/school collaboration.
- Facilitates parent access to school and community resources.

Benefits for Educators

A comprehensive school counseling program:

- Supports academic success of each student.
- Defines the collaborative relationship between educators and school counselors with the common purpose of supporting every student.
- Provides for an interdisciplinary team effort to address student needs and educational outcomes
- Outlines the consultative role of school counselors in the educator-student relationship.

Benefits for School Counselors

A comprehensive school counseling program:

- Ensures provision of program content to each student.
- Enhances the role of the school counselor as a student advocate.
- Provides a clearly defined role and function.
- Focuses on critical counseling functions.
- Provides a tool for program management, accountability, and evaluation.
- Ensures involvement in the academic mission of the school.

Benefits for Administrators

A comprehensive school counseling program:

- Advocates for systemic change to support student learning and school success.
- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Defines the school counselor's role in enhancing learning and development for each student.
- Clarifies types of activities to include in a school counselor's job description.
- Provides a means of evaluating school comprehensive counseling programs.

Benefits for the Community

A comprehensive school counseling program:

- Creates community awareness and visibility of the student support systems required for student success.
- Enhances economic development through quality preparation of students for the world of work.
- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Educates the community to the needs of the school and the school to the needs of the community.
- Provides increased opportunity for Oregon Tribal Government citizens and parents to participate actively in the total school program.
- Engages at the tribal level to develop support systems for students who are citizens of an Oregon Tribal Government.

Benefits for Business and Industry

A comprehensive school counseling program:

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

From Guidance to School Counseling

Many positive changes are occurring in school counseling programs throughout the state, but further change is needed in how school counseling is conceptualized and how its curriculum is delivered. Comprehensive school counseling programs and stakeholders must focus their energies and efforts on producing students who possess the knowledge, skills, competencies, and personal habits to help them be productive students in their schools; productive workers in a global economic environment; and, ultimately, contributing citizens in society. Encapsulated within this effort is the preferred term of “school counselor” instead of “guidance counselor” as the certified professional using counseling, coordinating, consulting, curriculum development, and delivery skills to implement the program. This program defining the activities and program evaluation methods is called a Comprehensive School Counseling Program (CSCP). The student standards are referred to as the Mindsets and Behaviors.



» Executive Summary

EXECUTIVE SUMMARY	8
Foundation	9
Management	9
Delivery	10
Direct Student Services	10
Indirect Student Services	10
Accountability	10



Oregon's Framework for Comprehensive School Counseling Programs, based upon "The ASCA National Model: A Framework for School Counseling Programs," was developed to address the needs of our ever-changing state and global community and to support Oregon's quality education goals and school improvement efforts. It describes essential program elements that allow individual schools and school districts to design and develop their own programs appropriate to their unique student and community priorities. It provides a tool for system change and a way of defining comprehensive school counseling as a program for every student rather than a service for some.

Licensed school counselors and other professionally trained staff design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. Oregon's Framework for Comprehensive School Counseling Programs outlines the components of a comprehensive school counseling program.

A comprehensive school counseling program is an integral component of a school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and social/emotional development, promote

and enhance the learning process for all students. The Framework:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor(s), parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a student to school counselor ratio of 250:1 and that school counselors spend 80 percent or more of their time in direct and indirect services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.



Foundation

The foundation of all comprehensive school counseling programs is built upon the relationship between program focus, student standards, and professional competencies.

Program Focus: To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of equitable student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

Student Standards: Oregon has adopted the ASCA Mindsets & Behaviors for Student Success, which focus on enhancing the learning process for all students. The student standards guide the development of effective school counseling programs for Oregon's four domains: academic, career and social/emotional development, and community involvement. School counselors also consider how other student standards that are important to state and district initiatives both complement and inform their school counseling program. Some examples of state or district initiatives aimed at preparing all students for college and career readiness include: Oregon Graduation Requirements, Oregon's CCR Definition and Indicators, and Oregon's Essential Skills.

Professional Competencies: The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.



Management

School counselors incorporate concrete and clearly delineated organizational assessments and tools that are reflective of the school's needs. Assessments and tools include:

- **School counselor competency and school counseling program assessments** to self-evaluate areas of strength and improvement for individual skills and program activities
- **Use-of-time assessment** to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct services with students
- **Annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **Advisory councils** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
- **Curriculum, small-group, and closing-the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student standards and the impact on achievement, behavior and attendance
- **Annual and weekly calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program



Delivery

School counselors provide culturally responsive services to students, parents, school staff and the community in the following areas:

Direct Student Services

Direct services are culturally responsive in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired Comprehensive School Counseling Standards (Mindsets and Behaviors) standards and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional

educators in K-12 classrooms and group activities.

- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing academic, social/emotional and career goals. This is the purpose of Oregon's Education Plan and Profile.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselor's interactions with others including referrals for additional assistance, professional development, consultation and collaboration with parents, teachers, other educators and community organizations.

Accountability

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors:

- Analyze school and program data to determine student outcomes
- Use data to show the impact of the school counseling program on student achievement, attendance and behavior
- Analyze school counseling program assessments to guide future action and improve future results for all students.

The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.



Framework Themes »

FRAMEWORK THEMES	11
Leadership	11
Oregon Equity Lens	13
Advocacy	14
Student Advocacy Indicators	16
Collaboration	17
Systemic Change	18

ASCA incorporates the four themes of leadership, advocacy, collaboration and systemic change as part of the framework of the ASCA National Model (The Education Trust, 1997). In the ASCA National Model, the four themes are repeated around the frame to indicate the importance of school counselors' work within these areas. School counselors play a significant part in improving student achievement and are uniquely positioned to be student and systems advocates. Through application of leadership, advocacy and collaboration skills as a part of a comprehensive school counseling program, school counselors promote student achievement and systemic change that ensures equity and access to rigorous education for every student and leads to closing achievement, opportunity and attainment gaps (Dahir & Stone, 2009; Martin & House, 2002).

Leadership

School counselors are called to be leaders in a variety of ways, from providing leadership for the development of a comprehensive school counseling program to solving problems with school and community groups that promote student achievement.

School counseling leadership:

- supports academic achievement and student development
- advances effective delivery of the comprehensive school counseling program
- promotes professional identity
- overcomes challenges of role inconsistency (Shillingford & Lambie, 2010)

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. As the other themes of advocacy, collaboration and systemic change require leadership to some degree, leadership may be the foundation of the other essential skills needed for program implementation (Mason & McMahon, 2009). School counselors can implement a program addressing the academic, career and social/emotional needs of all students through the use of leadership practices (Mason, 2010).

After examining effective leadership, Bolman and Deal (2008) identified four leadership situations or contexts: structural, human resource, political and symbolic. When the leadership contexts are applied to comprehensive school counseling programs, school counselors can demonstrate specific activities that demonstrate each of these contexts of leadership through implementation of a comprehensive school counseling program.

The following chart shows examples of how activities within the ASCA National Model promote effective leadership as presented through the lens of four leadership contexts and research in school counseling leadership activities (Dollarhide, 2003).

Leadership Context (Bolman & Deal, 1997/ 2008)	School Counseling Leadership Activities (Dollarhide, 2003)	Leadership Components of the ASCA National Model
<i>Structural leadership:</i> Leadership in the building of viable organizations	<ol style="list-style-type: none"> 1. Build the foundation of an effective school counseling program. 2. Attain technical mastery of counseling and education. 3. Design strategies for growth of the school counseling program. 4. Implement an effective school counseling program. 	<ol style="list-style-type: none"> 1. Define program focus, select appropriate student standards, and adhere to professional competencies. 2. Analyze results of school counselor competency assessment to inform areas of growth for professional development. 3. Analyze results of school counseling program assessment and design strategies to continue to improve the comprehensive school counseling program. 4. Analyze program results. (curriculum, small-group and closing-the-gap results reports), and consider implications about program effectiveness.
<i>Human resource leadership:</i> Leadership via empowerment and inspiration of followers	<ol style="list-style-type: none"> 1. Believe in people. 2. Communicate that belief. 3. Be visible and accessible. 4. Empower others. 	<ol style="list-style-type: none"> 1. Discuss and define beliefs about the ability of all students to achieve, including collaboration with, with parents, staff and community support. 2. Publicize mission and vision statements focusing on the preferred future where school counseling goals and strategies are being successfully achieved and providing focus and direction. 3. Publicize program goals defining how the mission and vision will be accomplished. 4. Publicize annual and weekly calendars with detailed information about school counseling core curriculum, individual student planning, responsive services and collaboration with parents, staff and community. 5. Provide instruction to students to ensure development of standards promoting the knowledge, attitudes and skills needed for student achievement, success and development.
<i>Political leadership:</i> Leadership in the use of interpersonal and organizational power	<ol style="list-style-type: none"> 1. Understand the distribution of power within the building and district. 2. Build linkages with important stakeholders (e.g., parents, administrators, teachers, board members). 3. Use persuasion and negotiation. 	<ol style="list-style-type: none"> 1. Present annual agreement to principal each year, including a formal discussion of the alignment of school and school counseling program mission and goals and detailing specific school counselor responsibilities. 2. Participate on school and district committees to advocate for student programs and resources. Establish advisory council including representatives of key stakeholders selected to review and advise on the implementation of the school counseling program. 3. Team and partner with staff, parents, businesses and community organizations to support student achievement for all students. 4. Advocate for student support, equity and access to a rigorous education with education stakeholders.

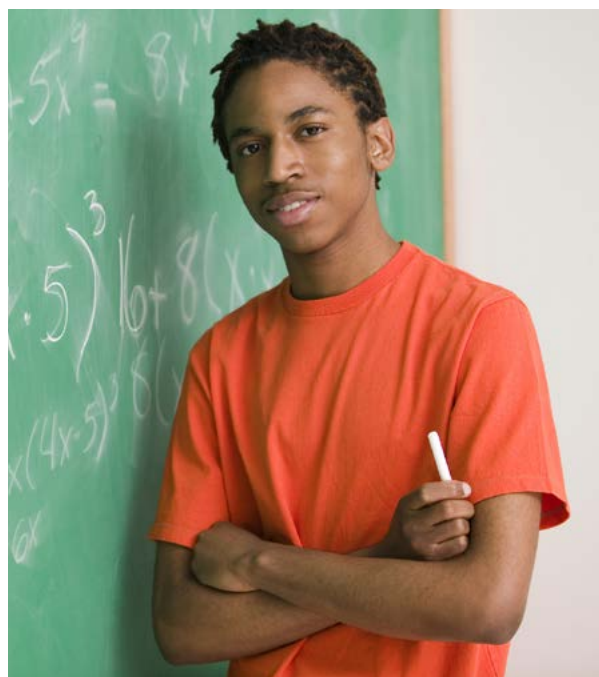
Leadership Context (Bolman & Deal, 1997/ 2008)	School Counseling Leadership Activities (Dollarhide, 2003)	Leadership Components of the ASCA National Model
<i>Symbolic leadership:</i> Leadership via the interpretation and reinterpretation of the meaning of change	<ol style="list-style-type: none"> 1. Use symbols and metaphors to gain attention of followers. 2. Frame experience in meaningful ways for followers. 3. Discover and communicate a vision. 4. Maintain a relationship with the represented community (e.g., students, parents, school colleagues). 5. Model health on all levels to inspire others. 6. Lead by example. 	<ol style="list-style-type: none"> 1. Present school profile data and program results data (process, perception and outcome) to promote awareness of student needs and program outcomes. 2. Organize program lessons and activities aligned with student needs, and promote student achievement for all students. 3. Publicize vision statement focusing on the preferred future where school counseling goals and strategies are being successfully achieved. 4. Provide direct services to all students; collaborate and communicate with parents, teachers, administrators and staff to promote a positive school climate and student achievement. 5. Follow ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership and professionalism. 6. Regularly evaluate the school counseling program to determine its effectiveness and to identify areas of strength and areas for growth.

Oregon Equity Lens

Oregon’s vision is that all students receive a relevant, rigorous, and well-rounded education from birth through postsecondary. This vision elevates the core beliefs of the Equity Lens (see [Oregon Education Investment Board: Equity Lens, page 75](#)) that represent the foundational structure of Oregon’s Framework for Comprehensive School Counseling Programs and the intentional approach of how we support all students.

Of the themes that run throughout the Framework, student advocacy aligns with an intentional statewide focus in Oregon through the operational use and implementation of the Equity Lens. Student advocacy ensures educational equity and respect for the diversity of every student. It seeks to guarantee that differences between individual students and between groups of students are recognized and supported. Educational equity makes certain that each student has the opportunity to derive maximum benefit from his or her education, regardless of race, gender, ethnicity, national origin, sexual orientation, ability, home language, family income or any other factor that might separate a student or group of students.

Oregon’s Framework for Comprehensive School Counseling Programs was developed through the lens of educational equity and culturally responsive practices for all students. This means educational leaders, including school counselors, actively initiate and lead conversations about equity, collecting and analyzing data, continually learning and sharing data with stakeholders to identify disparities. Education leaders initiate action to improve outcomes for traditionally underserved students. School counselors work collaboratively with community and agency-based organizations, culturally-specific and linguistically-diverse groups and representatives who share in the collective effort to improve access, opportunity, and learning outcomes for all students.



Advocacy

As educational leaders, school counselors are ideally situated to advocate for every student in meeting high academic, career, social/emotional and community involvement standards. Advocating for the academic achievement of every student is a key role of school counselors and places them at the forefront of efforts to promote school reform.

To promote student achievement, school counselors advocate for students' academic, career, social/emotional and community involvement development needs and work to ensure these needs are addressed throughout

the K-12 school experience. School counselors believe, support and promote every student's opportunity to achieve success in school.

The following table shows how school counselors demonstrate advocacy through specific topics from the ASCA National Model. Using the American Counseling Association's Advocacy Competencies (2003) as a conceptualization of advocacy, the topics of the ASCA National Model are provided as examples of how school counselors can advocate for students, from the micro-level to the macro-level, through the school counseling program.



	ACA Advocacy Competencies	Advocacy Components of the ASCA National Model
	Acting With Students	Direct Student Services
	Student Empowerment – Efforts that facilitate the identification of external barriers and development of self-advocacy skills, strategies and resources in response to those barriers.	<ol style="list-style-type: none"> School counseling core curriculum <ul style="list-style-type: none"> Instruction Group activities Individual student planning <ul style="list-style-type: none"> Appraisal Advisement Responsive services <ul style="list-style-type: none"> Counseling (individual/small group) Crisis response
	Acting on Behalf of Students	Indirect Student Services and Program Management
<div> <div>Micro Level</div> <div> <div></div> <div>Data Driven</div> <div></div> </div> </div>	Student Advocacy – Assessing the need for direct intervention within the system on behalf of the student, identifying allies and carrying out a plan of action	<ul style="list-style-type: none"> Referrals Consultation Collaboration School data profile Closing-the-gap and small-group action plans
	School/Community Collaboration – Actions where the school counselor and community collaborate to address a problem and devise an advocacy plan	<ul style="list-style-type: none"> Advisory council Program goals Curriculum action plan
	Systems Advocacy – Identifying systemic problem, gaining information and insight from those who are most affected and implementing advocacy at a systems level	<ul style="list-style-type: none"> Consultation Collaboration Annual agreement School data profile analysis Needs assessments Action plans Results reports analysis Program assessment analysis Program goal analysis
Macro level	Public Information – Collaboration between school counselor and community in efforts to alert the public to macro-level issues regarding human dignity	<ul style="list-style-type: none"> Collaboration with community groups Beliefs Vision statement Mission statement Advisory council Results reports School committees Sharing results
	Social/Political Advocacy – Recognizing when student problems must be addressed at a policy or legislative level and advocating for change within those areas	<ul style="list-style-type: none"> District committees Board presentations Involvement with state and national professional associations Legislative interactions

Adapted from Lewis, Arnold, House & Toporek (2003) and Toporek, Lewis & Crethar, (2009) Adapted from Ratts, DeKruyf, & Chen-Hayes (2007)

Student Advocacy Indicators

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



Collaboration

School counselors partner with stakeholders, both inside and outside the school, as a part of the comprehensive school counseling program. Through school, family and community collaboration, school counselors can access a vast array of support for student achievement and development that cannot be achieved by an individual, or school, alone.

School counselors collaborate in various ways. Within the school, school counselors build effective teams by encouraging collaboration among students, teachers, administrators and school staff to work toward the common goals of equity, access and academic success for every student. Outside of school, school counselors create effective and reciprocal working relationships with parents, community members and community agencies, tapping into resources that may not be available at the school. By understanding and appreciating the contributions made by others in educating all children, school counselors build a sense of community, which serves as a platform to create an environment encouraging success for every student.

The relationship among collaborators is a critical element for effective collaboration. A collaborative report on school principal/school counselor relationship identified characteristics of an effective relationship, and these characteristics can be applied to any collaborative relationship. The following table shows components of the ASCA National Model that promote relationships for effective collaboration.

Characteristics of Effective Relationships	Collaborative Components of the ASCA National Model
Open communication providing multiple opportunities for input to decision making	<ul style="list-style-type: none"> Advisory council Use of data Needs assessments
Opportunities to share ideas on teaching, learning and school-wide educational initiatives	<ul style="list-style-type: none"> Teaming and partnering School/district committees
Sharing information about needs within the school and the community	<ul style="list-style-type: none"> School data profile analysis Sharing program results
School counselor participation on school leadership teams	<ul style="list-style-type: none"> Teaming and partnering School/district committees
Joint responsibility in the development of goals and metrics indicating success	<ul style="list-style-type: none"> Program goals Annual agreement Action plans Results reports
A shared vision of what is meant by student success	<ul style="list-style-type: none"> Beliefs Vision statement Mission statement Program goals
Shared decision making on initiatives affecting student success	<ul style="list-style-type: none"> Program goals Annual agreement
A collective commitment to equity and opportunity	<ul style="list-style-type: none"> Beliefs Vision statement Mission statement Program goals Closing-the-gap results reports Leadership Advocacy Systemic Change

Adapted from Finding a Way: Practical Examples of How an Effective Principal-Counselor Relationship Can Lead to Success for All Students (2009).

Systemic Change

Schools are a system, just like a family is a system. When an event occurs that makes an impact on one member of the family or part of the system, it affects other, if not all other, parts of the system. Comprehensive school counseling programs are an important part of the school's system, and through careful, data-driven implementation, an ASCA National Model program can have a positive impact on many other parts of the school's system that lead to student achievement and overall success.

With the expectation to serve the diverse needs of every student, school counselors are uniquely positioned to identify systemic barriers that impact student achievement. School counselors have access to schoolwide achievement, attendance and behavioral data that not only informs the school counseling program but often underscores the need to identify and remove barriers that prevent all students from achieving college and career readiness. School counselors use these data to support leadership, advocacy and collaboration designed to create systemic change.

Systemic barriers may exist on any level, ranging from state or federal law, to district policies, to school and classroom procedures. These barriers are often identified after a review of data reveals gaps between student groups in achievement, opportunities and attainment.



Through implementation of a comprehensive school counseling program, school counselors work proactively with students, parents, teachers, administrators and the community to remove systemic barriers to learning and to promote systemic change that will create a learning environment where all students succeed.

Systemic change takes time and occurs when inequitable policies, procedures and attitudes are changed, promoting equity and access to educational opportunities for all students. Such change happens through the sustained involvement of all critical players in the school setting, including and often led by school counselors. Leadership, advocacy and collaboration are key strategies that are needed to create systemic change.

Examples of systemic change that promote equitable treatment of all students include changes in policies, procedures and attitudes that:

- Remove barriers to access to rigorous courses and learning paths for college and career readiness for all students
- Increase access to educational opportunities
- Create clear guidelines for addressing inappropriate behavior such as bullying and harassment
- Increase awareness of school safety issues
- Promote knowledge and skills for working in a diverse and multicultural work setting
- Address over- or underrepresentation of specific groups in programs such as special education, honors, Advanced Placement and International Baccalaureate
- Model inclusive language
- Create an environment that encourages any student or group to feel comfortable to come forward with problems (ASCA, 2006)

Success resulting from systemic change can be measured by the closing of achievement, opportunity and attainment gaps. Examples of success in changes for all student groups such as:

- Increased promotion and graduation rates
- Decreased discipline or suspension rates
- Increased attendance at school
- Increased attendance in educational opportunities
- Increased numbers of students completing high school college and career ready

School counseling programs can create change. School counseling programs that promote data-driven change designed to meet the needs of students can be the initiator of systemic change that has a positive impact on all students in the school – and the academic outcomes of all students in the school.

District Implementation »

DISTRICT IMPLEMENTATION »	19	Management and Finances	24
Developmental Domains and Student Standards	19	Evaluation and Improvement	24
District Policy	20	District Implementation Checklist	25
Professional Staff	21	District Policy Indicators	25
Counselor-Student Ratio	21	Professional Staff Indicators	25
Staff Development	22	Staff Development Indicators	25
Instructional Materials and Facilities	23	Instructional Materials Indicators	25
Curriculum Materials	23	Facilities Indicators	25
Instructional Materials	23	Management Systems Indicators	25
Facilities	23		

The following guidelines have been provided to help Oregon school administrators implement Oregon's Framework for Comprehensive School Counseling Programs.

Comprehensive school counseling programs facilitate student growth, self-awareness and addresses barriers that interfere with a student's ability to participate in the learning process, to learn and achieve. Although the content of the program focuses on student development results such as social adjustment, educational planning, career development, personal growth, and good citizenship, it is how these results enhance student learning and success that justifies the existence of the comprehensive school counseling program.



Developmental Domains and Student Standards

Oregon's Framework for Comprehensive School Counseling Programs is comprised of four developmental domains (Academic, Career, Social/Emotional, and Community Involvement), which include broad categories of the mindsets and behaviors necessary for all students to be career, college and life ready. The four student development domains prepare students for:

- **Learning to Learn (Academic)** - Students participate in a well-rounded and personalized learning education, achieve high academic standards, acquire relevant technical skills, demonstrate proficiency in essential skills, and continue as lifelong learners.
- **Learning to Work (Career)** - Students plan their education and career paths, successfully manage their careers, and work-life through personal transitions and economic change.
- **Learning to Live (Social/Emotional)** - Students build, maintain, and nurture relationships with others and learn to adjust and grow in a rapidly changing world.
- **Learning to Contribute (Community Involvement)** - Students prepare to be involved as contributing members of their local and global community.

District Policy

School district policy is essential for the long-term success of the school counseling program. Policies that support the comprehensive school counseling program must reflect pertinent laws and school district goals. This policy institutionalizes the program in the district and provides sustainable support to the students it serves.

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

- **OAR 581-022-2060** directs districts to provide a developmental, coordinated, and comprehensive counseling program and to adopt specific counseling goals.
- **OAR 581-022-2000** establishes the requirements for the high school diploma, which include district support to students with the development of education plans and profiles as well as demonstrating proficiency in essential and career-related skills, knowledge, and activities.
- **OAR 581-022-2055** requires schools to provide career education curriculum written to address essential skills, education plan and profile, and the four student development domains: as part of their comprehensive school counseling program.

(For the full text of these OARs see [Oregon Administrative Rules \(OARs\) related to school counseling, page 67.](#))

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

Sample District Policy Statement

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

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

Sample District Mission Statement

School counselors in the Beaverton School District promote student growth and development by being:

- Advocates for ALL students
- Equitable: Ensuring ALL students have access and opportunity to a quality, high level education
- Data Driven: Using data to enhance our comprehensive counseling programs
- Innovative/Engaging : On the forefront of professional practice
- Collaborative: Partnering with parents, school staff, and the community, to provide a safe, supportive environment for students to be successful lifelong learners and problem solvers.

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

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

Professional Staff

The delivery of a counseling program requires the participation of all school staff to provide comprehensive, integrated services, developmentally appropriate core curriculum, and individual student planning. A team of stakeholders guide the program goals and oversee implementation, documentation and evaluation of the program. The program team is typically facilitated by a licensed school counselor trained in a counselor education program rooted in the ASCA National Model/Oregon's Framework for Comprehensive School Counseling Programs. The core program team may be comprised of licensed counselors as well as school psychologists, school social workers, specialized counseling and career development personnel, and clerical support staff in a large school district. Small, rural district needs might

be met with a single individual, a team approach, or contracted services.

A professional licensed school counselor provides student advocacy, responsive services, and system support in order to increase the opportunities for students to meet school and district standards and successfully transition to the student's chosen post-secondary option. The involvement of a licensed counseling professional is crucial to delivering a comprehensive counseling program where leadership, curriculum development, staff development, student counseling, consultation, and advocacy are integral components of programming. School counselors contribute unique skills and knowledge and all districts, regardless of size, should develop a strategy for securing those skills and knowledge within the staff resources of the district.

Counselor-Student Ratio

OAR 581-022-2060(3), Counseling Staff Assignments, requires that "Each school district shall maintain a licensed staff and promote effective counseling and advising practices consistent with the district's expected comprehensive school counseling program outcomes." While staffing is a local decision, the OAR directs school districts to consider: (a) Alignment with the American School Counselor Association and School Social Work Association of America recommended ratio of 1:250 students and the number of aides or clerical staff assigned to support the implementation of the comprehensive school counseling program.

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

Examples of School Counseling Staff Responsibilities

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

Staff Development

Licensed school counselors are evaluated on their performance as school counselors using standards specific to the profession. The American School Counselor Association (ASCA) has defined professional competencies, and these provide an excellent resource for informing the development of individual performance standards specific to a district's program design and staffing.

The ASCA School Counselor Competencies (www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf) outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

The ASCA Ethical Standards for School Counselors (www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf) specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism.

OAR 581-022-1720 indicates that school districts shall adopt and implement personnel policies which address:

- a. Affirmative action;
 - b. Staff development;
 - c. Equal employment opportunity;
 - d. Evaluation procedures; and
 - e. Employee communication system.
- f. The requirement for releasing to Teacher Standards and Practices Commission, another district or any person upon request the disciplinary records of an employee or former school employee if the employee was convicted of one or more of the list of crimes addressed in ORS 342.143.

Roles and responsibilities related to comprehensive counseling programs are clearly delineated in the position descriptions of all staff assigned to the program. Position performance standards consider the unique requirements of these assignments. Staff development plans include activities to develop or update knowledge and skills related to the program goals and individual needs.

Performance standards for counseling program staff reflect professional standards and ethics. All licensed educators (teachers, counselors, administrators, and supervisors) in Oregon are bound by the Teacher Standards and Practices Commission "Standards for Competent and Ethical Performance of Oregon Educators" (OAR 584, Division 20). Additionally, licensed school counselors should be evaluated on their performance as school counselors using standards specific to the profession. The American School Counselor Association (ASCA) has defined the standards of practice, and these provide an excellent resource for informing the development of individual performance standards specific to a district's program design and staffing (see the ASCA Standards of Practice, www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf).



Instructional Materials and Facilities

A robust comprehensive counseling program requires a job description reflective of the education and expertise of licensed staff, curriculum materials, counseling tools, and access to facilities and equipment to implement with complete fidelity 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.

Curriculum Materials

Curriculum should be research based and aligned to student standards. These materials include books, assessment instruments, web-based subscriptions, or other instructional and planning tools defined as part of the program content. Access to technology is essential to delivering a comprehensive counseling program that is engaging and student-centered.

Instructional Materials

Students learn a range of academic, social/emotional, career development, and community involvement skills within the content of a comprehensive counseling program. Some examples of this content may include:

- Study skills
- Test-taking skills
- Organization, note-taking, academic strategies
- Positive self-concept and awareness
- Building positive relationships
- Decision-making
- Drug and alcohol abuse prevention
- Depression awareness and suicide prevention
- School violence prevention
- Cybersafety
- Educational planning, postsecondary school selection, test preparation, and securing financial aid
- Career exploration and planning: Connection of work and learning, understanding of life and occupational roles
- Employability and job acquisition
- Civic engagement in organizations, community, and society

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

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

Counseling Center Essentials

- Computers, printers, photocopier, fax, telephone
- Internet access
- AV equipment
- Filing cabinets and shelves for confidential storage of student and resource materials
- Confidential, sound-proof counseling space

Facilities

The comprehensive counseling program is an integral part of the school community. Creating a centralized space for resources and activities allows for better visibility and accessibility by students, teachers, and community members. A center may be used for individual student meetings as well as small and large group sessions. For secondary students, a center provides a one-stop location for career planning, career-related learning, job placement, postsecondary school exploration, and financial aid and scholarships. For younger students, a center serves as a place for information and services on personal growth and development. It also provides the focal point for working with community partners in coordinating employment opportunities, career-related learning experiences, and other school-to-career activities for students.

Management and Finances

A successful comprehensive counseling program requires a commitment of resources to implement, maintain, evaluate, and improve the program. A budget detailing the financial support required for the effective operation of the program establishes the program as a district priority. The program team, in concert with an advisory group, works with school administration to determine how to adequately fund the program and develop strategies that are consistent with the overall building and district budget requirements, resources, and plans. The budget is reviewed annually in light of program evaluation and improvement plans.

Evaluation and Improvement

Program evaluation and improvement has four components:

1. Self-analysis of the school counseling program's strengths and areas of improvement using the school counseling program assessment. (See [School Counseling Program Assessment, page 83.](#))
2. Review of program goals created at the beginning of the school year.
3. Self-analysis of the school counselors' strengths, areas of improvement related to knowledge, abilities and skills and mindsets necessary to meet the demands of the profession using the school counselor competencies assessment.
4. Evaluation of the school counselor's performance by an administrator using the school counselor performance appraisal.

See [Accountability, page 52](#), for more information.



District Implementation Checklist

The following checklist has been provided to help Oregon school districts design, implement, assess, and improve comprehensive school counseling programs.

District Policy Indicators

- ☐ The school district's board has recognized the comprehensive counseling program and the student standards as an essential and integral part of the entire educational program as reflected in appropriate policy documents and directives.
- ☐ The school district's board has adopted comprehensive counseling program goals, specified activities for achievement of these goals, ensured school-level goals and activities, and assigned counseling responsibilities to staff in accordance with OAR 581-022-2060.
- ☐ The school district's board is updated at least annually on program status and continuous improvement efforts.

Professional Staff Indicators

- ☐ Licensed school counselors are part of the team that plans and coordinates the district and building comprehensive school counseling program, based upon student outcome data utilizing continuous improvement processes.
- ☐ Job descriptions for all staff members involved in the delivery of the comprehensive counseling program include clear statements about these responsibilities and list the related duties.
- ☐ Licensed school counselors are available for the counseling functions in the program delivery to students.
- ☐ Student to counselor ratios are reasonable and reflect state and national professional standards.
- ☐ Non-counseling and quasi-administrative duties are kept to the minimum in order to maximize direct services to students.

Staff Development Indicators

- ☐ The school district's position descriptions reflect comprehensive counseling program duties for all staff members, particularly those who have specific, assigned program roles and responsibilities.

- ☐ Performance standards for each position reflect relevant professional standards.
- ☐ Professional development plans for the individual educators and the district include activities related to the comprehensive counseling program.

Instructional Materials Indicators

- ☐ All curriculum materials and tools used in the comprehensive counseling program meet district and state standards for quality.
- ☐ The core counseling curriculum has been reviewed and adopted in the same way other curricular areas are reviewed and adopted in the school district.
- ☐ The core counseling curriculum is articulated between grade levels and between school buildings.

Facilities Indicators

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

Management Systems Indicators

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

» Foundation

FOUNDATION	26	Goal Setting: The Process	30
Introduction	26	Student Standards	31
School Counseling Beliefs Development Tool	27	Oregon’s Mindsets & Behaviors	31
Program Focus	27	Other Student Standards	31
Beliefs	27	Career and College Readiness	31
Vision Statement	28	Professional Competencies	32
Mission Statement	29	ASCA School Counselor Competencies	32
Program Goals	29		

Introduction

The comprehensive school counseling program’s foundation serves as the solid ground upon which the rest of the program is built. The decisions made as the foundation is being developed or modified become the “what” of the program. The “what” is defined as the student knowledge, attitudes and skills that are learned because of a school counseling program. Designing a strong foundation requires a collaborative effort with staff, parents/guardians and the community to determine what every student will receive as a benefit of a school counseling program.

The purpose of this component is to establish the focus of the comprehensive school counseling program based on the developmental needs of students in the areas of academic, career, social/emotional, and community involvement. Elements of the foundation include three sections:

- Program Focus
- Student Standards
- Professional Competencies



School Counseling Beliefs Development Tool

(with Example)

Belief	This belief is important for students because...	What this belief means for the program...	What this belief means the school counselor will do...
All students can achieve and meet high standards	Conveys a message of personalization for each student	Program is designed to meet the needs of all students	Implement a comprehensive standards-based program



Program Focus

Beliefs

Beliefs are discussed early in the process of developing a comprehensive school counseling program. Having clear, explicit beliefs about students, families, teachers and the educational process are crucial in supporting student success. Open, honest dialogue is required to ensure school counseling teams and departments explore complex issues from many points of view. When working within a school counseling team, it is important for each team member to contribute to the discussion on beliefs to develop a common understanding of diverse viewpoints.

Effective school counseling belief statements:

- Indicate agreed-upon beliefs about the ability of all students to achieve
- Address how the school counseling program meets student developmental needs
- Address the school counselor's role as an advocate for every student
- Identify persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities
- Include how data inform program decisions
- Include how ethical standards guide the work of school counselors

Sample Beliefs

School counselors in the Everett Naismith Middle School Counseling Program believe:

- All students can achieve and meet high standards that will result in college and career success
- Student developmental needs are best met by implementing a comprehensive school counseling program
- School counselors must be leaders, advocates and collaborators who create equitable access to rigorous curriculum and opportunities for self-directed personal growth for every student
- Student achievement is maximized by participation in a comprehensive school counseling program that is planned, managed, delivered and evaluated by licensed professional school counselors
- Data must be analyzed and translated into goals that guide the development of the comprehensive school counseling program promoting student achievement
- Applying the ASCA Ethical Standards for School Counselors empowers school counselors to make decisions based on the highest moral principles to promote the maximum development of every student

Vision Statement

Vision focuses on the future, more specifically, a preferred or desired future (Levin, 2000). When discussing the vision of a comprehensive school counseling program, school counselors communicate what they want to see in the future for the school community related to student achievement and other student outcomes. A discussion about vision builds off of the discussion of beliefs and becomes the picture of what school counselors hope to see in the next five to 10 years (National School Boards Association [NSBA], 2009).

School counselors can promote the success of every student by developing a vision of learning for all students that is shared and supported by stakeholders (The Council of Chief State School Officers, 2008). This vision “ensures that equitable academic, career, post-secondary access and social/emotional opportunities for all students through the use of data to help close achievement gaps and opportunity gaps” is clearly articulated in a vision statement (ASCA, 2010).

The vision statement for the school counseling program aligns with the vision of the school and district. It describes not what we are but what we want to become and what life will be like for students, staff, parents and stakeholders from the perspective of the school counselor (NSBA, 2009). It is shaped by how school counselors view the world and reflects what they believe about students, families, teachers and the educational process that drive their ability to support success for all students (Dahir & Stone, 2012).

A review of research shows that a shared vision or mission is “a characteristic of effective schools, helps

foster inclusive and equitable schools, directs positive school change and ideally guides quality professional development” (Kose, 2011, p. 120). All of these areas fit within a comprehensive school counseling program. A clearly formed vision statement shapes school counselors’ actions, instills their work with meaning and reminds them why they are in the profession (Leithwood & Hallinger, 2002).

An effective vision statement:

- Describes a future world where the school counseling goals and strategies are being successfully achieved
- Outlines a rich and textual picture of what success looks like and feels like
- Is bold and inspiring
- States the best possible student outcomes that are five to 10 years away
- Is believable and achievable (Kose, 2011; Levin, 2000)

Sample Vision Statement

The students at Woodburn High School are lifelong learners who graduate with meaningful experiences and essential skills to choose from a wide variety of post-secondary options. Students have a strong community identity, as well as an understanding of the global context of their world. All students participate in a comprehensive counseling and educational program based on rigor, relevance, and relationships. Students have a strong sense of self-identify which drives them to proactively and positively impact their profession, family, and community.



Mission Statement

A mission statement provides the focus and direction to reach the vision, creating one focus or purpose in the development and implementation of the comprehensive school counseling program. The school counseling mission statement aligns with school and district's mission. Therefore, the school counseling program supports the learning environment and at the same time makes unique contributions to meeting students' needs and nurturing their growth.

The program's mission statement is clear, concise and specific to the program's intent and what the program will contribute to the overall mission of schools.

An effective mission statement:

- Aligns with the school's mission statement and may show linkages to district and state department of education mission statements
- Is written with students as the primary focus
- Advocates for equity, access and success of every student
- Indicates the long-range results desired for all students

Sample School Mission Statement

The mission of Molalla High School is to develop powerful and confident adults who are controlling their own destiny and influencing their worlds. "Professionals developing professionals who are ready for anything."

Sample School Counseling Mission Statement

The Molalla River School District's Comprehensive School Counseling Program is an integral component of the district's overall educational program. Our licensed school counselors provide a comprehensive and developmentally appropriate program addressing the academic, career and personal/social needs of all students.

In partnership with other educators, parents, and the community, school counselors advocate for students to maximize potential while promoting individual uniqueness and multicultural diversity. Our program is designed to assist students in gaining the knowledge, skills, and attitudes to become successful and responsible citizens.

Program Goals

Program goals define how the vision and mission will be accomplished and will guide the development of curriculum, small-group and closing-the-gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources (Dimmit, Carey, & Hatch, 2007). These goal statements address specific student outcomes, including student achievement, attendance, behavior and school safety, through one or more of the four domains: academic, career, social/emotional development or community involvement.

Program goals are based on school data and focus attention on issues related to an achievement, opportunity or attainment gap. Goal setting, based on school-specific data and aligned with the school counseling vision and mission, gives focus to the school counseling program. Typically program goals are developed at the beginning of the school year.

Effective program goals

- Promote achievement, attendance, behavior and/or school safety
- Are based on school data
- Address school wide data, policies and practices, and address closing-the-gap issues
- Address academic, career, social/emotional development or community involvement

The SMART goal format (Doran, 1981) is frequently used for writing program goals. SMART is an acronym for specific, measurable, attainable, results-oriented and time bound. This acronym is often used to help an individual identify goals and the necessary steps needed to accomplish a given tasks. See template, [SMART-Goal Format Template, page 91](#).



Goal Setting: The Process

The goal-setting process often begins by identifying a “burning question” related to educational issues (Young & Kaffenberger, 2009). It builds on courageous conversations about beliefs about student learning and student inequalities and is founded in data such as student enrollment patterns in rigorous classes, incidences of discipline referrals or student absences (Dimmitt, Carey, & Hatch, 2007; Haycock, 2001; Marzano, 2010; Singleton & Linton, 2006).

Although there may be many ways to identify a goal, the following process suggests four ways to examine data elements.

1. Examine the school data profile to identify academic gaps by categories such as race/ethnicity, gender, age or grade level.
2. List current academic, career, social/emotional, and community involvement domain activities and interventions provided to all students. This can help school counselors provide a cursory review of their comprehensive services and consider gaps in their program delivery (Bauman, 2004; Singleton & Linton, 2006; Young & Kaffenberger, 2009).
3. Identify a specific school improvement plan goal and consider the school counseling program activities that align with the school’s instructional accountability goals. Have a discussion with the principal about his/her goals. Principals are often working toward specific goals from the school improvement plan, and it may be timesaving for school counselors to understand the principal’s focus for the year.
4. Complete the school counseling program SMART goals worksheet. (See [SMART-Goal Format Template](#), page 91).

Sample Goal-Setting Process for Academic Goals

1. School Data Profile Review
Benton High School has traditionally been highly competitive in academic grades, high school exit exam scores, end-of-course exam scores and performance on college entrance exams such as SAT and ACT. In the past few years, the average SAT and ACT scores have declined well below the national average and showed an achievement gap for African-American students especially in mathematics.
2. Current Strategies
 - a. Students and parents are provided with resources on college entrance exams.
 - b. Data are analyzed to determine which students may need additional support to prepare for college entrance exams.

- c. School counselors collaborate with the teachers and administrators to identify additional support for mathematics for students who need assistance.
3. School Improvement Plan
The school improvement plan includes a goal to improve SAT/ACT scores for all students.
 4. SMART Goal Development
The following SMART goals are potential goals addressing school data.
 - By the end of year, the school’s average SAT and ACT score will increase by 10 percent.
 - By the end of year two, the achievement gap in mathematics for African-American students will decrease by 50 percent.
 - By the end of year three, the school’s average score on SAT and ACT exams will exceed the national average for all subgroups in the school.

Sample Goal Setting Process for Attendance Goals

1. School Data Profile Review
The district provides the school with daily attendance reports identifying which students have been absent. At the end of the school year, the school receives a report identifying students with eight or more absences for the year. The school counselors review the reports and identify 73 students with eight or more absences.
2. Current Strategies
 - a. Letters are sent to the homes of students with four, seven and 10 absences.
 - b. Students are considered for retention if they have 20 or more absences.
3. School Improvement Plan
A goal of increased attendance is a part of the plan.
4. SMART Goal Development
The following goal was developed.
Students with 10 or more absences in the previous year will have fewer than eight absences this year.

These sample goals promote the academic domain by focusing on an increase in academic achievement, success on college entrance exams and increased attendance. The goals are simple, yet precise. (Young & Kaffenberger, 2013)

Student Standards

Oregon's Mindsets & Behaviors

Oregon's Comprehensive School Counseling Standards (Mindsets and Behaviors for Student Success: K-12 Career and College readiness for Every Student) identify and prioritize the specific knowledge, attitudes and skills that students should be able to demonstrate as a result of a school counseling program (see [Mindsets & Behaviors for Student Success, page 78](#)). School counselors and other counseling staff use these standards to assess student growth and development, guide the development of strategies and activities, and create a program that helps all students achieve their highest potential.

Oregon's Mindsets & Behaviors are organized in four broad domains to promote behaviors that enhance the learning process: academic, career, social/emotional development and community involvement. Oregon is committed to ensure that all students graduate from high school prepared for career, college, and civic life. Standards across these domains provide guidance and direction for school districts and individual schools for the development of effective school counseling programs.

School-specific standards from the Oregon Mindsets & Behaviors are the foundation for classroom lessons, small group and large group activities, and within a school counseling program. The standards directly reflect the school counseling program mission and

goals. The Mindsets & Behaviors can be aligned with district, state and/or national documents to reflect the district's local priorities.

Use the Mindsets & Behaviors program planning tool (available at www.schoolcounselor.org) to identify grade-level specific standards for the school counseling program.

Other Student Standards

District and state initiatives often contain educational standards for students. School counselors are encouraged to consider how these other student standards complement and inform their school counseling program and, select competencies from other standards that align with Mindsets & Behaviors and school counseling program mission and goals.

The following are examples of other student standards:

- Framework for 21st Century Learning, www.p21.org/
- The National Career Development Guidelines, www.ncda.org/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf
- State academic standards www.oregon.gov/ode/educator-resources/standards/Pages/default.aspx
- Early Learning and Kindergarten standards www.oregon.gov/ode/educator-resources/standards/Pages/default.aspx

Career and College Readiness

Students who are career and college ready must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are career and college ready in social-emotional and character development reflect these descriptions:

- Demonstrate character in their actions by treating others as they wish to be treated and giving their best effort.
- Assume responsibility for their thoughts and actions.
- Demonstrate a growth mindset and continually develop cognitively, emotionally and socially.
- Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.

- Strive for excellence by committing to hard work, persistence and internal motivation.
- Exhibit creativity and innovation, critical thinking and effective problem solving.
- Use resources, including technology and digital media, effectively, strategically capably and appropriately.
- Demonstrate an understanding of other perspectives and cultures.
- Model the responsibility of citizenship and exhibit respect for human dignity.
- Demonstrate additional indicators as identified in Oregon's College and Career Readiness Definition (education.oregon.gov/wp-content/uploads/2015/09/Adopted-College-and-Career-Readiness-Definition.pdf)

Professional Competencies

ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of our preK-12 students. These competencies are necessary to ensure school counselors have the professional skills necessary to make a positive difference in students' lives.

The competencies are applicable along a continuum of areas including school counselor education programs. School counselor educators may use the competencies as benchmarks for ensuring students graduate with the knowledge, attitudes and skills needed for developing and implementing school counseling programs. School counselors use the ASCA School Counselor Competencies as a checklist to self-evaluate their own competencies and, as a result, formulate an appropriate professional development plan.

ASCA Ethical Standards for School Counselors

Ethics are the customs, norms, standards and accepted practice of the school counseling profession (Corey, Corey, & Callanan, 2010). The ASCA Ethical Standards for School Counselors (2016) specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors'

decision-making and help standardize professional practice to protect both students and school counselors.

Ethical decision-making models provide direction to school counselors when faced with an ethical dilemma. The use of a professionally structured decision-making process ensures a consistent and fair standard of practice is used in addressing an ethical dilemma. ASCA's Ethical Standards include a nine-step process for ethical decision making.

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider students' chronological and developmental levels
4. Consider the setting, parental rights and minors' rights
5. Apply the moral principles
6. Determine potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action

To read ASCA's Ethical Standards for School Counselors, go to www.schoolcounselor.org/ethics.





References

- American School Counseling Association. (2016). *Ethical standards for school counselors*. Alexandria, VA: Author.
- Bauman, S. (2004). School counselors and research revisited. *Professional School Counseling*, 7, 141-151.
- Corey, G., Corey, M. S., & Callanan, P. (2010). *Issues and ethics in the helping profession*. Pacific Grove, CA: Brooks/Cole.
- Dahir, C. A. & Stone, C. B. (2012). *The transformed school counselor* (2nd ed.). Belmont, CA: Brooks/Cole.
- Dimmitt, C., Carey, J. C. & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
- Dollarhide, C. T. & Saginak, K. A. (2012). *Comprehensive school counseling programs: K- 12 delivery systems in action* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11), 35-36.
- Haycock, K. (2001). Closing the achievement gap. *Educational Leadership*, 58, 6-11.
- Kose, B. W. (2011). Developing a transformative school vision: Lessons from peer-nominated principals. *Education and Urban Society*, 43(2), 119-136.
- Leithwood, K., & Hallinger, P. (Senior Co-eds.; 2002). *The second international handbook of educational leadership and administration*. Dordrecht, Netherlands: Kluwer Press.
- Levin, I. M. (2000). *Vision revisited: Telling the story of the future*. The Journal of Applied Behavioral Science, 36(1), 91-107.
- Marzano, R. (2010). High expectations for all. *Educational Leadership*, 68, 82-85.
- National School Boards Association (2009). *The key works of school boards guidebook*. Alexandria, VA: Author.
- Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA: Corwin Press.
- The Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC; Author.
- Young, A. & Kaffenberger, C. (2013) *Making data work* (3rd ed.). Alexandria, VA: American School Counselor Association.

» Management

MANAGEMENT	34	Behavioral Data	41
School Counseling Program Assessment	35	Program Results Data	42
Use-of-Time Assessment	36	Action Plans	44
Use of Time: Effective and Ineffective School Counseling Activities	37	Curriculum Action Plan	44
Annual Agreement	38	Small Group Action Plan	45
Advisory Council	38	Closing-the-Gap Action Plan	45
Creating an Advisory Council	39	Lesson Plans	46
Advisory Council Indicators	39	Calendars	46
Use of Data	40	Annual calendar	47
Disaggregating Data	40	Weekly calendars	47
School Data Profile	41		
Achievement Data	41		

The comprehensive school counseling program must be effectively and efficiently managed to deliver the school counseling curriculum and address the developmental needs of every student. The management component of Oregon’s Framework provides organizational assessments and tools designed to manage a school counseling program. These assessments and tools help school counselors develop, implement and evaluate their school counseling program based on clearly defined priorities reflecting student needs.



School Counselor Competencies Assessment

The school counselor competencies assessment supports school counselors' efforts to help students focus on academic, career, social/emotional development and community involvement so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The assessment helps school counselors self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four components of a comprehensive school counseling program.

The competencies are applicable in a variety of areas, including those listed.

School counselors	<ul style="list-style-type: none"> Self-assess their own competencies Formulate an appropriate professional development plan
School administrators	<ul style="list-style-type: none"> Guide the recruitment and selection of competent school counselors Develop or inform meaningful school counselor performance evaluation
School counselor education programs	<ul style="list-style-type: none"> Establish benchmarks for ensuring school counseling students graduate with the knowledge, attitudes and skills needed for developing comprehensive school counseling programs

School Counseling Program Assessment

The school counseling program assessment is used to self-evaluate the implementation and effectiveness of the school counseling program in comparison with Oregon's Framework for Comprehensive School Counseling Programs. The assessment findings help school counselors and other counseling staff identify strengths and weaknesses of the school counseling program and provide direction for continued program improvement.

The assessment is first completed when a comprehensive school counseling program is being designed and then reviewed and updated at least annually to appraise the progress of program development and implementation.

After completing the assessment, see [Analysis of School Counseling Program Assessment, page 58](#), for more information about analyzing the data.

Major strengths of the assessment are helpful to determine the following:

- Program areas in need of strengthening
- Short-range goals for improvement
- Long-range goals for improvement
- Areas to consider for professional development

Results of the assessment can be shared in several ways to support the development of a comprehensive program. The results can be shared with administrators to inform the administrator of the direction of program implementation. The results may also be shared with the advisory council and other stakeholders to inform the development of program priorities and goals, training and areas of focus. See [School Counseling Program Assessment, page 83](#).



Use-of-Time Assessment

The use-of-time assessment helps the school counselor determine how much time is spent in each of the components of the Oregon framework. School counselors with comprehensive school counseling programs spend the majority of their time providing direct and indirect services to students. It is recommended that school counselors complete the use-of-time assessment twice a year.

- **Direct student services** are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum.
- **Indirect student services** are services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access.

For more information about direct and indirect services see [Delivery System, page 48](#).

It is recommended that school counselors spend 80 percent or more of their time in direct student services and indirect student services. The remaining 20 percent of time is set aside for program management and school support services, such as school counseling program foundation, management and accountability tasks. In addition, a small portion of the 20 percent of the school

counselor's time is spent in fair-share responsibilities – the “routine ‘running of the school’ responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation” (Gysbers & Henderson, 2012, p. 83).

Although spending 80 percent of time in direct and indirect student services is the general recommendation for a comprehensive school counseling program, use of time within the 80 percent may be allocated differently from school to school based on needs identified in school data. Although all components of direct and indirect student services are necessary for a program to be considered a comprehensive school counseling program, decisions about time allocation are based on student needs as demonstrated in the school data profile (see [page 80](#)) and alignment with school and school counseling program goals.

School counselors may find it necessary to adjust the percentage of time in each of the delivery categories from year to year to meet students' needs. In addition, school counselors are able to justify their modification to the suggested use of time by providing a rationale for an increase or decrease to any category based on research and best practice. In programs with more than one school counselor per site, there is often flexibility between and among school counselors in determining how much time individual school counselors spend in the delivery components.



Use of Time: Effective and Ineffective School Counseling Activities

School counselors' responsibilities are focused on the overall delivery of the comprehensive school counseling program – direct and indirect student services and program management and school support. Administrators are encouraged to eliminate or reassign ineffective tasks, allowing school counselors to focus on the prevention and intervention needs of their program. The chart below represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining school counseling program activities.

Effective Use of Time	Ineffective Use of Time
<ul style="list-style-type: none">▪ individual student academic program planning▪ interpretive cognitive, aptitude and achievement tests▪ providing counseling to students who are tardy or absent▪ providing counseling to students who have disciplinary problems▪ providing counseling to students as to appropriate school dress▪ collaborating with teachers to present school counseling core curriculum lessons▪ analyzing grade-point averages in relationship to achievement▪ interpreting student records▪ providing teachers with suggestions for effective classroom management▪ ensuring student records are maintained as per state and federal regulations▪ helping the school principal identify and resolve student issues, needs and problems▪ providing individual and small-group counseling services to students▪ advocating for students at individual education plan meetings, student study teams and school attendance review boards▪ analyzing disaggregated data	<ul style="list-style-type: none">▪ coordinating paperwork and data entry of all new students▪ coordinating cognitive, aptitude and achievement testing programs▪ signing excuses for students who are tardy or absent▪ performing disciplinary actions or assigning discipline consequences▪ sending students home who are not appropriately dressed▪ teaching classes when teachers are absent▪ computing grade-point averages▪ maintaining student records▪ supervising classrooms or common areas▪ keeping clerical records▪ assisting with duties in the principal's office▪ providing therapy or long-term counseling in schools to address psychological disorders (See Responsive Services, page 50 for more detailed information on therapy)▪ coordinating schoolwide individual education plans, student study teams and school attendance review boards▪ serving as a data entry clerk

Adapted from Campbell, C.A. & Dahir, C.A. (1997) *Sharing the vision: The ASCA national standards for school counseling programs*, Alexandria, VA: American School Counselor Association.

Non-School-Counseling Duties

Non-school-counseling duties take away valuable time from implementing a school counseling program that meets the needs of all students. Consider these steps for the reassignment of non-school-counseling duties.

1. Identify tasks school counselors are currently responsible for that do not align with the appropriate duties of a school counselor (see Effective and Ineffective activities for school counselors in the Use of Time section, p. 40).
2. Use data from the use-of-time assessment or estimate the amount of time in hours these duties take away from implementation of the school counseling program.
3. Consider if the tasks really need to be completed and how else the tasks might be completed, including through use of technology for increased efficiency.
4. Determine what school counseling activities would replace these tasks if they were removed, and estimate the impact on students.
5. Express willingness to be a part of a plan for successful transfer of the tasks to staff who have skills to complete the task, keeping in mind that other staff members may already have a large list of responsibilities as well.
6. Recognize that reassigning tasks may take time.

Adapted from Gysbers, N.C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association.

Annual Agreement

Annual agreements outline the organization and focus of the school counseling program and are made between each school counselor and the administrator in charge of the school counseling program each school year. These agreements ensure formal discussion between the school counselor and administrator about the alignment of school counseling program goals with the goals of the school and can increase an administrator's understanding of a comprehensive school counseling program. Each school counselor develops an annual agreement with the administrator.

When developing the agreement, it is recommended that the agreement:

- Is created and signed by the school counselor and supervising administrator within the first two months of school
- Provides rationale for the school counselor's use of time based on the school's data
- Reflects the school counseling program's mission and program goals, which align with the school's mission
- Lists the school counselor's specific responsibilities within the school counseling program, such as student caseload and program components or activities
- Identifies areas for professional development for the school counselor

When school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the school counseling program, the program runs more smoothly and is more likely to produce the desired results for students.

Suggested Steps for Developing an Effective Annual Agreement

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

Advisory Council

An Advisory Council, or collaborative structure, is a representative group of stakeholders selected to review and advise on the implementation of the comprehensive school counseling program. The council meets at least twice a year and maintains an agenda and minutes for each meeting.

Advisory Councils assist school counselors by:

- Advising on program goals
- Reviewing program results
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

(Johnson & Johnson, 2001)

Examples of Activities for Advisory Councils

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

Creating an Advisory Council

When creating an Advisory Council, school counselors consider items such as:

- **Goals and objectives** – The Advisory Council’s goals and objectives are set prior to selecting Advisory Council members. School counselors are responsible for helping the members understand the council’s purpose and focus. Council members can provide feedback on the goals and objectives, which can be revised as needed.
- **Representation** – The broader the representation on the Advisory Council, the more the group’s work will accurately reflect the community’s values, concerns and interests. Ideally, members of the Advisory Council reflect the diversity of the community and include students, parents, teachers, school counselors, administrators, school board members, Oregon Tribal Governments, and business and community members.
- **Size** – Although broad representation is crucial, the council’s size is an important issue. It is important to create an environment that encourages informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of 20 members
- **Appropriate candidates** – Advisory Councils function as a communications link between the school counseling program and the various groups in the school and community: students, parents or guardians, educators, businesses and the community organizations. Appointing members with sincere interest in the school counseling program is recommended. Officially invite potential members by letter to serve on the Advisory Council and provide a brief explanation of the purpose of the council as well as an estimate of time commitment required. Also give potential members an opportunity to decline.
- **Chairperson** – An effective Advisory Council chairperson has skills in planning and conducting meetings. Additionally, the chairperson should possess group facilitation skills and consistently demonstrate an effective working relationships with others.
- **Terms of membership** – Terms of membership include appointments to definite terms of office serving from one to three years. If terms are staggered, there will always be experienced members serving. When a member’s term has expired, appoint a new council member for a new term.
- **Agenda and minutes** – To ensure effectiveness, it is important that each Advisory Council meeting have a specific agenda and goals to be accomplished. Send minutes of previous meetings and an agenda of the

upcoming meeting to each member several days in advance.

- **First meeting** – The chairperson calls the first meeting of the council. Detailed information is provided to council members to inform members of the council’s purpose and goals. In addition, reports, school data and other information previously collected are included in an information packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting. Although the number of meetings may vary, the school counseling advisory council should meet at least twice a year to collaborate and provide input.
- **Additional meetings** – As the group forms and develops an identity, agenda topics may naturally arise. However, part of the focus for the first meeting of the school year may be presenting the school counseling program calendar, goals and objectives. At the end of the year, the results gained in the program during the year can be shared along with recommendations for program improvement.

Advisory Council Indicators

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

Use of Data

The focus and direction of the comprehensive school counseling program is driven by student needs as determined through a review of the school's data. Understanding and using data are essential to ensuring equitable services, and that every student receives the benefits and has access to the school counseling program.

The use of data in data-driven decision-making enables school counselors to show how activities are implemented as part of the school counseling program after a careful analysis of achievement, attendance and behavioral data.

The use of data helps school counselors:

- Monitor student progress
- Identify students who are having difficulties or behavior problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access and equity issues
- Close achievement, opportunity and attainment gaps
- Assess and evaluate the effectiveness of activities within the school counseling program
- Improve, modify or change services provided to students
- Educate stakeholders about the power of a comprehensive school counseling program
- Advocate for additional resources to increase program effectiveness

A comprehensive school counseling program requires school counselors to be proficient in the collection, analysis and interpretation of student achievement, attendance and behavioral data. While the management component of the ASCA National Model aids school counselors by providing tools for planning and data collection, the accountability component helps with data analysis and program results.

Disaggregating Data

To ensure every student achieves high academic standards, it is important to understand aggregate, global data from the entire student body, but it is even more important to understand the disaggregated data. When disaggregating data, school counselors separate data by variables to determine if there are any groups of students who are not performing as well as others.

For example, a school counselor may be pleased with data revealing that 85 percent of all seniors attend post-secondary education but not be as pleased if disaggregated data reveal that 93 percent of white students attend post-secondary education compared with only 42 percent of underserved students. Disaggregated data often brings to light issues of equity and access and helps focus the discussion upon the needs of specific groups of students.

Although there are many ways to disaggregate data, frequently used categories include:

- Gender
- Race/ethnicity
- Socio-economic status* (free or reduced lunch)
- Course enrollment
- Language spoken at home
- Special education
- Grade level
- Teacher assignment

*Although the socio-economic status of individual students may be helpful in understanding student backgrounds, these data are protected by federal and state laws and may not be readily available to school counselors. Making decisions about prevention or intervention activities based on academic, attendance and behavioral data will help school counselors meet the needs of any student, regardless of background, who is not achieving success.



School Data Profile

School counselors and other counseling staff use student and school site data to monitor student progress and to determine the needs of students to achieve success. If not otherwise available, the school data profile template can be used to help school counselors organize and disaggregate data. Disaggregated data are needed for the school counselor to gain an understanding of whether or not achievement gaps or issues of equity exist at the school. The following types of data can help school counselors better understand the needs of all students.



Achievement Data

Achievement data measure students' academic progress. Achievement data fields include but are not limited to:

- Promotion and retention rates
- Graduation rates
- Drop-out rates
- Standardized test data (e.g., state exams, SAT/ACT scores)
- Grade-point averages
- At or above grade/achievement level in reading, math, etc.
- Passing all classes
- Completion of specific academic programs (e.g., honors, AP or IB, college prep, etc.)

Behavioral Data

Behavioral data measure elements having a strong correlation to academic achievement. These data fields include:

- Discipline referrals
- Suspension rates
- Alcohol, tobacco and other drug violations
- Attendance rates
- Course enrollment patterns
- Post-secondary education attendance rates
- Parent or guardian involvement

- Participation in extracurricular activities
- Homework completion rates

The school data profile is provided as a template framework for documenting current school data as well as data over time. Collecting data over time can help provide a better understanding of the impact of the school counseling program. Data are collected in short-term and long-term formats. See [page 80](#).

Short term: Data that measure the short-term impact of changes in knowledge, attitudes and skills as a result of school counseling activities or interventions such as:

- Pre-post tests on student standards and competencies addressed in a classroom unit
- Four-year/graduation plans
- Six-year education plan and profile
- Improved test scores after delivering test-taking lessons
- Improved classroom behavior after small-group counseling
- Improved grades from one term to another after delivering homework or study skill lessons.

Long term: School-wide year-to-year, longitudinal student impact data collected for areas such as:

- Promotion and graduation rates
- Attendance rates
- Suspension rates
- College acceptance and persistence rates



Program Results Data

School counselors use data not only to identify areas of concern but also to show the school counseling program has attained goals and made a difference for students (Dimmitt, Carey & Hatch, 2007). In order to demonstrate student outcomes as a result of the school counseling program, school counselors collect and analyze process, perception and outcome data and include them in program activity results reports.

Process data: Process data answers the question and shows evidence of what was done for whom. Process data describes how the activities are conducted and how many students were affected by the activity.

Perception data: Perception data answer the question, “What do people think they know, believe or can do?” These data can be collected through surveys such as pre-post tests, needs assessments, program evaluation surveys or feedback surveys measuring self-reports of:

- Attainment of competencies
- Changes in attitudes and beliefs
- Perceived gains in knowledge

Outcome data: Although it is important to keep track of process and perception data so interventions can be replicated or improved, these data alone are not sufficient to evaluate the effectiveness of interventions. Outcome data show the impact of an activity or program and answer the question, “So what?”

Outcome data provides school counselors with the opportunity to discuss the extent to which the program has had a positive impact on students’ ability to utilize their

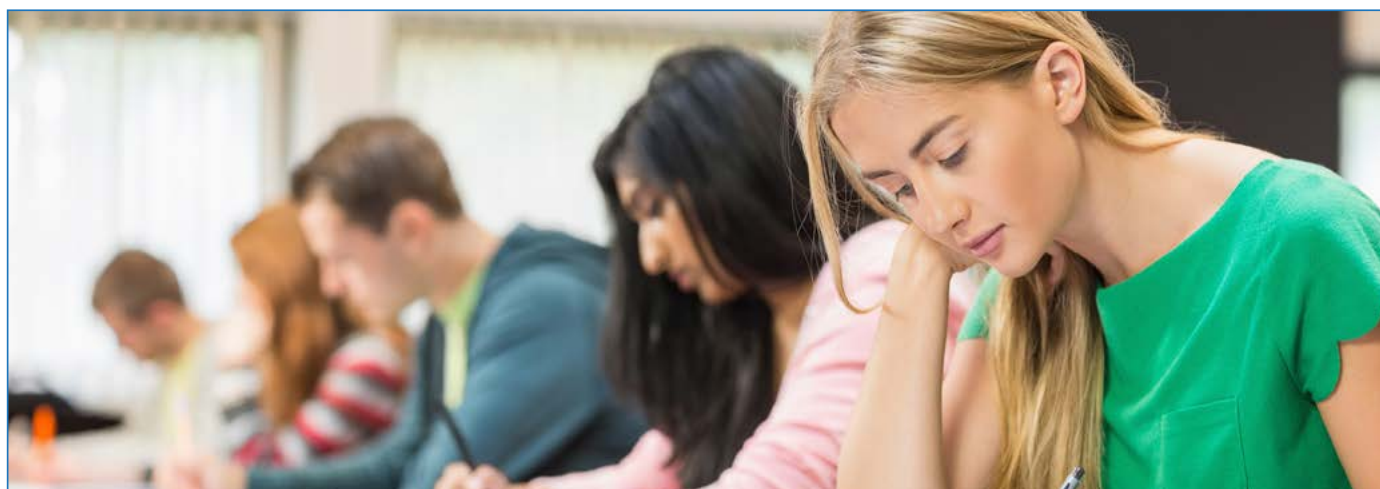
knowledge, attitudes and skills to effect improvement in achievement and behavior. These data are collected from multiple sources and include fields such as promotion rates, attendance rates, number of discipline referrals, grade-point averages, student graduation rates, etc.

The data fields mentioned above are typically available in the school’s student information system. These systems or databases greatly enhance the school counselor’s ability to monitor every student’s progress and help to make these tasks a manageable and valuable strategy.

Although data collection and analysis are important, school counselors have limited time and/or resources available to monitor every activity within the school counseling program. Therefore choices are made based on school priorities and data available at the local site. School and district goals, school improvement plans and other documents will help the school counselor determine what activities may be the highest priority. Each school district should provide direction on what is most important to be monitored.

Although collecting and analyzing data are important, these activities do not imply that school counselors are data analysts or attendance clerks. Schools may ask administrators or data managers to assist in the collection and management of this information, or they may hire paraprofessionals to assist with these tasks. Although data collection and analyses take time, the benefits for students and the school counseling program greatly outweigh these costs.

Types of Surveys	
Pre-Post	Given before and after an intervention to determine knowledge gained or to measure a change in perspective
Needs Assessment	Given to students or stakeholders to gather their perception of student or program needs
Program/Activity Evaluation	Given after an intervention or activity to gather participants' opinions about the value of the intervention or activity
Opinion Survey	Given to students or stakeholders to understand their perceptions of the school counseling program or activities
Examples of Perception Data	
Competencies Attainment	<ul style="list-style-type: none"> 100 percent of ninth-graders understand graduation requirements and have completed a graduation plan 100 percent of sixth-graders can identify three career interests
Changes in Attitudes or Beliefs	<ul style="list-style-type: none"> 93 percent of fourth-graders believe fighting is not an appropriate method of solving problems 69 percent of all students report feeling safe at school 90 percent of the parents report benefiting from a presentation on college entrance requirements
Gains in Knowledge	<ul style="list-style-type: none"> 89 percent of ninth-graders demonstrate knowledge of diploma requirements 92 percent of all students can identify the early warning signs of violence
Examples of Outcome Data	
Achievement Outcome Data	<ul style="list-style-type: none"> Graduation rate improved from 79 percent to 86 percent. Identified ninth-graders increased GPA from 2.0 to 3.4 between first and final marking period. Fourth-graders improved math assessment score from 69 to 73.
Attendance Outcome Data	<ul style="list-style-type: none"> Average attendance increased from 88 percent to 91 percent. Identified students decreased average number of days absent from 15 to 8 during final marking period.
Behavioral Outcome Data	<ul style="list-style-type: none"> Discipline referrals decreased by 30 percent for students with four or more referrals. Number of students referred for discipline decreased by 15 percent by the end of the school year.



Action Plans

To efficiently and effectively deliver the comprehensive school counseling program, there must be a plan detailing how the school counselor and other counseling staff intends to achieve the desired results (Johnson & Johnson, 2001). Action plans are utilized within three areas: school counseling curriculum, small groups and closing-the-gap activities.

The templates of all three types of action plans are similar and contain the following information:

- Goals to be addressed
- Domain(s), standard(s) and competencies, which are consistent with school and program goals
- Description of school counseling activities to be delivered
- Title of any packaged or created curriculum that will be used
- Timeline for completion of activities
- Name of person(s) responsible for each activity
- Methods of evaluating school success using process, perception and outcome data
- Expected results for students stated in terms of what will be demonstrated by the student

Curriculum Action Plan

Delivering school counseling curriculum activities can be an effective way to increase student achievement and improve student behaviors and attitudes (Whiston & Quinby, 2009). The curriculum action plan template assists school counselors and other counseling staff in creating effective plans to help students develop the knowledge,

attitudes and skills appropriate for their developmental level within the domains of academic, career, social/emotional development and community involvement.

School counseling curriculum activities are presented systematically in the school (preK-12) through classroom and group activities. The template (see [School Counseling Core Curriculum Action Plan, page 92](#)) assists school counselors in the design, documentation and implementation of the school counseling curriculum.

- **Design** – Design the curriculum by selecting specific standards and competencies that address student needs as demonstrated through school data. The competencies are selected from, or align with, the ASCA/Oregon Mindsets & Behaviors. Lessons are selected or created to help students gain the appropriate knowledge, attitudes or skills specified in the plan.
- **Documentation** – The curriculum is documented through the school counseling core curriculum action plan. The plan includes the lessons taught, standards and competencies addressed, curriculum used, timelines, projected student outcomes, evaluation methods and persons responsible.
- **Implementation** – The curriculum is implemented through direct instruction, team teaching or coordination with other educators. The standards and competencies are taught using a variety of curriculum materials or activities. Student attainment of the competencies is assessed using formative and interim assessments such as pre-post tests, product creation or activity completion. (www.oregon.gov/ode/educator-resources/assessment/Pages/Formative-Assessment-Resources.aspx)



Small Group Action Plan

Small group activities have also been shown to have a positive effect on student achievement and behavior (Whiston & Quinby, 2009). The small group action plan template (see [page 93](#)) is used to provide focus and organization to the academic, attendance or behavioral goals of small group counseling activities.

Like individual counseling, small group counseling is provided as a short-term intervention and typically involves four to eight sessions organized to meet specific prevention or intervention goals. The template assists school counselors and counseling staff in the design, documentation and implementation of small groups.

- **Design** – Select students for small groups based on academic, behavior or attendance needs as reflected in school data. Specific standards and competencies addressing student needs are selected from, or align with, the ASCA/Oregon Mindsets & Behaviors. Lessons or activities are selected or created to help students gain the appropriate knowledge, attitudes or skills specified in the plan.
- **Documentation** – The small group is documented through the small-group action plan. The plan includes the lessons and activities, standards and competencies addressed, curriculum used, timelines, projected students, evaluation methods and persons responsible.
- **Implementation** – The small group is implemented using counseling skills and techniques appropriate for the group and a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-post tests and success toward reaching the established goals of the group.

Closing-the-Gap Action Plan

The closing-the-gap action plan template serves as a guide to address academic or behavioral discrepancies that exist between student groups. These discrepancies, often referred to as gaps, are identified through the review of disaggregated data, and school counselors develop detailed action plans indicating activities and resources leveraged to close the gaps.

Closing-the-gap activities often change from year to year based on student needs as demonstrated in the school's data. The template (see [Closing the Gap Action Plan, page 93](#)) assists school counselors in the design, implementation and documentation of closing-the-gap action plans.

- **Design** – Identify students for closing-the-gap activities based on academic, attendance and behavior needs as reflected in school data. Specific standards and competencies addressing student needs are selected from, or align with, the ASCA/Oregon Mindsets & Behaviors. Activities and interventions are selected or created to help students meet the goals specified in the plan.
- **Documentation** – The activities and interventions are documented through the closing-the-gap action plan. The plan includes the activities and interventions, standards and competencies addressed, curriculum used, timelines, projected student outcomes, evaluation methods and persons responsible.
- **Implementation** – The activities and interventions are implemented using counseling, collaboration, advocacy and referral skills appropriate for the identified students. Student attainment of the competencies is assessed using pre/post tests and improvement in achievement, attendance or behavior as specified in the plan.



Lesson Plans

To successfully deliver classroom lessons related to the school counseling core curriculum, the importance of lesson planning cannot be overstated. School counselors and counseling staff have limited time to spend in classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the competencies will be evaluated.

The lesson plan template (see [Lesson Plan Template, page 95](#)) can help school counselors and counseling staff plan an effective classroom or large-group lesson. Lesson plan topics include:

- **ASCA/Oregon Mindsets & Behaviors** – Identify the appropriate domain and standard from the ASCA/Oregon Mindsets & Behaviors. The selected standard guide the lesson content.
- **Learning objectives** – State a clear, measurable learning objective related to the selected competency. Verb lists from the revised Bloom’s Taxonomy (Krathwohl, 2002) may be helpful in writing measurable learning objectives; search online to find the list.
- **Materials** – List any materials needed to deliver the lesson.
- **Procedure** – Include steps to:
 - Introduce the lesson
 - Present the content
 - Check for understanding during the lesson by using simple assessments such as think-

pair-share (Jones, Jones & Vermette, 2011)

- **Plan for evaluation** – Determine how process, perception and outcomes data will be collected.
- *Process data* – Identify the number of students who will participate.
- *Perception data* – Allowing students time to create a tangible product that matches the learning objective during class is an active and visible assessment of whether or not the students attained the competency and learning objective (Jones, et al., 2011). In addition, pre- and post-tests will provide perception data.
- *Outcome data* – Identify what academic, attendance or behavioral data the lesson is designed to affect. Although it is unlikely one lesson will have a strong impact on outcome data, a full curriculum or series of lessons on a topic may have a more significant impact.

Although it is impractical to collect outcome data on every lesson presented, collect all three types of data on several lessons each year to measure the extent to which the lesson has had a positive impact on student outcomes.

- **Follow up** – If the lesson is important enough to teach, it is important that all students master the standard, competency and learning objective. Plan for how students will be followed up with who do not master the competencies of the lesson (DuFour, Eaker, Karhanek, and DuFour, 2004).

Calendars

School counselors develop and publish calendars of school counseling events to inform students, parents, school staff and administrators of what, when and where school counseling activities will be held. Creating calendars also assists school counselors with the development of a comprehensive school counseling program that provides activities and services for all students in the school.

Publicizing the school counseling program calendar encourages staff, parent, student and community involvement as partners in student education. As the program grows and multiple activities are developed, a calendar validates the important support the school counselor program provides students, parents or guardians, staff and administrators.

A well-developed calendar that is complete, timely and visually appealing can be a powerful public relations booster. Time and thought in the following areas can help to produce a useful tool:

- Format for ease of understanding,
- Consistency in timing and distribution methods (weekly, monthly, annually)
- Attractiveness of the design, color and detail
- Identification of grade levels, dates and activities
- Distribution to appropriate persons: students, staff, parents or guardians and community
- Comparison with established goals for time spent in the elements and strategies of the delivery

(Gysbers & Henderson, 2012; Johnson & Johnson, 2001; Myrick, 2003).

Annual calendar

School counselors use the annual calendar to identify and communicate school counseling program priorities. The school counseling program has one annual calendar that includes all major school counseling activities delivered or coordinated by the school counselor(s). The annual calendar can increase visibility of the school counseling program and provide focus on events or activities of value for the students, parents and staff.

The annual calendar includes activities such as:

- school counseling classroom lessons
- back-to-school night
- open house
- student/parent/teacher meeting days
- standardized tests dates
- career or college nights
- evening activities provided through the school and the community

Organizing the annual calendar in a monthly format can be useful in reminding students, teachers, parents and administrators about upcoming events. The current or upcoming month's events can be posted in prominent places such as the school's website, department and classroom bulletin boards, administrative offices, career center and other sites used to communicate school events. It may also be submitted to the student newspaper or the local newspaper to increase the program's visibility.

Weekly calendars

Each school counselor creates a weekly calendar that provides a detailed plan of the school counselor's activities for the week. Although the weekly calendar is somewhat flexible due to crisis or immediate student needs that may occur unexpectedly, this calendar serves as a plan for program implementation on a daily basis. The weekly calendar includes activities such as:

- classroom lessons
- group and individual counseling
- meetings with students
- collaboration and advocacy
- data analysis
- committee and fair-share responsibilities



References

- American School Counselor Association (2007). *School counselor competencies*. Alexandria, VA: Author.
- Campbell, C. A. & Dahir, C. A. (1997). *Sharing the vision: The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.
- Dimmitt, C., Carey, J., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
- DuFour, R., Eaker, R., Karhanek, G., and DuFour, R., (2004). *Whatever it takes: How professional learning communities respond when students don't learn*. Bloomington: Solution Tree.
- Gysbers, N. C. & Henderson, P. (2012). *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association.
- Johnson, C. D. & Johnson, S. K. (2001). *Results-based student support programs: Leadership academy workbook*. San Juan Capistrano, CA: Professional Update.
- Jones, K. A., Jones, J., and Vermette, P. J. (2011). Six common lesson planning pitfalls: Recommendations for novice educators. *Education*, 131(4), 845-64.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4), 213-218.
- Myrick, R. D. (2003). *Developmental guidance and counseling: A practical approach* (4th ed.). Minneapolis, MN: Educational Media Corporation.
- Whiston, S.C. & Quinby, R. F. (2009). Review of school counseling outcomes research. *Psychology in the Schools*, 46(3), 267-272.

» Delivery System

DELIVERY SYSTEM	48
Direct Student Services	49
School Counseling Core Curriculum	49
Individual Student Planning	49
Responsive Services	50
Indirect Student Services	51

The delivery component focuses on implementing the school counseling program for students. This section describes the services and strategies school counselors and counseling staff provide for students through collaboration with stakeholders to promote student achievement, equity and access for all students.

The delivery component consists of direct and indirect student services. Direct services are provided with students, and indirect services are provided for students. See the Use of Time section in the Management section for more detailed information on time allocation.

- Direct student services are in-person interactions between school counselors and students. Through the direct service components of school counseling core curriculum, individual student planning and responsive services, school counselors empower students to develop essential mindsets and behaviors.
- Indirect student services are services provided on behalf of students as a result of the school counselor’s interactions with key stakeholders. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access.

Delivery Component			
Item	Elements and Strategies	Recipient	Method
Direct Student Services	School Counseling Core Curriculum <ul style="list-style-type: none"> ▪ Instruction ▪ Group Activities ▪ Counseling 	All Students	Interactions with Students in: Large Group Classroom Small Group Individual
	Individual Student Planning <ul style="list-style-type: none"> ▪ Appraisal ▪ Advisement ▪ Counseling Responsive Services <ul style="list-style-type: none"> ▪ Counseling ▪ Crisis Response 	Identified students	
Indirect Student Services	<ul style="list-style-type: none"> ▪ Referrals ▪ Consultation ▪ Collaboration 	All Students Identified students	Interactions with Stakeholders

Adapted from Gysbers, N.C. & Henderson, P. (2012) Developing and managing your school counseling program (5th ed.), Alexandria, VA: American Counseling Association.

Direct Student Services

Direct student services are delivered through three elements: school counseling core curriculum, individual student planning and responsive services (Gysbers & Henderson, 2012). School counselors and counseling staff review school data to inform decisions about strategies to use within each element based on students' needs. These culturally responsive elements are provided to all students in the school. Achievement, attendance and/or behavioral data is used to identify areas of growth for individual or groups of students.

School counselors also use data to determine how the school counseling activities will be delivered. To reach the whole student body or entire grade levels, school counselors and counseling staff focus on classroom or

large-group settings. For individual student services, school counselors and counseling staff focus on small group or individual interventions. Direct student services of the school counseling program include activities that promote academic, career, social/emotional development and community involvement.



School Counseling Core Curriculum

The school counseling core curriculum consists of a written instructional program that is comprehensive in scope, preventive in nature and developmental in design. School counselors plan, design and evaluate the curriculum based on student data. The curriculum is delivered to every student by school counselors and other professionals as appropriate.

The school counseling core curriculum facilitates the systematic delivery of lessons or activities aligned with the school counseling program's vision, mission and goals. The curriculum promotes the mindsets and behaviors of standards appropriate to student developmental levels through instruction in four content areas: academic achievement, career development, social/emotional growth, and community involvement. See the School Counseling Action Plan section in the Management component for more information on design and documentation.

The school counseling core curriculum is delivered through such strategies as:

- **Instruction** – School counselors provide direct instruction, team teach or assist in teaching the school counseling core curriculum, learning activities or units in classrooms or other school facilities. They may also provide follow-up to small groups or individual students as needed.
- **Group activities** – School counselors conduct planned activities outside the classroom to promote academic, career, social/emotional development or community involvement, such as college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours.

Individual Student Planning

Individual student planning consists of ongoing systemic activities designed to empower students to establish personal goals and develop future plans. School counselors help all students plan, monitor and manage their own learning. In addition, they support students to achieve academic, career, social/emotional, and community involvement standards aligned with the school counseling core curriculum.

Through individual student planning, school counselors support students as they evaluate educational, social and emotional, and career goals. School counselors promote individual student planning by helping students develop individual learning plans (Education Plan and Profile), make the transition from elementary to middle, middle to high or make the transition from school to higher education or work. Activities may be delivered on an individual basis, in small groups or classroom settings. Families and other school personnel are often included in the activities.

Individual student planning is implemented through such strategies as:

- **Appraisal** – School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.
- **Advising & Counseling** – School counselors empower students to make decisions, set goals and develop the mindsets and skills necessary for student success based on academic, career and social/emotional data.

Responsive Services

Responsive services consist of activities designed to meet students' immediate needs and concerns. This component is available to all students and may be initiated by students, teachers, families or by school counselors after a review of data.

Responsive services are designed to help students resolve academic, career and social/emotional issues and are delivered through such strategies as counseling and crisis response.

Counseling:

School counselors and other counseling staff provide counseling sessions in individual or small- group settings to help students overcome issues impeding achievement or success while building necessary mindsets and skills. The counseling process helps students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate actions.

Counseling is planned and goal-focused, and it is short-term in nature. School counselors do not provide therapy or long-term counseling in schools to address psychological disorders. Therapy, or

therapeutic treatment, is defined as “remedial treatment of mental or bodily disorder” (Merriam-Webster, 2012).

However, school counselors are prepared to recognize and respond to student mental health crises and needs and to address these barriers to student success by offering education, prevention and crisis and short-term intervention until the student is connected with available community resources. When students require long-term counseling or therapy, school counselors make referrals to appropriate community resources (ASCA, 2009).

Crisis Response

School counselors provide support and assistance to students and their families as they navigate critical and emergency situations. Crisis response includes intervention and follow-up services designed to prevent the situation from becoming more severe. There are often written procedures provided by the school or district that are to be used in crisis situations.



Indirect Student Services

School counselors and other counseling staff provide indirect student services as a means to support student achievement and advocate for equity and access for all students. While students are the beneficiaries of indirect services, school counselors work with a variety of people to deliver these services. School counselors may interact with families, teachers, administrators, school staff and community stakeholders in order to promote student achievement for a specific student or advocate for systemic change to address the needs of underachieving or underrepresented groups of students in the school.

Through indirect student services, school counselors gather or appropriately share information about student developmental issues, problems and successes. When a situation requires a school counselor to share information that could identify a specific student, school counselors receive student or parent permission or take significant precautions to protect student confidentiality following ASCA's Ethical Standards for School Counselors (ASCA, 2016).

Indirect student services are delivered through such strategies as:

- **Referrals** – School counselors direct students and families to school or community resources for additional assistance or information through referrals. School referral sources may include academic support such as tutoring; career support such as college planning websites or employment training; and social/emotional support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse and depression.
- **Consultation** – School counselors share strategies that support student achievement with families, teachers, other educators and community organizations through consultation. School counselors also serve as student advocates to promote academic, career

and social/emotional development through this strategy. Finally, school counselors use consultation to receive information on student needs and to identify strategies that promote student achievement.

- **Collaboration** – School counselors work with other educators, families and the community to support student achievement and advocate for equity and access for all students through collaboration. School counselors may collaborate in a variety of ways including:
 - **Teaming and Partnering:** School counselors work with staff, families, business, community organizations, and Oregon Tribal Governments to support student achievement and fulfill the goals of the school counseling program. Teaming and partnering can occur through collaborations, resource sharing, joint presentations, advisory councils or formalized partnerships with specific focus or agenda.
 - **School/district committees:** By serving on committees or advisory boards, school counselors advocate for student programs and resources and assist in generating schoolwide and district support for the school counseling program.
 - **Family workshops:** School counselors facilitate or organize informational sessions about student developmental issues for families to address the needs of the school community and to reflect the school counseling core curriculum.
 - **Professional Development:** School counselors organize and/or lead professional development through staff presentations, learning team facilitation and dissemination of resources that address the academic, behavior or social emotional needs of students.

References

- American School Counselor Association (2016). *Ethical standards for school counselors*. Alexandria, VA: Author.
- American School Counselor Association (2009). The school counselor and student mental health. *Position Statements*. Retrieved December 15, 2017 from http://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_StudentMentalHealth.pdf.
- Gysbers, N. C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association.
- therapy. 2017. In Merriam-Webster.com. Retrieved December 15, 2017 from <http://www.merriam-webster.com/dictionary/therapy>.

» Accountability

ACCOUNTABILITY	52	Evaluation and Improvement	58
Rationale for change	52	Analysis of School Counseling Program Assessment	58
Improved decisions	52	Data-Driven Decision-Making Cycle	59
Enhanced accountability	52	Sharing Results	59
Data Analysis	53	Program Goal Analysis	60
School Data Profile Analysis	53	Analysis of School Counselor Competencies	
Use-of-time Assessment Analysis	54	Assessment	60
Program Results	55	School Counselor Performance Appraisal	61
Analysis of the Curriculum Results Report	56		
Analysis of the Small-Group Results Report	57		
Analysis of the Closing-the-Gap Results Report	57		

To achieve the best results for students, school counselors and other counseling staff regularly evaluate their program to determine its effectiveness. School counselors use this evaluation to answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are expected to demonstrate the effectiveness of their programs in measurable terms. The use of data in continuous improvement efforts supports three major objectives:

Rationale for change

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

Improved decisions

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

Enhanced accountability

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

School counselors and other counseling staff implement data-driven comprehensive school counseling programs using accountability strategies to monitor student achievement, to continually evaluate and improve their school counseling program and to demonstrate the impact their program is having on students (Dimmit, Carey, & Hatch, 2007; Dimmit 2009; Holcomb-McCoy, 2007; House & Hayes, 2002; Rowell, 2006; Ward, 2009; Ware & Galassi, 2006; Young & Kaffenberger, 2011). Accountability skills also help school counselors “garner the political clout necessary to improve school-counselor- to-student staffing ratios and redefine school counselor roles and activities...” (Hatch & Chen-Hayes, 2008, p. 39; Dimmit et al., 2007).

The purpose of this component is to analyze collected data and make program decisions based on the analysis. There are three sections:

- Data Analysis
- Program Results
- Evaluation and Improvement

Types of Student Progress Data

Standards-related Data

- ASCA/Oregon Mindsets and Behaviors for Student Success
- Other student standards and competencies
- Students meeting district academic content standards
- Students with Education Plans and Profiles
- Students with documented Career-Related Learning Experiences
- Students demonstrating proficiency in Essential Skills

- Students demonstrating extended application to meet graduation requirements

Other Student Achievement Data

- Standardized test data
- SAT and ACT scores
- Graduation rates
- “Passing all classes” rates
- Promotion and retention rates
- Completion of special programs (AP, Honors, College Prep)

Achievement-related Data

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

Data Analysis

Data analysis informs decisions about the school counseling program. Data are reviewed over time to inform the school counselor and other counseling staff about student needs, school and community trends. Data that can inform the program include standards-related data, student achievement data, and achievement-related data. The school data profile and the use-of-time assessment are reviewed annually to evaluate and improve the school counseling program, and they can be an effective part of end-of-year program evaluation and goal setting for the following school year.

School Data Profile Analysis

The school data profile is a summary of the school’s disaggregated achievement, attendance, and behavior over a multiyear period and can contribute to a better understanding of trends at the school. Analysis of the school data profile helps school counselors monitor student achievement, identify achievement, opportunity and attainment gaps and recognize a need for systemic change (Holcomb-McCoy, 2007; Rowell, 2006). School data profile analysis can also be used to inform school counseling program goals.

Consider the following questions when analyzing data:

- What strengths are indicated by the data at school?
- What concerns are raised about the data?
- Do achievement gaps exist?
- Have attendance rates changed?
- What can from examining the safety data?



- How is the school counseling program addressing the gaps?
- How can the school counseling program contribute to closing the gaps or addressing the educational issues posed by the data?
- What additional data are needed to fully understand an educational issue and identify a school counseling intervention? (ASCA, 2008)

The first school data profile that is completed becomes the baseline from which to measure future school counseling program results. Yearly updates assess both program progress and impact. The information reveals school counseling program strengths and weaknesses as well as growth or loss in overall student success. The school data profile is also a convenient tool for sharing systemic change, programmatic successes and student needs.



Use-of-time Assessment Analysis

Analysis of the use-of-time assessment informs many components of a comprehensive school counseling program such as the annual agreement; calendars; and curriculum, small-group and closing-the-gap action plans. It is recommended that school counselors spend at least 80 percent or more of their time providing direct and indirect student services, such as school counseling core curriculum, individual student planning, responsive services, referrals, consultation and collaboration, and 20 percent or less of their time in program management tasks such as committee work, calendaring, data collection/analysis, planning and fair-share responsibilities. Completing the use-of-time assessment twice a year will help school counselors determine how their time is spent.

The analysis of the use-of-time assessment may inform many program decisions, but it is especially useful when considering the following:

1. How close am I to allocating at least 80 percent of my time to serving students?
2. Is the amount of time allocated to any particular service delivery the most effective use of my time?
3. Are the selected delivery methods and strategies the best use of school counselor time that will lead to the accomplishment of identified goals?

While spending 80 percent of time in direct and indirect student services is the general recommendation for a balanced school counseling program, use of time within the 80 percent may look different from school to school based on school data. Decisions about how to allocate school counseling

program time are based on student needs as demonstrated in the school data profile and alignment with school and school counseling program goals.

It is suggested that for two weeks each year, such as one week in the fall and one in the spring, school counselors and other counseling staff estimate the number of hours they are engaged in direct and indirect student services during those weeks to determine how close they are to the ideal of 80 percent. After determining the approximate percentage of time, school counselors and other counseling staff can reflect on the effectiveness of program delivery methods and strategies and adjust as needed. The analysis can also be used to promote a discussion about the most effective use of school counselor time with administrators. It can also be a helpful tool when completing a school counseling program evaluation, which informs program improvement.

In summary, data analysis informs the comprehensive school counseling program. Analyzing the school data profile and use-of-time assessment are strategies that can be used at any stage of program implementation or evaluation. They are also an effective part of end-of-year program evaluation and goal setting for the following school year.

For example, after analyzing the school data profile, a school counselor and other counseling staff in a high-needs school may determine it would be more effective to spend a higher percentage of time than recommended on strategies from indirect student services to best meet the needs of all students in the school.

Program Results

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data-driven school counseling program. Analyzing the data from results reports will contribute to more focused programming, more effective interventions and a more responsive school counseling program.

Three types of results reports are created based on action plans developed as part of program management activities:

1. Curriculum Results Report
2. Small-Group Results Report
3. Closing-the-Gap Results Report

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. Data analysis helps school counselors and other counseling staff determine what worked and what didn't and clarifies what needs to be changed or improved.

Action plan data are collected throughout the implementation of the plan. Three types of data are reported: process, perception and outcome data. The purpose of data analysis is to determine the extent of change in student learning and behavior and to use the data to promote systemic change as needed. School

counselors demonstrate their leadership and advocacy roles as they use the findings from results reports to reduce or remove barriers to learning.

Results report data analysis follows the completion of an action plan and helps school counselors evaluate the impact of the action plan. School counselors and other counseling staff typically review results reports in the spring of each school year at a minimum and use them to inform goal setting for the following year.



Type of Data	Definition	Examples
Process	<ul style="list-style-type: none"> Number of participants involved Number of times the intervention took place Evidence that an event occurred 	30 students participated in six classroom lessons
Perception	<ul style="list-style-type: none"> Asks what participants think they know, believe or can do Collected through surveys that measure self-reports of attainment of competencies, attitudes and beliefs and perceived gains in knowledge 	<ul style="list-style-type: none"> Pre-post tests Needs assessments Program evaluation surveys Feedback surveys <p>Example – 59 percent of fifth-graders feel safe at school</p>
Outcome	<ul style="list-style-type: none"> Shows the impact of an intervention Reports the extent to which the program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect improvement in achievement, attendance and behavior Collected from multiple sources 	<ul style="list-style-type: none"> Promotion rates Attendance rates Number of discipline referrals Grade-point averages Student graduation rates <p>Example – 88 percent of 2016 graduates successfully completed their first year of college (four-year enrollees)</p>

See [Program Results Data](#), page 42 for a more detailed description of process, perception and outcome data.



Analysis of the Curriculum Results Report

Analysis of the curriculum results report demonstrates the effectiveness of program and classroom activities and informs program improvement.

The curriculum results report serves as a tool for:

- Ensuring the program was carried out as planned
 - Ensuring every student was served
 - Ensuring developmentally appropriate materials were used
 - Documenting the program's process, perception and outcome data
 - Analyzing the activities' effectiveness
 - Sharing the impact of the curriculum
 - Improving activity or program
 - Advocating for systemic change
- The following questions may be helpful when analyzing curriculum results reports:
- Were appropriate learning goals identified? Did the choice of curriculum and/or activities support the goals?
 - What can be learned from analyzing the process data? (e.g., Did all students receive the curriculum? Were the scheduled sessions conducted?)
 - What can be learned from analyzing the perception data? (e.g., Did the curriculum meet the goals of teaching knowledge, mindsets and skills? Did students report an increase in knowledge of lesson content? Do pre- and post-test results indicate there was an increase in learning?)
 - What can be learned from analyzing the outcome data? (e.g., What impact did the curriculum have on achievement, attendance or behavioral data, such as GPA, report card data, state testing, discipline referrals, safety report and attendance?)
 - After reviewing the results report, what are the implications or recommendations?

Analysis of the Small-Group Results Report

Small-group counseling is an effective intervention school counselors and other counseling staff can implement to address specific student academic and behavioral needs (Whiston & Quinby, 2009). Analysis of the small-group results report helps school counselors and counseling staff report the impact and effectiveness of the small-group intervention.

The following questions may be helpful when analyzing small-group results reports:

- Were the right goals identified for the group of students? Did the choice of activities and/or interventions support the goals?
- What can be learned from analyzing the process data? (e.g., Did the size of the group, the amount of time or the number of sessions affect the outcome data? What changes might need to be made should this intervention be used again?)
- What can be learned from analyzing the perception data? (e.g., Did the curriculum meet the goals? Did students report an increase in knowledge of lesson content? Do pre- and post-test outcome data indicate there was an increase in learning?)
- What can be learned from analyzing the outcome data? (e.g., What impact did the curriculum have on achievement, attendance or behavioral data?)
- Reviewing the results report, what are the implications or recommendations?

Analysis of the Closing-the-Gap Results Report

Closing-the-gap activities address important issues of equity and student achievement. Therefore one of the most important aspects of program analysis rests with analyzing the closing-the-gap results. Closing-the-gap results report analysis helps school counselors and counseling staff report the impact and effectiveness of program activities and inform program improvement.

The following questions may be helpful when analyzing closing-the-gap results reports:

- What can be learned from analyzing the process data? (e.g., Did all students receive the intervention? Were the scheduled sessions conducted? How many students had access to rigorous course work? Did this number increase?)
- What can be learned from analyzing the perception data? (e.g. Did the curriculum meet the goals? Did students report an increase in knowledge of lesson content? Do pre- and post-test outcome data indicate there was an increase in learning?)
- What can be learned from analyzing the outcome data? (e.g., What impact did the intervention have on achievement, attendance or behavioral data?)
- Reviewing the results report, what are the implications or recommendations?

Collecting data and analyzing results are key strategies to assess program effectiveness. School counselors and other counseling staff must be able to determine student progress toward data-driven goals to continue to support student achievement. Results reports can be powerful advocacy tools when promoting the school counseling program.



Evaluation and Improvement

Program evaluation and improvement has four components:

1. Self-analysis of the school counseling program's strengths and areas of improvement using the school counseling program assessment. (See [Appendix D, page 80](#))
2. Review of program goals created at the beginning of the school year.
3. Self-analysis of the school counselors' strengths, areas of improvement related to knowledge, abilities and skills and mindsets necessary to meet the demands of the profession using the school counselor competencies assessment. (www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf)
4. Evaluation of the school counselor's performance by an administrator using the school counselor performance appraisal. (www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SCPerformanceAppraisal.xls)

Analysis of School Counseling Program Assessment

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. The school counseling program assessment aligns with the four components of Oregon's Framework and serves as a tool for analyzing each component. (See [School Counseling Program Assessment, page 83](#))

Each component includes the criteria for each subsection and includes benchmarks for program implementation. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. The school counseling program assessment is used to identify gaps in the program and to identify goals for the next school year. The assessment has been written to be consistent with the Recognized ASCA Model Program (RAMP) application process and therefore could also be used as a tool to help a program evaluate its readiness to apply for RAMP status.



Assessment Criteria:

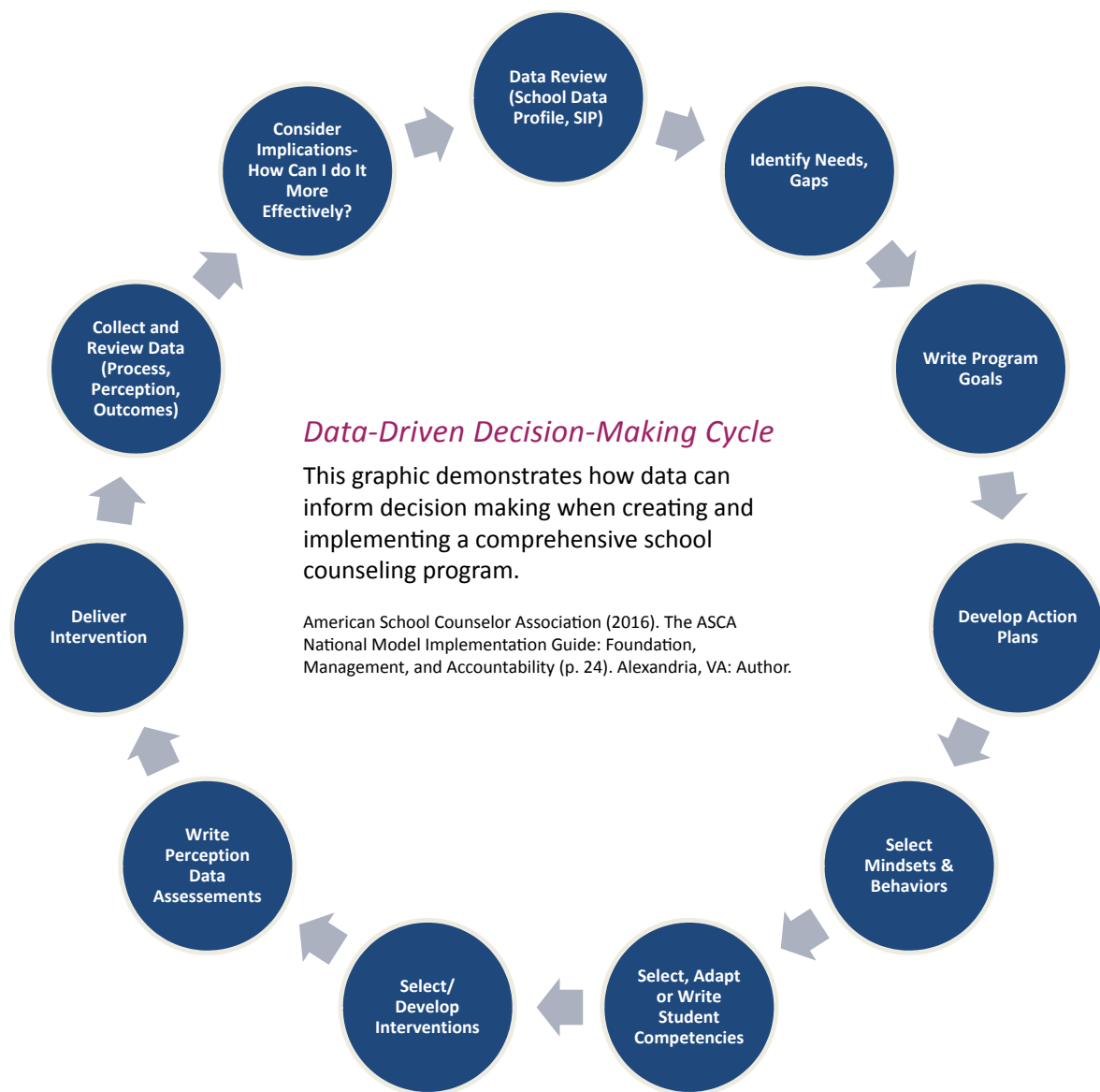
- Not yet: the criterion is not in place
- In Development: the criterion is being developed or implemented
- Complete/Implemented: the criterion is in place or implemented

The school counseling program assessment is conducted annually, typically in the spring. After completing the assessment, analyze responses to determine the following:

- Strengths of the program
- Areas for improvement
- Short-range goals for improvement
- Long-range goals for improvement

Determining baseline data prior to programmatic restructuring provides necessary information for data-based decision making. Each year data are charted indicating growth or change in the areas of concern. The data are analyzed in relation to progress made toward the school wide mission and program goals. Noticing trends over time invites reflection, discussion and participation by all stakeholders in assessing the program for continual program evaluation and improvement.

The results of the program assessment drive program goals, training and behavior for the following year. Sharing results with the building administrator and advisory council can also be an effective method of educating key stakeholders about the impact a school counseling program can have on student success.



Sharing Results

After data have been collected and analyzed, it is important to consider how to use the data and how to share it with others. Results reports can take on many forms and be disseminated in several ways such as:

- Websites
- One-page handouts
- Part of a larger report to administrators and school board members
- Presentation to faculty
- Part of the school's or district's data materials
- Newsletters to staff and/or families

Regularly sharing results reports about the impact of the school counseling program with administrators,

faculty and the school community in a document or in five- to 10-minute presentations will likely promote understanding, increase the value of and promote respect and indispensability for the work of professional school counselors (Dimmit, Carey & Hatch, 2007; Young & Kaffenberger, 2013).

When sharing results, it is important to remember that changes in student knowledge, mindsets, skills or behavior may be the result of numerous factors. School counselors are encouraged to communicate the ways they are contributing in a meaningful way to the overall academic achievement of students. However, correlation is not causation. While any program or intervention may contribute to an outcome, it is never the sole cause (Dimmit, Carey & Hatch, 2007).



Program Goal Analysis

At the conclusion of the school year, as part of the program evaluation, the school counselor reviews the program goals identified in the beginning of the school year. It is likely the program goals were considered when developing the curriculum action plan, the small-group action plan and/or the closing-the-gap action plan. Review the results reports related to the program goals and consider implications for the school counseling program and future program goals.

Here are some questions to guide review of each of the program goals.

- Was the goal a SMART goal (specific, measurable, attainable, results-oriented and time-bound)?
- Was the goal a closing-the-gap goal?
- Was the goal met? If not, why not?
- What are the implications for goal setting for the following year?
- What implications do these results have for the school counseling program?

Analysis of School Counselor Competencies Assessment

The ASCA School Counselor Competencies (2007) were developed by a diverse group of practicing school counselors, district supervisors and counselor educators. The competencies were developed to align with the ASCA National Model and identify the knowledge, mindsets and skills required of a professional school counselor. These competencies have been identified as those that will best equip new and experienced school counselors with the skills to establish, maintain and enhance a comprehensive, developmental, results-based school counseling program that addresses academic achievement, career planning and social/emotional development. School counselor competencies should be utilized in order to evaluate services needed by students within specific schools and districts and should align to district goals and professional expectations. (www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf) and examples of school counselor evaluation rubrics

The ASCA School Counselor Competencies have been identified as those that will best equip new and experienced school counselors with the skills to establish, maintain and enhance a comprehensive, developmental, results-based school counseling

program that addresses academic achievement, career planning and social/emotional development. These competencies can be used in a variety of ways. School counselor education programs can use the competencies as benchmarks for training. School administrators may find these competencies useful as a guide for seeking and hiring competent school counselors and for developing meaningful school counselor performance evaluations. These competencies should be used by school counselors as a self-assessment in order to identify areas of need or to develop professional development plans for more training and development.



School Counselor Performance Appraisal

A school counselor performance appraisal is an evaluation of the school counselor's performance. This appraisal is conducted once a year by an administrator. The appraisal document is frequently developed by school, district or state guidelines for school counselor evaluation, but it is recommended that the following criteria be considered in performance appraisal.

- The appraisal should contain three components: self-evaluation, administrative evaluation and assessment of goal attainment (Gysbers & Henderson, 2012).
- "Evaluators of school counselors' performance should be trained to understand school counselors' jobs and professional roles and in appropriate methods for gathering data to support evaluation" (Gysbers & Henderson, 2012, p. 355).
- Annual evaluation should use forms and tools specifically designed for school counselor performance evaluation.
- The school counselor performance standards from the ASCA National Model provide a sound framework for designing a school counselor evaluation.
- ASCA's School Counselor Competencies are an excellent resource for self-assessment or creating a school counselor performance evaluation form.

References

- Dimmitt, C. (2009). Why evaluation matters: Determining effective school counseling practices. *Professional School Counseling, 12*, 395-399.
- Dimmitt, C., Carey, J., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and counseling program* (5th ed.). Alexandria, VA: American Counseling Association.
- Hatch, T., & Chen-Hayes, S. F. (2008). School counselor beliefs about ASCA model school counseling programs components using the SCPSC scale. *Professional School Counselor, 12*, 34-42.
- Holcomb-McCoy, C. (2007). *School counselors to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.
- House, R. M., & Hayes, R. L. (2002). School counselors becoming key players in educational reform. *Professional School Counseling, 5*, 249-255.
- Rowell, L. (2006). Action research and school counseling: Closing the gap between research and practice. *Professional School Counseling, 9*, 376-384.
- Virginia School Counselor Association (2008). *Virginia professional school counseling program manual*. Yorktown, VA: Author.
- Ward, C. (2009). *An examination of the impact of the ACAA National Model on student achievement at Recognized ASCA Program (RAMP) elementary schools*. Tex A&M University –Corpus Christi. DAI-A71/03.
- Ware, W., & Galassi, J. (2006) Using correlational and prediction data to enhance student achievement in k-12 schools: A practical application for school counselors. *Professional School Counseling, 9*, 344-356.
- Whiston, S. C., & Quinby, R. F. (2009). Review of school counseling outcome research. *Psychology in the Schools, 46*(3), 267 – 272.
- Young, A., & Kaffenberger, C. (2013). *Making data work*. Alexandria, VA: American School Counselor Association.
- Young, A., & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use data to implement school counseling programs. *Professional School Counseling, 15*, 67-76.

» Starting and Implementing a Comprehensive School Counseling Program

STARTING AND IMPLEMENTING A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Organize	64
Plan and Design	64
Implement	64
Evaluate	64
Program Planning and Evaluation	65

Program Planning and Evaluation Indicators	65
Helpful Tips	66

When implementing Oregon's Framework for Comprehensive School Counseling Programs, consider the steps below to help manage the transition to a comprehensive school counseling program.

Organize

1. Read or review Oregon's Framework for Comprehensive School Counseling Programs.
2. Communicate intent to implement a comprehensive counseling program with school and district administrators.
3. Use the program assessment to compare current program with Oregon's Framework.

Plan and Design

4. Identify areas of strength and areas to improve based on the results of the program assessment.
5. Review the school's academic, attendance and behavioral data with a team of stakeholders, including administrators.
6. Prioritize and plan for areas for improvement based on school data with stakeholders.
7. Identify assessments and tools in the management component that correspond to the areas to improve.

Implement

8. Identify collaborators needed for implementation.
9. Develop a one-to-three-year plan for implementation of the foundation, management, delivery and accountability components, including a timeline and persons responsible for each item in the plan.
10. Develop a plan with school administrators and present to advisory council.
11. Implement the plan, and collect data on program implementation using the tools in the management component.

Evaluate

12. Analyze data collected to determine the results of the program following suggestions in the accountability component.
13. Share results with school, district staff, and school board.
14. Complete and analyze the program assessment each year to compare the school counseling program with Oregon's Framework for Comprehensive School Counseling Programs.
15. After fully implemented, consider applying for the Recognized ASCA Model Program (RAMP) designation to show how the school counseling program makes a difference in student achievement and success.

Program Planning and Evaluation

Program planning and evaluation for the comprehensive school 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 assess effectiveness and assist in improvement plans. These ongoing evaluation activities are part of the school's total assessment process.



Phases of Program Development

Organize

- Establish commitment to action.
- Designate advisory structure and program team.
- Develop mission, vision, and beliefs statements.
- Secure initial policy board commitment.

Plan

- Assess student needs.
- Evaluate current program status.
- Identify program gaps.
- Develop program goals.
- Establish evaluation measures.

Design

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

Implement

- Initiate program components.
- Provide staff development.

Evaluate

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

Program Planning and Evaluation Indicators

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



Helpful Tips

Keep these following tips in mind as you begin the process of program development or improvement.

Tip #1

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

To that end, the program foundations must be laid with the broadest possible conversations and involvement. Review the vision of comprehensive counseling in the Introduction to the Oregon Framework. It states, "Counseling is an integral part of each school's total educational program and is essential for each and every student's success. It is developmental by design and includes sequential activities organized and implemented by licensed school counselors and other professionally trained staff in collaboration with administrators, teachers, students, parents, and other community partners." This building-wide, community level commitment stresses that the counseling staff responsibilities include program coordination, professional development of other staff, and partnering.

Tip #2

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

Oregon's Framework is based upon over thirty years of experience and research around the country on school counseling structures and outcomes. This research concludes that when a school implements a programmatic (comprehensive) approach to counseling services, stakeholders can expect improved academic achievement and successful school behaviors for students. School counselors will provide more services to more students and have greater administrator and staff understanding of the counseling role. School counseling work will have greater focus and have higher levels of impact on student success.

Tip #3

Change is incremental.

According to OAR 581-022-2000 all school districts shall develop a process that provides each student the opportunity to create an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Counseling Program as defined in OAR 581-022-2060.

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

Tip #4

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

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

With program mission and goals, agreed-upon content, and continuous improvement strategies in place, school counselors will be able to advocate for the specific needs of students. Additionally, school counselors can provide leadership for the services and activities that are demonstrated to be critical for students, and for the systemic and collaborative work of school counseling.

» Appendix A

On the History of School Counseling . . .

Embrace the Past, Welcome the Future: A Brief History of School Counseling

*By Norman C. Gysbers, Ph.D., Curators' Professor,
University of Missouri – Columbia*

School counseling is 100-plus years old. It evolved shaped by various economic, social and educational forces guided by the work of many individuals. The ASCA National Model, first published in 2003 and now in its third edition, is a product of this evolution. By embracing knowledge from the past, we can learn how school counseling evolved from a position, to a service, to a program, the organizational concept embedded in the ASCA National Model. By welcoming the future we can combine the insights gained from the past with new knowledge, enabling us to continue to develop and fully implement comprehensive school counseling programs in every school district in the country.

School counseling as we know it today began as vocational guidance in the early 1900s. It was established in schools as a position occupied by administrators and teachers. No organizational structure was provided other than a list of duties. In the 1920s school counseling began to change, shaped by the mental hygiene, psychometric and child study movements. As a result, a more clinically oriented approach to school counseling emerged. This signaled a shift away from economic issues to psychological issues with an emphasis on counseling for personal adjustment.

During the 1930s, discussion took place concerning the various personnel responsible for school counseling, the duties they performed, and their selection and training. A major milestone occurred with the creation of a new organizational structure called pupil personnel services. Within that structure, the concept of guidance services emerged. The field of school counseling had moved from a position with a list of duties to a position with a list of duties organized by guidance services all under the overall structure of pupil personnel services.

The 1940s and 1950s saw the expansion and extension of counseling in the schools. The literature during years

1941–1945 focused on contributions to the war effort. After 1945, attention returned to the need for counseling in the schools and on ways to improve the services provided. The selection and training of school counselors also received attention and support with the passage of the Vocational Education Act of 1946 and the National Defense Education Act (NDEA) of 1958. In addition, the American School Counselor Association was established in 1952 as a division of the American Personnel and Guidance Association. Now school counselors had a national organization and a voice in national affairs.

A major issue being debated in the 1960s and 1970s concerned the nature of school counseling. Was it more psychological in nature featuring counseling as a major intervention? Was it more educational in nature featuring a broader array of interventions including counseling but also information, assessment, placement and follow-up activities? Although school counseling at the elementary level had been discussed previously, it wasn't until the 1960s that it became a reality. NDEA, amended in the 1960s, stimulated training practices and procedures that set elementary school counseling apart from secondary school counseling. The 1960s and 1970s also witnessed increasing concern about the services model of school counseling. Calls for change came from a variety of sources ending up in the beginning development of a comprehensive program approach to school counseling.

The concept of a program for school counseling began to take form in the 1960s and 1970s and then became a major way to organize and manage school counseling in the schools in the 1980s, 1990s and into the 21st century. During this time many states developed state models. Training programs to help personnel in school districts plan, design and implement comprehensive school counseling programs also were initiated.

The role and functions of school counselors was of concern during the 1980s and 1990s. Some writers advocated the role of human development specialist; others recommended the role of change agent. Predominating roles were coordinating, counseling and consulting. Tied to the role and function issue was the issue of terminology. Is it guidance, guidance and counseling or school counseling?

Although progress was made in developing, implementing and evaluating comprehensive school counseling programs in the first decade of the 21st century, discussion continued about program purposes and the work of school counselors. Should the focus be educational (academic), vocational (career) or social/emotional (mental health)?

Some writers focused on academic achievement and career but not social/emotional or mental health. Other writers urged the opposite with mental health issues needing more attention. Still other writers urged the adoption of a holistic approach emphasizing attention to all three areas.

During this same decade discussion about program purposes and school counselors' roles continued with some writers emphasizing an advocacy change agent focus. Others talked about the need to emphasize collaboration. Still others recommended school counselors do more indirect work and less direct work with students. Finally there was a movement for school counselors to become more data-oriented, using data to identify school concerns and student needs.

The development and implementation of school counseling programs across the country grew in the first decade of the 21st century. This growth was stimulated by the publication of the ASCA National Model in 2003 and its adoption by many states and school districts. A second edition was published in 2005.

As the second decade of the 21st century began, an ongoing issue for school counseling was accountability. Although this has been part of professional discussion since the 1920s, and much work was done over the ensuing years, there is a renewed sense of urgency today concerning accountability. The literature makes it clear that evaluation is here to stay and needs to be designed and carried out to not only demonstrate effectiveness but also to improve the work of school counselors.

What will the next 100 years be like? No one knows for sure, but if the next 100 years are like the first 100 years, school counseling will continue to evolve. The forces that shaped school counseling so far will continue to do so, and discussion about purposes and organization will continue. So, while no one knows what the future holds, current literature suggests that at least for the near future students and their parents in school districts across the country will continue to benefit from having fully implemented school counseling programs. Embrace the past, welcome the future.

This article was adapted from material in Gysbers, N. C. (2010), *Remembering the Past, Shaping the Future: A History of School Counseling*. Alexandria, VA: American School Counselor Association.

OREGON ADMINISTRATIVE RULES (OARS) RELATED TO SCHOOL COUNSELING	67	581-022-2055	69
581-022-0102	67	Career Education	69
Definitions	67	581-022-2060	70
581-022-1512	68	Comprehensive School Counseling	70
Child Development Specialist Programs	68	581-022-2115	71
581-022-2000	68	Assessment of Essential Skills	71
Diploma Requirements	68		
581-022-2030	69		
District Curriculum	69		

Oregon Administrative Rules (OARs) related to school counseling

581-022-0102

Definitions

The following definitions apply to Oregon Administrative Rules 581-022-0102 through 581-022-1940, unless otherwise indicated by context:

- (3) “Career Development”: The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.
- (4) “Career Education”: A process for improving educational programs to enhance student understanding of and preparation for work and continuing career development.
- (5) “Career-Related Learning Experiences”: Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:
 - (a) Workplace mentoring;
 - (b) Workplace simulations;
 - (c) School-based enterprises;
 - (d) Structured work experiences;
 - (e) Cooperative work and study programs;
 - (f) On-the-job training;
 - (g) Apprenticeship programs;
 - (h) Service learning; and
 - (i) Field-based investigations.
- (7) “Child development specialist program”: An optional elementary component of a district’s comprehensive school counseling program for grades K-8 (or any configuration thereof).
- (14) “Comprehensive school counseling program”: A program that is integral to a district’s total PreK through 12 educational program that is planned, proactive and preventative in design to address each student’s academic, career, social/emotional development and community involvement.

Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 326.011 Hist.: 1EB 19-1980, f. 6-17-80, ef. 7-1-80; 1EB 4-1986, f. 1-23-86, ef. 2-1-86; EB 8-1989, f. & cert. ef. 1-27-89; EB 6-1995, f. & cert. ef. 1-24-95; ODE 7-1999, f. & cert. ef. 1-15-99; ODE 12-2002, f. & cert. ef. 4-15-02; ODE 4-2003, f. & cert. ef. 3-14-03; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15; ODE 21-2015, f. & cert. ef. 12-18-15

581-022-1512

Child Development Specialist Programs

- (1) A Child Development Specialist program is an optional elementary component of a district's comprehensive school counseling program for grades K–8 (or any configuration thereof), based on the Oregon Department of Education's Framework for Comprehensive School Counseling Programs" under OAR 581-022-2060.
- (2) The district school board of every school district operating elementary schools may make the services of a Child Development Specialist available to the children and their families residing in attendance areas of the schools. A Child Development Specialist may serve as counseling staff trained to help implement the comprehensive school counseling program.
- (3) If a district school board chooses to establish a child development specialist program, the school district must meet the following requirements:
- (a) The school district shall submit a written plan describing the program to the Department of Education and the program must be approved by the department.
 - (b) Upon department approval of a district's plan, a school district may submit a child development specialist candidate application for department approval.
 - (c) The school district shall conduct an annual review of the program and submit an updated plan to the department for reauthorization of the program.
 - (d) Each Child Development Specialist employed by a school district shall complete an annual evaluation of the specialist's child development plan to be included with the school district's updated plan.
- (4) The department will:
- (a) Conduct an annual program review of any district that has established or chooses to establish a Child Development Specialist Program as an elementary, grade K–8, component of the district's K–12 comprehensive school counseling program.
 - (b) Conduct an annual review of each Child Development Specialist's Summary of Activities as part of the reauthorization process.
 - (c) Up-date and post all child development specialist forms needed for program approval and CDS authorization/reauthorization on the Oregon Department of Education web page annually.
 - (d) Maintain a Child Development Specialist Advisory Committee to hear appeals by districts or Child Development Specialist, or to serve when requested by the department for input.

Stat. Auth.: ORS 326.051 & 329.275

Stats. Implemented: ORS 329.255, 329.265 & 329.385

Hist.: 1EB 199, f. 7-1-75, ef. 9-1-75; 1EB 18-1981, f. & ef. 12-23-81; EB 11-1992, f. & cert. ef. 4-7-92; Renumbered from 581-022-1512, ODE 19-2008, f. & cert. ef. 6-27-08

581-022-2000

Diploma Requirements

- (8) School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive School Counseling Program as defined in OAR 581-022-2060.

581-022-2030

District Curriculum

- (1) Each school district shall provide a planned K–12 instructional program.
- (2) The planned K–12 instructional program shall include the following:
 - (a) Common Curriculum Goals and academic content standards to include:
 - (A) English;
 - (B) Mathematics;
 - (C) Science;
 - (D) Social Science (including history, geography, economics and civics);
 - (E) The Arts;
 - (F) World Languages;
 - (G) Health Education;
 - (H) Physical Education; and,
 - (I) Comprehensive School Counseling.
 - (b) Additional Common Curriculum Goals for technology.
 - (c) Essential Learning Skills, as contained in the Common Curriculum Goals and academic content standards;
 - (d) Career-related learning standards, as contained in the Common Curriculum Goals and academic content standards; and
 - (e) Career education which may include career and technical education.
- (3) The school district shall also provide instruction in other areas identified in chapter 581, division 22 of the Oregon Administrative Rules, including:
 - (a) Infectious diseases, including AIDS/HIV and Hepatitis B;
 - (b) Prevention education in drugs and alcohol; and
 - (c) Emergency plans and safety programs.
- (4) The school district is also accountable to provide instruction in compliance with requirements set forth in ORS Chapter 336, Conduct of Schools Generally.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 329.045

Hist.: EB 6-1997, f. & cert. ef. 6-9-97; ODE 7-2005(Temp), f. & cert. ef. 3-15-05 thru 9-1-05; Administrative correction 9-21-05; ODE 5-2006, f. & cert. ef. 2-14-06; ODE 19-2007, f. & cert. ef. 9-10-07; ODE 25-2008, f. & cert. ef. 9-26-08; ODE 45-2014, f. & cert. ef. 12-17-14; ODE 5-2017, f. & cert. ef. 5-2-17; Renumbered from 581-022-1210 by ODE 16-2017, f. & cert. ef. 7-5-17

581-022-2055

Career Education

Each school district shall implement plans for career education for grades K through 12, as part of its comprehensive school counseling program, based on the Oregon Department of Education's Framework for Comprehensive School Counseling Programs. Career education curriculum is part of the overall comprehensive school counseling curriculum, written to address Essential Skills, Education Plan and Education Profile and the four interrelated student developmental domains: academic, career, social/emotional, and community involvement.

Stat. Auth.: ORS 326.051 & 329.275 Stats. Implemented: ORS 326.051 Hist.: 1EB 19-1980, f. 6-17-80, ef. 9-1-81; EB 4-1989, f. & cert. ef. 1-23-89; ODE 19-2008, f. & cert. ef. 6-27-08; Renumbered from 581-022-0405 by ODE 16-2017, f. & cert. ef. 7-5-17

581-022-2060

Comprehensive School Counseling

(1)(a) District Comprehensive School Counseling. Each school district shall provide a coordinated comprehensive school counseling program to support the academic, career, social/emotional, and community involvement development of each and every student. The district shall:

(b) Adopt comprehensive school counseling program goals that assist students to:

(A) Understand and utilize the educational opportunities and alternatives available to them;

(B) Meet academic standards;

(C) Establish tentative career and educational goals;

(D) Create and maintain an education plan and education portfolio;

(E) Demonstrate the ability to utilize personal qualities, education and training, in the world of work;

(F) Develop decision-making skills;

(G) Obtain information about self;

(H) Accept increasing responsibility for their own actions, including the development of self-advocacy skills;

(I) Develop skills in interpersonal relations, including the use of affective and receptive communication;

(J) Utilize school and community resources.

(K) Demonstrate and discuss personal contributions to the larger community; and

(L) Know where and how to utilize personal skills in making contributions to the community.

(2) School Comprehensive Counseling. Each school shall provide a comprehensive counseling program that serves students grades K through 12, based upon the Oregon Department of Education's Framework for Comprehensive School Counseling Programs which:

(a) Identifies staff responsibilities to plan, design and deliver a comprehensive school counseling program that meets the unique needs of their students and community;

(b) Aligns with the district's school improvement plans;

(c) Assigns counseling responsibilities to the appropriate personnel;

(d) Expects all school staff to participate in implementing the comprehensive school counseling program;

(e) Assists each student to develop, and annually review, an educational plan (a formalized plan and process in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve their goals) in grades 7-12. and

(3) Counseling Staff Assignments. Each school district shall maintain a licensed staff and promote effective counseling and advising practices consistent with the district's expected comprehensive school counseling program outcomes. In determining staffing for the program, the following shall be considered:

(a) Alignment with the American School Counselor Association and School Social Work Association of America recommended ratio of 1:250 students;

(b) The number of aides or clerical staff assigned to support the implementation of the comprehensive school counseling program.

(4) The department shall:

(a) Conduct a review of annual comprehensive school counseling program assessments of any district and/or school as part of the program evaluation and improvement process.

Stat. Auth.: ORS 326.051 & 329.275 Stats. Implemented: ORS 326.051 Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 19-2008, f. & cert. ef. 6-27-08; ODE 19-2008, f. & cert. ef. 6-27-08; Renumbered from 581-022-1510 by ODE 16-2017, f. & cert. ef. 7-5-17

581-022-2115

Assessment of Essential Skills

(1) Definitions. As used in this rule:

- (a) “Assessment option” means an assessment approved to assess proficiency in the Essential Skills for the purpose of earning a high school diploma or a modified diploma.
- (b) “Essential Skills” means process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.
- (c) “Local performance assessment” means a standardized measure (e.g., activity, exercise, problem, or work sample scored using an official state scoring guide), embedded in the school districts’ and public charter schools’ curriculum that evaluates the application of students’ knowledge and skills.
- (d) “Official state scoring guide” means an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a 1-6 point scale to help rate student work. It is used by Oregon teachers to evaluate student work samples.
- (e) “Student-initiated test impropriety” means student conduct that:
 - (A) Is inconsistent with:
 - (i) The Test Administration Manual; or
 - (ii) Accompanying guidelines; or
 - (B) Results in a score that is invalid.
- (f) “Worksample” means a representative sample of individual student work (e.g., research papers, statistical experiments, speaking presentations, theatrical performances, work experience) that may cover one or more content areas and therefore may be scored using one or more official state scoring guide(s). At the high school level, a work sample can be used to fulfill both the local performance assessment requirement described in Section 2 of this rule and the Essential Skills requirement described in Section 3 of this rule.

(2) School districts and public charter schools that offer grades 3 through 8 or high school shall administer local performance assessments for students in grades 3 through 8 and at least once in high school. For each skill area listed in section (17) of this rule, the assessments shall consist of:

- (a) One worksample per grade scored using official state scoring guides; or
- (b) Comparable measures adopted by the district.

(3) School districts and public charter schools shall require high school students to demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education for the purpose of student eligibility for:

- (a) The high school diploma as established in OAR 581-022-2000; or
- (b) The modified diploma as established in OAR 581-022-2010.

(4) Pursuant to ORS 339.115 and 339.505, school districts and public charter schools shall provide any eligible student with instruction in and multiple assessment opportunities to demonstrate proficiency in the Essential Skills for the purpose of achieving the high school diploma or the modified diploma.

(5) To be eligible to receive a high school diploma or a modified diploma:

- (a) For students first enrolled in grade 9 during the 2008-2009 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skill listed in section (16)(a) of this rule: Read and comprehend a variety of text.
- (b) For students first enrolled in grade 9 during the 2009-2010 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in sections (16)(a)-(b) of this rule:
 - (A) Read and comprehend a variety of text; and
 - (B) Write clearly and accurately.
- (c) For students first enrolled in grade 9 during the 2010-2011 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in section (16)(a)-(c) of this rule:

- (A) Read and comprehend a variety of text;
 - (B) Write clearly and accurately; and
 - (C) Apply mathematics in a variety of settings.
- (d) For students first enrolled in grade 9 during the 2011-2012 school year or first enrolled in grade 9 in any subsequent school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed in Section 16(a)–(c) of this rule and any additional Essential Skills for which:
- (A) The State Board of Education has adopted the determination to phase in for inclusion in the high school diploma and modified diploma requirements; and
 - (B) The State Board of Education has adopted assessment options by March 1 of the student’s 8th grade year.
- (e) School districts and public charter schools may require students to demonstrate proficiency in additional Essential Skills beyond the minimum requirements described in section (5)(a)–(d) of this rule.
- (6) The Superintendent of Public Instruction shall establish an Assessment of Essential Skills Review Panel (AESRP) to make recommendations on:
- (a) The phasing in of Essential Skills for inclusion in the high school diploma and the modified diploma requirements;
 - (b) The adoption of assessment options to measure students’ proficiency in the approved Essential Skills for the purpose of the high school diploma or the modified diploma; and
 - (c) The achievement standards used to determine student eligibility for the high school diploma or the modified diploma.
- (7) The AESRP shall work toward the goal of a system with a high degree of technical adequacy and equivalent rigor between assessment options as practicable.
- (8) The AESRP shall base its recommendations on evidence provided by:
- (a) School districts;
 - (b) Research organizations; and
 - (c) Other experts.
- (9) The AESRP shall consist of assessment experts from:
- (a) School districts, including but not limited to:
 - (A) Superintendents;
 - (B) Principals;
 - (C) Curriculum Directors;
 - (D) Educators;
 - (E) Special education educators; and
 - (F) English Language Learners (ELL) educators;
 - (b) Post-secondary education institutions; and
 - (c) Business partners who have expertise in:
 - (A) Assessment design;
 - (B) Assessment administration; or
 - (C) Use of assessments
- (10) The State Board of Education shall make the determination to adopt the AESRP’s recommended assessment options, and achievement standards for the purpose of conferring high school diplomas and modified diplomas. The determination of the State Board of Education will be final and not subject to appeal.
- (11) The ODE shall issue the State Board of Education’s intentions regarding the AESRP’s recommendations by December 15 of each year and formal notice of the State Board of Education’s final determination regarding the AESRP’s recommendations by March 1 of each year as an addendum to the Test Administration Manual, which the ODE shall issue by August 1 of each year.
- (12) School districts and public charter schools shall adhere to the requirements set forth in the Test Administration

Manual to:

(a) Administer;

(b) Score;

(c) Manage; and

(d) Document the district and school assessments of students' proficiency in the Essential Skills required to receive a high school diploma or a modified diploma.

(13) School districts and public charter schools shall establish conduct and discipline policies addressing student-initiated test impropriety.

(14) School districts and public charter schools shall allow students to use assessment options and achievement standards adopted by the State Board of Education in a student's ninth through twelfth grade years as follows:

(a) Students may demonstrate proficiency in the Essential Skills using assessment options adopted in their ninth through twelfth grade years.

(b) Students may use achievement standards adopted in their 9th through 12th grade years that are equal to or lower than the achievement standards approved as of March 1 of the students' 8th grade year.

(15) Districts may develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills, using established professional and technical standards in place of the assessment options adopted by the State Board of Education as described in section 14 of this rule. Districts that choose this option are required to publish:

(a) A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and

(b) Materials written in plain language that contain descriptions of the

(A) Purpose of the assessment;

(B) Scoring methodology;

(C) Method by which students and parents will receive results from the assessment;

(D) Criteria for determining student proficiency using the assessment; and

(E) Criteria for determining which students will have access to the assessment

(16) The ODE shall publish the subset of Essential Skills assessment options and the associated performance levels which may be used by each of Oregon's post-secondary institutions as defined by those institutions' policies provided to the ODE by October 15 of each year.

(17) The Essential Skills identified by the State Board of Education as of July 1, 2008 are as follows:

(a) Read and comprehend a variety of text;

(b) Write clearly and accurately;

(c) Apply mathematics in a variety of settings;

(d) Listen actively and speak clearly and coherently;

(e) Think critically and analytically;

(f) Use technology to learn, live, and work;

(g) Demonstrate civic and community engagement;

(h) Demonstrate global literacy; and

(i) Demonstrate personal management and teamwork skills.

(18) School districts and public charter schools shall include one or more local performance assessments for grades 3 through 8 and for high school for each of the following skill areas:

(a) Writing;

(b) Speaking;

(c) Mathematical problem-solving; and

(d) Scientific inquiry.

(19) School districts and public charter schools may include one social science analysis worksample that is administered in accordance with school district or public charter school policies as a local performance assessment for grades 3 through 8 and for high school.

(20) For students on an Individualized Education Plan (IEP) or 504 Plan, if a student's IEP or 504 Team determines that the nature of a student's disability prevents the student from demonstrating proficiency in an Essential Skill using any of the approved assessment options listed in the Test Administration Manual, the student's IEP Team may exempt the student from the requirement as listed in the Test Administration Manual and determine an appropriate replacement assessment option for the student to use that addresses the Essential Skill in a manner that is consistent with:

(a) The student's instructional plan; and

(b) The state assessment criteria adopted by the State Board of Education.

(21) For students seeking a modified diploma, school districts and public charter schools may modify the assessment options adopted by the State Board of Education when the following conditions are met:

(a) For students on IEP or 504 Plans:

(A) School districts and public charter schools must comply with all requirements established by the student's IEP or 504 Plan when implementing modifications for work samples;

(B) School districts and public charter schools must comply with OAR 581-022-2100 section (4)(d) when implementing modifications for a statewide assessment.

(b) For students not on IEP or 504 Plans:

(A) School districts and public charter schools may only implement modifications for work samples that are consistent with the modifications the student has received during instruction in the content area to be assessed in the year in which the work sample is administered.

(B) School districts and public charter schools must obtain approval from the school team responsible for monitoring the student's progress toward the modified diploma before implementing modifications for work samples.

(C) Consistent with OAR 581-022-2100, school districts and public charter schools may not implement modifications for statewide assessments for students who are not on an IEP or 504 Plan.

Stat. Auth.: ORS 329.451, 338.025, 339.115 & 339.505

Stats. Implemented: 329.045, 329.075, 329.451, 329.485 & 338.115

Hist.: ODE 17-2008, f. & cert. ef. 6-27-08; ODE 10-2009(Temp), f. & cert. ef. 9-1-09 thru 2-28-10; ODE 19-2009, f. & cert. ef. 12-10-09; ODE 8-2011, f. & cert. ef. 7-1-11; Renumbered from 581-022-0615 by ODE 16-2017, f. & cert. ef. 7-5-17

DOCUMENTS THAT GUIDE AND SUPPORT	75	Oregon Educational Investment Board Case for Equity	76
Oregon Education Investment Board: Equity Lens	75	Addendums	77
OEIB Vision Statement	75	Definitions	77
OEIB Equity Lens: Preamble	75	Mindsets & Behaviors for Student Success	78
Beliefs:	75	K-12 Career and College Readiness Student Standards	78
Purpose of the OEIB Equity Lens	76		

Oregon Education Investment Board: Equity Lens

OEIB Vision Statement

To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.

OEIB Equity Lens: Preamble

The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiring rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly

surpassed our statewide rankings.

If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."

1 Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools*. www.all4ed.org

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family- wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Purpose of the OEIB Equity Lens

The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens will prove useful to ensure every learner is adequately prepared by educators focused on equity for meaningful contributions to society. The equity lens will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

Oregon Educational Investment Board Case for Equity

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.³ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

Addendums

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

The following questions will be considered for resource allocation and evaluating strategic investments:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance the 40/40/20 goal?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

Definitions

Equity: in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Achievement gap: Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status.

Race: Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: *Senate Bill 253* - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.⁴

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁵

4 (The Opportunity Gap (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao

5 Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.

Mindsets & Behaviors for Student Success

K-12 Career and College Readiness Student Standards

Each of the following standards can be applied to the academic, career, social/emotional, and community involvement domains.

CATEGORY 1: MINDSET STANDARDS Comprehensive school counseling programs encourage the following mindsets for all students.					
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning					
CATEGORY 2: BEHAVIOR STANDARDS Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.					
Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions	B-SMS 1.	Demonstrate ability to assume responsibility	B-SS 1.	Use effective oral and written communication skills and listening skills
B-LS 2.	Demonstrate creativity	B-SMS 2.	Demonstrate self-discipline and self-control	B-SS 2.	Create positive and supportive relationships with other students
B-LS 3.	Use time-management, organizational and study skills	B-SMS 3.	Demonstrate ability to work independently	B-SS 3.	Create relationships with adults that support success
B-LS 4.	Apply self-motivation and self-direction to learning	B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4.	Demonstrate empathy
B-LS 5.	Apply media and technology skills	B-SMS 5.	Demonstrate perseverance to achieve long-term and short-term goals	B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-LS 6.	Set high standards of quality	B-SMS 6.	Demonstrate ability to overcome barriers to learning	B-SS 6.	Use effective collaboration and cooperation skills
B-LS 7.	Identify long and short-term academic, career and social/emotional, and community involvement goals	B-SMS 7.	Demonstrate effective coping skills when faced with a problem	B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8.	Actively engage in challenging coursework	B-SMS 8.	Demonstrate the ability to balance school, home, and community activities	B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9.	Demonstrate personal safety skills	B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participate in enrichment and extracurricular activities	B-SMS 10.	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities		

Resources

Search for specific competencies: www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors

ASCA Mindsets & Behaviors - Webinar 1: www.youtube.com/watch?v=Vz_7YUhch_U&feature=youtu.be

Focusing on the competencies - Webinar 2: www.youtube.com/watch?v=GUMoGd1iL4I&feature=youtube

Oregon's Student Standards adapted from: American School Counselor Association (2014).

Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student.
Alexandria, VA: Author.

» Appendix D

TEMPLATES	84	ACTION PLANS	96
School Data Profile Template	85	School Counseling Core Curriculum Action Plan	96
School Counseling Program Assessment	87	Closing the Gap Action Plan	97
Foundation	87	Small Group Action Plan	98
Program Management	88	Lesson Plan Template	99
Delivery	90	RESULTS REPORTS	100
Accountability	90	School Counseling Core Curriculum Results Report	100
Annual Agreement Template	91	Closing the Gap Results Report	101
SMART-Goal Format Template	95	Small Group Results Report	102
Developing a School Counseling Program Goal	95	Use of Time Assessment	103

Templates

This template section provides assessments and tools to standardize and effectively manage a school counseling program including planning, implementation, data collection and analyzing, and program evaluation. The templates can be adapted to local context as needed to continue to improve the school counseling program and system of support.

School Data Profile Template

SCHOOL DATA PROFILE						
SCHOOL YEAR						
Enrollment	#	%	#	%	#	%
Total enrollment						
Talented and Gifted (TAG)						
ESOL						
Special education services						

SCHOOL YEAR				
Dropout Rate	%		%	
All students				
Asian or Pacific Islander				
Black				
Hispanic/Latino				
White				
American Indian/Alaska Native				
Students with disabilities				
Students identified as disadvantaged				
Limited-English-proficiency students				

SCHOOL YEAR				
Graduation/Promotion Rate	%		%	
All students				
Asian or Pacific Islander				
Black				
Hispanic/Latino				
White				
American Indian/Alaska Native				
Students with disabilities				
Students identified as disadvantaged				
Limited-English-proficiency students				

SCHOOL YEAR				
Attendance	%		%	
All Students				
Asian or Pacific Islander				
Black				
Hispanic/Latino				
White				
Students with disabilities				
Students identified as disadvantaged				
Limited-English-proficiency students				

SCHOOL DATA PROFILE

SCHOOL YEAR						
Students with Disabilities	#	%	#	%	#	%
All Students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
American Indian/Alaska Native						
Other						

SCHOOL YEAR						
School Safety	#	%	#	%	#	%
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug offenses						
Disorderly or disruptive behavior						
Technology offenses						

SCHOOL YEAR						
Engagement Data	#	%	#	%	#	%
Students in rigorous courses						
Students graduating without retention						
Students in extracurricular activities						
Student detentions						
Student suspensions						

SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
American Indian/Alaska Native						
Other						

School Counseling Program Assessment

Foundation

CRITERIA	Not yet	In Development	Complete/ Implemented
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance and/or behavior			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			

CRITERIA	Not yet	In Development	Complete/ Implemented
ASCA/Oregon Mindsets & Behaviors			
a. Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA/Oregon Mindsets & Behaviors, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			

Program Management

CRITERIA	Not yet	In Development	Complete/ Implemented
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			

CRITERIA	Not yet	In Development	Complete/ Implemented
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance and behavior data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			

Delivery

CRITERIA	Not yet	In Development	Complete/ Implemented
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career, social/emotional, and community involvement planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			

Accountability

CRITERIA	Not yet	In Development	Complete/ Implemented
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

Annual Agreement Template

School Counselor _____

Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	_____ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80 percent or more
	_____ percent	Individual student planning	Assists students in the development of educational, career and personal plans	
	_____ percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_____ percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	_____ percent	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20 percent or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- | | |
|--|--|
| <input type="checkbox"/> Annual calendar | <input type="checkbox"/> Closing-the-gap action plans |
| <input type="checkbox"/> Curriculum action plan | <input type="checkbox"/> Results reports (from last year's action plans) |
| <input type="checkbox"/> Small-group action plan | |

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Caseload Defined by:	Alpha: last names beginning with _____ to _____	
	Grade level: students in grades _____ to _____	
	All students in building	
	Other:	

School Counselor Responsibilities	Direct Student Services	
	School Counseling Core Curriculum	
	Academic Advisement	
	Individual Student Planning	
	Responsive Services	
	Individual Counseling	
	Small Groups	
	Crisis Response	
	Indirect Student Services	
	Referrals to Community Agencies	
	Special Programs	
	Other	

Professional Collaboration and Responsibilities

Choose all that apply.

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Other		

Budget Materials and Supplies

Annual budget: \$

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____ .

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

The career center will be open from _____ to _____ .

Role and Responsibilities of Other Staff and Volunteers

School counseling department assistant

Attendance assistant

Data manager/registrar

Career and college center assistant

Other staff

Volunteers

School Counselor Signature/ Date

Principal Signature/ Date

SMART-Goal Format Template

Developing a School Counseling Program Goal

By		,	
	End date		Targeted group
will			
	Increase/decrease something related to achievement, attendance or behavior		
by		percent from	to
	Measure of change	Baseline data	Target data

Data Source:

Identify outcome data (achievement, attendance or behavior) supporting need for this goal:

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal:

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal:

Identify school programs/activities currently employed to address this goal:

Identify possible school counselor interventions/strategies to address this goal:

Identify external resources to further support your goal:

Action Plans

School Counseling Core Curriculum Action Plan

Grade Level					
Lesson Topic					
ASCA/ OR Domain and Mindsets & Behaviors Standard(s)					
Curriculum and Materials					
Projected Start/End					
Process Data (Projected number of students affected)					
Perception Data (Type of surveys/ assessments to be used)					
Outcome Data (Achievement, attendance and/or behavior data to be collected)					
Contact Person					

Closing the Gap Action Plan

Goal:

Target Group:

Data to Identify Students:

Activities					
ASCA/OR Domain and Mindsets & Behaviors Standard(s)					
Curriculum and Materials					
Projected Start/End					
Process Data (Projected number of students affected)					
Perception Data (Type of surveys/ assessments to be used)					
Outcome Data (Achievement, attendance and/or behavior data to be collected)					
Contact Person					

Small Group Action Plan

Grade Level					
Group Topic					
ASCA/ OR Domain and Mindsets & Behaviors Standard(s)					
Curriculum and Materials					
Projected Start/End					
Process Data (Projected number of students affected)					
Perception Data (Type of surveys/ assessments to be used)					
Outcome Data (Achievement, attendance and/or behavior data to be collected)					
Contact Person					

Lesson Plan Template

School Counselor: _____

Date: _____

Activity: _____

Time Required: _____

Grade(s): _____

ASCA/Oregon Mindsets & Behaviors (Domain/Standard):

Learning Objective(s) (aligns with competency):

Materials:

Procedure:

Plan for Evaluation: How will each of the following be collected?

Process Data (Projected number of students affected):

Perception Data (Type of surveys/ assessments to be used):

Outcome Data (Achievement, attendance and/or behavior data to be collected):

Follow-Up:

Implications:

Results Reports

School Counseling Core Curriculum Results Report

Grade Level					
Lesson Topic					
ASCA/ OR Domain and Mindsets & Behaviors Standard(s)					
Projected Start/End					
Process Data (Projected number of students affected)					
Perception Data (Type of surveys/ assessments to be used)					
Outcome Data (Achievement, attendance and/or behavior data to be collected)					
Implications					

Closing the Gap Results Report

Goal:

Target Group:

Data to Identify Students:

Activities					
ASCA/OR Domain and Mindsets & Behaviors Standard(s)					
Projected Start/End					
Process Data (Projected number of students affected)					
Perception Data (Type of surveys/ assessments to be used)					
Outcome Data (Achievement, attendance and/or behavior data to be collected)					
Implications					

Small Group Results Report

Grade Level					
Group Topic					
ASCA/ OR Domain and Mindsets & Behaviors Standard(s)					
Projected Start/End					
Process Data (Projected number of students affected)					
Perception Data (Type of surveys/ assessments to be used)					
Outcome Data (Achievement, attendance and/or behavior data to be collected)					
Implications					

Use of Time Assessment

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals / Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	"Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:45 a.m.-Noon							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
TOTALS							
% per topic							
% per category							

» Appendix E

Recognized ASCA Model Program (RAMP)

Drive your school counseling program to the next level. Show your administrators, school board and the community at large that you're committed to delivering an exemplary comprehensive, data-driven school counseling program. Apply for the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association. Watch the Top 10 Reasons to RAMP video.

The RAMP application process should be the culmination of the implementation of a comprehensive school counseling program. Once your school has a program in place, you will need at least one entire academic year to collect the data and information needed to fulfill the RAMP application requirements.

RAMP:

- Is based on the ASCA National Model.
- Is a recognition program for individual schools, not districts or school counselors.
- Gives you the confidence that your program aligns with a nationally accepted and recognized model.
- Helps you evaluate your program and areas for improvement.
- Increases your skills and knowledge.
- Enhances your program's efforts to contribute to student success.

RAMP research has yielded encouraging results about the potential impact of RAMP programs on student achievement, particularly at the elementary level.

» Appendix F

GLOSSARY

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

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

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

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

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

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

Competency: A skill or ability.

Comprehensive School Counseling Program: A development, proactive, preventative, coordinated program, integral to the total educational program of each district and school, that helps each student develop mindsets and behaviors in the areas of academic, career, social/emotional development and community involvement to ensure success in school and in future pursuits.

Consultation: A process of sharing information and ideas.

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

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

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

Delivery System: The means around which the counseling program is organized and delivered.

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

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

Guidance: Previously used term which described the role of an individual who provided vocational counseling to students.

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

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

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

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

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

Outcome Data: How students are measurably different as a result of a program, activity, or service.

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

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

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

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

Acknowledgments

The Oregon framework is unique to Oregon, but it is based upon the ASCA National Model and other state frameworks. With permission we have liberally borrowed ideas, concepts, and language from them. They include the ASCA National Model for School Counseling Programs, 3rd ed. (American School Counselor Association), the National Consortium for School Counseling and Postsecondary Success, the Idaho Comprehensive School Counseling Model, Florida's School Counseling Framework, the South Dakota Comprehensive School Counseling Program Model, and the Utah College and Career Readiness School Counseling Program Model. We would also like to recognize the contributions of the Education Trust's Transforming School Counseling Initiative (TSCI) and the Search Institutes's 40 Developmental Assets approach in the concepts presented here. We are gratified for the extensive work by these other groups and states and deeply appreciate their generosity with their work and advice.

A special thanks to George Fox University's Foundations in School Counseling classes of 2013, 2014, and 2015 for their contributions to updating this framework.

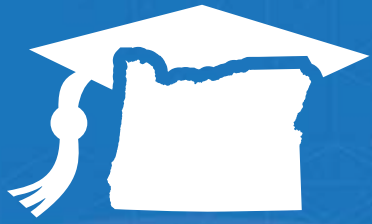
This updated edition of Oregon's Comprehensive Counseling Framework published in January, 2018 was the culmination of the contributions of the following dedicated individuals who contributed their time and expertise to the Oregon Department of Education's Comprehensive School Counseling Advisory Panel:

Amy Aebi	Erik Seavey	Kelly Tiscornia	Rene Manley
Angie Elstone	Gene Eakin	Laura Pedersen	Sarah Turner
Ashlee Davis	Ginger Taylor	Lucia Meza	Shannon Foxley
Beth Wigham	Heather Fix	Marnie Jewell	Tammy Hosaka
David Hopper	Holly Altiero	Melissa Johnson	Teresa Dowdy
Diana Ashley	Jennifer Susuki	Michael Ralls	Vicky Roller
Donald Farmer	Jim Boen	Nicole Ayala	Vilay Greene
Elizabeth Sigman	Julie Prindle	Raquel Laiz	Whitney Wagner
Emily Sallee	Kate Keating	Rayne Cedergreen	



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



OREGON
DEPARTMENT OF
EDUCATION

*Every student will have
access to and benefit from a
world-class, well-rounded, and
equitable educational system.*