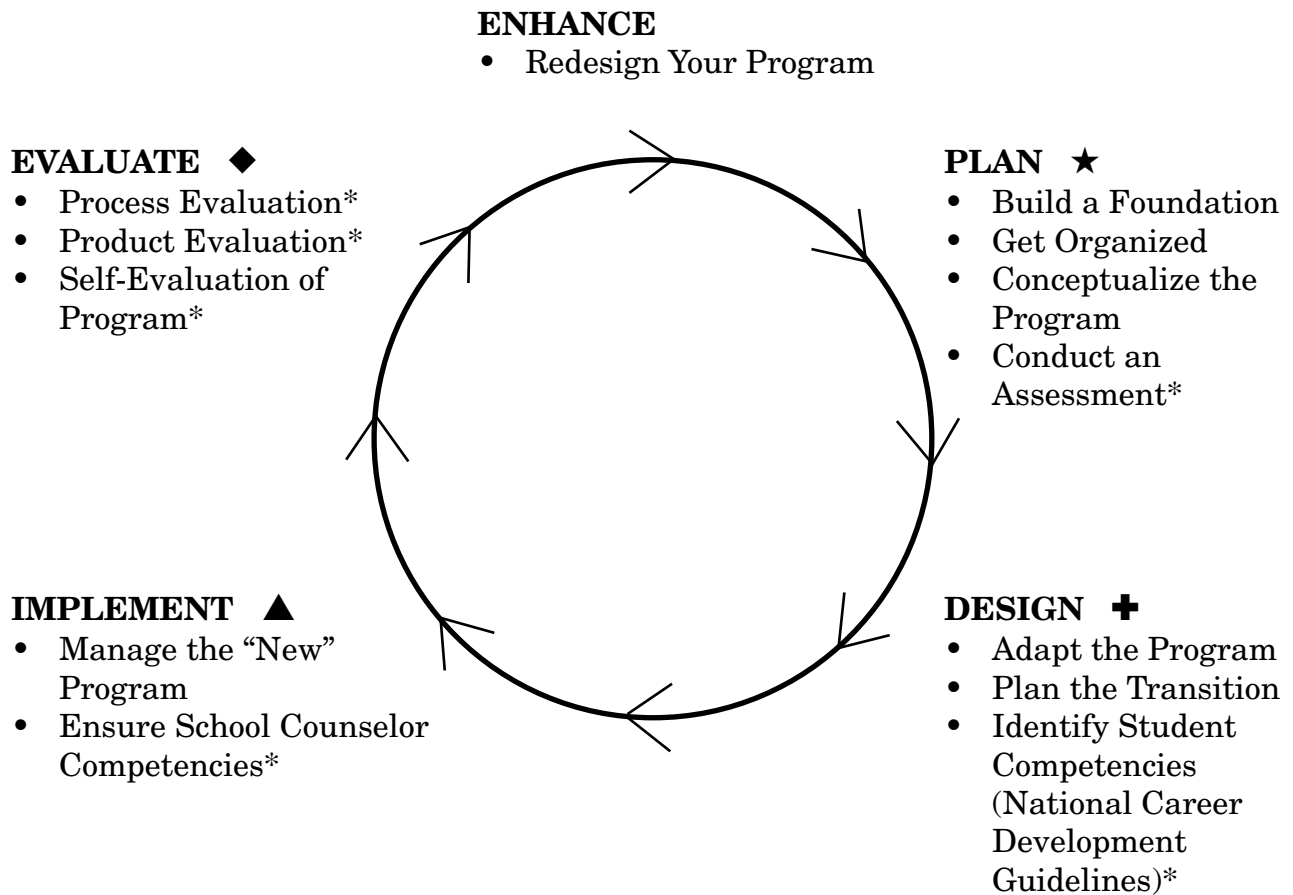


School Guidance Program Plan

This “School Guidance Program Plan” is designed to assist school counselors in strengthening their current program or in designing a new one. School counselors have important roles and responsibilities in the school and community to assist students with their social, educational, and career development. The information in this booklet can be used to assist schools in meeting the requirements of Standard VI, Guidance and Counseling Services, in the Standards for Accreditation of Oklahoma Schools.

This section will provide a sample time line, list of program elements and components, and examples of tools to assist counselors in their written program.



*Included in booklet.

Source: Dr. Norman C. Gysbers, “Developing and Managing Your School Guidance Program”

Sample Timetable: School Guidance Program Installation Plan

Year 1: Planning — Building a Foundation for Change

- Study the history of guidance and counseling in the schools.
- Understand the implications of the shift from position to program in the conceptualization and organization of guidance.

Year 1: Planning — Getting Organized to Get There From Where You Are

- Decide that you want to change.
- Understand the necessary conditions for effective change.
- Expect resistance to change.
- Appreciate the challenges involved.
- Develop trust among counselors and administrators.
- Establish the leadership for change.
- Make a commitment to action.
- Form and convene school-community advisory committee.
- Form and convene steering committee.
- Establish work groups.
- Meet with the administration/Board of Education to gain support and secure authorization to install a comprehensive guidance program.

Year 1: Planning — Conceptualizing the Comprehensive Guidance Program Model

- Establish a theoretical perspective for the program.
- Describe the comprehensive guidance program elements.

Years 1 & 2: Planning — Conducting a Thorough Assessment of the Current Program

- Identify current resource availability and use, including use of counselor time and talent.
- Identify current guidance and counseling activities and outcomes.
- Gather student and community status information.
- Identify who is served by the current program.
- Gather perceptions about the program.
- Present a report describing the current program.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Years 2 & 3: Designing — Adapting the Guidance Program Model

- Define the basic structure of your program.
- Identify and list student competencies by content areas and school levels or grade groupings.
- Reaffirm policy support.
- Establish priorities for program delivery.
- Establish parameters for resource allocation.
- Write down and distribute the description of the desired program.

Years 2 & 3: Designing — Planning the Transition

- Specify changes needed to implement a comprehensive guidance program.
- Develop a plan for accomplishing program improvement.
- Begin building-level program improvement efforts.
- Expand the leadership base.

Years 3, 4, and Thereafter: Implementing – Managing the New Program

- Improve program activities
- Enhance the role of the professional school counselor.
- Develop the building program plan.
- Monitor program implementation.

Years 3, 4, and Thereafter: Implementing – Ensuring School Counselor Competency

- Identify staff development resources.
- Bring new counselors into the program and to the proper roles.
- Implement a performance improvement system.
- Encourage professional development.
- Address incompetence.
- Clarify role of building guidance program/staff leaders.

Source: Dr. Norman C. Gysbers, “Developing and Managing Your School Guidance Program”

Career Activity File — Counseling Tools K-12

Years 4, 5, 6, 7, 8: Evaluating — Evaluating the Program, Its Personnel, and Its Results

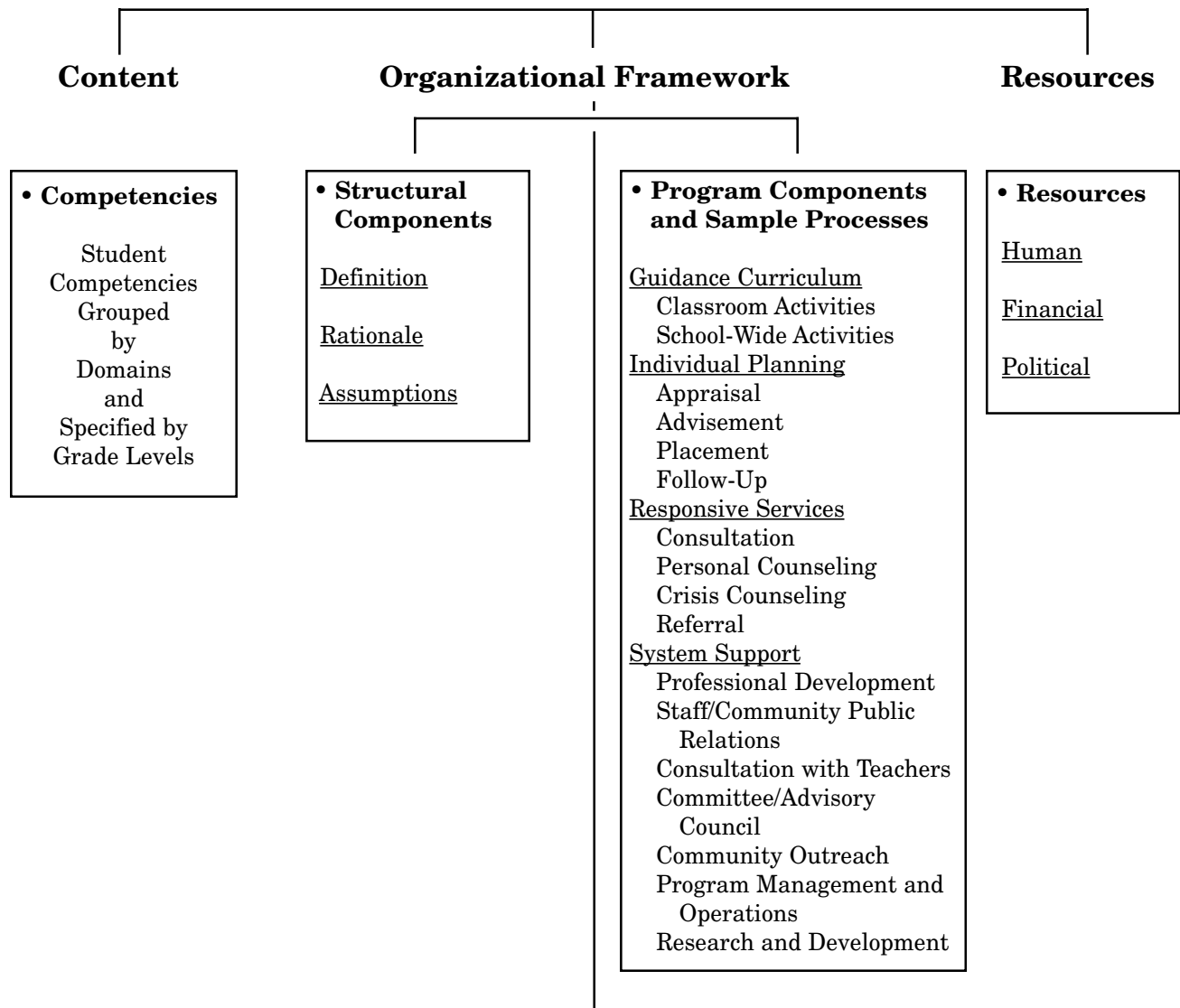
- Evaluate school counselor performance.
- Conduct program evaluation.
- Conduct results evaluation.
- Carry out the logistics of results evaluation.

Years 9 & 10: Enhancing — Redesigning Your Comprehensive Guidance Program

- Commit to the redesign process.
- Replan your program.
- Make new design decisions based on evaluation data and new information.
- Implement the new design.

Source: Dr. Norman C. Gysbers, “Developing and Managing Your School Guidance Program”

Comprehensive Guidance Program Elements



Suggested Distribution of Total Counselor Time			
	Elementary School	Percentage Rate Middle/Junior High School	High School
Guidance Curriculum	35–45	25–35	15–25
Individual Planning	5–10	15–25	25–35
Responsive Services	30–40	30–40	25–35
System Support	10–15	10–15	15–20
	<u>100</u>	<u>100</u>	<u>100</u>

Gain approval of the District’s K-12 Comprehensive Guidance Program from administration and local school board.

Source: Dr. Norman C. Gysbers, “Developing and Managing Your School Guidance Program”

Program Components and Sample Processes

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities in Grades K-12. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. While the counselor's responsibilities include the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The guidance curriculum is delivered through classroom and group activities.

Individual Planning

Individual planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Individual planning is implemented through such strategies as:

Individual Appraisal: Counselors work with students analyzing and evaluating the students' abilities, interests, skills, and achievement. Test information and other data are the bases for assisting students in developing immediate and long-range plans.

Individual Advisement: Counselors work with students using personal-social, educational, career and labor market information in planning personal, educational, and occupational goals. Counselors work with students on developing a four-to six-year plan of study. The combined involvement of students, parents, and school personnel is essential in planning programs that meet student needs.

Responsive Services

Responsive services are activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. Responsive services are delivered through such strategies as:

Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties in dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, and possible consequences so that appropriate action is taken.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Crisis Counseling: Counseling and support are provided to students, and their families, who are facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness.

System Support

System support includes management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills.

Staff and Community Relations: This involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information, to support staff, and to receive feedback on emerging needs of students.

Advisory Councils: Serving on departmental curriculum committees, community committees, or advisory boards are examples of ways to gain support for the guidance program and, at the same time, support other programs in the school and community.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social service agencies on a periodic basis.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be handled by members of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work performed by counselors.

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

Four Program Components of a Comprehensive School Guidance Program			
<p>Guidance Curriculum Provides guidance content in a systematic way to all students K-12</p>	<p>Individual Planning Assists students in planning, monitoring, and managing their personal and career development</p>	<p>Responsive Services Addresses the immediate concerns of students</p>	<p>System Support Includes program, staff, and school support activities and services</p>
<p>Purpose Student awareness, skill development, and application of skills needed in everyday life</p> <p>Areas Addressed</p> <ul style="list-style-type: none"> • Self-esteem development • Motivation to achieve • Decision making, goal setting, planning, and problem-solving skills • Interpersonal effectiveness • Communication skills • Cross-cultural effectiveness • Responsible behavior • Awareness of educational opportunities • Knowledge of career opportunities • Knowledge of vocational-technical training 	<p>Purpose Student educational and occupational planning decision making, and goal setting</p> <p>Areas Addressed</p> <ul style="list-style-type: none"> • Educational - Acquisition of study skills - Awareness of educational opportunities - Appropriate course selection - Lifelong learning - Utilization of test data • Career - Knowledge of career opportunities - Knowledge of career training/education - Need for positive work habits - Develop a 4-to 6-year plan of study • Personal-Social - Development of healthy self-concepts - Development of adaptive and adjustive social behavior 	<p>Purpose Prevention, intervention</p> <p>Areas Addressed</p> <ul style="list-style-type: none"> • Academic concerns • School-related concerns - tardiness - absences and truancy - misbehavior - school-avoidance - dropout prevention • Relationship concerns • Physical/Sexual/Emotional abuse • Grief/loss death • Substance abuse • Family issues • Sexuality issues • Coping with stress 	<p>Purpose Program delivery and support</p> <p>Areas Addressed</p> <ul style="list-style-type: none"> • Guidance program planning and development • Parent education • Teacher/administrator consultation • Professional development - Educators - Counselors • School improvement planning • Research • Community outreach • Public relations • Advisory councils/committees
<p>Counselor's Role Structured Groups Consultation Guidance Curriculum Implementation</p>	<p>Counselor's Role Assessment Planning Placement</p>	<p>Counselor's Role Individual and Small Group Counseling Consultation Referral</p>	<p>Counselor's Role Program Management Consultation Coordinator</p>

Source: Dr. Norman C. Gysbers, "Developing and Managing Your School Guidance Program"

PLAN ★ Example of an Assessment

**Staff and Community Needs Assessment
Local School District Career Development**

We are asking your help to improve the career development program in your school district. Please show how important each need is for the following three groups of students. Read each need carefully and circle the number of your response.

1 = Strongly Disagree 3 = Agree
2 = Disagree 4 = Strongly Agree

Elementary Students Need:

- | | | | | |
|---|---|---|---|---|
| a. To understand the importance of a good self-concept | 1 | 2 | 3 | 4 |
| b. To have skills to get along with others | 1 | 2 | 3 | 4 |
| c. To have an awareness of their own growth and change | 1 | 2 | 3 | 4 |
| d. To understand why educational achievement is important | 1 | 2 | 3 | 4 |
| e. To understand the relationship between school and a job | 1 | 2 | 3 | 4 |
| f. To understand the use of job information | 1 | 2 | 3 | 4 |
| g. To know the importance of being responsible and having good
work habits | 1 | 2 | 3 | 4 |
| h. To understand how work contributes to society | 1 | 2 | 3 | 4 |
| i. To understand how to make decisions | 1 | 2 | 3 | 4 |
| j. To recognize how work, family, and community are related | 1 | 2 | 3 | 4 |
| k. To be aware of the changing male and female roles in occupations | 1 | 2 | 3 | 4 |
| l. To understand the importance of career planning | 1 | 2 | 3 | 4 |

Middle School/Junior High Students Need:

- | | | | | |
|--|---|---|---|---|
| a. To recognize how one's self concept influences decisions | 1 | 2 | 3 | 4 |
| b. To understand the importance of working well with others | 1 | 2 | 3 | 4 |
| c. To have knowledge of personal changes and growth | 1 | 2 | 3 | 4 |
| d. To have knowledge of the benefits of educational achievement to
career opportunities | 1 | 2 | 3 | 4 |
| e. To understand the relationship between a career and educational
achievement | 1 | 2 | 3 | 4 |
| f. To have skills to locate, understand, and use career information | 1 | 2 | 3 | 4 |
| g. To have knowledge of the necessary skills to find and obtain a job | 1 | 2 | 3 | 4 |
| h. To understand how work relates to the economy and needs of the
society | 1 | 2 | 3 | 4 |
| i. To have skills to make decisions | 1 | 2 | 3 | 4 |
| j. To understand how work, family, and community are related | 1 | 2 | 3 | 4 |
| k. To have knowledge of different occupations and changing
male/female roles | 1 | 2 | 3 | 4 |
| l. To understand the process of career planning | 1 | 2 | 3 | 4 |

(continued on next page)

Career Activity File — Counseling Tools K-12

High School Students Need:

- | | | | | |
|--|---|---|---|---|
| a. To understand the influence of a positive self-concept..... | 1 | 2 | 3 | 4 |
| b. To have skills to interact positively with others | 1 | 2 | 3 | 4 |
| c. To understand the impact of personal growth and development | 1 | 2 | 3 | 4 |
| d. To understand the relationship between educational achievement and career planning | 1 | 2 | 3 | 4 |
| e. To understand the need for positive attitudes toward work and learning | 1 | 2 | 3 | 4 |
| f. To have skills in locating, evaluating, and interpreting career information | 1 | 2 | 3 | 4 |
| g. To have the necessary skills to select, enter, and progress through the world of work | 1 | 2 | 3 | 4 |
| h. To understand how the needs of society influence the nature and structure of the job market | 1 | 2 | 3 | 4 |
| i. To have skills in making informed decisions | 1 | 2 | 3 | 4 |
| j. To understand the interrelationships of life roles | 1 | 2 | 3 | 4 |
| k. To understand the continuous changes in male and female roles within the workplace | 1 | 2 | 3 | 4 |
| l. To make sound decisions when planning a career | 1 | 2 | 3 | 4 |

Background Information

- a. If you were a student today, could a career development program make a difference in your career choice? (Circle number of your response.)
1. Yes 2. No
- b. I would rate my knowledge of the Career Development process as: (Circle number.)
1. Very Knowledgeable
2. Somewhat Knowledgeable
3. Not Knowledgeable At All
- c. Which of the following describes you? (Circle the numbers of all that apply.)
1. Elementary Teacher
2. Middle School/Junior High Teacher
3. High School Teacher
4. School Administrator
5. Counselor
6. Parent
7. Other (Please Specify) _____
- d. What is your gender: (Circle number.)
1. Female 2. Male

Thank you for your help with this important project.
(Refers to the National Career Development Guidelines.)

DESIGN + Example of Student Competencies

National Career Development Guidelines

The National Career Development Guidelines (NCDG) represent a major nationwide effort to foster career development at all levels. They are a competency-based approach to career development designed to help plan quality career guidance and counseling.

The Guidelines address four developmental levels — Elementary School, Middle School/Junior High School, Senior High School, and Adult. They focus on three career development areas — self-knowledge, educational and occupational exploration, and career planning. The NCDG contain competency areas that represent knowledge, skills, and abilities individuals should master in order to deal effectively with their own career development. The NCDG also identify specific indicators that describe behaviors needed to demonstrate mastery of career development competencies.

The National Career Development Guidelines were developed to assist the process of creating a national awareness that certain competencies are required of students to be prepared for the world of work in the 21st century. The National Guidelines are intended to strengthen existing guidance programs, **not to replace them**. The source of these NCDG is the National Occupational Informational Coordinating Committee (NOICC).

Elementary Level

SELF-KNOWLEDGE

Competency I: Knowledge of the Importance of a Positive Self-Concept

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

Competency II: Skills to Interact Positively With Others

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

Career Activity File — Counseling Tools K-12

Competency III: Awareness of the Importance of Growth and Change

- Indicators:
- Identify personal feelings.
 - Identify ways to express feelings.
 - Describe causes of stress.
 - Identify and select appropriate behaviors to deal with specific emotional situations.
 - Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
 - Demonstrate knowledge of good health habits.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency IV: Awareness of the Benefits of Educational Achievement

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

Competency V: Awareness of the Relationship Between Work and Learning

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

Competency VI: Skills to Understand and Use Career Information

- Indicators:
- Describe work of family members, school personnel, and community workers.
 - Identify occupations according to data, people, and things.
 - Identify work activities of interest to the student.
 - Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
 - Describe jobs that are present in the local community.
 - Identify the working conditions of occupations (e.g., inside/outside, hazardous).
 - Describe ways in which self-employment differs from working for others.
 - Describe how parents, relatives, adult friends, and neighbors can provide career information.

Career Activity File — Counseling Tools K-12

Competency VII: Awareness of the Importance of Personal Responsibility and Good Work Habits

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

Competency VIII: Awareness of How Work Relates to the Needs and Functions of Society

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

CAREER PLANNING

Competency IX: Understanding How to Make Decisions

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

Competency X: Awareness of the Interrelationship of Life Roles

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

Competency XI: Awareness of Different Occupations and Changing Male/Female Roles

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

Competency XII: Awareness of the Career Planning Process

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

MIDDLE/JUNIOR HIGH SCHOOL LEVEL

SELF-KNOWLEDGE

- Competency I: Knowledge of the Influence of a Positive Self-Concept**
Indicators: Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.
- Competency II: Skills to Interact Positively With Others**
Indicators: Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate effective skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
- Competency III: Knowledge of the Importance of Growth and Change**
Indicators: Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

- Competency IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities**
Indicators: Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

Career Activity File — Counseling Tools K-12

- Competency V: Understanding the Relationship Between Work and Learning**
Indicators: Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.
- Competency VI: Skills to Locate, Understand, and Use Career Information**
Indicators: Identify various ways that occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school, community, and technological resources to learn about occupational groups.
Identify sources to obtain information about occupational groups, including self-employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.
- Competency VII: Knowledge of Skills Necessary to Seek and Obtain Jobs**
Indicators: Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate skills to complete a job application.
Demonstrate skills and attitudes essential for a job interview.
- Competency VIII: Understanding How Work Relates to the Needs and Functions of the Economy and Society**
Indicators: Describe the importance of work to society.
Describe the relationship between work and economic and societal needs.
Describe the economic contributions workers make to society.
Describe the effects that societal, economic, and technological change have on occupations.

CAREER PLANNING

- Competency IX: Skills to Make Decisions**
Indicators: Describe personal beliefs and attitudes.
Describe how career development is a continuous process with a series of choices.
Identify possible outcomes of decisions.
Describe school courses related to personal, educational, and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.

Career Activity File — Counseling Tools K-12

Competency X: Knowledge of the Interrelationship of Life Roles
Indicators: Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
Identify how work roles at home satisfy needs of the family.
Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
Describe advantages and disadvantages of various life role options.
Describe the interrelationship among family, work, and leisure decisions.

Competency XI: Knowledge of Different Occupations and Changing Male/Female Roles
Indicators: Describe advantages and problems of entering nontraditional occupations.
Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

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

HIGH SCHOOL LEVEL

SELF-KNOWLEDGE

Competency I: Understanding the Influence of a Positive Self-Concept
Indicators: Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences on one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

Career Activity File — Counseling Tools K-12

Competency II: Skills to Interact Positively With Others

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

Competency III: Understanding the Impact of Growth and Development

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

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency IV: Understanding the Relationship Between Educational Achievement and Career Planning

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

Competency V: Understanding the Need for Positive Attitudes Toward Work and Learning

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

Competency VI: Skills to Locate, Evaluate, and Interpret Career Information

Indicators: Describe the educational requirements of various occupations.
Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries.
Describe the concept of career ladders.

Career Activity File — Counseling Tools K-12

Describe the advantages and disadvantages of self-employment as a career option.

Identify individuals in selected occupations as possible information resources, role models, or mentors.

Describe the influence of change in supply and demand for workers in different occupations.

Identify how employment trends relate to education and training.

Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Competency VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

Indicators:

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Demonstrate academic or occupational skills required for a full- or part-time job.

Demonstrate skills and behaviors necessary for a successful job interview.

Demonstrate skills in preparing a resumé and completing job applications.

Identify specific job openings.

Demonstrate employability skills necessary to obtain and maintain jobs.

Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and change).

Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.

Demonstrate an understanding that job opportunities often require relocation.

Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency VIII: Understanding How Societal Needs and Functions Influence the Nature and Structure of Work

Indicators:

Describe the effect of work on lifestyles.

Describe how society's needs and functions affect the supply of goods and services.

Describe how occupational and industrial trends relate to training and employment.

Demonstrate an understanding of the global economy and how it affects each individual.

CAREER PLANNING

Competency IX: Skills to Make Decisions

Indicators:

Demonstrate responsibility for making tentative educational and occupational choices.

Identify alternatives in given decision-making situations.

Describe skills/aptitudes needed to qualify for desired postsecondary education/training.

Career Activity File — Counseling Tools K-12

Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency X:

Understanding the Interrelationship of Life Roles

Indicators:

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

Competency XI:

Understanding the Continuous Changes in Male/Female Roles

Indicators:

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

Competency XII:

Skills in Career Planning

Indicators:

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

IMPLEMENT ▲ Example of Educator Staff Development Competencies

Staff Development Needs

Directions: Circle the number to show *very important* to *not important* as it relates to the statement.

Staff Development Activities	Very Important	Important	Slightly Important	Not Important
Formal, graduate-level coursework in career development, counseling, testing and assessment, and career information.	4	3	2	1
Workshops and conferences, including activities sponsored by professional associations or qualified providers.	4	3	2	1
Site visits to other programs to allow career development staff to observe successful programs and career development activities, and question others about how to use the activities most effectively.	4	3	2	1
Independent study — Recommendations for independent learning materials and experiences can be obtained from the state agency or counselor educators.	4	3	2	1
Inservice Education:				
Introduction to Career Development	4	3	2	1
Career Development Infusion	4	3	2	1
Learning Styles	4	3	2	1
Cooperative Learning	4	3	2	1
Career Resource Centers	4	3	2	1
Parental Involvement	4	3	2	1
Implementation of Plans of Study	4	3	2	1
Business/Industry Connection	4	3	2	1
Career Mentoring Training	4	3	2	1
Dropout Prevention	4	3	2	1
Teachers as Advisors	4	3	2	1
Peer Relationships	4	3	2	1
Study Skills	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1

EVALUATION ♦ Example of Process and Product Evaluation

Identifying the Process Evaluation Procedures

The program process will be evaluated for its successful impact by teachers, administrators, staff, and advisory team members. Begin by determining what aspects of your career development program you want to evaluate and decide how you will obtain the data required. The following list of specific process evaluation questions can serve as a guide.

Process Evaluation Questions

1. Mission

- a. Is the mission still appropriate or will it be revised?

2. Career Development Standards

- a. Does the program address all of the competencies and indicators?
- b. Does the program deliver these as specified in the sequence of delivery?

3. Program Processes

- a. Were the activities for each indicator conducted?
- b. Were they provided to all intended participants?
- c. Were they delivered as scheduled?
- d. Were there problems in delivery of specific activities?
- e. Are there suggested improvements for specific activities?

4. Program Structure

Leadership

- a. Did the program leaders carry out their responsibilities?
- b. Did they have adequate time to coordinate the program?
- c. What problems did they have in coordinating the program?

Staffing

- a. Did program staff members carry out their responsibilities?
- b. Did they have adequate time to complete these responsibilities?
- c. What problems did staff encounter in delivering the program?

Facilities

- a. Is adequate and appropriate physical space provided for the program? If not, what improvement is needed?
- b. Is adequate equipment provided for the program? If not, what additional materials are needed?
- c. Are necessary materials provided for the program? If not, what additional materials are needed?
- d. Are necessary supplies provided for the program? If not, what additional supplies are needed?

Budget

- a. Were adequate financial resources provided for the program? What additional financial resources are needed?

Management

- a. Were the tasks specified on the management plan completed as scheduled?
- b. Is the program coordinated with other programs? Are there any coordination problems? How might coordination be improved?
- c. Were measures developed for each of the standards? Were they administered on schedule?
- d. Was a summary report of individual and group attainment of competencies and indicators developed?
- e. What public relations activities were conducted? What additional activities might be conducted?
- f. Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive adequate orientation on the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?
- g. Has a plan been developed to support coordination with other entities that provide career development?

Identifying Product Evaluation Procedures

Career development competencies cover a variety of knowledge, skills, and abilities across cognitive and affective areas. The emphasis is not only on knowledge but also on the application of knowledge in career planning. Described below are several methods for measuring career development standards.

- Locally developed career assessment
- Follow-up studies
- Interviews
- Diaries and journals
- Checklists
- Observations
- Role playing situations
- Career portfolio

Source: National Development Guidelines, Trainer's Manual, Career Development Training Institute

EVALUATION ♦ Example of Action Plan

Counseling Action Plan
The Counselor and Career Development

Current Status		The Counselor and Career Development			The Counselor and Career Development						
		What is the status of the career development/counseling program in your school?	Desired status within two years		How will you achieve these goals within two years?	How will you achieve these goals in two years?					
Yes	Some-what		No	In Place	In Progress	In Planning	What needs to be done and what new knowledge, information, or skills do counselors, teachers, and others need to do it?	How can this be accomplished?	Who can help?	Cost?	How will you know if it works?
			1. Career development is an equal partner in the school's developmental guidance program.								
			2. Counselors provide all students with interest and aptitude assessments, as well as interpretation.								
			3. Counselors have access to resources that explain options such as Tech Prep and youth apprenticeship.								
			4. All middle school students prepare a career development plan and assemble a portfolio with annual updates.								
			5. All sophomore students develop a career options plan and portfolio addressing high school preparation for postsecondary options such as Tech Prep, youth apprenticeship, four-year college, or work.								
			6. Counselors provide school/community-wide activities promoting technical as well as other career options.								
			7. Counselors also provide information to all students about technical careers and opportunities in two-year and four-year colleges.								
			8. Counselors pay attention to and support participation of women, minorities, and at-risk students in nontraditional careers such as those in technical areas.								
			9. All students have access to state and national printed and computerized career, occupational, and educational information provided by the state career system.								
			10. All teachers have access to state and national printed and computerized career, occupational, and educational information system resources for their classroom.								
			11. All parents have easy access to and can utilize career planning information resources with their children.								
			12. Nontraditional careers/higher-wage opportunities are thoroughly explained for all students and parents.								
			13. Teachers have curriculum materials for integrating developmental guidance competencies into their content areas.								

EVALUATION ♦ Example of Self-Evaluation

Self-Evaluation of a Comprehensive Guidance Program

The self-evaluation of a comprehensive guidance program enables a school to determine the direction for the development of new programs. Schools may also use the self-evaluation to assess their current programs and make improvements or refinements.

The purpose of the guidebook is to provide information and assistance in initiating a comprehensive guidance program. The guidebook describes the key elements of a guidance program and explains how to document the process for the application.

These award programs seek to promote, identify, and recognize schools that have developed effective career guidance programs for students. The benefits of participating include evaluating your guidance program, achieving recognition at the state level with certificates and plaques, publicizing your program in the state newsletter and local paper, state counseling meeting, and gaining school/community support for your efforts. The state honoree’s application is sent to compete for a national award.

When the self-evaluation indicates the guidance program has satisfactorily met the guidelines, it is time to submit an application for recognition as an exemplary guidance program with one or more of the following organizations:

Award/Eligible	Contact Organization for Application and Guidebook
<p><i>Planning for Life</i> – Sixth Grade through Adult The purpose of <i>Planning for Life</i> is to promote an effective career planning process for youth and adults in various settings. It is designed to recognize exemplary Grade 6–Adult programs.</p>	<p>ASCA and OSCA American and Oklahoma School Counselor Association www.schoolcounselor.org</p>
<p><i>ABC’s Awards</i> — Grades K-8 <i>The ABC’s Award</i> recognition program is intended to promote effective career awareness and exploration programs leading to a career planning process for youth and adults. It is designed to recognize exemplary K-8 programs. The new award is a companion to the “Planning for Life” national recognition program.</p>	<p>Guidance Division of the Oklahoma Department of Career and Technology Education and the National Consortium for State Guidance Leadership Contact: Janet Hawkins, Career Information Specialist jhawk@okcareertech.org</p>

Career Planning Self-Evaluation Process and Application Review Criteria

The program’s six criteria and associated indicators are explained below. The point scale is the same as the one used by your state and national reviewers to rate your application. Based on their review of your documentation and other information provided, they will assign the appropriate number of points for each indicator. A rating of (0) is the lowest point value, meaning there is no evidence provided or the criteria was not addressed. This is also intended for use in reviewing and rating individual/local applications and/or as a self-review instrument.

Vision — An understanding of how the philosophy of a career planning program connects to the school’s mission.

Criteria	Points for Each Indicator			
• The audience is defined to determine the key groups to be involved and to whom the purpose should be communicated.	0	1	2	3
• It is determined how information will be disseminated and in what form it will be.	0	1	2	3
• It is decided who will be responsible for organizing and following through on communicating the purpose of career planning for the various groups.	0	1	2	3
• The clarity of purpose is documented through policy statements, printed materials, announcement, or minutes.	0	1	2	3

Total Points: _____

Program Management — The degree to which the program ensures coordination, articulation, and transition from grade to grade and from level to level.

Criteria	Points for Each Indicator			
• Planning sessions are held in which the vision of the program is developed and the commitment is established.	0	1	2	3
• Staff development opportunities are planned, and efforts are organized that will lead to career planning for all students.	0	1	2	3
• Public relations initiatives are coordinated to ensure that accurate information is communicated to the public.	0	1	2	3
• Individuals and groups are identified and brought together for periodic discussions about the career planning and implementation process.	0	1	2	3

Total Points: _____

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Career Activity File — Counseling Tools K-12

Comprehensiveness — The degree to which the program addresses all participants and ensures that all career and education opportunities are available to all students.

Criteria	Points for Each Indicator			
• All students participate in a structured career planning process based on a comprehensive set of outcomes or competencies.	0	1	2	3
• Career planning activities are conducted at all levels.	0	1	2	3
• Education and training are explored without limitations imposed because of gender, race, or physical condition.	0	1	2	3
• A variety of assessment tools are used, and new assessments are conducted as needed.	0	1	2	3
• Individual abilities, aptitudes, achievements, and interests form the base of goal setting and career planning.	0	1	2	3
• Extracurricular activities support and assist the career planning process.	0	1	2	3
• Career planning is ongoing, and students are encouraged to use their plans frequently and systematically.	0	1	2	3
• In school-based career planning, parents, teachers, community members, and employers are provided adequate support information to carry out their respective roles.	0	1	2	3
• A written, documented plan is developed by and for each participant.	0	1	2	3

Total Points: _____

Collaboration — The degree to which schools, families, business, labor, industry, and community share program ownership.

Criteria	Points for Each Indicator			
• Partnerships exist between school, home, business, and community, and evidence supports team collaboration.	0	1	2	3
• Parental involvement with their children's career planning is evident.	0	1	2	3
• Employers, administrators, counselors, teachers, and students work as a team to define the goals of the program.	0	1	2	3

Total Points: _____

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Career Activity File — Counseling Tools K-12

Commitment — Ongoing investment of resources in the program by school, family, business, labor, industry, and community.

Criteria	Points for Each Indicator			
• Indications of school board and administrative commitment through actions and positions they have taken such as requiring a written career plan, authorizing financial resources, or providing endorsements.	0	1	2	3
• School counselors and career guidance personnel demonstrate their leadership by establishing career planning as a priority for their time and commit to leading staff development activities related to career planning or other similar actions.	0	1	2	3
• Teachers and school staff commit by supporting the career planning process and encouraging students to participate.	0	1	2	3
• Business, labor, and industry leaders commit by working with school boards and administrators to ensure that all students have a career plan and are willing to serve as consultants to the students or provide other work-based activities for the students.	0	1	2	3
• Parent/caregivers commit by expressing support for career planning to school boards and administrators and encourage local businesses to become involved.	0	1	2	3
• Students show commitment by becoming personally involved in creating their own career plans and encouraging other students to do the same.	0	1	2	3

Total Points: _____

Program Evaluation — The degree to which the program provides evidence of student and/or program success.

Criteria	Points for Each Indicator			
• An assessment of individual needs is conducted to assist in identifying student competencies.	0	1	2	3
• Students are systematically assisted in their development of knowledge, understanding, and skills.	0	1	2	3
• Developmentally appropriate student competencies are specified for each grade level.	0	1	2	3
• The career planning activities are based on priority need areas.	0	1	2	3
• The career planning program is delivered through individual, small group, and large group activities.	0	1	2	3
• Teachers incorporate appropriate competency-based learning activities into their classroom curriculum and instruction.	0	1	2	3
• Student growth in career planning is systemically assessed by annually evaluating the student competencies.	0	1	2	3

Total Points: _____

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