

Eugene School District 4J

Professional School Counselor Performance Standards

Standard 1: Foundations

The counselor plans and designs a comprehensive, systemic school counseling program aligned with the school and district strategic plans as well as state and national school counseling standards.

- 1.1 **Develops the comprehensive school counseling program and mission by utilizing the Oregon Framework and the American School Counselor Association guidelines** - Incorporates the American and Oregon standards in the program mission, lesson plans, and activities. Addresses all domains and utilizes multiple content delivery systems.
- 1.2 **Aligns the comprehensive school counseling program with the district goals and the school improvement plan** - Designs a collaborative school-wide, cross-curricular program aligned with the district goals and the SIP. Engages administration, staff, and stakeholders.

Standard 2: Delivery System

The counselor utilizes a variety of delivery methods to provide direct and indirect services and comprehensive content for students, parents, staff, and community.

- 2.1 **Provides guidance curriculum to all students, systemically and collaboratively, and is proactive, preventative, developmental, and culturally relevant** - Delivers systemic, comprehensive guidance curriculum in all content domains for all students that is proactive, preventative, developmental, and culturally relevant.
- 2.2 **Provides individualized planning to assist students in establishing personal, academic, career, and community goals that support the ongoing development of each student's personal Education Plan and Profile (grades 7-12)** - Systematically plans and implements activities with students using a variety of strategies to establish personal, academic, career, and community involvement goals that support the development of students' personal Education Plan and Profile. Collaborates with staff, parents, and community in implementation of goals.
- 2.3 **Provides responsive services on behalf of students and families who may benefit from additional assistance, consultation, collaboration, referral, or intervention, including response to crisis, tragedy, or trauma** - Actively implements effective and timely responsive services to meet individual student and/or school-wide needs. Collaboratively provides referral services and appropriate responses to crisis situations.
- 2.4 **Implements system support and integration of the program through leadership, coordination, collaboration, effective communication, systemic planning, staff development, and continuous improvement** - Maintains and enhances program implementation and integration through coordination, collaboration, effective communication, and systemic planning. Provides in-service instruction and accepts program and service feedback.

Standard 3: Management

The counselor manages a developmental, comprehensive, and data-driven school counseling program.

- 3.1 **Completes Yearly Action Plan in collaboration with school leadership, collecting and utilizing data in the development of goals to maximize services to all students** - Collaborates with administration to complete a detailed and timely Yearly Action Plan, collecting and utilizing data and aligning with the American and state standards.
- 3.2 **Efficiently organizes an annual Master Calendar, which shows activities, services, and delivery systems that support the program goals, and is communicated to students, parents, and staff** - Efficiently organizes an annual Master Calendar, showing activities, services, and delivery systems that support the program goals. Communicates the goals to students, parents, and staff.

Standard 4: Accountability

The counselor monitors and evaluates the needs, goals, processes, and results of the comprehensive school counseling program.

- 4.1 **Periodically conducts time/task analysis and needs assessments, gathering information from students, staff, and parents to guide development of the program and initiate appropriate system change** - Periodically conducts time/task analysis and needs assessments, gathering information from students, staff, and parents to guide development of the program and initiate appropriate system change.
- 4.2 **Implements collaborative monitoring systems to assess student progress** - Collaboratively develops and implements effective monitoring systems, utilizing them to monitor and support student progress.
- 4.3 **Conducts program assessment used to guide continuous improvement** - Conducts program assessment and uses it to develop goals and guide program improvements.

Standard 5: Leadership and Advocacy

The counselor is a student advocate, program leader, collaborator, and systems change agent.

- 5.1 **Provides advocacy for all students in the areas of personal, academic, career, and community involvement, demonstrating sensitivity related to race, gender, sexual identity, social and economic status, language, and religion** - Actively advocates for the success of all students in the areas of personal, academic, career, and community involvement by collaborating with staff, parents, and stakeholders to address student needs. Demonstrates sensitivity to students specific to race, gender, sexual identity, social and economic status, language, and religion.
- 5.2 **Removes systemic barriers** to student achievement and recommends changes in policies and procedures to promote equity, access, and student achievement.

Standard 6: Ethical Practice and Professional Learning

The counselor adheres to professional ethical standards, policies, and laws in conduct and practices. The counselor demonstrates competence in the knowledge, skills, and attitudes necessary to plan and deliver equity-based, comprehensive guidance and counseling, with a focus on continuous improvement and openness to feedback.

- 6.1 **Adheres to ethical standards, policies, and laws** - Demonstrates understanding of and adheres to federal, state, and district standards, policies, and laws. Conducts self in a professional and ethical manner.
- 6.2 **Demonstrates professional skills and knowledge in school counseling** - Demonstrates professional knowledge, skills, and appropriate attitudes in delivering, evaluating, and communicating about school counseling.
- 6.3 **Pursues professional growth and improvement in the knowledge, skills, and attitudes necessary to provide services** - Engages in professional learning opportunities at the district and school level based on self-assessment. Implements new knowledge and skills.
- 6.4 **Reflects on personal biases, accepts feedback from others, and accesses resources to deepen understanding of differences** - Incorporates culturally responsive services. Accepts feedback from others. Deepens understanding of personal biases, with an understanding of student differences.

Oregon Administrative Rules

581-022-0405

Career Education

Each school district shall implement plans for career education for Grades K through 12, as part of its comprehensive guidance and counseling program, based on the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade." Career education curriculum is part of the overall comprehensive guidance and counseling curriculum, written to address Essential Skills, Education Plan and Education Profile and the four interrelated

student developmental domains: academic, career, personal/social, 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

581-022-1130

Diploma Requirements

(7) Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-0615;

(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 Guidance Program as defined in OAR 581-022-1510.

(9) Each student shall develop an education plan and build an education profile.

(a) Each student shall develop an education plan that:

(A) Identifies personal and career interests;

- (B) Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);
- (C) Sets goals to prepare for transitions to next steps identified in section (7)(b);
- (D) Designs, monitors and adjusts a course of study that meets the interest and goals of the student as described in subsection (a) (A), (B) and (C) of this rule that includes but is not limited to:
 - (i) Appropriate coursework and learning experiences;
 - (ii) Identified career-related learning experiences; and
 - (iii) Identified extended application opportunities.
- (b) Through the education profile each student shall:
 - (A) Monitor progress and achievement toward standards including:
 - (i) Content standards;
 - (ii) Essential skills;
 - (iii) Extended application standard; and
 - (iv) Other standards where appropriate (e.g. industry standards).
 - (B) Document other personal accomplishments determined by the student or school district.
 - (C) Review progress and achievement in subsection (b)(A) and (B) of this subsection at least annually.
- (10) Each student shall build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application (as defined in OAR 581-022-0102);
- (11) Each student shall participate in career-related learning experiences outlined in the education plan (as defined in OAR 581-022-0102);

**581-022-1510
Comprehensive Guidance and Counseling**

- (1)(a) District Comprehensive Guidance and Counseling. Each school district shall provide a coordinated comprehensive guidance and counseling program to support the academic, career, personal/social, and community involvement development of each and every student. The district shall:
 - (b) Adopt comprehensive guidance and 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 Guidance and Counseling. Each school shall provide a comprehensive guidance and counseling program that serves students K through 12, based upon the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade" which:
 - (a) Identifies staff responsibilities to plan, design and deliver a comprehensive guidance and counseling program that meets the unique needs of their students and community;
 - (b) Aligns with the district's school improvement plans;
 - (c) Assigns guidance and counseling responsibilities to the appropriate personnel;
 - (d) Expects all school staff to participate in implementing the comprehensive guidance and 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) Guidance Staff Assignments. Each school district shall maintain a licensed staff and promote effective guidance practices consistent with the district's expected comprehensive guidance and counseling program outcomes. In determining staffing for the program, the following shall be considered:
 - (a) Alignment with the American School Counselor Association recommended student to counselor ratio of 250:1;
 - (b) The number of aides or clerical staff assigned to support the implementation of the comprehensive guidance and counseling program.
- 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

**581-022-1512
Child Development Specialist Programs**

- (1) A Child Development Specialist program is an optional elementary (grades K-8 or any configuration thereof) component of a district's comprehensive guidance and counseling program for grades K-12, based on the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade" under OAR 581-022-1510.
- (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 guidance staff to help

- implement the comprehensive guidance and 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, grades K-8, component of the district's K-12 comprehensive guidance and 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