



Creating Successful Futures:

A Framework for OSCA's Guidance and Career Education Model

Indicators of Success

This document is organized to reflect the guidelines for supporting School and Board Improvement Plans, the School Effectiveness Framework and Student Success.

Educational improvement in Ontario is based on four pillars: Programs and Pathway, Community, Culture and Caring, Literacy and Numeracy.

In the current context, Guidance and Career Education is fundamental to the growth and development of all students. A comprehensive Guidance and Career Education Program must be related to student, interpersonal and career development.

Effective Guidance and Career Education programs and services will be comprehensive in scope, preventative in design, developmental in nature, an integral part of the total education program and ensure equitable access for all students.

The program will include a foundation, a delivery system, data management and accountability as well as present the roles and responsibilities for Teacher - Counsellors.

A comprehensive Guidance Team works collaboratively and collegially with Administrators, Student Success teachers, special education and classroom teachers.

This OSCA model supports the school's, the board's and Ministry's plans and priorities for student achievement.

School _____

Guidance and Career Education Team

Date _____

Review Date _____

FOUNDATION

I. BELIEFS AND PHILOSOPHY

OSCA believes that an effective Comprehensive Guidance plan supports individual students with interpersonal, career, academic and personal development based on the current Ministry of Education document: Choices into Action (CIA) 1999.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
1.1 Has a written statement of philosophy for the Guidance and Career Education Program					Choices Into Action (CIA) 1999
1.2 Has a statement of philosophy that aligns with the school improvement plan for student achievement					School Improvement Plans for Student Achievement (SIPSA)
1.3 Has a communication plan is in place to share the statement of philosophy and beliefs to staff, student, parents/guardians and administrators					CIA 1999
1.4 Indicates an agreed-upon belief system about the ability of every student to achieve					School Effectiveness Framework (SEF) - Curriculum, Teaching and Learning
1.5 Addresses every student's right to a Guidance and Career Education Program					CIA 1999
1.6 Includes a plan of closing-the-gap activities for underserved student populations					Student Success
1.7 Focuses on prevention strategies through communication, early intervention strategies through collaborative planning, and ongoing monitoring of student progress					SEF - Programs and Pathways
1.8 Identifies the persons to be involved in the delivery of program activities					CIA 1999

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
1.9 Identifies community partners as support for students					SEF - Home, School and Community Partnerships
1.9 Identifies who will plan and who will manage the components of the Guidance and Career Education Program					CIA 1999
1.10 Defines how the overall and individual program components will be evaluated and by whom					CIA 1999
1.11 Included in the Guidance and Career Education Program is the collection and evaluation of program and student data					CIA 1999
1.12 Refers to OSCA's ethical guidelines and OCT Standards of Practice for The Teaching Profession					OSCA Standards of Practice for the Teaching Profession

II. MISSION OF A GUIDANCE AND CAREER EDUCATION PROGRAM

The mission of a Career and Guidance Education Program supports students understanding of the concepts related to life long learning, interpersonal relationships (including responsible citizenship), and career planning; develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue education and career goals: apply this learning to their lives and work in the school and the community. (Choices Into Action 1999)

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
2.1 A mission statement has been written for the Guidance and Career Education Program					CIA 1999
2.2 The mission statement is written with the student as the primary focus					SEF - Student Voice
2.3 The mission statement is written for every student					SEF - Student Voice
2.4 Indicates the content or competencies to be learned					CIA 1999 Growing Success - Learning Goals and Success Criteria
2.5 Links with the vision, purpose and mission of the school, board and provincial priorities					SEF - School and Classroom Leadership The Leadership Framework
2.6 Indicates the long-range results desired for all students					CIA 1999 Growing Success - Learning Goals and Success Criteria
2.7 A communication plan is in place to share the mission statement to staff, student, parents/guardians and administrators					SEF - Home, School and Community Partnerships SEF - Student Voice

III. COMPETENCIES AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The competency areas serve as the foundational goals for the Guidance and Career Education Program : student development, interpersonal and career development. Choices into Action provides a structure for the definition of goals related to competencies through grades K-12.

	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
STRATEGIES					
3.1 SMART goals have been written for the Guidance and Career Education Program					School Improvement Planning: A Handbook
3.2 SMART goals reflect the competencies in the Guidance and Career Education Program					School Improvement Planning: A Handbook SIPSA
3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills)					School Improvement Planning: A Handbook SEF - Student Voice SIPSA
3.4 Identifies the developmental structure for the school counselling program from K-8 and/or 9-12 (and beyond) and what will be measured					CIA 1999 SIPSA
3.5 A communication plan is in place to share the Guidance and Career Education goals to staff, student, parents/guardians and administrators					CIA 1999 SIPSA

IV. OSCA PROVINCIAL STANDARDS/COMPETENCIES

Competencies are knowledge, understanding and applications that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcomes. Competencies are indicators that a student is making progress toward the goals of the Guidance and Career Education Program. They are developed and organized into content areas.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
4.1 Student competencies have been written to directly relate to the student development, interpersonal development and career development					SEF - Curriculum, Teaching and Learning SEF - Programs and Pathways
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping					CIA 1999 SEF - Curriculum, Teaching and Learning SEF - Programs and Pathways SIPSA
4.3 Selected competencies are based on assessment of student needs and are measurable or observable					SEF - Assessment for, as and of Learning
4.4 Competencies demonstrate the link with the Guidance and Career Education Program mission, the school's improvement plan and expected student results					CIA 1999 SIPSA
4.5 A communication plan is in place to share the written student competencies with staff, student, parents/guardians and administrators					CIA 1999 SIPSA

DELIVERY MODEL

V. GUIDANCE PROGRAM | DELIVERY AND CURRICULUM

Guidance Program delivery consists of structured developmental lessons, workshops and seminars designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-8 and 9-12. The purpose of the Guidance Program is to provide all students with the knowledge and skills appropriate to their developmental level. The program is organized to help students acquire, develop and demonstrate competencies within: student development, career development and interpersonal development. The Guidance Curriculum consists of the following 7 courses: GLS, GLD, GLC, GWL, GPP, GLE, GLN. It is recommended that the Guidance and Career Education Department oversee the planning, implementation and delivery of each of these courses.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
5.1 Every student K to 12 receives prevention education to address life choices in academic, career and personal/social development (i.e. anti-bullying, abuse prevention)					CIA 1999 Finding Common Ground Guidance Curriculum 9/10 & 11/12 SEF - School and Classroom Leadership SEF - Programs and Pathways
5.2 Guidance and Career Education Program for all three competencies has been written and adopted based on data reflecting student needs					CIA 1999
5.3 All students receive, in a systematic way, the content to acquire knowledge, understanding and application, to enhance their personal development, career development and interpersonal development					Guidance Curriculum 9/10 & 11/12 SEF - Curriculum, Teaching and Learning SEF - Programs and Pathways
5.4 Program effectiveness is measurable through ongoing student, parent, teachers, administrators and community partner feedback					SEF - Home, School and Community Partnerships
5.5 A plan to measure individual student improvement as a result of the Guidance and Career Education Program is in place					Growing Success SEF - All 6 Components

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
5.6 The Guidance and Career Education Program is formally assessed and monitored annually					CIA 1999
5.7 Guidance Courses are under the supervision and management of the Guidance Department Head/Lead/Chair					Guidance Curriculum 9/10 and 11/12
5.8 Teaching strategies address a wide variety of learning styles through differentiated instruction, assessment and evaluation					Growing Success SEF - Assessment for, as, and of Learning SEF - Curriculum, Teaching and Learning
5.9 Guidance course credit achievement data is assessed annually					Growing Success SEF - Assessment for, as, and of Learning SEF - Curriculum, Teaching and Learning
5.10 The Guidance Department Head/Lead/Chair actively ensures and promotes that there is equal opportunity for the inclusion of guidance courses in the school annually course calendars					Guidance Curriculum 9/10 and 11/12
5.11 A master calendar of events is developed and published to effectively communicate and promote the school Guidance and Career Education program. To maximize active participation in the program, the calendar provides students, parents/guardians, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held					CIA 1999 SEF - Home, School and Community Partnerships

VI. STUDENT PLANNING

Student planning consists of teacher - counsellors coordinating ongoing systemic activities designed to assist all students in establishing personal goals and developing future plans through the developmental transition periods: including grade 9 orientation, entry and exit plans and grade specific transitions.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
6.1 There is a systematic approach to teaching the nature and purpose of all programs and pathways for all students					CIA 1999 Learning for All SEF - Programs and Pathways SEF - Student Voice
6.2 There is a systematic approach to helping all students develop an understanding of their interests, abilities and unique learning styles					CIA 1999 Learning for All SEF - Programs and Pathways SEF - Student Voice
6.3 A method exists to assist all students in making appropriate educational plans (e.g. AEP, portfolios)					CIA 1999 Growing Success - Learning Skills and Work Habits Learning for All SEF - Programs and Pathways SEF - Student Voice
6.4 Individual student planning includes: assessment of personal strengths, education and career directions, learning skills, financial planning, social and emotional development including recommendation for appropriate follow up					CIA 1999 Growing Success - Learning Skills and Work Habits Guidance Curriculum 9/10 & 11/12 Learning for All SEF - Curriculum, Teaching and Learning SEF - Programs and Pathways

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
6.5 Transition programs include: 6.5.1 Grade K-6 transition programs					CIA 1999 SEF - Program and Pathways Student Success
6.5.2 Grade 6-7					
6.5.3 Grade 8 - 9 transition and orientation to secondary school					
6.5.4 Grade 10 -11					
6.5.5 Grade 12 to all pathways					
6.5.6 Other School to school transitions (First Nations, Hospital Schools)					
6.5.7 Students in Special Education Programs (Autism Spectrum Disorders, Developmentally Challenged etc)					
6.5.8 Student re-entry programs (ELL, suspension/expulsion, extended absence)					
6.6 Accurate, appropriate and effective material is distributed to support the individual planning efforts of student and their parent/guardian					CIA 1999 SEF - Program and Pathways Student Success

VII. RESPONSIVE SERVICES

Responsive services within the school Guidance program consist of activities to meet the immediate and short term counselling needs of students who need additional help in achieving the goals of the guidance program. These needs or concerns may require a combination of counselling, consultation, referral, peer mediation or information.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
7.1 Teacher - counsellors are an integral part of the development of a school wide Pyramid of Interventions					CIA 1999 Student Success
7.2 Students are assisted in solving immediate problems that interfere with their personal development, interpersonal and career development and academic success (i.e. conflict resolution, peer mediation)					CIA 1999 SEF - Student Voice
7.3 There is a systematic and consistent provision for the referral of students who are dealing with issues beyond the scope of the Guidance and Career Education Program and the teacher - counsellor					CIA 1999 Finding Common Ground
7.4 Responsive/Counselling services include:					CIA 1999 Finding Common Ground
7.4.1 Individual and small-group counselling					
7.4.2 Crisis counselling					
7.4.3 Peer assistance					
7.4.4 Consultation/collaboration					
7.4.5 Referral system					

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
7.5 A system is in place to ensure collaborative intervention for students with specific needs (FNMI, ELL, Health, social-emotional)					CIA 1999

VIII. SCHOOL SUPPORT

Support consists of management activities that establish, maintain and enhance the total Guidance and Career Education program.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
8.1 School support services have been created collaboratively with teacher - counsellors, administrators, student success teachers and school teams					CIA 1999 SEF - School and Classroom Leadership
8.2 Teacher - counsellors provide professional development to staff regarding the Guidance and Career Education Program					SEF - School and Classroom Leadership
8.3 Teacher - counsellors participate in professional development activities as delivered by schools, boards, Ministry and OSCA					SEF - School and Classroom Leadership
8.4 Teacher - counsellors serve on departmental curriculum committees, board level subject councils, community committees or advisory councils					SEF - School and Classroom Leadership
8.5 Teacher - counsellors use data to advocate for systemic change to reduce barriers to student learning					SEF - School and Classroom Leadership Student Success

DATA MANAGEMENT (Measureable Indicators of Success) AND ACCOUNTABILITY

IX. USE OF DATA

Annual analysis of data, with the school team, informs program needs to meet student needs. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by board or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
9.1 Board and site-specific data on student achievement are collected and disaggregated					SIPSA
9.2 Standards and competency-related data are collected and disaggregated					SIPSA
9.3 Teacher - counsellors are accountable for monitoring the progress of every student					CIA 1999 SIPSA
9.4 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement					CIA 1999 SIPSA
9.5 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation					CIA 1999 SEF - Student Voice SIPSA
9.6 Monitoring activities are determined by board, school site and grade level and are assessed over time					SIPSA
9.7 Teacher - Counsellors use data to recommend changes to school and or student programming which hinders student achievement					CIA 1999 SIPSA

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
9.8 The data are disaggregated by variables such as gender, grade level, ELL, First Nation, Métis and Inuit designation, Special Education and program					Education for All First Nation, Métis and Inuit Education Policy Framework Learning for All Student Success
9.9 The data is systematically analyzed to determine student pathways					CIA 1999 Student Success
9.10 Data analysis guides programming for closing-the-gap activities within the Guidance and Career Education Program					CIA 1999 Growing Success Student Success

X. GUIDANCE AND CAREER EDUCATION PROGRAM IMPROVEMENT PLAN

Guidance and Career Education Program Improvement Plan consists of a focus, strategies, indicators of success, timelines, responsibilities, status updates and revisions. Actions plans are determined by data analysis resulting in SMART goals and strategies to improve student engagement, school climate and effective pathway planning.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
10.1 Action plans are drafted by the Guidance and Career Education team					CIA 1999
10.2 Closing-the-gap plans are drafted by the counselling team					CIA 1999 Student Success
10.3 Action plans are consistent with the program's SMART goals and competencies					CIA 1999 SIPSA
10.4 Action plans address every aspect of the program and the 3 competencies					CIA 1999
10.5 Results are stated in terms of what will be demonstrated by the student					CIA 1999
10.6 Every student is included in the results					CIA 1999 Student Success
10.7 Teacher - Counsellors have identified specific results for which they are accountable					CIA 1999
10.8 A written action plan is kept on file					CIA 1999
10.9 There is an established timeline for reporting evidence of the results obtained					CIA 1999

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
10.11 The results from the collection of data is shared with administration and the school at large					CIA 1999 Student Success
10.12 Perception data is collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed)					CIA 1999 Student Success
10.13 Results data is collected and disaggregated measuring behaviours (i.e. graduation rates, attendance, behaviour, academic achievement data over time)					CIA 1999 Student Success
10.14 Results are analyzed and used to improve the program in subsequent years					CIA 1999 Student Success

XI. GUIDANCE OFFICE ADMINISTRATION AND MANAGEMENT

A well functioning guidance office also includes day to day activities that track student information, scheduling, and the distribution of information as required by students for career planning, post-secondary planning and community resource information.

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
11.1 A process is in place to ensure that there is a consistent and viable system for the management of these activities: 11.1.1 Experiential Learning Activities (TOKTW, TOKTHS, career fairs, job shadowing, speakers, Community Involvement, volunteer work)					CIA 1999 Cooperative Education and Other Forms of Experiential Learning EPPU 2009
11.1.2 Ontario School Record (OSR) Management					CIA 1999 OSR Policy
11.1.3 Timetable Management - all pathways are represented, option sheets, balanced					CIA 1999 Student Success
11.1.4 Course Calendar Management - reflects all pathways					CIA 1999
11.1.5 Credit Management - credit recovery, summer school, night school, Ontario Scholars, PLAR, other non board credits					CIA 1999 Student Success
11.1.6 Alternative Program Management - e-Learning, Dual Credit, SHSM, SAL, expanded cooperative education					CIA 1999 Student Success
11.1.7 Guidance Office Information -all pathways are visible, centre of caring adult, safe, welcoming					CIA 1999
11.1.8 Community Resource Information Management					CIA 1999

STRATEGIES	We have not considered this issue at all	We have begun to discuss this issue and know that it is important but we need more information before we commit to action	We have identified this an important issue and developed a preliminary plan of action	We have invested considerable time and discussion in this issue and have people and mechanism in place to ensure that this happens	What does this mean for my department and my practice?
11.1.9 Guidance Resources Management					CIA 1999
11.1.10 Application Management - Apprenticeship, College, University, Workplace, exchange					CIA 1999
11.1.11 Ontario School Transcript (OST) Management					CIA 1999 OST Policy
11.1.12 Distribution of Counselling Responsibilities					CIA 1999