



Figure 1 – Sample Completed Guidance Curriculum Activity Log

Grade Level/Subject Area: 6th Grade Classroom							
Date	Activity (source)	Guidance Curriculum Area	Competency	District Priority Ranking	Students Served	Time in Class	Comments
8/23	Your Attitude and What You Accomplish (M/JH Kit p. 489)	III	J-37	#5	28 x 3=84	30 x 3=90 min.	Plan more time for processing
8/23	Continuation of 8/23 activity	III	J-37	#5	28 x 3=84	30 x3=90 min.	
9/5	Eye Can (locally developed)*	II	B-9	#3	28 x 3=84	30 x3=90 min.	Good response
9/12	Open Your Eyes to You (commercial kit)**	II	B-9	#3	28 x 3=84	30 x3=90 min.	Omit questions on page 7s

*See guidance program guide for a copy.

**Available in counselor’s office

Figure 2 – Sample Guidance Curriculum Activity Log

Grade Level/Subject Area: 6th Grade Classroom							
Date	Activity (source)	Guidance Curriculum Area	Competency	District Priority Ranking	Students Served	Time in Class	Comments

- Needs assessment survey results conducted in the last 3 years – Students in grades 4-12, faculty/staff, and parents/guardians should be given the needs assessment. It is strongly recommended that it be administered to 100% of the student population in small- to moderate-sized schools (500 or fewer students). In larger schools (more than 500 students), a 50% random sampling of students is desirable. The parent/guardian surveys should ensure response from at least 20% of the total parent/guardian population; 100% of the faculty/staff should be surveyed.
- Narrative that explains how the needs assessment results were used to revise the written K-12 guidance curriculum
- Narrative that explains how the competencies are articulated across buildings and grade levels
- Evidence that sufficient guidance resources and career/educational-planning resources are available and accessible to students

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- Evidence that sufficient guidance resource materials and equipment are accessible to professional school counselors



6.9.3 - Career/Educational Planning Materials/Forms

- Professional school counselors planning calendars showing time spent on assessment and advisement activities beginning in grade 8 leading to the development of students' long- and short-range educational/career goals
- Samples of students' written 4-year career/educational plans for each year of high school based on students' long- and short-range educational/career goals that show ongoing appropriate updating for each year of high school
- Narrative that explains how the process of individual planning is conducted with students and parents - This includes information related to individual assessment results, identification of long- and short-range educational/career goals, advisement activities (including career explorations and job/education requirement information), and collaboration with parents/guardians. Samples of materials used in this process should include, for example, informational booklets, resources, individual planning activity record forms (see Figure 3 for a blank form), and student planning forms.



Figure 3 – Individual Planning Activity Record

School:

Date:

Project Director:

Phone:

Major Activity

Date of Activity:

Grade Level:

Number of Student Served:

Resources/Materials Needed:

Time Line (from master calendar):

Amount of Time Spent:

Method of Documentation or Evaluation:

Evaluation of Results, Outcomes, or Documentation:



- Documentation that formal educational/career-planning opportunities are provided for students at the middle and high school levels - This includes the following:
 1. Career-awareness activities (guest speakers, job shadowing, career/college days, job fairs, and instructional units on careers and work responsibilities)
 2. Career/educational-planning resources (printed resources, including student planning documents)
 3. Electronic career/educational-planning resources (software such as FUTURES, DISCOVER)
 4. Area vocational school/college/employer visits
 5. Financial planning and scholarship application assistance
 6. Parent/guardian conferences and informational meetings related to educational/career planning
 7. Interest inventories (Strong, COPP)
 8. Aptitude tests/achievement tests (SCAT, PLAN, P-SAT, ASVAB)
 9. Career portfolios

6.9.4 - Responsive Services

- Individual counseling - Responsive services activity record: Individual counseling form may be used to summarize individual counseling activities for the full school year. (See Figure 4 for a blank form.)



**Figure 4 – Responsive Services Activity Record:
Individual Counseling**

School District:

Date:

Project Director:

Phone:

Number of Students Served:

Topics Discussed:

Comments or Observations:

- Small-group counseling - Responsive services record form may be used to summarize small-group counseling activities for the full school year. (See Figure 5 for a blank form.)



**Figure 5 – Responsive Services Activity Record:
Small-Group Counseling**

School District:

Date:

Project Director:

Phone:

I. Number of Students Served:

II. Topics Discussed:

III. Comments or Observations:

- Consultation with teachers, parents/guardians, administrators, and other professional school and community personnel - Responsive services activity record: Consultation with teachers, parents/guardians, administrators, and other professional school and community personnel may be used to summarize consultation services for the full school year. (See Figure 6 for a blank form.)



Figure 6 – Responsive Services Activity Record: Consultation With Teachers Parents/Guardians, Administrators, and Other Professional School and Community Personnel

School District:

Date:

Project Director:

Phone:

I. Number of Teachers, Parents/Guardians, Administrators, and Other Professional School and Community Personnel Consulted:

II. Topics Discussed:

III. Comments or Observations:

- Referral - Responsive services record form may be used to summarize referral activities for the full school year (number of referrals, types of referrals, referral agencies, comments). (See Figure 7 for blank form.) Documentation should include a list of outside counseling referral sources that can be used by students and families to secure additional counseling services.

Figure 7 – Responsive Services Activity Record: Referral

School District:

Date:



Project Director:

Phone:

I. Number of Referrals:

II. Types of Referrals:

III. Referral Agencies Used:

IV. Comments or Observations:

6.9.5 - System Support

- Documentation of system support activities including program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and research and development can be achieved by the following:
 1. List of presentations concerning the district's comprehensive guidance program to various audiences such as community service groups, school faculty, board of education, and parent/guardian groups
 2. Evidence of the participation and contributions of professional school counselors to the Comprehensive School Improvement Plan
 3. List of fair-share responsibilities assumed as a member of the school staff, including type and duration of fair-share responsibilities
 4. List of committees served on, including name of committee, purpose of committee, and duration of committee
 5. List of professional development activities completed, such as local, state, and national conferences, district in-service meetings, and graduate course work completed
 6. List of any completed community outreach activities

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7. Survey results of parents/guardians, teachers, administrators, and students regarding the use and effectiveness of the district's comprehensive guidance program
8. Evidence of work on revising/updating the district's comprehensive guidance program based on program results evaluation data, such as revised and updated curriculum activities, modification of guidance program forms, reallocation of professional school counselor time, and the acquisition of new guidance program resources and equipment