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 Presenter Information:

Petra Woodard, M.Ed.
Director of PK-12 Counseling
Oklahoma City Public Schools

Former Executive Director, OSDE
Academic Counseling & Alternative Education

PK-12
- Teacher
- Counselor
- Administrator
- Executive Director

Career Tech
- Moore-Norman Tech
- EOC Tech
- Metro Tech
- Francis Tuttle

Extracurricular
- Coach
- Class Sponsor
- Club Sponsor
- Webmaster
Partners in Preparing Oklahoma’s Graduates
Counselor Roles
Why School Counselors

"I do this for the money," said no counselor ever.

"I became a school counselor so that I could build student schedules all day long," said no school counselor ever.
Is this familiar?
Academic Counseling Major Purpose

Counselors inspire students to...

- **D**etermine their pathway
- **R**e-evaluate interests & abilities
- **E**xpress themselves
- **A**im with clarity and confidence
- **M**ake their dreams realities
ASCA Recommended Roles

Manage
- Program Focus
  - Beliefs, Mission, Vision
- Planning
  - Data, Outcomes, Time, Calendar

Deliver
- Direct Services
  - Instruction, Counseling, Advisement
- Indirect Services
  - Consultation, Collaboration, Referrals

Assess
- Program
- Performance
Academic Counseling Major Roles

**Academics**

**Graduation Guidance**
- Data / Monitoring
- Credits / Coursework
- Extracurricular Experiences
- Post-Secondary Opportunities

**Enrollment Guidance**
- Schedule in Classes
- Course Codes
- Post-Secondary Goals

**Behaviors**

**Social and Emotional**
- Teacher Talks
- Listening
- Coping Skills
- Prevention
- Referrals

**At-Risk Identification**
- Attendance
- Behavior
- Coursework

**College & Career**

**Transition Guidance**
- Career Pathways
- Career Experiences
- Post-Secondary Goals
- ICAP Facilitator

**Transition Resources**
- Scholarships and other Financial Aid
- Applications
- Transcripts

OCCF Guidance Network | 6 October 2021
Graduation Requirements—70 O.S. § 11-103.6

College Prep/Work Ready

- 4 English
- 3 Math
- 3 Science
- 3 History & Citizenship Skills
- 2 Same World Language or Computer Technology
- 1 Additional Unit from the above approved for college admission
- 1 Fine Art or Speech
- 6 Electives to total 23
- Meets OK Promise Guidelines

CORE Curriculum Pathway

- 4 English
- 3 Math (*May include Computer Science or 1 year approved 3-hr CTE program*)
- 3 Science (*May include Ag, Technology or approved STEM courses*)
- 3 History & Citizenship Skills
- 1 Technology or Foreign Language
- 1 Fine Art
- 8 Electives to total 23
- Requires Curriculum Choice Opt Out Form prior to enrollment
## Oklahoma Well-Rounded Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Financial Literacy</strong></td>
<td>Request Passport upon transfer · Provide copy of PFL Passport to new school · Completion is posted to transcript</td>
</tr>
<tr>
<td><em>70 O.S. § 11-103.6H</em></td>
<td></td>
</tr>
<tr>
<td><strong>CPR / AED</strong></td>
<td>Requires hands-on <em>instruction in</em> Cardiopulmonary Resuscitation (CPR) and the <em>use of</em> an automated external defibrillator (AED) · <em>Can opt out</em> · Completion is posted to transcript</td>
</tr>
<tr>
<td><em>(HB1378)</em></td>
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<tr>
<td><em>70 O.S. § 1210.199</em></td>
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<tr>
<td><strong>Individual Career Academic Plan</strong></td>
<td>Career interest surveys · Written postsecondary goals · Intentional sequence of courses · Academic progress · Scores on college &amp; career ready assessments · Experience in service learning and/or work environment activities · Completion is posted to transcript</td>
</tr>
<tr>
<td><em>70 O.S. § 2320.508-4</em></td>
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</tbody>
</table>
Individual Career Academic Planning (ICAP): HB 2155

- Career and college interest surveys
- Written postsecondary & workforce goals and progress toward goals
- Intentional sequence of courses
- Academic progress
- Scores on college & career ready assessments
- Experience in service learning and/or work environment

Oklahoma’s Every Student Succeeds Act (ESSA) plan outlines the 8-year strategic goal of 100% of grade 6-12 students developing a meaningful Individual Career Academic Plan (ICAP)
Why ICAP?

ICAP is not just another graduation checklist – it is student-driven and student-owned. This plan will empower students to:

1. Understand their own interests, strengths, values and learning styles
2. Create a vision of their future, develop individual goals, and prepare a personal plan for achieving their vision and goals
3. Gain workplace experience through internships, job shadowing or pre-apprenticeships
ICAP Hope Study (Cohort 2024)

Hope reflects the individual’s capacity to develop pathways and dedicate agency toward desirable goals.

Nurturing the Hope and Well-Being of Oklahoma Students-The Role of ICAP (2020)
Early Awareness

PK - Kindergarten
Students develop awareness of their own attitudes and about careers. How do I connect how I feel and act with what I like to do? How do my actions impact others?
- Talk about careers
- Assess career interest
- Invite parents as guest speakers
- Make classroom visits

1st - 2nd Grade
Students learn about pathways to careers, how careers impact others, and how students play a part in the world of work.
- Introduce ICAP
- Review interests
- Promote academic success
- Invite community as guest speakers
- Imitate career Interests

3rd - 5th Grade
Students engage in the economic importance of these jobs and make connections between careers and the world at large.
- Revisit what ICAP is
- Review interests
- Connect academics & careers
- Research, write about & present career options
- Career exploration visit
Early exploration is critical to developing an appropriate, relevant career pathway for students.

- Reintroduce ICAP
- Give career assessment—OK CareerGuide, OKCollegeStart
- Invite guest speakers
- Make classroom visits
- Plan career fairs/projects
- Plan college fairs/projects
- Provide exploration activities

Some pathways require courses prior to 10th grade. Identify students who are **eligible** for and **need** to take high school courses such as Algebra I in middle school.

- Update ICAP
- Plan HS enrollment (including extracurricular)
- Visit career tech and colleges
- Promote college and career readiness assessments (ACT/SAT)
- Complete Oklahoma’s Promise application
High School Transitions

9th Grade
- Official ICAP Begins
- Review HS Course Selection
- Review Pathways
- Career Tech Applications & Visits
- Oklahoma’s Promise
- Career Fairs
- Mentorships

10th Grade
- ICAP Update
- Career Tech Plan
- Concurrent App
- PreACT / PSAT/ACT Scores
- AP Readiness
- Oklahoma’s Promise
- NCAA Process
- Job Shadowing

11th Grade
- ICAP Update
- Community Service
- OK Promise Final Sign Up!
- AP Courses
- Concurrent Enrollment
- Career Tech
- Internship Readiness
- Scholarships / NCAA
- State Assessment (ACT/SAT, US History, Science)

12th Grade
- Finalize Credits
- Resume / Portfolio
- Community Service
- Concurrent Enrollment
- Career Tech Certs
- Finalize OK Promise
- Scholarships / FAFSA / NCAA
- College Applications
- Apprenticeships / Internships / Mentorships

Attendance ↔ Academics ↔ Assessments ↔ Attitude ↔ Achievement
ICAP As An Intervention Tool

ICAP Components

Required annually:
- Career Assessment
- Written Career Goal
- Courses Reflect Goal

Require at least ONE in HS:
- Service Learning OR
- Work-Based Learning
Managing CounSELing
### Social and Emotional Learning

“New entrants to the workforce will require very strong social, employability, and work-readiness skills that reflect the behavioral, attitudinal, and character traits highly valued in the workplace and in society.” — Stringfield and Stone (2017)

<table>
<thead>
<tr>
<th>Social and Emotional Competencies</th>
<th>Employee Social and Emotional Skills (in demand skills from employers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF-AWARENESS</strong></td>
<td>• Positive attitude</td>
</tr>
<tr>
<td></td>
<td>• Flexibility</td>
</tr>
<tr>
<td></td>
<td>• Ability to apply skills to real-life settings</td>
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<td></td>
<td>• Openness to developing/learning new skills</td>
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<td></td>
<td>• Sense of self-worth</td>
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<td></td>
<td>• Ability to innovate</td>
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<td></td>
<td>• Confident</td>
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<td></td>
<td>• Creativity</td>
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<tr>
<td></td>
<td>• Commitment</td>
</tr>
<tr>
<td></td>
<td>• Shows flexibility</td>
</tr>
<tr>
<td><strong>SELF-MANAGEMENT</strong></td>
<td>• Initiative</td>
</tr>
<tr>
<td></td>
<td>• Works well under pressure (e.g., manages emotions)</td>
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<td></td>
<td>• Punctuality</td>
</tr>
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<td></td>
<td>• Ability to work independently</td>
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<td></td>
<td>• Detail-oriented</td>
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<td></td>
<td>• Strategic planning (e.g., setting and achieving goals)</td>
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<td></td>
<td>• Strong work ethic</td>
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<td></td>
<td>• Time management</td>
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<tr>
<td></td>
<td>• Entrepreneurial thinking</td>
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<tr>
<td></td>
<td>• Reliability</td>
</tr>
<tr>
<td></td>
<td>• Organizational skills</td>
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<td></td>
<td>• Adaptability</td>
</tr>
<tr>
<td></td>
<td>• Budgeting</td>
</tr>
<tr>
<td></td>
<td>• Self-discipline</td>
</tr>
<tr>
<td><strong>SOCIAL AWARENESS</strong></td>
<td>• Cross-cultural sensitivity</td>
</tr>
<tr>
<td></td>
<td>• Ability to work with people of different backgrounds/cultures</td>
</tr>
<tr>
<td></td>
<td>• Supervision of others</td>
</tr>
<tr>
<td></td>
<td>• Respects individual differences</td>
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<tr>
<td><strong>RELATIONSHIP SKILLS</strong></td>
<td>• Written and oral communication skills</td>
</tr>
<tr>
<td></td>
<td>• Listening skills</td>
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<td></td>
<td>• Conflict resolution</td>
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<td></td>
<td>• Teamwork and works well with others</td>
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<tr>
<td></td>
<td>• Effective communication</td>
</tr>
<tr>
<td></td>
<td>• Ability to collaborate</td>
</tr>
<tr>
<td></td>
<td>• Management skills</td>
</tr>
<tr>
<td></td>
<td>• Responds to customer needs</td>
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<tr>
<td><strong>RESPONSIBLE DECISION-MAKING</strong></td>
<td>• Integrity</td>
</tr>
<tr>
<td></td>
<td>• Honesty</td>
</tr>
<tr>
<td></td>
<td>• Analyze and solve complex problems</td>
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<td></td>
<td>• Ability to evaluate information from multiple sources</td>
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<td></td>
<td>• Critical thinking</td>
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<td></td>
<td>• Reasoning</td>
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<tr>
<td></td>
<td>• Civic participation and engagement</td>
</tr>
<tr>
<td></td>
<td>• Ethical and sound decision-making</td>
</tr>
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<td></td>
<td>• Observes carefully</td>
</tr>
</tbody>
</table>
Supporting Students At Risk

To be successful at anything you need to **show up, know how to act**, and **work hard**. These ethics can be, and have been, translated into hard data points that can be collected and monitored. With thresholds assigned, information can be used to identify at-risk students early.

- Less than 90% **ATTENDANCE**
- Any office referrals or suspensions for **BEHAVIOR** incidents; recorded unsatisfactory classroom effort/citizenship grades
- A failing **COURSE PERFORMANCE** grade (especially in math and/or English)
Supporting Advanced Students

Advanced students can be gifted academically, artistically, or socially. However, oftentimes assumptions are made that these students know exactly what to do and when to do it. Use several indicators to reach this population of students and ensure students have opportunities that will provide challenging experiences, allow for student voice, and promote skills and behaviors that lead to success in postsecondary endeavors.

- More than 95% Attendance
- Any opportunities for exhibiting workplace behavior promoting teamwork and problem solving; recorded satisfactory effort/citizenship
- Advanced coursework leading to high Grade Point Averages (be mindful of diversity, equity, and inclusion).
Support Apathetic Students

Apathetic students may be evident or hiding in plain sight. Oftentimes what looks like a lack of motivation can be a way of hiding an underlying story. These are the students that can slip through the cracks if genuine relationships are not built to gain access to what really is behind the display of apathy. Team planning and discussion are beneficial to identifying these students.

- At or near 90% **ATTENDANCE**
- Lack of engagement and hidden **BEHAVIOR** leading to complacency; little or no records of effort/citizenship
- Mediocre **COURSEWORK** that may often be submitted incomplete (always read writing assignments).
# Identifying Characteristics

<table>
<thead>
<tr>
<th>At-Risk</th>
<th>Advanced</th>
<th>Apathetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low grades</td>
<td>High GPA</td>
<td>Fair grades</td>
</tr>
<tr>
<td>Poor attendance</td>
<td>Good attendance</td>
<td>Here but not present</td>
</tr>
<tr>
<td>Poor behavior</td>
<td>Good behavior</td>
<td>No plan</td>
</tr>
<tr>
<td>Not engaged, but attends activities</td>
<td>Highly engaged</td>
<td>No waves</td>
</tr>
<tr>
<td>Poor attitude</td>
<td>Plans for future</td>
<td>Homelife unknown</td>
</tr>
<tr>
<td>Little evidence of home support</td>
<td>Evidence of home support</td>
<td>Not engaged</td>
</tr>
<tr>
<td>Low expectations</td>
<td>High aptitude</td>
<td>No expectations</td>
</tr>
</tbody>
</table>

“I hate it here!”
“I hate my life.”

“I hope we can!”
“I hope!”

“It doesn’t matter.”
“I don’t matter.”
CounSELing in a Cyberworld

- District Protocols and Communication
- Student Access, Digital Platforms, Scheduling
- FERPA/HIPPA (chart)
- Ethical Considerations
  - ASCA Recorded Webinars & FAQ
- Referrals and Resources
  - Suicide Prevention Hotline 1-800-273-8255
  - Crisis Text line: Text HOME to 741741
    - OSDE Crisis Response & Recovery Team 405-397-7108
  - Online Support Groups
  - Oklahoma Child Abuse Hotline: 1-800-522-3511
  - Reporting Laws
CounSELing Through Health Crisis

● Coronavirus/COVID-19/Delta Variant
  ○ April + May + June 2021 = 19,637
  ○ July 2021 cases = 23,145
● Monitor Daily Status
  ○ State
  ○ Community
  ○ Agency
● District Plan
  ○ School Schedule Changes
  ○ Communication
  ○ Instructional Delivery
● Safety
  ○ Physical Distancing
  ○ Personal Protective Equipment
CounSELing Through Social Change

- Be Aware
  - Language and communication
  - School culture
  - Staff
    - Body language
    - Speech
  - Students
    - Body language
    - Speech
    - Attendance
  - Parents

- Know your position on
  - Race
  - Gender identity
  - Socioeconomics
  - Politics
  - Religion
  - Nationality
  - Authority

- Know When
- Know Where
- Know How

When in doubt, leave it out until you figure it out!
For the **CTE component** of the program, students who meet the following criteria:
- are or will be U.S. citizens or Legal Permanent U.S. Residents by the application deadline;
- graduate or receive a diploma between **January and August of 2022**, the current program year;
- demonstrate academic achievement in career and technical programs; and
- **are nominated by their state's Chief State School Officer (State Supt.)**
2021 Relevant Legislation – Advanced Placement

**HB 2750--AP Course Credit**

- Requires colleges and universities within Oklahoma State System of Higher Education to grant course credit to students who score a 3 or higher on an AP exam
- Colleges/universities must post credit policy on their websites beginning SY 2021-22

**HB 3400--AP Offerings**

- Effective August 2020 (70 O.S. § 1210.704)
- Requires all public high schools to offer a minimum of four AP courses beginning with the 2024-2025 school year.
- Allows local school board of education to do so through a school site or sites within the district; a career and technology institution within the district; a program offered by the Statewide Virtual Charter School Board or one of its vendors; or a school site or sites in another school district.
2021 Relevant Legislation – Assessments

**SB642 – ASVAB**

- Effective July 1, 2021 (Signed 4.27.21)
- Requires districts to provide all students grades 10 through 12 opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) Test and consult with a military recruiter
- If you already offer once a year to juniors, you’re ahead of the game
- Include interested 10th and 12th graders

**HB2030 – Naturalization Test**

- Effective November 1, 2021 beginning with class of 2025 (Signed 4.28.21)
- Requires passing 60 of 100 questions for graduation
- Requires districts to offer at least once per year, beginning as early as 8th grade
- Requires districts to provide retakes as often as requested until passing score (60%) is earned
2021 Relevant Legislation – Other

**SB132**–OK Promise

- Effective July 1, 2021 (Signed 4.20.21)
- Extends eligibility from 10th grade to 11th grade
- Changes maximum ages for application from 15 to 16 if educated by means other than public or private school

**HB1715**–Driver’s Permit

- Effective Immediately (Signed 4.26.21)
- Repeals requirement that students must pass 8th grade English Language Arts test to receive driver’s permit
- As a result, eliminates need for schools to submit verification

For a comprehensive list of updates, visit the OSDE Resources [website](#) for Legislative Briefs.
School Counselor Corps

- School Counselor Corps
  - Investment of approximately $35 million of state ESSER funds
  - 181 districts awarded grants
  - 50% salary match for up to 300 school counselors and LMHPs
  - 3-year grant initiative
- 4 Student Support Specialists
  - Regional support for counselors
  - All areas of Office of Student Support
Oklahoma Counseling Framework

- Cohesive Resource for Oklahoma Counselors
- Diverse committee (OSDE, Elementary, Secondary, CTE, Higher Ed)
- Define Roles, Responsibilities, Duties
- ASCA Model Recommendations
- ICAP/ASCA Included
- Academic Calendar (ES, MS, HS)
- Coming Soon!
E-Transcript Initiative – OSDE/Parchment

Purpose
● Create a modernized, statewide electronic transcript systems
● Create longitudinal data for course sequencing with CareerTech and Higher Education

Benefits
● Reduce exchange and manipulation of paper transcripts
● Assist students transferring between schools
● Enhance ICAP and development of career pathways
● No cost to K-12 schools
● Postsecondary institutions sign up free for Parchment Receive
   ○ Visit OKEdge website to contact Parchment and sign up
Resources
Resources:

- College & Career Readiness Website: OKEdge.com
- Online Learning Community: OSDEconnect
- ICAP Toolkits
- Internships FAQs
- Graduation Legislation
- High School Graduation Resources
- Work-Based vs Service Learning FAQ
- ICAP Online Tools: OKCollegeStart Trainings & OKCareerGuide Trainings
Additional Resources

- OSDE Ready Together Oklahoma
- CollegeBoard - AP For Counselors
- OSDE Equity Resources
- ASCA Mindsets and Behaviors
- Centers for Disease Control and Prevention
- Oklahoma State Department of Health
- Cultivating the Social And Emotional Skills Employers Demand - CASEL (June 2020)
- The Labor Market Imperative for CTE, Stringfield & Stone (2017)
| CONTACT |

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Director of Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE</td>
<td>PK - 12 Schools</td>
</tr>
<tr>
<td>PHONE</td>
<td>405-587-0440</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:pewoodard@okcps.org">pewoodard@okcps.org</a></td>
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BE SOMEBODY
THAT MAKES
EVERYBODY
FEEL LIKE
SOMEBODY