**OK Technology Centers - Student Services/Guidance Team Self-Study (GTSS) for Continuous Improvement**

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| **Technology Center District:** | **Site:** | **Date Submitted:** |
| **Submitted by:** | **Position:** |  |

**According to OAC 210:35-11-51. Guidance and Counseling Services, (c):** *The technology center guidance program supports and complements the sending school guidance/counseling program***.** Each Oklahoma technology center should analyze the needs of its guidance program and how it serves students on an annual basis. Goals and strategies should be developed to meet these identified needs. The criteria on the following pages should be reviewed on an annual basis. Your guidance program should not try to address all of the criteria in any given year; rather the criteria is cumulative as a mature guidance and advisement program is developed, implemented and evaluated for student results. THIS TOOL IS MEANT TO:

* + identify successes/challenges each technology center faces in its implementation of quality guidance services
	+ identify areas for more targeted professional development
	+ move technology center guidance programs toward continuous school improvement
1. In the first set of **GOLD** **(PART A)** boxes below, please rate your Stage of Implementation for each criteria at the beginning of the school year. Not all criteria will be addressed by each tech center. The unused criteria should then be marked "no activity." **Bulleted comments** are added in the last box along with any documentation that needs to be attached.
2. In the **GREEN** **(PART B)** boxes, you will input your own data.
3. In the **BLUE** **(PART C)** boxes, at the end of this document, each technology center should select **2** strategies they wish to improve each year. One may be a process improvement, which will likely not take excessive time. The other strategy improvement would then need to be a larger project that the staff feels needs to be developed, strengthened or enhanced.
4. **EVERY YEAR**, this document should be completed BY EACH SITE saved in the shared Google Doc file by **JUNE 15th**. ODCTE staff will analyze the information submitted and respond with comments and/or suggestions. This Guidance Team Self-Study should be completed by the entire team. If you have questions, please contact Tommi Leach, 405-743-5524 or tommi.leach@careertech.ok.gov or Erica Harris, 405-743-5164 or erica.harris@careertech.ok.gov

**Stages of Implementation:**

* **No Activity**
* **Planning/In Progress**
* **Partially Implemented**
* **Fully Implemented**
* **Advanced Implementation**

**PART A: Guidance Services:**

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| **Criteria** | **Stage Of Implementation** | **Activity Description** |
| 1. Providing career exploration and planning services/activities to students
 |  | Elem:MS/JH:HS: |
| 1. Providing information to all students to ensure knowledge of current high school graduation and college admission requirements
 |  |  |
| 1. Specific accommodations required for special needs students attending the technology center are systematically communicated and coordinated with appropriate staff and instructors
 |  |  |
| 1. Providing information to all students about licenses, credentials and/or college credit that can be earned in each career pathway
 |  |  |
| 1. Providing placement and employability skills to all students
 |  |  |
| 1. Providing information to all students and families about financial planning that includes selecting and applying for postsecondary education
 |  |  |
| 1. Providing orientation sessions for students and their families for students entering the technology center
 |  |  |
| 1. Recognition of CareerTech students’ accomplishments are shared with partner schools for additional acknowledgement of student success
 |  |  |

**Individual Planning:**

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| **Criteria** | **Stage of Implementation** | **Activity Description** |
| 1. Providing individuals with career assessment interpretation (OK Career Guide, Pre-ACT, etc.), in order to advise students on the appropriate program placement
 |  |  |
| 1. Assisting all students in developing a written Individual Career and Academic Plan with both academic and technical courses required
 |  |  |
| 1. Assisting individuals in identifying, implementing and meeting **career goals** – providing high school, adult, and middle school students with information and advisement about career and educational options including college credit, certifications and credentials
 |  |  |
| 1. Providing individuals with achievement and aptitude assessment interpretation in order to identify and implement academic goals
 |  |  |

**Partner Collaboration and Coordination:**

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| **Criteria** | **Stage of Implementation** | **Activity Description** |
| 1. Utilize and share data with high school and middle school counselors to advance student career development
 |  |  |
| 1. Coordination is systematically organized and implemented with partner schools and agencies for services required for special needs students attending the technology center
 |  |  |
| 1. Meet regularly with student services advisory committee, which includes a variety of stakeholders to share and collaborate on program data, initiatives, activities, and future goals
 |  | Partner school counselors:Business representatives:College Partners:Instructors:Administrators:Parents:Students: |
| 1. Meet regularly with support services agencies to identify and access services for students
 |  |  |
| 1. Collaborate with partner school counselors on implementing career development/career advisement for all students
 |  |  |
| 1. Collaborate with parents/guardians on student progress toward career and academic goals
 |  |  |
| 1. Coordination of school-wide involvement in career and academic planning for all students
 |  |  |

**Responsive Services:**

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| **Criteria** | **Stage of Implementation** | **Activity Description** |
| 1. Counseling students through a variety of situations, i.e., tardies, absences, behavior problems, study skills, decision making, etc.
 |  |  |
| 1. Develop partnerships with community based organizations in order to refer students and families to needed support services
 |  |  |
| 1. Document support services provided to students, including services provided by the tech center and list outside referrals
 |  |  |
| 1. Providing individual and group crisis intervention strategies
 |  |  |

**System Support:**

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| **Criteria** | **Stage of Implementation** | **Activity Description** |
| 1. A written guidance plan is developed that includes vision, purpose, and mission linked with the technology center
 |  |  |
| 1. A variety of data is collected and analyzed on a regular basis to determine progress, anticipate needs, and make decisions about effectiveness of guidance and advisement program objectives and strategies on student results
 |  |  |
| 1. A student and instructor needs assessment is developed and used annually
 |  |  |
| 1. The promotion and marketing of the guidance/counseling program and the recruitment process includes involvement of the communications and marketing staff and is promoted and marketed to administrators, staff, students, parents, and community
 |  |  |
| 1. Assisting and coordinating with administration on setting policies and procedures outlining appropriate standards and scope of guidance and counseling services in a technology center
 |  |  |

**PART B:**

**Choose the data being used to determine program effectiveness.**

**Show data related to goals here.**

**PART C: Choose 2 strategies to develop, strengthen, and/or enhance.** Please provide the following information for those strategies:

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| --- | --- | --- | --- | --- | --- |
| **Year** | **Criteria****(copy and paste entire criteria from Part A)** | **Process Description** | **Person(s) Responsible** | **Beginning Year Data/****Year-End Data** | **Measurable Goal** **Indicate Met or Not Met** |
|  |  |  |  | **Beginning Year Data:****Year-End Data:**  | Met Not Met |
|  |  |  |  | **Beginning Year Data:****Year-End Data:** | Met Not Met |

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| **Year** | **COMMENTS BY ODCTE** |
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| **Year** | **COMMENTS BY ODCTE** |
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