Missouri Comprehensive Guidance and Counseling Program:

A Manual for Program Development, Implementation, Evaluation and Enhancement

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Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

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Dear School Counselors:

The Department is pleased to provide you with the latest edition of the Missouri Comprehensive Guidance and Counseling Program Manual. This information provides counselors and administrators with guidelines for guidance and counseling program implementation that are necessary in order to deliver the best possible services to students, parents/guardians and the community as a whole.

School guidance and counseling services play an important role in each school's educational program, and must be designed to address the individual needs of students in their pursuit of successful school and work experiences. This is critical for our schools as more than 800,000 Missouri students rely on these services each year.

We hope you find this manual easy to follow and the information useful. Thank you for everything you do for your students to ensure their academic and societal success through comprehensive developmental guidance and counseling services.

Sincerely,

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PREFACE

The United States and the state of Missouri continue to undergo substantial changes industrially, occupationally, socially, and economically. These changes are creating challenges for students in Missouri. A rapidly changing work world and labor force; violence in homes, schools, and communities; technology; divorce; teenage suicide; substance abuse; and sexual experimentation are just a few examples of these challenges. These challenges are real, and they are having and will continue to have a significant impact on the personal/social, career, and academic development of students.

A Response

In response to these and other societal and individual challenges, the state of Missouri is continuing efforts that began in the 1980s to reform and improve education including guidance and counseling in schools. For guidance and counseling, the reform and improvement process has required a re-conceptualization of guidance and counseling from a position/services orientation to a comprehensive guidance and counseling program firmly grounded in principles of human growth and development — a program that is an integral part of the educational process with a content base (specific knowledge and skills) of its own. What began in the 1940s in Missouri as a position orientation with individuals filling positions and providing guidance and counseling and counseling services has now become a comprehensive program that is an equal partner with other programs in education.

Six Premises

The re-conceptualization of guidance and counseling that has occurred in Missouri and elsewhere across the country is based on three premises that underpin the organization and management of comprehensive guidance and counseling programs in schools. These premises are as follows:

1. ***Guidance and counseling is a program.*** Its characteristics are similar to other programs in education and include the following:
    - Student grade level expectations (GLEs) (academic, career, and personal/social development)
    - Activities and processes to assist students in achieving these grade level expectations
    - Professionally certified personnel
    - Materials and resources
    - Program, personnel, and results evaluations

2. ***Guidance and counseling programs are developmental and comprehensive.*** They are developmental in that guidance and counseling activities are conducted on a regular, planned, and systematic basis to assist students to achieve guidance and counseling related grade level expectations. Although students' immediate and crisis needs must be met, a major focus of a developmental program is to provide all students with experiences to help them grow and develop. Guidance and counseling programs are comprehensive in that a full range of activities and services are provided such as

assessment, information, consultation, counseling, referral, placement, follow-up, and follow-through.

3. ***Guidance and counseling programs assist all students to complete a college and ready curriculum to earn a diploma that ensures them of being prepared for multiple opportunities after high school.***

4. ***Guidance and counseling programs feature a team approach.*** A comprehensive, developmental program of guidance and counseling is based on the assumption that all school staff members are involved. At the same time, it is understood that professionally certified school counselors are central to the program. School counselors not only provide direct services to students but also work in consultative and collaborative relationships with other members of the guidance and counseling team, members of school staff, parents/guardians, and members of the community.

5. ***Guidance and counseling programs are developed through a systematic process of planning, designing, implementing, evaluating and enhancing.*** This process assures intentional delivery of a program designed to address established priorities.

6. ***Guidance and counseling programs have established leadership.*** This ensures accountability for the program and for the quality of the performance of program staff.

Organization of the Manual

The manual is comprised of seven sections:

Section I

- The role of guidance and counseling in promoting excellence in education
- The origin of the Missouri Comprehensive Guidance and Counseling Program
- Purpose and Definition
- Benefits and positive aspects of fully implemented comprehensive guidance and counseling programs
- Demonstrated impact on students
- Resources available to local schools

Section II

- Description of the three major elements of the Missouri Comprehensive Guidance and Counseling Program: Content, Organization Framework, and Resources

Section III

- Putting the program into place
- Program evaluation
- Program enhancement

Section IV

- Involving others in program implementation

Section V

- Guidance and Counseling and Career Education

Section VI

- Guidance and Counseling and Special Education

Section VII

- Professional Development

Who Should Read This Manual?

A goal of this manual is to inform school counselors, administrators, and educational staff about and involve them in the development, implementation, management and evaluation of comprehensive school guidance and counseling programs that can be specifically tailored for their districts. It can and should be used in pre-service education as well as in-service education for administrators, school counselors, and other educational staff members.

Important Points to Remember

To understand the concept of a comprehensive guidance and counseling program so that this manual can be used most effectively, here are some important points to keep in mind:

- A comprehensive guidance and counseling program is a complete guidance and counseling program that provides the structure for all of the activities and services required to serve all students, parents/guardians, and the community.
- A comprehensive guidance and counseling program is not an add-on to be added on top of the rest of the duties for which school counselors are currently responsible. Instead, it is the guidance and counseling program, and it contains 100% of the activities and services that school counselors — working collaboratively with parents/guardians, teachers, and administrators — are responsible for providing to students, parents/guardians, and the community.
- This manual provides an overview of the basic elements of a comprehensive guidance and counseling program as defined by Standard 6.9 of the Missouri School Improvement Program and a discussion of selected topics that affect the full operation of the program. The task for personnel in a local school district is to put a fully functioning comprehensive guidance and counseling program into place at the district level that is tailored to the specific needs of that district using the organizational structure and transition ideas found in this manual. Appendix D provides school counselors with an MSIP Compliance Checklist to assist in the development of the manual as well as the Internal Improvement Review to assist in determining the overall degree of program implementation.
- The job of putting a comprehensive guidance and counseling program into place and making it fully operational for the local district is not a simple task requiring little staff time and few resources. Although substantial work can be done during the first several years of the program, typically 4 to 5 years may be required to ensure successful and full program implementation with the necessary resources available. The full support of district administrators and the board of education is essential.
- Once a program is in place and operational, continual enhancement through a comprehensive on-going evaluation process using relevant school/student data and other evaluative information is essential for sustainability and for maintaining its relevance to the over-all educational program.

SECTION I

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM: A VITAL LINK TO EXCELLENCE IN EDUCATION

Since the 1980s, many individuals and groups across the country have been active in seeking educational reform. Unfortunately, many educational reform efforts during the 1980s neglected the field of guidance and counseling. Little was said then about the contributions of guidance and counseling and the work of school counselors to the overall achievement of educational goals. This omission was alarming because "Although counselors are often seen as peripheral to the mainstream of education, they in fact occupy a crucial position. For this reason, efforts to improve the nation's schools and create a more equitable system require careful consideration of guidance and counseling."" (Hart & Jacobi, 1992, p. 80).

In Missouri, excellence in education has been a long-standing goal. This commitment was reaffirmed in 1993 with the passage of the Outstanding Schools Act. The Act called for a strong and enduring commitment to our public school system and for the development of a tangible, concise plan to bring about educational reform in Missouri. The commitment to excellence has been reaffirmed through legislation such as the No Child Left Behind Act (Pub.L. 107-10) and through the state's focus on the goals indentified in Race to The Top.

The state of Missouri has also recognized the important contributions school counselors make to the overall growth and development of students and to excellence in education. This recognition led to the development of the Missouri Comprehensive Guidance and Counseling Program (MCGCP) in 1984 based on the work of Gysbers and Moore (1975, 1981). The goal of the MCGCP was to refocus and redirect guidance and counseling activities and to develop guidance and counseling and the work of school counselors in the schools within a program structure.

The first version of the MCGCP was designed for use at the secondary level. It was field- tested in selected secondary schools in Missouri from 1984 to 1988. During this time period, the development and field-testing processes involved numerous task forces that provided direction concerning the content, structure, and implementation of the MCGCP. While this field-testing was taking place, work also was underway to extend the MCGCP to the elementary school level. Over 300 school counselors and administrators participated in this process. This work was completed by 1988, allowing training on the full K-12 MCGCP to begin in 1988. This initial training ended in 1998. During this time period, school counselors and administrators in 441 out of 525 school districts across Missouri received training on how to implement MCGCP in their local school districts. Training for school counselors and administrators continues today through new personnel workshops and comprehensive guidance and counseling in-service workshops conducted yearly across Missouri.

What Is the Purpose of the Missouri Comprehensive Guidance and Counseling Program?

The structure of the MCGCP helps school districts plan, design, implement, evaluate, and enhance comprehensive, developmental, and systematic guidance and counseling programs in kindergarten through grade 12. The purpose of the MCGCP is to provide students in kindergarten through grade 12 with successful educational experiences. When the programs are fully implemented across the state, school districts will have comprehensive guidance and counseling programs in which school counselors will be able to devote full time to guidance and counseling, thereby reaching 100% of their students and enhancing:

- Student academic performance
- Student positive mental health and persona/social development
- Student achievement of guidance and counseling program grade level expectations
- Individual student planning resulting in enhanced positive career development through the use of Personal Plans of Study
- A positive and safe learning environment in collaboration with parents/guardians, teachers, administrators, and the community
- A program approach to guidance and counseling
- Program accountability through a comprehensive evaluation process (Program + Personnel = Results) that focuses on full program implementation, appropriate personnel evaluation, and the evaluation of student outcomes using relevant school/student data.

What Is the Definition of the Missouri Comprehensive Guidance and Counseling Program?

The comprehensive guidance and counseling program is an integral part of a school district's total educational program. It is developmental by design and includes sequential activities organized and implemented by school counselors with the active support of parents/guardians, teachers, administrators, and the community. As a developmental program, it addresses the needs of all students by facilitating their academic, career development, personal/social development, helping create positive and safe learning climates in schools, as well as helping students feel connected to school and to at least one caring adult. At the same time, the program assists students as they face issues and resolve problems that prevent their healthy development. The program is delivered through the following four program components:

- **Guidance and Counseling Curriculum** - structured group and classroom presentations

- **Individual Student Planning** - appraisal, development of Personal Plans of Study, and successful post-secondary transitions

- **Responsive Services** - individual counseling, small-group counseling, consultation, and referral

- **System Support** - program management, program evaluation, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and research and development

What Are the Benefits of the Missouri Comprehensive Guidance and Counseling Program for Local School Districts?

When comprehensive guidance and counseling programs are fully implemented in local school districts using the MCGCP as a guide, what benefits can be expected for students, parents/guardians, teachers, the community, boards of education, administrators, and school counselors?

Benefits for Students

- Focuses on all students
- Enhances students' academic performance
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventative focus
- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills
- Helps students feel connected to school
- Enhances students' personal/social development
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world
- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning for students

Benefits for Parents/Guardians

- Enhances students' academic performance, and their career and personal/social development
- Encourages the input of parents/guardians
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development
- Increases opportunities for parent/school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance and counseling program

Benefits for Teachers

- Contributes to a team effort to enhance students' academic performance as well as their career and personal/social development
- Provides relevant curriculum ideas through the use of guidance and counseling grade level expectations
- Encourages teachers' input into the delivery of the comprehensive guidance and counseling program
- Establishes the school counselor as a resource/consultant
- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators

Benefits for the Community

- Encourages input from business, industry, labor, and other community partners including community mental health and social service agencies
- Provides increased opportunities for collaboration among school counselors and business, industry, labor, and other community partners including community mental health and social service agencies
- Enhances the role of the school counselor as a resource person

- Increases opportunities for business, industry, labor, and other community partners including community mental health and social service agencies to actively participate in the total school program

- Enhances students' academic performance as well as their career and personal/social development

- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity

- Facilitates the development of students as active responsible citizens

Benefits for the Board of Education

- Enhances students' academic performance as well as their career and personal/social development

- Encourages greater school-community interaction

- Meets the guidance and counseling standards found in the Missouri School Improvement Program

- Provides a rationale for including a comprehensive guidance and counseling program in a school system

- Provides program information to district patrons

- Provides a basis for determining funding allocations for the program

- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant guidance and counseling student outcomes

Benefits for Administrators

- Enhances students' academic performance as well as their career and personal/social development

- Provides a clearly defined organizational structure for the comprehensive guidance and counseling program

- Establishes a clearly defined job description for school counselors

- Provides a way to supervise and evaluate school counselors

- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive guidance and counseling program

- Provides the way to meet Missouri School Improvement Program standards for guidance and counseling

- Provides a means of accountability through comprehensive guidance and counseling program, personnel and results evaluations

- Enhances the image of the comprehensive guidance and counseling program in the school and community

- Promotes the work of school counselors as providers of direct services to students and parents as well as being a consultant and collaborator with teachers and administrators

Benefits for School Counselors

- Enhances students' academic performance as well as their career and personal/social development

- Places guidance and counseling in the mainstream of the total educational system

- Provides clearly defined organizational structure in which to work

- Reduces and strives to eliminate non-guidance and counseling activities while retaining fair-share responsibilities

- Offers the opportunity to reach all students

- Provides a systemic way to plan, design, implement, evaluate and enhance the district's comprehensive guidance and counseling program

- Outlines clearly defined responsibilities for helping students master guidance and counseling content, develop personal plans of study and assisting students needing help with their individual concerns

- Provides the way to meet guidance and counseling program standards found in the Missouri School Improvement Program

What Are the Demonstrated Effects of Comprehensive Guidance and Counseling Programs in the Schools of Missouri?

Comprehensive guidance and counseling programs in Missouri — implemented by school counselors, in collaboration with parents/guardians, teachers, and administrators— are effective in assisting students to respond to challenges of living and working in the 21st century. Empirical research conducted in the state of Missouri during the past ten years has shown that when school counselors have the time, resources, and structure of a comprehensive guidance and counseling program in which to work, they contribute to positive student academic, personal/social, and career development as well as to the development of positive and safe learning climates in schools.

Students (22,964) in 236 small-, medium-, and large-sized high schools in Missouri with more fully implemented guidance and counseling programs, as judged by school counselors, reported the following:

- They had earned higher grades.
- Their education was better in preparing them for the future.
- Their schools had a more positive climate (Lapan, Gysbers, & Sun, 1997).

School counselors in Missouri (430 counselors representing 255 school districts across the state) who rated their guidance and counseling programs as more fully implemented indicated that they spent more time with students, parents/guardians, and teachers and were more visible (greater public understanding and more time in classrooms) (Gysbers, Lapan, & Blair, 1999).

When middle school classroom teachers (4,868) in 184 small-, medium-, and large-sized middle schools across Missouri rated comprehensive guidance and counseling programs in their schools as more implemented, 7th graders (22,601) in those schools reported that:

- They earned higher grades.
- School was more relevant for them.
- They had positive relationships with teachers.
- They were more satisfied with their education.
- They felt safer in school (Lapan, Gysbers, & Petroski, 2001).

In 2006, a state wide study was conducted comparing the degree of implementation of comprehensive guidance and counseling programs with relevant student outcomes such as achievement and attendance. This study found that in those schools which had more fully implemented guidance and counseling programs:

- MAP scores were higher.
- Attendance was better.
- Discipline problems were fewer.
- School counselors were spending less time on non-guidance and counseling duties (Lapan, Gysbers, and Kayson, 2007).

What Resources Are Available to Assist Local School Districts?

As the MCGCP is implemented and enhanced in a district, the following resources may be helpful:

- **The Guidance and Counseling Personnel of the Department of Elementary and Secondary Education** (PO Box 480, Jefferson City, MO 65102) [573-751-7966] http://dese.mo.gov/divcareered/. The following resources may be accessed and obtained from DESE:

- **The Guidance e-Learning Center located at The Missouri Center for Career Education** (T.R. Gaines 302, Central Missouri State University, Warrensburg, MO [660- 54-.8768] http://www.missouricareereducation.org/for/content/guidance/

  The following resources may be accessed and obtained from the center:

  - On-line Manual
  - Guidance and Counseling content standards and grade level expectations
  - Guidance and Counseling learning activities
  - Mentoring information and material
  - Calendar of professional development activities
  - Lending library of guidance and counseling resources
  - Abstracts of results based evaluation projects
  - Internal Improvement Review Document for program implementation, evaluation and planning
  - On-line E-learning opportunities
  - 2006 State-wide study, "Missouri School Counselors Benefit All Students" (Lapan, Gysbers, and Kayson, 2007)

- **SuccessLink** (1111 Madison St. Suite 4, Jefferson City, MO. 65101[888-636-4395], http://www.successlink.org/)

  - On-line data base of guidance and counseling learning activities and activities for other curricular areas

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SECTION II

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM: AN OVERVIEW

The Missouri Comprehensive Guidance and Counseling Program (MCGCP) consists of three major elements: content, an organizational framework, and resources. (See Figure II-1.) The content element contains suggested student content standards and grade level expectations (GLE's) that a school district may wish to consider for its students to master as a result of their participation in the district's comprehensive guidance and counseling program. The organizational framework contains six structural components and four program components. Suggested allocations of the school counselor's time across the four program components are also provided. The resource element presents the human, financial, and political resources required to fully implement the program.

CONTENT

One of the assumptions upon which the MCGCP is based is that there is guidance and counseling content that all students should have the opportunity to learn. (See Appendix A.) In the MCGCP, guidance and counseling content is expressed as grade level expectations that students need to achieve along with the grade level expectations they achieve in academic, career education and other subjects so that they can compete successfully in an internationally competitive, technological world. The content element of the MCGCP contains student grade level expectations grouped into three broad areas: Academic Development, Career Development and Personal Social/Development.

Academic Development

- Applying Skills Needed for Educational Achievement
- Applying the Skills of Transitioning Between Educational Levels
- Developing and Monitoring Personal Educational Plans

Career Development

- Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
- Knowing Where and How to Obtain Information about the World of Work and Post Secondary Training/Education
- Applying Employment Readiness Skills and the Skills for On-The-Job Success

Personal/Social Development

- Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
- Interacting with Others in Ways that Respect Individual and Group Differences
- Applying Personal Safety Skills and Coping Strategies

Figure II-1

Missouri Comprehensive Guidance and Counseling Program

Elements

Content

Strands

- Personal/Social Development
- Academic Development
- Career Development

Organizational Framework

Structural Components

- Definition and Philosophy
- Guidance Program Facilities
- Advisory Council
- Guidance Resources
- Staffing Patterns
- Budget

Program Components and Sample Processes

Guidance Curriculum
- Classroom Presentations
- Structured Groups

Individual Student Planning
- Appraisal
- Educational and Career Planning
- Development of Personal Plans of Study
- Post-Secondary Transition

Responsive Services
- Individual Counseling
- Small Group Counseling
- Consultation
- Referral

System Support
- Program Management
- Program Evaluation
- Fair Share Responsibilities
- Staff and Community Relations
- Consultation
- Committee Participation
- Community Outreach
- Program Advocacy

Resources

Human Resources

- Counselors
- Teachers/Staff
- Administrators
- Parents/Guardians
- Students
- Community Members
- Business/Labor Partners

Financial Resources
- Budget
- Materials
- Equipment Facilities

Political Resources
- School Board Policies
- National and State Laws, Rules, and Regulations
- Local School District Administrative Guidelines
- Professional Association Guidelines and Ethical Standards

Suggested Use of Counselor Time (Percentage Rate)

	Elementary School	Middle/Junior High School	High School
Guidance and Counseling Curriculum	35-45	25-35	15-25
Individual Student Planning	5-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	15-20
Total	100	100	100

Note: 100% of a school counselor's time should be devoted to the implantation, delivery, and management of the guidance and counseling program.

ORGANIZATIONAL FRAMEWORK

This section describes in detail the organizational framework of the MCGCP. The framework contains six structural components, four program components, and suggested distributions of school counselor time.

SIX STRUCTURAL COMPONENTS

The six structural components are an important part of the organizational framework of the MCGCP because they define it; describe the rationale on which it is based; and highlight the resources, materials, staffing, and equipment that are required to develop and manage it effectively. The six structural components are: (a) definition and philosophy, (b) guidance and counseling program facilities, (c) advisory council, (d) guidance and counseling resources, (e) staffing patterns, and (f) budget.

Program Definition and Philosophy

The definition of a comprehensive guidance and counseling program identifies the centrality of guidance and counseling in education and describes, in broad outcome terms, the grade level expectations, (knowledge and skills) students will master as a result of their participation in the program. It also identifies who delivers the program and how the program is organized. The district's statement of philosophy for its comprehensive guidance and counseling program identifies a belief system and is derived from the overall educational goals of the school district and from the educational goals for the state of Missouri.

Guidance and Counseling Program Facilities

To implement a comprehensive guidance and counseling program, a guidance and counseling center should be established in each building of the district. The guidance and counseling center should be accessible and large enough to adequately house all of the program's personnel, resources, and equipment. The minimum requirements for a guidance and counseling center are:

- A well-organized display of guidance and counseling resource materials and equipment
- Private offices, properly equipped and soundproofed
- Adequate space for individual, small-, and large-group use
- Adequate storage space

Advisory Council

An advisory council provides support, offers advice, reviews present activities, and encourages new activities to meet the goals of a school district's comprehensive guidance and counseling program. Advisory council membership may include parents/guardians, school board members, students, community leaders, agency personnel, and teachers.

The advisory council members should have a shared enthusiasm for students and guidance and counseling. The council may be organized at the district or building level. In small districts, the

council's responsibilities may be assumed by or be organized within existing advisory groups such as building or district-wide career education advisory councils.

Guidance and Counseling Resources

To develop and manage a comprehensive guidance and counseling program effectively, appropriate guidance and counseling resources are required. These resources include equipment and materials, staff expertise, and community resources.

Staffing Patterns

For a comprehensive guidance and counseling program to function fully and effectively, adequate staffing is required. This means that the minimum state standard for school counselor-to-student ratio must be met. The minimum standard requires one school counselor for every 401-500 students in grades K-12. However, the desirable standard is one school counselor for every 301-375 students in grades K-12. If a district has more than one school counselor, a head school counselor or director should be identified. Central coordination ensures that program planning, designing, implementing, evaluating, and enhancing take place in a timely manner. A reduced caseload is highly recommended for head school counselors or directors so that they can manage the comprehensive guidance and counseling program effectively. Finally, and most importantly, adequate secretarial/clerical support personnel must be assigned to the comprehensive guidance and counseling program to ensure effective program delivery.

Budget

The guidance and counseling program's budget should be included in the budget-planning process at both the district and building levels. Budgets should be established annually consistent with other departments in the school to ensure that the comprehensive guidance and counseling program has the resources to develop, implement, and manage its program effectively. These budgets should be separate from other district and building budgets (e.g., special education, at-risk, testing).

FOUR PROGRAM COMPONENTS

All of the required activities and services of a comprehensive guidance and counseling program are grouped into four interactive program components: (a) guidance and counseling curriculum, (b) individual student planning, (c) responsive services, and (d) system support.

The first three program components provide direct activities and services to students and parents/guardians. This means that the content of a comprehensive guidance and counseling program —the student grade level expectations — is delivered through the activities and services of these three components. The guidance and counseling curriculum is designed to be the center of the developmental/preventative part of a comprehensive guidance and counseling program and thus contains the bulk of the activities to assist students in achieving appropriate guidance and counseling grade level expectations. At the same time, however, it is important to remember that the activities and services of the individual student planning and responsive services components also provide many opportunities for students to achieve appropriate guidance and counseling grade level expectations contained in the content element of the MCGCP. Thus, all three direct service

components contribute to student attainment of appropriate grade level expectations in different but important ways. The fourth program component, system support, contains the management activities and services required to support a district guidance and counseling program as well as the other educational programs of a district.

Guidance and Counseling Curriculum

Are there knowledge, skills, and attitudes that all students need to acquire that should be the instructional responsibility of a comprehensive guidance and counseling program? The answer is yes! They are expressed as grade level expectations (GLE's). Thus, a curriculum component is a necessary part of a comprehensive guidance and counseling program that will address a majority of the guidance and counseling grade level expectations contained in the content element.

The guidance and counseling curriculum consists of structured developmental activities presented systematically through classrooms and large groups from kindergarten through grade 12. The purpose of the guidance and counseling curriculum is to facilitate students' optimal growth and development by assisting them to acquire competencies that promote academic development, career development, and personal social development. Guidance and Counseling curriculum activities are delivered through such strategies as the following:

- **Structured Groups -** School counselors conduct structured groups such as career days in the guidance and counseling center or other school facilities.
- **Classroom Presentations -** School counselors — working collaboratively with teachers — teach, teach in teams, and assist in teaching guidance and counseling curriculum activities in classrooms.

Guidance and Counseling curriculum activities are developed in a variety of ways. In 2005 and 2006 a state wide committee of counselors, counselor educators, and state department personnel developed learning activities based on the new standards and grade level expectations. These are web-based activities that counselors and teachers can access by linking to the Guidance e-Learning Center: The long-range goal is to develop a 'living curriculum" that can grow as counselors and teachers develop new learning activities that address the guidance and counseling standards and grade level expectations.

Also, it is important to work closely with teachers to organize where and when guidance and counseling curriculum activities will be taught. The format of the learning activities indicate how they are cross-referenced to the Missouri Show-Me Standards and provide effective ways to work closely with classroom teachers to achieve the educational goals of the district.

Individual Student Planning

Do students and their parents/guardians have the right to expect that the school district is sensitive and responsive to students' unique life career needs, including their needs for goal setting and career planning? The answer is yes! Thus, an individual student planning component in a comprehensive guidance and counseling program is needed.

The foundation for individual student planning is established during the elementary school years through guidance and counseling curriculum activities in which students participate. Self-confidence development, the acquisition of learning-to-learn skills, interpersonal relationship skill

development, decision-making skill building, and awareness and beginning exploration of educational and occupational possibilities are sample subjects covered during these years. Subjects such as these continue to be covered through the activities of the guidance and counseling curriculum during middle school and high school, providing new information and experiences to enable students to regularly update, monitor, and manage their plans effectively.

Building on the foundation provided in elementary school, students begin to plan for the future during the middle school years through the individual student planning component. During this period, students' plans focus on high school course selection, considering graduation requirements and the requirements for their postsecondary educational and occupational goals, culminating in a Personal Plan of Study. Guidance and counseling curriculum activities continue to support and guide the planning process.

During the high school years, personal plans of study developed in the middle school are reviewed and updated regularly in accordance with students' post-secondary personal, educational, and occupational goals. The individual student planning component provides time for regular individual work with students as well as group sessions focusing on individual student planning. Guidance and counseling curriculum activities continue to support student planning by giving emphasis to the development and use of skills in decision making, goal setting, and planning. The importance and relevance of strong academic, and career, and personal/social development skills are stressed. The goal is for students' personal plans of study to become pathways or guides through which they can use the past and present to anticipate and prepare for the future.

Individual student planning activities help all students to plan, monitor, and manage their academic, career, and personal/social development. Within this component, activities are designed to help students evaluate their educational, career, and personal goals and to develop personal plans of study no later than the 8th grade in collaboration with parents/guardians. In this component, the school counselor plans and directs the activities. These activities are generally delivered on an individual basis or by working with individuals in small groups. The focus is on having students individualize and personalize their planning. Individual student planning is implemented through such strategies as the following:

- **Appraisal -** School counselors work with students in analyzing and evaluating their abilities, interests, skills, and achievements. Test information and other evaluation data form a basis for developing short-term and long-term plans with students and their parents/guardians.
- **Educational and Career Planning -** School counselors work with students to use personal-social, educational, and career and labor market information to manage their personal plans of study. The involvement of parents/guardians and other school staff is critical in planning a program that meets the individual needs of students.
- **Transition -** School counselors assist students in making the transition from grade to grade and school to school or school to work.

Educational and career decision making, planning, and goal setting are primarily the responsibility of students and their parents/guardians. Personal plans of study developed as a result of individual student planning activities come in a variety of formats. One format is the traditional 4- to 7-year educational plan. Another format is a student portfolio either in paper or electronic form.

Programs of Study and Personal Plans of Study

Programs of Study

A requirement of Perkins IV is that school districts' CTE programs will create programs of study around career clusters which will include a non-duplicative sequence of academic and technical education instruction, career guidance and counseling, linkages to postsecondary opportunities, and workplace learning opportunities, among others.

The primary purpose of Programs of Study is to provide successful student transitions between secondary and postsecondary education. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 called upon states and local education agencies to create secondary-to-postsecondary sequences of academic and career education coursework that lead students to attain a postsecondary degree or industry-recognized certificate or credential. At a minimum, Programs of Study must:

- incorporate and align secondary and postsecondary education elements;
- include academic and CTE content in a coordinated, non-duplicative progression of courses; offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

Missouri has created a model process for schools to use to develop curriculum and model templates. The Program of Study ***process*** leads to at least two major outcomes:

1. A aligned curriculum within a CTE program built around a career cluster pathway that leads to a successful post-secondary transition
2. A program of study template that schools can use to guide students in the creation ***of their personal plan of study.***

The state plans calls for CTE programs to develop at least 1 program of study within 5 years. The model process allows schools to continue to develop additional programs of study as needed and/or required.

Personal Plans of Study

Students will have the opportunity to build their own personal plan of study, **the foundation of which will be the PROGRAM of STUDY within their identified career cluster.** Through comprehensive career guidance and counseling the personal plan of study will reflect the coursework needed to complete the program of study including state and local graduation ***and assessment*** requirements, grade appropriate work-based opportunities and relevant co-curricular activities in which the student will engage. Such activities may include but are not limited to job shadowing, service learning, internships, volunteer activities, after school employment, and CTSO activities. The personal plan of study will further reflect the postsecondary goals of the student which will be reviewed annually and revised as necessary. ***The state required assessments in which students will participate will be determined by the educational and career goals as set out in the Personal Plan of Study.*** The Missouri School Improvement Program requires that all students have a personal plan of study built around a career path and/or cluster beginning no later than the end of 8th grade.

At this point, only a few programs of study templates will have been developed. However, all students will still have a personal plan of study. If a student is pursuing a career area for which a program of study template has not been developed through the model process, then the personal plan of study will be developed without a template or a school can use sample templates that can be found on the career clusters website: www.careerclusters.org. Even small schools with a limited number of courses can develop templates for the personal plan of study using the career path framework. The idea is that we provide students with a way to frame their career and educational planning—a language so to speak—about careers that does not limit their options but expands them by helping them envision a number of ways in which their skills and interests can be used.

The Role of the Professional School Counselor

School counselors are aware that:

- individual student planning is a key component of their comprehensive guidance and counseling program
- developing, reviewing, and revising personal plans of study is an essential piece of individual student planning
- individual student planning is at the heart of a strong career development process of career awareness, exploration and decision making that begins in the elementary grades.

Thus, school counselors play a pivotal role in helping students gain the knowledge and skills necessary for them to be able to make good decisions regarding their post-secondary plans.

The Guidance Grade Level Expectations provide the roadmap for schools to develop a strong and meaningful career development process for all students, and the Program of Study process provides schools an effective way to develop a rigorous and relevant curriculum and to create the templates that can guide the individual planning process and the development of rigorous and relevant personal plans of study.

Responsive Services

Should school counselors be available and responsive to special or unexpected needs of students and parents/guardians? The answer is yes! Thus, the purpose of the responsive services component is to work with students whose personal circumstances, concerns, or problems are threatening to interfere with or are interfering with their healthy academic, career, and personal/social development. Specific issues some students face include academic success, career choice, child abuse, cultural diversity, dropping out of school, educational choices, family loss, relationships, school attendance, stress, substance abuse, and suicide. As a result, there is continuing need for individual counseling, small-group counseling, consultation, and referral. The responsive services component also supports the activities in the guidance and counseling curriculum and individual student planning components.

Parent/guardian involvement with and participation in the activities of this component are critical in helping students overcome barriers to their, academic, career, and personal/social development. Parent/guardian involvement may include referring their children for assistance, working with school counselors to identify issues of concern, giving permission for needed services, and providing help in resolving issues. Responsive services are implemented through the following: individual counseling, small-group counseling, consultation, and referral.

- **Individual Counseling -** School counselors provide individual counseling for students who are experiencing educational difficulties, personal concerns, or normal developmental tasks. Individual counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken.
- **Small-Group Counseling -** School counselors provide small-group counseling to students who need and will benefit from a small-group setting to address their needs and concerns. Interventions may take the form of short-term issue groups or crisis intervention groups that deal with such topics as social skills, anger management, relationship issues, grief issues, and study skills.
- **Consultation -** Consultation is an interactive process that school counselors provide to help parents/guardians, teachers, and administrators address the academic, career, and personal social needs of students.
- **Referral -** School counselors use school and community referral sources that deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, juvenile services, and/or social services.

The responsive services component is different from the guidance and counseling curriculum and individual student planning components in that the services involved are provided in response to individual needs. To conduct the services of this component, it would be useful to have district-wide written plans and policies concerning confidentiality, the reporting of suspected child abuse, and referrals. A clear district-wide policy about confidentiality of information will enable school counselors to respond to inappropriate requests for information and will help guide their work with students, parents/guardians, teachers, and administrators. As mandated reporters, school counselors are required by law to report suspected child abuse. A district-wide written policy and plan will inform those involved of the procedures the district follows. It is also necessary to compile a listing of referral sources available as well as have guidelines regarding when and how to make referrals.

System Support

Does a district's comprehensive guidance and counseling program require an ongoing support system to work effectively? Do the educational system of the district and the staff involved require ongoing support that can best be provided by school counselors? The answer to these questions is yes! Thus, a comprehensive guidance and counseling program requires a system support component. The administration and management activities of a district's comprehensive guidance and counseling program are located in this component as are activities that support other educational programs. The system-support component is implemented through activities such as program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation.

- **Program Management -** This includes the planning and management tasks needed to support activities conducted in the district's comprehensive guidance and counseling program. Such activities might include conducting time/task analyses; developing a yearly calendar of activities; developing a yearly budget; writing reports regarding the comprehensive guidance and counseling program; establishing priorities for the year; and, identifying resources needed to implement the program.
- **Fair-Share Responsibilities -** These are the responsibilities that are required of all members of the school staff. Fair-share responsibilities may include tasks such as bus duty, playground duty, class/club sponsorship, and taking tickets at sporting events. Non-guidance and counseling responsibilities are tasks such as these that school counselors are assigned above and beyond those of other staff members. It is important to note that when these types of activities are assigned to school counselors above and beyond those assigned to other staff members, these activities are considered non- guidance and counseling responsibilities. For further explanations of non-guidance and counseling responsibilities, see Section III for additional information.
- **Professional Development -** School counselors need to be involved in regularly updating their professional knowledge and skills. This may involve participation in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.
- **Staff and Community Relations -** This activity involves orienting the staff and the community to the comprehensive guidance and counseling program through newsletters, local media, and/or school-community presentations.
- **Consultation and Collaboration -** School counselors consult and collaborate with teachers and other staff members in order to provide information and receive feedback on the emerging needs of students.
- **Committee Participation -** Serving on departmental curriculum committees, community committees, or advisory boards represents examples of ways to support other programs in the school and community and to gain support for the guidance and counseling program.
- **Community Outreach -** Community outreach activities are designed to help school counselors gain knowledge about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may require school counselors to periodically visit postsecondary schools and local businesses, industries, and social service agencies.

- **Evaluation -** Evaluation consists of three major components which is conceptualized as "Program + Personnel = Results. "

  - **Program** evaluation asks the question, "To what extent is the program in place?" and is measured using the Internal Improvement Document found in Appendix D.

  - **Personnel** Evaluation asks the question, "To what extent is the program staffed with highly skilled school counselors?", and is measured using the *Guidelines for Performance-Based School Counselor Evaluation*.

  - **Results** evaluation asks the question, "To what extent is the program having an impact on relevant student outcomes such as achievement, attendance, and behavior?" See Section III for detailed information on results evaluation.

Suggested Distribution of Total School Counselors' Time

Appropriate use of a school counselor's time is crucial in developing and implementing a district's comprehensive guidance and counseling program. The four program components provide the structure for judging appropriate allocation of the school counselor's time. One criterion to use in making such judgment is the concept of program balance. The guidance and counseling curriculum, individual student planning, and responsive services program components represent the direct services school counselors provide to students, parents/guardians, teachers, and the community. The system support program component organizes the indirect services of the program. The assumption is that school counselors' time should be spread across all four program components. However, the first three components will likely need more than 75% of the time. Perhaps total time should be in an 80:20 ratio with 80% toward providing direct services to students, parents/guardians, teachers, and the community and 20% toward providing indirect services to these groups. Care must be taken, however, to watch the time given to system support tasks because the prime focus for the school counselors' time is the direct services to students and parents/guardians through the program components of guidance and counseling curriculum, individual student planning, and responsive services. Finally, it is important to realize that if the district's program is well run, it already provides substantial support for other school programs and personnel as well as the community.

Another criterion is that different grade levels require different allocations of school counselors' time across the program components. For example, at the elementary level, more of the school counselors' time may be spent working in the guidance and counseling curriculum with less time spent on individual student planning. In high school, those time allocations will most likely be reversed. How personnel in a school district or school building allocate their time depends on the needs of their students, parents/guardians, teachers, and their community. Further, once chosen, the time allocations are not fixed forever. The purpose for making them is to provide direction to the program, administration, and school counselors involved. Time allocations can be changed based on newly arising needs. However, when something new is added, decisions will have to be made about what needs to be removed or reprioritized. The assumption is that school counselors should spend their time on fully implementing the guidance and counseling program. Remember that this includes the fair-share responsibilities found in the system support component. School counselors and administrators who participated in field-testing the MCGCP recommended the suggested time percentages seen in Figure II-1 on page 11.

RESOURCES

Human Resources

The human resources of a district's comprehensive guidance and counseling program — school counselors, teachers, administrators, parents/guardians, students, community members, and business and labor partners — all have roles to play in the guidance and counseling program. Although school counselors coordinate the program and are the main providers of guidance and counseling services, the involvement, cooperation, and support of teachers and administrators are necessary for a successful program that offers a full array of guidance and counseling activities. The

involvement, cooperation, and support of parents/guardians, community members, and business and labor partners are also critical for full student participation in the guidance and counseling program.

Financial Resources

Appropriate and adequate financial resources are critical to the success of a comprehensive guidance and counseling program. The financial resource categories required for a program include budget, materials, equipment, and facilities. A budget for the guidance and counseling program is needed to fund items in these categories and then allocate those funds across the buildings and grade levels of the district. Materials and equipment are needed so that the guidance and counseling activities across the four program components can be fully implemented. Well-designed guidance and counseling facilities in each building, organized to meet the needs of the guidance and counseling program are also required.

Political Resources

The political resources of a comprehensive guidance and counseling program include school board policies, pertinent state and federal laws, rules, and regulations, local school district administrative guidelines, and professional association position statements and ethical standards. Clear and concise board of education policies are mandatory for the successful operation of comprehensive guidance and counseling programs in school districts. They represent statements of support and courses of action or guiding principles designed to influence and determine decisions in school districts; those that pertain to guidance and counseling programs must consider pertinent laws, rules, and regulations and standards as they are being written, adopted, and implemented.

PROGRAM COMPONENTS SUMMARY CHART

When the four program components are fully developed in a local district, a chart can be created that provides brief descriptions of each of the four program components. Such a chart includes the purposes of the components; the topics addressed, and school counselors' roles. Figure II-2 is a sample of such a chart showing sample topics. A chart like this one can be created for a district's program to show at a glance the services and activities school counselors deliver through a comprehensive guidance and counseling program to students, parents/guardians, and the community.

Figure II – 2

Missouri Comprehensive Guidance and Counseling Program Components

Guidance and Counseling Curriculum

Provides guidance and counseling content in a systematic way to all students K-12

Purpose
Student awareness, skill development, and application of skills needed in everyday life

Areas and Activities Addressed

Academic Development
- Study Skills
- Developing Personal Plans of Study
- Pre-employment Skills
- Job Preparation
- Post-Secondary Decision Making

Career Development
- Career Awareness
- Career Exploration

Personal/Social Development
- Self-Concept
- Conflict Resolution
- Personal Responsibilities
- Peer Friendship
- Decision-Making Skills
- Substance Abuse Prevention Program
- Cross-Cultural Understandings

School Counselor's Role
- Structured Groups
- Classroom Presentations

Individual Student Planning

Assists students in planning, monitoring, and managing their academic, career, and personal/social and development

Purpose
Development and use of Personal Plans of Study

Topics Addressed
- Course Selection
- Transitioning:
  - Grade to Grade
  - School to School
  - School to Career
- Multiple-Year Planning
- Financial Aid
- Knowledge of Career Opportunities
- Career Awareness
- Interest Inventories
- Career Shadowing
- Work Habits
- Setting Personal Goals
- Decision-Making Skills

School Counselor's Role
- Appraisal
- Education and Career Planning
- Transitions

Responsive Services

Addresses the immediate needs and concerns of students

Purpose
Prevention, intervention

Topics Addressed
- Academic Concerns
- School-related Concerns
  - Tardiness
  - Absences and Truancy
  - Misbehavior
  - School-Avoidance
  - Dropout Prevention
- Relationship Concerns
- Physical/Sexual/
- Emotional Abuse
- Grief/Loss/Death
- Substance Abuse
- Family Issues
- Sexuality Issues
- Coping with Stress

School Counselor's Role
- Individual Counseling
- Small-Group Counseling
- Consultation
- Referral

System Support

Includes program, staff, and school support activities and services

Purpose
Program delivery and support

Topics Addressed
- Guidance and Counseling Program, Development and Management
- Parent/Guardian Education
- Teacher/Administrator Consultation
- School Improvement Planning
- Counselor Professional Development
- Research and Publishing
- Community Outreach
- Public Relations
- Fair-Share Responsibilities
  - Bus Duty
  - Playground Duty
  - Class/Club Sponsorship
  - Taking Tickets at Sporting Events

School Counselor's Role
- Program Management
- Fair-Share Responsibilities
- Professional Development
- Staff and Community Relations
- Consultation
- Committee Participation
- Community Outreach
- Evaluation

SECTION III

MAKING THE TRANSITION TO A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM:

HOW TO PLAN, DESIGN, IMPLEMENT, EVALUATE, AND ENHANCE A DISTRICT'S COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

The challenge that districts face is how to make the transition from their current organizational structure for guidance and counseling to a comprehensive guidance and counseling program based on the Missouri Comprehensive Guidance and Counseling Program (MCGCP). This section of the manual describes the five phases of change that enable school districts to manage the transition to a fully implemented district comprehensive guidance and counseling program. The five phases of the transition process are: planning, designing, implementing, evaluating, and enhancing.

1. **Planning -** This phase involves setting the stage for the work that will follow. It involves getting organized and obtaining the commitment of the board of education, administrators, and school counselors. It also involves forming a steering committee and advisory council, as well as conducting a thorough assessment of the district's current guidance and counseling activities and services.
2. **Designing -** In the design phase of the transition process, the tasks are to develop a comprehensive guidance and counseling program tailored specifically for the district and to develop an implementation plan to put the program into operation.
3. **Implementing -** In this phase of the transition process, the desired comprehensive guidance and counseling program for the district is implemented. This involves gaining adoption of the program by the board of education and removing non-guidance and counseling tasks from school counselors' duties so that they can conduct the necessary duties of the district's comprehensive guidance and counseling program.
4. **Evaluating -** This phase of the process focuses on the why and how of program evaluation, personnel evaluation, and results evaluation.
5. **Enhancing -** In this phase of transition, data are used to guide the redesign and improvement of the district's comprehensive guidance and counseling program.

PLANNING THE PROGRAM

Getting Organized: Year 1

The getting organized part of planning begins with the district's decision to develop and implement a comprehensive guidance and counseling program. Once this decision is made, a number of tasks have to be completed during the first year. These tasks include:

- Appointing the district's steering committee and advisory council
- Gaining the board of education's and the district administrators' support and their authorization to develop and implement the district's comprehensive guidance and counseling program.

Appointing a District Steering Committee

The district steering committee serves as the internal management group for the process of making the transition to the district's comprehensive guidance and counseling program. This is a district-wide committee charged with the responsibility for coordinating the guidance and counseling activities and services in all buildings to ensure a systematic and sequential district-wide program. District steering committee members are key school leaders who serve as visionaries for the program and motivators for the involvement of others.

The district steering committee consists of building-level administrators and school counselors from the district's elementary, middle/junior high, and senior high schools. One or two representatives from the district's central office should also be involved. The size of the steering committee is determined locally; however, a group of 6 to 10 persons is recommended. The superintendent of schools should formally appoint the members. Ordinarily, a member of the guidance and counseling department serves as chair.

The responsibilities of the district steering committee include the following:

- Becoming knowledgeable about the Missouri Comprehensive Guidance and Counseling Program
- Understanding the conditions necessary for change to take place locally
- Meeting with the administration and the board of education to gain support and secure authorization to proceed with the development and implementation of the district's program
- Creating the overall plan to develop and implement the district-wide comprehensive guidance and counseling program and being responsible to see that the work is done
- Providing progress reports to the board of education
- Appointing and supervising work groups of school counselors as well as others to accomplish the work to be done to fully implement a comprehensive guidance and counseling program in the district

Appointing an Advisory Council

The advisory council is a school-community-based group that the superintendent appoints for the purpose of providing advice and counsel concerning the development and implementation of the district's comprehensive guidance and counseling program. The council provides support, offers advice, reviews present activities, and encourages new activities to meet the goals of the district's comprehensive guidance and counseling program. It is important to emphasize that the council is an advisory group, not a decision-making body.

The members should have a shared enthusiasm for students and guidance and counseling. The selection procedure will vary from district to district. It is suggested that the steering committee recommend members for the advisory council to the superintendent. When identifying potential members, the following points should be considered: (a) The advisory council should represent the diversity of the district's patrons and business community. (b) Representation should be sought from the school board, school staff, parents/guardians, and students. (c) Community members with diverse viewpoints should be included in the committee selection. (d) Individuals who possess a

shared enthusiasm and commitment to students even though their ideas may differ should be included.

In organizing the advisory council a number of issues need to be considered, including the following.

- **Sizes of the Council** - Some larger districts have advisory councils of 75-80 people, ensuring broad representation and good attendance at each meeting. Other districts have effectively used a group of 12 to 18 people.
- **Composition** - Advisory councils should include school board members, school staff, parents/guardians, students, and community leaders.
- **Length of Appointment** - Appointing members for rotating terms will ensure that there are always experienced members on the council. It is suggested that the terms be from 2 to 3 years and that the number of years are drawn at the first meeting to determine the length of term each member will serve. If 2 years is identified as the length of term chosen, some of the members of the first council will serve for just 1 year to preclude all members going off the council at the same time.
- **Reappointment** - It should be determined if advisory council members should serve more than one term and, if so, how many times they may be reappointed.
- **Governance of Council** - It should be determined who will chair the advisory council and how he or she will be chosen.
- **Frequency of Meetings** - Meetings should be held as frequently as work tasks demand, but the advisory council should meet at least twice a year. With present technology, meetings do not necessarily have to be face-to-face, although this is the ideal situation. Video conferencing, instant messaging, "chat rooms" and e-mails are other ways that the advisory committee can communicate with one another.
- **Structure** - The advisory council may be organized at the district or individual building level. In some districts, an existing school or district-wide advisory council may assume the functions of the advisory council.
- **Functions** - The advisory council is a channel of communication to and from the schools of the district and the community. It is a public relations group that interprets the district comprehensive guidance and counseling program to district patrons. The council provides support, offers advice, reviews present activities, and encourages new activities to meet the goals of the districts comprehensive guidance and counseling program.

Gaining Assurances from the Board of Education

During the first year of planning, it is important for the steering committee to meet with the board of education to present a rationale for the needed transition to a comprehensive guidance and counseling program and their plan to accomplish this task. The goal is to seek the endorsement of the board of education for the needed transition and the authorization to proceed. By endorsing the concept of a comprehensive guidance and counseling program for the district and by authorizing the development and implementation of the program, the board of education:

- Authorizes the administration to provide school counselors with the time and resources to develop and implement a comprehensive guidance and counseling program under the leadership of the steering committee
- Receives periodic progress reports from the steering committee

- Approves the program as an official program of the school district and adopts a policy that mandates the program
- Works with the steering committee and administration to fully implement the program once it is approved
- Works with the advisory council and school staff to publicize the program to the community
- Provides sufficient funding to ensure continued program development, implementation, and evaluation through the program enhancement process

Assessing the Current Program: Years 1 and 2

In the planning phase of the transition process, one of the major tasks is to thoroughly assess the current program. Groups of school counselors from all levels will be required to conduct the work involved. One or more work groups are needed to study and report on internal factors/trends in the district that may have an impact on the development and implementation of the district's program. In addition, one or more work groups are needed to study factors outside of the school in the community and beyond. Each of the work groups provides periodic progress reports to the steering committee and submits a final report to the steering committee.

Conducting an Initial Time and Task Analysis

The time and task analysis is a survey of the time it takes for school counselors to perform the tasks that they have been assigned in program as it currently exists. The results of this initial analysis will provide a basis for comparing the time and tasks involved in the *current* program to the time and tasks chosen for the *desired* district's comprehensive guidance and counseling program. A district can conduct the time and task analysis using 15 minute time intervals. See Appendix B for sample time and task analysis forms.

Before the initial time and task analysis is conducted, however, it is important for all of the school counselors in the district to meet by grade level (elementary, middle, and high school) to determine where their current tasks fit into the program components. (In small school districts, all school counselors in the district may work together to complete this task.) This can be accomplished by having each group divide large sheets of paper into five columns. The columns should be labeled (a) guidance and counseling curriculum, (b) individual student planning, (c) responsive services, (d) system support, and (e) non-guidance and counseling activities. The goal for this activity is for the school counselors at each level to list and categorize their current tasks using the guidelines found in Appendix B. The result is a chart for each level that contains all of the tasks school counselors are currently responsible for, categorized by the four program components and non-guidance and counseling activities.

This exercise provides all school counselors in a district with the knowledge of what current tasks go where when they fill out the time and task analysis form so that everyone will interpret the form in the same way. It is important to remember that fair-share activities are included in system support. Refer to Appendix B for a definition of fair-share responsibilities.

For the initial time/task analysis, the following steps are necessary:

1. All school counselors in the district will select the same five (5) days spread throughout each semester (for a total of 10 days) to conduct the time/task survey. These five days should reflect typical days within the month that contain a variety of guidance and counseling program activities within the four components as well as any non-guidance and counseling activities that may be present
2. Use the 15-minute time intervals and task analysis form (Appendix B) to keep track of the actual time school counselors currently spend in activities in each program component plus non-guidance and counseling activities. Note that the form has a time block for before school, after school, and evening activities conducted as part of the program.
3. Use the Guidelines for Categorizing Guidance and Counseling Program Activities found in Appendix B to determine into which component the activity currently being conducted is placed. Place a check in the appropriate category for each 15-minute interval. For the non-guidance and counseling category, write in the actual non-guidance and counseling tasks. Using a spreadsheet program such as EXCEL for the time/task data collection, analysis, and charting, facilitates the interpretation of the data. A template for electronic tracking of the time/task analysis, modeled from the Rockwood School District, can be found in Appendix B.
4. Analyze the data by counting the total number of 15-minute daily blocks of time for each day. Do NOT count a block of time when not on duty. Next count the number of 15-minute intervals marked in each category. Record these figures in the appropriate blocks at the bottom of the survey. Calculate the percentages for the day in each category by dividing the total daily category blocks of time marked by the total daily blocks of time.
5. To get the grand total of the time and task analysis form, total the blocks of time for each category for all days. Calculate the percentages of time spent in each category by dividing each grand total category block by the grand total number of all blocks.
6. Chart these percentages for the current program using the time distribution forms. (See Appendix C.)

Conducting an Internal Factors/Trends Analysis

This analysis examines factors/trends inside the schools of a district that may impact the development and management of the district's comprehensive guidance and counseling program. These factors/trends may include the following:

- Who the current program is actually serving
- Existing resources (personnel, equipment, materials, and facilities)
- Guidance and counseling activities presently in place, including those directed by school counselors and those directed by others
- Staff expertise that may be helpful in conducting a district's comprehensive guidance and counseling program activities
- Attitudes of faculty, staff, and students toward the district's current guidance and counseling activities
- The school/district's Comprehensive School Improvement Plan (CSIP)

The Internal Improvement Review Document (IIR) found in Appendix D should be used as one of the surveys to gather internal factors/trends data. It is important that school counselors and administrators work together to complete and interpret the results of the IIR. In Appendix E

additional surveys can be found to assess the attitudes of counselors, teachers, and students regarding the guidance and counseling program.

Conducting an External Factors/Trends Analysis

This analysis examines factors/trends outside the schools of the district that may impact on the district's comprehensive guidance and counseling program. These factors/trends may include but are not limited to the following:

- Post-secondary activities of graduates
- Economic conditions of the community
- Population changes
- Attitudes of community members
- Community resources

DESIGNING THE PROGRAM

Developing and Writing the District's Desired Comprehensive Guidance and Counseling Program: Years 2 and 3

The designing phase of the transition process is the time to design the district's comprehensive guidance and counseling program as it should be. Two documents need to be prepared. The first document is the district's comprehensive guidance and counseling program technical manual that provides the full details of the program along with guidelines for implementation, evaluation and enhancement. The second document is a brief program overview that describes the program for school and public constituencies.

Using the Missouri Comprehensive Guidance and Counseling Program as described in Section II of this manual as the basic structure to follow, work groups are appointed and put to work to organize and write the district's comprehensive guidance and counseling program technical manual. The work of this phase of the transition process includes conducting the Missouri Guidance Planning Survey to help determine the focus of the guidance and counseling program including the guidance and counseling curriculum. See Appendix F for the Missouri Guidance Planning Survey.

Guidance Planning Survey

The Missouri Department of Elementary and Secondary Education has defined *need* as students' identified perceptions of those guidance and counseling content standards for which they need help in mastering. The guidance planning survey process is a method to assist school counselors in identifying the content standards that students, staff, and parents/guardians rank as priorities. Guidance planning survey is one basis for the selection of student grade level expectations that will form the content of the district's comprehensive guidance and counseling program. Other bases include the professional judgment of school counselors and the advice and counsel of the advisory council. The guidance planning survey provides one basis for the selection of guidance and counseling program activities to be included in the guidance and counseling curriculum, individual student planning, responsive services program components, and opportunities for student, staff,

and parent/guardian input. For specific information about how to conduct a student needs assessment using the Missouri Comprehensive Guidance Planning Survey, see Appendix F for a sample planning assessment and as well information about the Assessment Resource Center from which machine scorable surveys are available.

PROGRAM DEVELOPMENT: PART I

A Sample of a District's Comprehensive Guidance and Counseling Program Technical Manual Outline

The next step in the design phase is to develop a district-wide comprehensive guidance and counseling program technical manual to be used by school counselors It should include at least the following sections: Introduction, Content Standards and Grade Level Expectations, Structural Components, Program Components, Job Descriptions, *Guidelines for Performance Based School Counselor Evaluation* and Supervision, Ethical Standards and Local School Board Policy. In addition, it should include a comprehensive evaluation plan comprised of program implementation review, performance based school counselor evaluation and results based evaluation. See Page 43 for a more detailed explanation of the evaluation process to be included in the Technical Manual Outline.

It is important to remember that the district's written comprehensive guidance and counseling program developed in the design phase is the district's desired program tailored to meet the needs of the students, parents/guardians, and the local community. It is the best possible program that will serve these constituents most effectively. It is not a description of the guidance and counseling program as it currently exists in the district.

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING

TECHNICAL MANUAL OUTLINE

TECHNICAL MANUAL SECTION I

Introduction

The introduction is a brief description of the district's comprehensive guidance and counseling program. It includes the acknowledgments and a list of the people who prepared the technical manual, as well as a letter or narrative from the superintendent acknowledging the importance of the district's comprehensive guidance and counseling program and the important work of school counselors and the other professionals involved. This part of the narrative should show how the guidance and counseling program connects to and supports the district's Comprehensive School Improvement Plan (CSIP).

TECHNICAL MANUAL SECTION II

Content Standards and Grade Level Expectations

This section of the manual lists the content standards and GLEs in priority order as determined by the results of the guidance planning survey. It also identifies those grade level expectations that have been chosen by the guidance and counseling staff that will be the focus of the program.

TECHNICAL MANUAL SECTION III

Structural Components

The details of each of the six structural components are described in this section. A sample definition is included in Figure III-1 and a sample philosophy statement is included in Figure III-2. In addition, the district's technical manual should briefly describe the facilities that the program uses, provide a list of the advisory council members, identify the material resources the program uses, describe the current school counselor-student ratio, and present the operational budget for the program.

Figure III-1: Sample Definition

The district's comprehensive guidance and counseling program is an integral part of the district's total educational program designed to assure that all students are college and career ready. It is developmental by design and includes sequential activities organized and implemented by school counselors with the active support of parents/guardians, teachers, administrators, and the community. As a developmental program, it addresses the needs of all students by facilitating their academic, career and personal/social development as well as creating positive and safe learning climates in schools. At the same time, the program assists students as they face issues and resolve problems that prevent their healthy development. The program is delivered through the following four program components:

- *Guidance and Counseling Curriculum - structured group and classroom presentations*
- *Individual Student Planning – appraisal, development of Personal Plans of Study, and successful transitions from grade level to grade level and to a successful post-secondary experience*
- *Responsive Services - individual counseling, small-group counseling, consultation, and referral*
- *System Support - program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation*

Figure III-2: Sample Philosophy

The school district believes that the guidance and counseling program is an important and integral part of the overall educational process. Because students develop emotionally, socially, and educationally, the district's guidance and counseling program must address their total growth and development. Growth and learning are developmental; therefore, guidance must be developmental and sequential. The need for guidance and counseling services begins with preschool entrance and continues throughout life. The K-12 developmental program is for all students, yet it recognizes that some individuals have needs that require special attention. As a result, the district's comprehensive guidance and counseling program is for all students to assist them to become college and career ready by, responding to their developmental needs as well as to their immediate concerns and problems.

TECHNICAL MANUAL SECTION IV

Program Components

Section IV of the district's manual presents full descriptions of each of the four program components.

Guidance and Counseling Curriculum - The district's guidance and counseling curriculum is outlined here by identifying and describing the content standards, grade level expectations, and topics covered in each grade. Guidance Planning Survey described earlier provides information that helps prioritize the standards and the grade level expectations for the program and the guidance and counseling curriculum. It is important to note that this section of the technical manual provides only an overview of the curriculum. There is no need to make copies of lesson plans or the activities and put them in this section. However, the school counselor's time required to conduct the guidance and counseling curriculum for elementary, middle school and high school should be listed in this section.

Individual Student Planning - In this section of the manual, a full description of the student's individual student planning process is presented. This should include the Personal Plans of Study that school counselors use to facilitate student planning, and the ways parents/guardians are involved. For example, if school counselors meet with students and parents/guardians at key transition points in the educational process, how and when this is done should be explained in this section. Also, the school counselor's time required to achieve the goals of individual student planning should be listed for the upper elementary, middle, and high school levels.

Responsive Services - The responsive services section provides full descriptions of individual and small-group counseling, consultation, and referral. For individual counseling, it is important to define and list the topics that school counselors and students typically work on by grade-level groupings. Small-group counseling also should be defined and the topics covered listed. Parental permission forms, if used, should be included. In addition, consultation should be defined. Because school counselors consult with parents/guardians, teachers, administrators, and other professionals, it is important to list the topics for which consultation is provided. Finally, the referral process should be presented in detail. The process and forms used, the referral sources, and parental and school involvement all must be included. The required school counselor's time for responsive services, by levels, should be listed in this section.

System Support - A full description of all of the activities conducted in system support in the district is contained in this section. (See Section II of this manual for sample activities that are typically included in system support.) As with the other program components, the required school counselor's time for system support, by levels, should be listed in this section.

TECHNICAL MANUAL SECTION V

Job Descriptions

In this section, school counselor job descriptions for elementary, middle school, and high school levels are presented. The standards outlined on pages 27-33 in the Missouri *Guidelines for Performance-based School Counselor Evaluation,* which can be found in Appendix G, are the bases for job descriptions for school counselors. Job descriptions should contain only those duties that are required to fully implement the district's comprehensive guidance and counseling program. This includes fair-share responsibilities. Duties assigned to school counselors that are above and beyond fair-share responsibilities are categorized as non-guidance and counseling, need reassignment, and should not be included in job descriptions.

TECHNICAL MANUAL SECTION VI

Guidelines for Performance-Based School Counselor Supervision and Evaluation

Standards outlined in the state of Missouri's *Guidelines for Performance-Based School Counselor Evaluation* are an important guide to use when developing and including the performance-based evaluation forms and procedures in this section of the manual. The district uses these guidelines to supervise and evaluate school counselors. The forms and procedure for these purposes are included as Appendix H. In addition, a narrated PowerPoint training module is available to assist principals in using the *Guidelines* for counselor evaluation.

TECHNICAL MANUAL SECTION VII

Ethical Standards and School Board Policy

To remind school counselors and administrators of the ethical guidelines under which school counselors must work, it is important to include copies of relevant professional association standards. Appendix I contains the ethical standards for the American School Counselor Association as well as a link to the code of conduct for the American Counseling Association. Also, it is important to include the local board of education's policy for the district's guidance and counseling program in this section. See the Missouri School Board Association's policy for guidance and counseling located in Appendix J as a guideline for the development of the local school board policy.

PROGRAM DEVELOPMENT: PART II

A Sample of a District's Comprehensive Guidance and Counseling Program Overview

It is important for a district to develop a brief overview of the program to be used to inform boards of education, teachers, administrators, parents and guardians, and the community. The overview should describe the nature and structure of the program as well as the program components. A sample program overview is found in Appendix K.

IMPLEMENTING AND MANAGING

Putting the Comprehensive Guidance and Counseling Program into Full Operation: Years 3 and 4

This is the transition phase in which the district's comprehensive guidance and counseling program is put into full operation. A number of steps have to be taken for this to occur:

1. First and most importantly, a plan must be developed to reassign non-guidance and counseling activities so that school counselors can develop their individual calendars based on the necessary time allotments chosen in the design phase to conduct all of the activities of the four program components.
2. It is important to have the local board of education approve the program as an official program of the district. For this to occur, the members of the board of education must have a working knowledge of the program so that they are prepared to support it in all of their subsequent decisions. They must develop a sense of ownership of the program because it is the district's program. It is the steering committee's responsibility to ensure that this happens.
3. Finally, it is important to continue public information efforts to keep school personnel, parents/guardians, and the community informed about the benefits of the district's comprehensive guidance and counseling program.

Reassignment of Non-Guidance and Counseling Duties

Surveys have shown that school counselors are still being assigned non-guidance and counseling duties. Typical non-guidance and counseling duties that are often assigned to them are categorized below as supervisory, clerical, special programs and services, and administrative. Non-guidance and counseling activities need to be reassigned so that school counselors can devote their time to fully implementing the district's comprehensive guidance and counseling program.

Budget constraints in many districts may preclude the instantaneous reassignment of non-guidance and counseling duties. To ensure that the transition to a fully implemented comprehensive guidance and counseling program is made systematically, however, it is critical that a written non-guidance and counseling activities displacement plan is developed as a part of the overall implementation plan presented to the board of education. A statewide task force of Missouri administrators and school counselors developed the ideas that follow for reassignment consideration. They identified

non-guidance and counseling duties, grouped them into four categories, and then listed possible ways to handle the reassignment of them.

Supervisory Duties

A. Coordinating and monitoring school assemblies
   - This is an administrative function and is not viewed as a part of guidance and counseling program responsibilities.

B. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision
   - These duties could be shared equally among all staff.
   - Teachers could be assigned to some of these duties as a regular part of their schedules.
   - Volunteers could assist with some of these tasks.

C. Chaperoning school functions and athletic event supervision
   - These duties could be shared among the staff.
   - Booster club members could assist staff with some of the athletic events.
   - School staff could be paid extra to take on chaperoning duties.

D. Substitute teaching
   - School counselors are not substitute teachers. On an occasional basis, however, school counselors could conduct guidance and counseling learning activities, particularly if teacher absences are known in advance.

Clerical Duties

A. Selling lunch tickets
   - Office support staff or cafeteria staff should do this.

B. Collecting and mailing out progress reports and deficiency notices
   - Sorting, stuffing, and mailing are clerical/secretarial functions. An individual could be hired on a temporary basis to handle sorting, stuffing, and mailing.
   - Conferences with students regarding progress reports are school staff functions, which includes but should not be limited to school counselors.

C. Maintaining permanent records and handling transcripts
   - Posting grades and test labels is a clerical duty. Part-time help could be hired if a full-time person is not available to handle these functions.

D. Monitoring attendance
   - Accounting for daily attendance is not a guidance and counseling program's function. However, it is appropriate for school counselors to meet with students who have chronic attendance problems.
   - Computer software packages are available to monitor attendance in a very efficient and effective manner.

E. Calculating grade point averages (GPAs), class ranks, or honor rolls
   - Computer software packages are available to efficiently and effectively perform these tasks.

F. Developing and updating the student handbook
   - This is an administrative function that the principal or assistant principal should perform.

G. Developing and updating course guides
   - Department chairpersons (teaching staff) have the responsibility for developing course descriptions and course guides.

H. Completing the paperwork related to changing students' schedules
   - The paperwork involved in changing schedules, balancing class loads, and processing student schedule cards are clerical functions. If full-time clerical assistance is not available, part-time clerical/secretarial should be hired to help at key times during the school year. A wide array of computer software is available to handle the scheduling process including schedule changes that can be purchased to facilitate the completion of these important activities.

Special Programs and Services

A. Sponsoring class clubs and special programs
   - Sponsorship of these activities is a school staff function usually done on a voluntary basis. School counselors should not be expected to assume any more responsibility for these programs than any other person on the staff.
   - Programs such as the Missouri Scholars' Academy should be the responsibility of administrative personnel or a committee of school personnel.

B. Coordinating and administering the school testing program, which includes individual testing
   - The overall coordination and administration of the school testing program are the responsibilities of the administration.
   - Retired teachers could be hired to handle this responsibility.
   - School personnel could collaborate to accomplish the coordination and administration of the school-testing program.
   - School counselors assist in interpreting test data to teachers, administrators, parents/guardians, and the community; however, they should not be responsible for coordinating and administering the school-testing program.
   - School counselors use test data when working with students to help them monitor and manage their academic, personal/social, and career development.
   - School psychologists and school psychological examiners are the professionals who are qualified to do individual testing.

C. Completing and managing Individual Education Plans (IEPs) and meeting other special education requirements
   - School counselors should not function as case managers for students with special needs.
   - School counselors could be members of the team involved in the diagnostic aspects of the IEP. However, they should not be responsible for the development, implementation, and monitoring of the IEP or the Individualized Vocational Education Plan unless they are funded by special education or by vocational education funds.
   - School counselors could take part in staffings and conferences when appropriate but should not coordinate or chair the staffings, conferences, or IEP meetings.

D. Completing and managing 504 Plans
   - As with IEP's school counselors should not function as the case manager for 504 plans, but should be a part of the team when it is warranted. This would occur when a student on the caseload of a school counselor is in need of a 504 Plan.

Administrative Duties

A. Developing the master schedule
   - This is an administrative function. Administrators can seek input from school counselors, but it is their responsibility to plan and develop the master schedule.

B. Acting as the principal of the day

- The school counselor should not fill the role of acting principal.
- Retired school administrators could be hired for this purpose.
- This responsibility could be assigned to teachers who have administrative certification.
- The superintendent or other central office administrators could be called upon to act as principal for the day.

C. Administering discipline

- Administering discipline and assessing consequences for student actions are administrative functions, not guidance and counseling functions. However, it is appropriate for school counselors to meet with students who have chronic discipline problems.

D. Managing schedule changes

- Students who desire or need to have their schedules revised are encouraged to first discuss the changes with the school counselor. The mechanics related to this process should be handled through administrative channels. Much of the process is clerical in nature. It is the responsibility of the administration to see that class sizes are appropriate and that sufficient staff members are available to accommodate students' needs.

Establish Master Calendars by Level and Develop Individual Calendars for All School Counselors to Fully Implement the District's Comprehensive Guidance and Counseling Program

Using locally identified priorities, school counselors should list the activities to accomplish each month in each program component on master calendars for the elementary, middle, and high school levels. Master calendars enable school counselors to see, organize, and manage the activities of the program. They provide a time frame for scheduling resources and equipment. They also provide an organized, systematic way to implement and deliver the district's comprehensive guidance and counseling program. Master calendars enable school counselors to organize their time to meet students' needs and to communicate the goals of the district's comprehensive guidance and counseling program to students, staff, parents/guardians, and the community. Master calendars help to integrate the district's guidance and counseling program with other school activities and encourage total staff involvement.

Based on the master calendars for each level, school counselors may then schedule their activities using a weekly planner. A page from a sample weekly planner developed in a spreadsheet program (EXCEL) is found in Appendix M. It is important to keep in mind the agreed-upon desired time allotments for each program component so that balance is maintained in carrying out the district's comprehensive guidance and counseling program. The weekly planner may also be used as a self-checking device to determine how effectively school counselor's time is balanced across the four program components.

Conducting the Yearly Time/Task Analysis

To help ensure that counselors are spending 100% of their time working within their comprehensive guidance and counseling program periodic time/tasks analyses should be conducted. A time/task analysis will provide schools and districts the data they need to determine where guidance and counseling staff time is being spent and to develop any plans necessary that will lead toward the 100% target. See appendix B for detailed instructions on conducting the yearly time/task analysis.

Obtain Board of Education's Approval of the Program, a Policy for the Program, and a Plan to Implement the Program

In preparing for the board of education's presentation, the steering committee should work closely with the superintendent. Sufficient time should be secured on the agenda to thoroughly explain the program and to answer the questions/concerns of board members. It is important for the board to clearly understand the district's comprehensive guidance and counseling program and the operational implications of approving it (e.g., budget, reassignment of non-guidance and counseling

activities, adequate facilities, resources, and staff development). In addition, it is important to gain approval of the plan to implement the program and a board policy to guide the program.

Materials presented to the board of education should include the following:

- The district's comprehensive guidance and counseling program overview
- A proposed implementation plan that includes multi-year steps and timelines for full implementation; resource needs such as additional staff, facilities, equipment, materials; guidelines for the reassignment of non-guidance and counseling activities; and projected annual budget needs (start-up as well as ongoing) by year

In order to maximize the board presentation, focus should be on how the program contributes to overall student success including academic achievement, college and career readiness, as well as the school district's mission and comprehensive school improvement plan. Outcomes of the board's approval process should include the following:

- Approval of the district's comprehensive guidance and counseling program, as an official educational program of the district as well as a plan to implement it including the reassignment of non-guidance and counseling activities.
- A board policy that guides the district's comprehensive guidance and counseling program. See Appendix J for MSBA Sample Policy.

Remove Barriers That Impede Program Progress

Making transitions always requires negotiating and overcoming barriers to full program implementation, especially when people and change are involved. The transition to a district comprehensive guidance and counseling program is no exception. The planning phase emphasizes the need to plan proactively for the resistance (subtle and overt) that will naturally occur as the program is introduced. Knowing what to expect in terms of potential challenges will help districts engage in anticipatory planning to avoid and/or effectively deal with the barriers that appear to block the change.

School counselors can learn from the experiences of others who have been involved in implementing comprehensive guidance and counseling programs. Approximately 300 school counselors and administrators in Missouri were asked to identify the barriers they had faced in their work toward full implementation. Their responses were grouped into the nine categories listed below:

1. School Counselors' current job responsibilities do not allow for 100% involvement in the guidance and counseling program.
2. There is a lack of administrative support.
3. The counselor-to-student ratio is too high.
4. Various groups resist the program.
5. Classroom involvement interferes with immediate response to crises.
6. There is a lack of resources.
7. Special services programs take time away from the comprehensive guidance and counseling program.
8. Some teachers are resistant to relinquish time for classroom guidance and counseling activities.
9. There is a lack of communication among school counselor, teachers, and administrators.

The same school counselors and administrators were then asked to identify possible solutions for each of the barriers. See Appendix L for a complete listing of their recommendations for moving beyond barriers to solutions: actions that promote progress.

Advocate for the Program

After the board of education has officially approved the district's comprehensive guidance and counseling program, the steering committee should work with the superintendent's office to plan a way to formally initiate the program. The advisory council should be included in the planning process to coordinate an event that will involve students, parents/guardians, teachers, and business leaders, as well as the board of education and the superintendent. It is important to keep all informed about the activities of the program and to communicate regularly about the successes of the program to the school and community. The written program overview is a vital tool in advocating for the program. See Appendix K.

EVALUATING THE PROGRAM

Demonstrating Accountability: Years 5 and 6
Program + Personnel = Results

"Demonstrating accountability through the measured effectiveness of the delivery of the comprehensive guidance and counseling program and the performance of the guidance and counseling staff helps ensure that students, parents/guardians, teachers, administrators, and the general public will continue to benefit from quality comprehensive guidance and counseling programs" (Gysbers & Henderson, 2011). To achieve accountability, evaluation is needed concerning program, personnel, and results.

- **Program evaluation** focuses on the nature, structure, organization, and implementation of the school district's comprehensive guidance and counseling program**.**
- **Personnel evaluation** focuses on the school counselors and other personnel who are implementing the program**.**
- **Results evaluation** focuses on the impact the program is having on students, the schools where they learn, and the communities in which they live. Thus, the overall evaluation of a school district's guidance and counseling program has to be approached from three perspectives: program evaluation, personnel evaluation, and results evaluation.

Program Evaluation

Guidance and counseling program evaluation asks two questions. First, is there a written guidance and counseling program in the school district? Second, is the written guidance and counseling program the actual implemented program in the buildings of the district? Discrepancies between the written program and the implemented program, if present, come into sharp focus as the program evaluation process unfolds.

To conduct program evaluation, program standards are required. Program standards are acknowledged measures of comparison or the criteria used to judge the adequacy of the nature and structure of the program as well as the degrees to which the program is in place. In Missouri, program evaluation is conducted using the standards that are found in the Missouri School Improvement program under 6.9. See Figure III-3.

The Internal Program Improvement Review Document (IIR) uses these standards to determine the degree of program implementation. See Appendix D for a copy of the instrument, and it can be downloaded from the Guidance e-Learning Center where there is also a training module available. Its purpose is to provide a process for continual updating and improvement as a school district moves toward full implementation and enhancement of a comprehensive guidance and counseling program. Resources for conducting results based evaluation can be found on the Guidance e-Learning Center.

Figure III-3: Program Standards

6.9 Guidance and counseling is an integral part of the instructional program.

1. A district-wide guidance and counseling program has been developed and implemented in every building and contains:
   a. program objectives aligned with the CSIP and student performance data
   b. identified instructional competencies/learner objectives
   c. a comprehensive evaluation plan

2. The K-12 guidance and counseling curriculum is in place and is systematically reviewed and revised. Modifications to the guidance and counseling curriculum are based upon student and school data and on needs assessment data, collected at least every three years. Instructional activities and resources are provided which allow for implementation of a K-12 guidance and counseling curriculum.

3. An individual student planning system is in place (which includes the necessary forms and procedures) assists all students as they develop educational and career plans. This planning is initiated no later than grade eight (8) and includes:
   a. assessment activities
   b. advisement activities
   c. identification of long- and short-range educational/career goals including a 4-6 year plan that is reviewed and revised annually
   d. collaboration with parents/guardians

4. Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, academic, social, and career development.

5. System support and management activities ensure full implementation and continued improvement of the district's comprehensive guidance and counseling program.

Personnel Evaluation

Personnel evaluation begins with the organizational structure and activities of the district's comprehensive guidance and counseling program. A major first step is the development of job descriptions for school counselors that are based directly on the structure and activities of the school district's comprehensive guidance and counseling program. Based on the Missouri Comprehensive Guidance and Counseling Program framework and the Missouri Guidelines for Performance-Based School Counselor Standards, the job description includes the following key duties:

1. The school counselor implements the guidance and counseling curriculum component through the use of effective instructional skills and the careful planning of structured group sessions for all students.
2. The school counselor implements the individual student planning component by guiding individuals and groups of students and their parents/guardians through the development of personal plans of study.
3. The school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation, and referral skills.
4. The school counselor implements the system support component through effective guidance and counseling program management and support for other educational programs.
5. The school counselor uses professional communication and interaction with the school community.
6. The school counselor fulfills professional responsibilities.

Guidance and counseling program personnel evaluation is based directly on their job descriptions and should have two parts: formative (on-going) and summative (end) evaluations. The performance-based school counselor evaluation form identifies the performance areas to be supervised and evaluated. For each area of responsibility (guidance and counseling curriculum, individual student planning, responsive services, system support, professional and interpersonal relationships, and professional responsibilities) the standards of performance can be described, ranging from meeting expectations to not meeting expectations in observable and measurable terms. The usefulness of this type of evaluation goes beyond judging past performance. It focuses on actual performance/accomplishments during the evaluation period. Because it is improvement oriented, it targets future directions and goals.

The *Guidelines for Performance-Based School Counselor Evaluation* document lists the school counselor's performance standards and criteria with descriptors which are needed to be an effective school counselor in delivering a comprehensive guidance and counseling program. The document also provides formative and summative evaluation forms.

To assist administrators in evaluating school counselors, a narrated PowerPoint presentation describing the use of the Guidelines is available. The link can also be found on the Guidance e-Learning Center.

School counselors are encouraged to work with their administrators in using the *Guidelines.*

Results Evaluation

Having established that a guidance and counseling program is fully functioning in a school district through program evaluation and having established through personnel evaluation that school counselors and other guidance and counseling program personnel are conducting the duties listed on their job descriptions full time, it now is possible to evaluate the results of the program. Begin results evaluation by developing a results evaluation plan based on the mission and goals of your school district and your district's comprehensive school improvement plan. Both of these documents, but particularly the comprehensive school improvement plan, will help you identify student outcomes that are priorities for the district. To illustrate, these documents often focus on goals such as improving student academic achievement, creating safe building environments free from disruptive behavior, and ensuring that students are well prepared to go on to further education or into the workplace upon graduation. Because comprehensive guidance and counseling programs have substantial contributions to make to the achievement of goals such as these, specific student outcomes within these goals can be identified that are believed to result from student participation in guidance and counseling activities and services. They become the outcomes you will focus on in your results evaluation. Resources for conducting results based evaluation can be found at the Guidance e-Learning Center

Three Types of Data

In designing your results evaluation plan, three types of data should be collected: **Process Data, Perceptual Data,** and **Results Data.** All three types of data—**Process, Perceptual** and **Results** are important in determining the overall effectiveness of the guidance and counseling program and in providing direction for program enhancement. It is important to note that evaluation is designed to improve what school counselors and comprehensive guidance and counseling programs are doing, as well as demonstrate the effectiveness of the program on student outcomes. Gathering useful data and using it in meaningful ways can strengthen the impact that a comprehensive guidance and counseling program has on important student performance indicators.

Process Data answer the question, "What did you do for whom?" and provide evidence that an activity or program was conducted. Examples of process data might include:

- The number of individual counseling sessions held
- The number of classroom activities conducted and the number of students impacted
- The number of parent meetings held and the number of parents in attendance
- The number of students with a Personal Plan of Study

Process data are an indication that the program is in place and is operating. This type of data could become a part of the annual program review using the Internal Improvement Review document (IIR) and provide administrators and school counselor's information on the extent that the guidance and counseling program is reaching all students and their parents.

Perceptual Data answer the question, "What do students or parents believe they know or believe they can do?" This type of data gives insight into how an activity or program is perceived by the target audience. Perceptual data generally include:

- Needs Assessment Data
- Survey Data (i.e. "80% of freshman students indicate they understand graduation requirements.")

Results Data answer the question, "What impact did the activity or program have on student performance?" This type of data answers the "So what?" question—did the activity make a difference on a target goal. Results data might include:

- Grades
- Test Scores
- Attendance
- Discipline referral
- Graduation rates
- Dropout rates

Results over Time

In designing your results evaluation plan it is also important to consider results data at different time periods including **immediate**, **intermediate**, and **long-term time** periods.

Immediate Results are obtained directly after a guidance and counseling activity or a service has been provided. It focuses on determining the results of activities or services as soon as they have occurred.

Intermediate results are obtained sometime after guidance and counseling activities or services have been provided such as at the end of a quarter, semester, or school year. The focus is on determining the impact of guidance and counseling activities or services over a period of time. These types of results should be tied to the district mission statement and the Comprehensive School Improvement Plan and include such things as:

- Creating a safe building environment free from disruptive behavior and violence
- Having students take more rigorous course work that will lead to increased student achievement
- Preparing all students to continue their education or enter the workforce after graduation
- Documenting the extent that students parents/guardians, and teachers used the program and their satisfaction with the program

Long-term Results are gathered after an extended period of time and focus on the impact of guidance and counseling activities or services over the long-term. Usually this is accomplished by conducting follow-up studies. Items in a follow-up survey might address such issues as:

- Satisfaction with school experiences
- Consistency of educational and career choices
- Progress in their chosen occupational field
- Post-secondary placement and graduation rates
- Satisfaction in post-secondary education
- Satisfaction with the guidance and counseling program

Conducting Results Based Evaluation

In 2005 the Guidance and Counseling Section of the Office of College and Career Readiness in the Missouri Department of Elementary and Secondary Education joined with the Missouri School Counselor Association and Missouri counselor educators to create the Partnership for Results Based Evaluation (Partnership for Results Based Evaluation (PRoBE). The goal was to create a process to train all school counselors in Missouri to conduct results evaluation. Training is currently conducted in each of the Missouri School Counselor Association's twelve districts using the "IDEAS!" results evaluation model (Lapan, 2005). The "IDEAS!" evaluation model contains the following steps:

Identify some critical aspect of your job that is important for you to know more about. Pick something that you have some control over and link up with one or more colleagues to work with (counselor, teacher, administrator, advisory board members, etc). This is your research team.

Describe the situation thoroughly. Every evaluation activity carried out by the school counselor will have 4 components (The "SIMS" - Students, Interventions, Measurements and Settings).

Existing Data—Use existing data that your school is already collecting to show student growth and development. Data collections should not become another "add on" counselor duty. School districts collect a large amount of data that school counselors can use to develop a results based evaluation plan.

Analyze the data by using summary statistics as outlined in Appendix N. These summary statistics include mean standard deviation, percentage, correlation and T-test.

Summarize findings in a brief, written report or PowerPoint presentation. Be clear, concise, and use charts and graphs where appropriate. Be sure to include:

- A statement of the problem
- What you did in response to this problem (intervention)
- What you found out
- Using these results data, what do you plan to do to improve the intervention?

Use the Data to improve the program and communicate to stakeholders about how your comprehensive guidance and counseling program is making a positive difference in the lives of students in your school.

Developing Results Evaluation Reports

It is important to remember at this point the reason for doing results evaluation. It is to show the contribution that the district's guidance and counseling program is making to the goals of the district and to the growth and development of students. This means that the data collected during results evaluation must be used and not filed away in folders somewhere to be forgotten. This also means that reports must be developed to inform various audiences in the district and community.

The reports of results evaluation should be addressed to those persons who have an interest in the basic evaluation questions asked in the results evaluation plan. Such persons include district and building administrators, members of the board of education, program directors, teachers,

counselors, and the lay public. The variance in the interests and levels of research understanding of these audiences dictates the preparation of separate reports that are appropriate for each group. These diverse interests can be satisfied by preparing a technical report that constitutes a full research report of the design, all statistical data, and evaluative conclusions; a separate short professional report that focuses on the conclusions regarding the effectiveness of program activities and recommendations for continued program emphases; and possible program modifications.

Reports of results evaluation for the professional and administrative staff and the board of education of a school district should be short and concise. In most cases, a short PowerPoint presentation can be developed that summarizes the results evaluation. Individuals interested in the details that support the professional report can be referred to the technical report. The professional report should include a brief summary of the findings, conclusions, and recommendations. Often, most of this report can be taken directly from the conclusions, discussion, and recommendations section of the technical report. Statistical tables should be used only if absolutely necessary to document the results summarized. However, summary charts that symbolically or graphically show the results may be helpful. Technical language and reference to specific instruments should be avoided whenever possible. For example, it is better to say "the students have increased career awareness" than to say "the posttest scores on the vocational knowledge inventory were significantly larger than the pretest scores." This report should communicate in straightforward language what happened to students who participated in specific guidance and counseling activities. Sometimes uncluttered graphs or charts can be used effectively. Examples of reports in PowerPoint format can be found on the Guidance e-Learning Center.

ENHANCING THE PROGRAM

Redesigning the Comprehensive Guidance and Counseling Program Guided by Evaluation Data: Years 6, 7, and 8

The enhancing phase of the transition process uses the data gathered from program, personnel, and results evaluations to redesign and enhance the comprehensive guidance and counseling program that has been in place in a district for a number of years. The program enhancement process connects back to the beginning as program redesign unfolds but at a higher level. The enhancement process is spiral, not circular. Each time, the redesign process unfolds a new and more effective district comprehensive guidance and counseling program emerges. Evaluation data regarding the effectiveness of the district's comprehensive guidance and counseling program, its personnel, and its results provide a basis for sound decision making and should be analyzed to determine what changes are necessary to improve the comprehensive guidance and counseling program.

The following examples illustrate program changes that might be indicated as a result of the evaluation process. Note that the following examples demonstrate the type of internal changes that may occur as a result of the evaluation process. The structural framework that defines the comprehensive guidance and counseling program does not change.

- **School counselor time allocation** - The time that the school counselor devotes to the various program components may need to be adjusted because evaluation data show that the allocations need to be increased or decreased in order to more effectively carry out the activities and services of the various program components.
- **Student knowledge and skills** - Additional student knowledge and skills may need to be added and/or new activities may need to be developed to respond to changing student needs.
- **Professional development** - Additional time may need to be devoted to school counselor professional development in order to keep current with best practices.
- **Public relations activities** - More emphasis may need to be given to public relations activities because evaluation data show a lack of understanding in the community about the district's comprehensive guidance and counseling program.
- **Non-guidance and counseling activities** - The evaluation data might show that the district's comprehensive guidance and counseling program is not yet fully implemented because of non-guidance and counseling activities assigned to the school counselor. In order to more fully implement the district's comprehensive guidance and counseling program, consideration needs to be given to non-guidance and counseling activity reassignment.
- **School counselor/student ratio** - Additional staff may need to be added to accommodate an increase in student population and/or increased needs of students. Additional staff may be needed to improve school counselor/student ratios in order to fully implement the district's comprehensive guidance and counseling program.
- **Clerical support** – Evaluation results may indicate that the comprehensive guidance and counseling program requires the addition of clerical support in order to free up the school counselor's time to more fully implement the district's comprehensive guidance and counseling program.

The redesigning process involved in the enhancing phase is based not only on conclusions drawn from evaluation data but also from observations gained by using the district's comprehensive guidance and counseling program over time. Changes in the makeup of the district and the economic base of the community may also affect the redesign process. Most importantly, the redesign process does not involve changing the organizational framework of the program. The organizational framework provides the common language and consistent structure that enable students, parents, teachers, administrators, school board members and school counselors in a school district to speak with a common voice when they refer to their school's comprehensive guidance and counseling program. Instead, the redesign process involves making internal changes, such as program content, activities, and time allocations that are tailored specifically to local student, school, and community needs and resources.

It is important to remember that in the enhancement phase as in all phases of program development, annual reports to the Board of Education are required to fully inform them of progress, results, and any changes planned for the district's comprehensive guidance and counseling program.

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SECTION IV

INVOLVING OTHERS TO FULLY IMPLEMENT THE DISTRICT'S COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

One characteristic of an effective comprehensive guidance and counseling program is that it represents a district-wide cooperative effort. The fact that it is a comprehensive program requires the input and active involvement of all groups who have a stake in the outcomes of the program. The involvement of parents/guardians, teachers, administrators, and members of the business/labor and industry community in each phase of the program will generate a broad base of ongoing support. This section of the manual is designed to provide ideas to stimulate thinking about ways to involve various groups in planning, designing, implementing, evaluating, and enhancing the program. Suggestions are provided for working with students, administrators, teachers, parents/guardians, and business/labor and industry members.

Involving Students

Students are the primary beneficiaries of the district's comprehensive guidance and counseling program. It is important to maintain student involvement throughout each phase of the district's transition to a fully implemented comprehensive guidance and counseling program. Their involvement in the work that precedes the actual implementation of the program will help make it relevant for them and will give them a sense of ownership from the beginning. Student support during the approval process will provide a greater sense of credibility for the program. The following list describes a few of the possible ways to involve students:

- Plan ways to get the input of individuals and groups who represent the total school population. It will be easier to get the input of high school and junior high/middle school students. Be creative in thinking of ways to gain the input of elementary school students. The student council should be involved in identifying students who speak for the student body in general.
- Seek the involvement of students who are less verbal, less interested in school, and generally more difficult to involve than those who are actively involved in school.
- Involve students in the work groups used to develop and implement the district's comprehensive guidance and counseling program.
- Ask student members on the advisory council to interview other students to gain more specific student input regarding their interests and needs.
- Contact students who have dropped out or are enrolled in alternative schools and invite them to participate in an idea exchange about ways the district's comprehensive guidance and counseling program might help other students who are considering dropping out.
- Hold forums in common areas of the school to discuss specific aspects of the program. Announce the time, place, and purpose to all students; personally invite those who may be hesitant to participate.
- Have art students design a brochure for the program.

Everyone will gain through the active involvement of students. Adults will become more aware of the ideas students have about their own learning and growing and students will broaden their perspective about the school's comprehensive guidance and counseling program.

Involving Administrators

Administrative support is critical to the full implementation of the district's comprehensive guidance and counseling program. Without it, school counselors can only conduct parts of the program and may not be able to fully implement it to the benefit of all students and their parents/guardians. For this reason, it is essential that school counselors take responsibility for initiating and maintaining ongoing and frequent communication with administrators. When involving administrators, the school counselors should keep in mind that administrators have multiple programs to oversee and manage.

If the comprehensive guidance and counseling program is to be a priority in administrators' minds as building and district operational decisions are made, school counselors must make sure administrators have a thorough understanding of the district's comprehensive guidance and counseling program, how the program helps accomplish the overall mission of the district, and what they can do to support the district's comprehensive guidance and counseling program.

Learning More About the MCGCP

A narrated overview of the Missouri Comprehensive Guidance and Counseling Program is available to inform administrators about its nature and structure which is located on the Guidance e-Learning website. This link also provides a brief description of the program.

Below are some key areas in which the administrator and counselor can work together to help ensure that the comprehensive guidance and counseling program is fully implemented within a school and district.

Commitment

ADMINISTRATOR'S ROLE

Provide written and verbal support of the district's comprehensive guidance and counseling program to district staff, parents/guardians, and the community.

SCHOOL COUNSELOR'S ROLE

Work with administrators to develop procedures to inform others about the district's comprehensive guidance and counseling program. Help develop samples of written communication for administrators' use.

Time

ADMINISTRATOR'S ROLE

Provide school counselors the necessary time to fully implement the district's comprehensive guidance and counseling program. This entails reassigning non-guidance and counseling duties that have been assigned to counselors that are not fair-share responsibilities.

SCHOOL COUNSELOR'S ROLE

Provide administrators with a list of non-guidance and counseling duties that the school counselors now assume. Meet with administrators to identify and determine alternative ways of assigning non-guidance and counseling duties. Conduct an Internal Improvement Review in collaboration with school administrators.

Facilities

ADMINISTRATOR'S ROLE:

Make available appropriate facilities to fully implement the district's comprehensive guidance and counseling program, considering that individual and group counseling as well as guidance and counseling curriculum and individual student planning activities are involved.

SCHOOL COUNSELOR'S ROLE

Work with administrators to identify appropriate facilities.

Budget

ADMINISTRATOR'S ROLE

Provide an adequate budget, separate from the district's testing and special education budgets, which provides for the purchase of resources and materials to fully implement the district's comprehensive guidance and counseling program.

SCHOOL COUNSELOR'S ROLE

Identify the resources and materials that are needed to fully implement the district's comprehensive guidance and counseling program. Submit a proposed budget, listing the resources and materials needed as well as their benefits to students and the costs involved.

Performance-Based Evaluation

ADMINISTRATOR'S ROLE

Work with counselors to develop school counselors' job descriptions and supervise and evaluate school counselors using the performance-based school counselor evaluation process that the Missouri Department of Elementary and Secondary Education have recommended. See Appendix G.

SCHOOL COUNSELOR'S ROLE

Be sure administrators are aware of and have a working knowledge concerning the school counselor performance-based evaluation process. Work with administrators in developing school counselors' job descriptions based on the state recommended standards and criteria for performance-based evaluation. In addition it is important to work with administrators to develop and to use supervision and evaluation procedures based on state recommended standards and criteria. A link to a narrated PowerPoint presentation that describes this process can be found at Appendix H.

Program Evaluation

ADMINISTRATOR'S ROLE

Ensure that the district's comprehensive guidance and counseling program is in place and fully functioning using the MSIP standards and indicators for guidance and counseling and the Internal Improvement Review Document found in Appendix D.

SCHOOL COUNSELOR'S ROLE

Discuss the MSIP standards and indicators and the Internal Improvement Review process with administrators to ensure that there is a common district-wide understanding, interpretation, and implementation of the district's comprehensive guidance and counseling program.

Involving Teachers

It is important that all teachers are informed about the district's comprehensive guidance and counseling program. A minimum of one in-service per year should be conducted to provide teachers with new information, share ideas, and discuss mutual concerns. Teachers should be given the opportunity to participate in the various phases of the program change process. The following are ideas for involving teachers in each phase:

Phase I – Planning:

- Develop a communication system for teachers. (e.g. weekly bulletins, systematically "making the rounds" on a regular basis).
- Promote the benefits of the district's comprehensive guidance and counseling program.
- Inform teachers about the change process, emphasizing the concept of building on and coordinating existing activities.
- Seek volunteers and input.
- Ask for information about activities and units that teachers are conducting currently.
- Ask teachers to serve on the steering committee and on work groups.
- Communicate the results of the assessment of the current program.

Phase II – Designing:

- Survey teachers to identify needed professional development to prepare them for their involvement in the district's comprehensive guidance and counseling program.
- Inform teachers when the field-testing of specific aspects of the program will be conducted and seek their input.
- Inform everyone about the Guidance Planning Survey process and how they will be involved in completing the teacher form.
- Communicate the results of the Guidance Planning Survey.
- Seek input/assistance with the presentation to the board of education. Practice the presentation with teachers playing the role of board members and include teachers as presenters to explain ways the district's comprehensive guidance and counseling program will benefit them.

Phase III – Implementing:

- Involve teachers in the presentation to the board.

- Encourage teachers to attend the board presentation to demonstrate their support for the program. Inform teachers of the results of the presentation to the board.
- Conduct professional development activities for those who will be involved in implementing specific aspects of the program (e.g., guidance and counseling learning activities).
- Identify student needs as perceived by teachers and relate the student needs to grade level expectations and to the subject areas in which they can be addressed.
- Work with teachers to develop guidance and counseling curriculum activities/units.
- Publish a list of the guidance and counseling curriculum activities that are available. Include in the listing the subject area(s) and the activities emphasized.
- Develop, with teachers, a schedule for your classroom presentations. Publish the schedule well in advance of the first presentation.
- Develop a support group for those who are trying out new ideas.

Phase IV – Evaluating:

- Provide teachers with information regarding the evaluation processes that are appropriate for them to conduct.
- Provide forms that will make record keeping easy.
- Encourage teachers to record pre- and post activity behavior of students to give you data regarding the effectiveness of guidance and counseling activities.

Phase V – Enhancing:

- Seek teachers' input concerning ways to improve the comprehensive guidance and counseling program.
- Solicit teachers' involvement in redesigning the comprehensive guidance and counseling program.

Teachers and the Guidance and Counseling Curriculum

Guidance and curriculum activities need to be presented in appropriate content areas. The activities are most effective when school counselors and teachers jointly plan the delivery of these activities. They work together to determine the details and schedule for implementation of the units. It is recommended that teachers should take part in the presentation and evaluation of guidance and counseling curriculum activities.

Learning More about the MCGCP

There are two ways to inform teachers about the Missouri Comprehensive Guidance and Counseling Program. First, a narrated overview of the Missouri Comprehensive Guidance and Counseling Program is available to inform teachers about its nature and structure. Second, a self-guided course to inform teachers about the Missouri Comprehensive Guidance and Program and their role in it is available through the University of Missouri at MU Direct. The link to information about the course can be found on the Guidance e-Learning website at www.mcce.org

Involving Parents/Guardians

Parents/guardians are a link not only to students but also to the community. Their involvement will serve to help their children as well as enhance the image of education and the school in the community. Getting the involvement of all parents/guardians in the school is especially challenging. Families have changed and for many, day-to-day survival often takes precedence over becoming involved in school activities. This lack of involvement does not equal a lack of interest; districts must work to identify and implement alternative means of tapping the interest and gaining parental involvement. The following ideas are starting points for the involvement of all parents/guardians:

- Look closely at the district's parent/guardian population, including family composition (e.g., percentage of two-parent families, dual versus single income families, blended and stepfamilies, homeless, and migrant workers).
- Assess the attitudes of parents/guardians. Identify who influences parent/guardians' opinions.
- Consider holding invitational discussion groups or evening meetings.
- Use the results from the parent/guardian Guidance and Planning Survey to tap their perceptions of student needs.
- Provide time for parents/guardians to share information about their expertise/special interests. (One district found a parent who was a certificated counselor who wanted to volunteer several hours each week.)
- Publicize ways parents/guardians can become involved and provide procedures for volunteering. Examples include: serving on the advisory council, helping to organize needs assessment, including mailing to parents/guardians and business community, serving as classroom resource people, serving as resource librarians, and welcoming new families.
- Develop methods for frequent communication with parents/guardians. Newsletters and public access cable channels are two possibilities.
- Work closely with the school's Parent/Teacher/Student Organization (PTSO) and discuss how they can help support the guidance and counseling program.

Involving the Community

The involvement of the community is important for two reasons: members of the community can provide input about student competencies required after graduation and they can also serve as resources for the program. Mutually beneficial work can be done when schools and the community collaborate for the benefit of students. The following are a few ways to gain the involvement of the business and labor community:

- Survey the employers of the district's graduates to identify their perceptions of student needs.
- Survey work sites to determine the availability of shadowing/internship sites.
- Study the working community to gain information about the specific skills required in the present as well as the skills that are anticipated for employees in the 21st century.
- Involve representatives from the community on the advisory council and in classroom presentations.

- Develop news releases to send to community organizations describing the potential and activities of the district's comprehensive guidance and counseling program
- Talk with employers about the district's guidance and counseling program and seek their support and involvement.
- Plan student displays at a variety of community agency sites.
- Volunteer to attend meetings of service organizations to talk about the district's guidance and counseling program.
- Plan ways to recognize the involvement of members of the community who are involved in the district's guidance and counseling program.

Keeping the community involved in providing input to the district's comprehensive guidance and counseling program will help keep the program in the public eye. It will also help maintain the program's relevance to students' lives after leaving the school system.

Final Points in Working with Others

- Be visible and involved with others.
- Recognize participation of others in the district's guidance and counseling program.
- Share information about the district's guidance and counseling program through newsletters, websites, and presentations.
- Be an advocate for the program.

Encourage the participation of all, but don't be discouraged if everyone does not immediately volunteer to be involved. Work with those who are willing to help, but keep the door open for all to participate.

SECTION V

STUDENTS WITH DISABILITIES

A school district's comprehensive guidance and counseling program is intended to meet the needs of all students including students with disabilities as identified by the Missouri's State Plan for Special Education as well as students with disabilities as identified by Section 504 of the Americans With Disabilities Act (ADA).

Personnel Standards for Special Education Funded Positions

To achieve the goals of the Missouri Comprehensive Guidance and Counseling Program at the local level, as specified by the Missouri School Improvement Program (MSIP), it is necessary to clearly identify the roles and responsibilities of school counselors. School counselors are not responsible for special education process coordination.

The Missouri State Plan for Special Education defines personnel standards for those positions that provide special education support services. These personnel standards outline the titles, responsibilities, educational qualifications, and appropriate Missouri licensure or certification requirements for the personnel providing funded special education and related services for students with disabilities.

School counselors may be partially funded by special education to provide certain services not routinely offered to the entire school population. It is the responsibility of the school district to review applicable practice acts, codes of ethics, and official transcripts to determine if their school counselors are qualified to deliver specific special education services.

The portion of time that the school counselor spends delivering services paid for by special education funding cannot be counted toward the MSIP FTE personnel requirements for school counselors. For example, if a school counselor position is funded 30% with state funds for special education services and 70% with local district funds, the school district can only count .7 FTE toward meeting the school counselor personnel requirements of MSIP.

For further information regarding funding for special education personnel, contact the Special Education Funds Management Division of the Missouri Department of Elementary and Secondary Education.

School Counselors' Responsibilities with Students with Disabilities within the District Comprehensive Guidance and Counseling Program

The school counselor has the responsibility to provide the district's comprehensive guidance and counseling program to all students, including students with disabilities. It is incumbent upon the school counselor to adapt as needed the activities and services provided in the comprehensive guidance and counseling program to meet the needs of all students, including those with IEPs. Examples of such adaptations may include such activities as serving on the IEP team for special needs students on a school counselors caseload as part of the individual planning process, or adapting and delivering guidance lessons to self-contained classroom (in collaboration and partnership with the special needs teachers).

If a school counselor is asked to provide services for special education students outside of the scope of the comprehensive guidance and counseling program, partial funding for that school counselor's position should be paid for by special education funds (Exceptional Pupil Aid). In addition, the time that the school counselor spends delivering special education services should not be counted toward the personnel ratios required for fully implementing the district's comprehensive guidance and counseling program for all students.

Frequently Asked Questions

What is the School counselor's role in cognitive testing?
Cognitive testing is not part of comprehensive guidance and counseling program. It is not the school counselor's role to administer tests of cognitive abilities. Missouri state certification requirements for school counselors do not require a class in administration of individual intelligence tests. Qualifications for test administration are determined by the test publishers and are specified in test administration manuals. Districts should review applicable practice acts, codes of ethics, and individuals' official transcripts to determine if they are qualified to provide specific services.

What is the role of the school counselor in Care Teams/Teacher-Support Teams?
Coordinating and facilitating Care Teams/Teacher-Support Teams is not the sole responsibility of the school counselor. Any educational professional can convene Care Teams/Teacher-Support Teams, including school counselors. The local school district determines the school counselor's role in these teams. If a school counselor is involved in coordinating/facilitating Care Teams/Teacher-Support Teams for students other than those on his/her caseload, the school counselor should categorize this work as non-guidance and counseling unless it is deemed a fair-share responsibility in which all faculty have some responsibility. Then it could be considered an activity under system support.

What can be done to assist school counselors who have special education responsibilities in fully implementing the comprehensive guidance and counseling program?
The school counselor's primary responsibility is to fully implement the district's comprehensive guidance and counseling program to all the students within the district. The Missouri School Improvement Program (MSIP) gives clear guidelines on the number of school counselor FTEs that a school must have.

If a school counselor's duties include special education responsibilities, a portion of the school counselor's salary should be paid for by special education funds. The amount of time the counselor spends with special education responsibilities will then be documented in Core Data and should be consistent with the amount of time actually spent with special education responsibilities. Additionally, the portion of school counselors' time that is funded by special education cannot be counted toward the MSIP FTE personnel requirements to fully implement the district's comprehensive guidance and counseling program.

What is the school counselor's role in providing counseling services as a related service on IEPs?
The Missouri Comprehensive Guidance and Counseling Program does not include on-going counseling/therapy services to students. Many districts do not approve of school counselors administering therapy to students, and many school counselors are not licensed to provide such services. It is the responsibility of the school district to review the school counselor's license, applicable practice acts, codes of ethics, and official transcripts, as well as district procedures, before directing a school counselor to provide on-going, long-term counseling services.

If a school counselor's duties include special education counseling responsibilities, a portion of the school counselor's salary should be paid for by special education funds. The amount of time the counselor spends with special education responsibilities will then be documented in Core Data and should be consistent with the amount of time actually spent with special education responsibilities. Additionally, the portion of school counselors' time that is funded by special education cannot be counted toward the MSIP FTE personnel requirements to fully implement the district's comprehensive guidance and counseling program.

Does a school counselor always have to be a member of the eligibility staffing team?
No. IDEA and the Missouri State Plan for Special Education requires that, upon completing the administration of tests and other evaluation materials, a group of qualified professionals, plus the child's parents/guardians, must determine whether the child is/is not disabled. The school counselors are not specifically mentioned as members of this team, but may be included.

Does a school counselor always have to be a member of an IEP team?
No. The Missouri State Plan for Special Education specifies that the IEP team for each child with a disability must include:

- The parents/guardians of the child
- The child, beginning at age 14, or younger, if appropriate
- At least one regular education teacher who is or may be responsible for implementing a portion of the IEP of the child
- At least one special education teacher of the child or, if appropriate, at least one special education provider of the child
- A representative of the public agency who is qualified to provide or supervise the provisions of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general curriculum, is knowledgeable about the availability of resources of the public agency and is able to commit the resources of the agency.
- An individual who can interpret the instructional implications of evaluation results. This role may also be covered by any other member of the team, with the exception of the parents/guardians and/or child

- At the discretion of the parent/guardian or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. The determination of the knowledge or special expertise of any individual shall be made by the party (parents/guardians or public agency) who invited the individual to be a member of the IEP team.

Can school counselors be case managers for students with disabilities?

Case managers should be certified in special education as they are responsible for writing the IEP. If school counselors had special education certification, they could serve as case managers. If a school counselor's duties include such special education responsibilities, a portion of the school counselor's salary should be paid for by special education funds. The amount of time school counselors spend with special education responsibilities will then be documented in Core Data and should be consistent with the amount of time actually spent with special education responsibilities. Additionally, the portion of school counselors' time that is funded by special education cannot be counted toward the recommended school counselors student/ratio needed to fully implement the district's comprehensive guidance and counseling program. For example, if an individual is paid ½ time for special education services and ½ time for guidance and counseling, that individual would be considered a half-time school counselor.

SECTION VI

COLLEGE AND CAREER READINESS INITIATIVES

Each year the number of educational initiatives expands with new initiatives added that are dedicated to improving student achievement. Many of these initiatives help students begin planning for their futures and education beyond high school. The initiatives encourage students to take an earlier, more active role in the educational process through exploring career interests and setting of career goals.

According to the U.S Department of Labor, in 1950 60% of the U.S. jobs fell into the unskilled category, 20% of the jobs required a 4-year college or university degree, and 20% of the jobs required skilled labor. At that time, manufacturing fueled the economy, providing jobs for this large group of workers. According to ACTE, citing Bureau of Labor Statistics, …"by the year 2020 it is estimated that 75% of all U.S. jobs will require two-year or four-year and higher degrees, or special postsecondary occupational certificates or apprenticeships." (***Techniques***, September 2009) With this continual decline in employment opportunities for the unskilled, however, there has not been a corresponding increase in the skilled workforce. Although jobs are available, there are not enough highly skilled workers to fill them.

Our country has become a highly technical, globally competitive society that requires well-trained, technologically literate workers. Jobs that offer interesting challenges and the potential for growth in earnings require a working knowledge of mathematics, science, principles of technology, and communication skills. If the United States is to compete in a global economy, it must have an intelligent, highly skilled workforce. The goal of current restructuring and reform initiatives is to prepare people with these important prerequisites. Everyone is a winner in these initiatives: the individual worker becomes more employable, the business world becomes more competitive, and the country becomes stronger.

The Missouri Comprehensive Guidance and Counseling Program provides a foundation to support initiatives emphasizing career exploration planning and decision making. As the primary implementer of comprehensive guidance and counseling programs, school counselors become important partners/collaborators in the educational process. The career development grade level expectations that are present in the Missouri Comprehensive Guidance and Counseling Program can be used to facilitate career awareness, exploration planning, decision making, and preparation.

In an effort to ensure opportunities for students, school counselors need to be aware of current college and career readiness initiatives. By being aware of these initiatives, school counselors work with classroom teachers, parents, and administrators to help students understand the importance of planning their career development as well as better understanding themselves.

Current College and Career Readiness Initiatives

Many of today's initiatives recognize the importance of an educational system that incorporates rigorous and relevant learning within a caring environment. Creating strong academic foundations coupled with meaningful career education experiences for all students is a key goal of many of these initiatives. Below is a brief summary of initiatives in which Missouri is currently involved, and in which guidance and counseling plays key roles.

Top 10 x 20

The Missouri Department of Elementary and Secondary Education has launched ***Top 10 by 20***, a major improvement effort that aims for student achievement in Missouri to rank among the top 10 states by 2020. Comprehensive guidance and counseling programs support this initiative by helping to advance the academic, career, and personal/social development of all students. Additional information can be found on DESE's website: Top 10 by 20

Carl D. Perkins
Career and Technical Education Act of 2006

The Perkins Act called upon states and local education agencies to create secondary-to-postsecondary sequences of academic and career education coursework that lead students to attain a postsecondary degree or industry-recognized certificate or credential. These Programs of Study are the foundation for developing the Personal Plan of Study that will guide students through their high school years. Developing, reviewing, and revising as necessary is one of the key functions of the individual planning process.

Career Clusters and Programs of Study

The Career Clusters Initiative builds on the career path concept that has been a part of Missouri's career development process since the initiation of Tech Prep programs. Career Clusters provide greater depth for exploration and they provide knowledge and skill statements that describe the attributes necessary for success in particular clusters. Career Clusters are the foundations for locally developed Programs of Study that outline the content and course sequence necessary for success in any given Career and Technical Education (CTE) or academic program. Helping students understand how they can use Career Clusters and Programs of Study to make meaningful educational and career decisions is an important part of the individual student planning process and a key activity within a comprehensive guidance and counseling program. Information about Career Clusters can be found at the Career Clusters national website, and information about programs of study can be found at the website of the Missouri Center for Career Education.

High Schools That Work (HSTW)

The Southern Regional Education Board established *HSTW* as a school-improvement initiative. *HSTW* offers a framework of goals and key practices that may be implemented to raise student achievement. *HSTW* seeks to form a partnership with students, parents, and the community to improve the way all high school students are prepared for work and further education. This initiative began in Missouri in the 2001-2002 school year and it has continued to grow. The goals of the *High Schools That Work* initiative are to accomplish the following:

Missouri Connections

Missouri Connections is an educational and career planning website that is available to all schools free of charge. It is a resource that can be incorporated into a district's comprehensive guidance and counseling program. Additional information can be found at www.missouriconnections.org.

- Increase significantly the mathematics, science, communication, problem solving, and technical achievement of more students to the level of the national average and above
- Blend the essential content of traditional college-preparatory studies, consisting of mathematics, science, and language arts, with quality vocational and technical studies, by creating conditions that support school leaders, teachers, and school counselors in conducting key practices
- Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort

One of the Key Practices of the *HSTW* Initiative is for all schools to have a "Guidance and Counseling System" in place. As defined by *HSTW*, the "Guidance and Counseling System" incorporates key components of the Individual Student Planning Process associated with the Missouri Comprehensive Guidance and Counseling Program. Additional information about the High Schools that Work program can be found at its website.

The A+ Schools

The *A+ Program* is unique to Missouri and is designed to provide high school students with an exciting and rigorous program of academic and technical education that leads to community college and workplace skill development. The Outstanding Schools Act of 1993 (Senate Bill 380) established the A+ Schools program to provide grant awards to Missouri's public secondary schools to

- Reduce the dropout rate
- Raise academic expectations and eliminate "general track" courses
- Provide better "career pathways" for all students
- Work more closely with business and higher education leaders

Again, a school's comprehensive guidance and counseling program is key to a successful A+ program. School counselors need to work with students to ensure that they are pursuing a rigorous and relevant personal plan of study appropriate for their educational and career goals; they need to provide appropriate interventions and/or be a team player to help reduce the drop-out rate; and they need to help students understand how their interests and abilities relate to a career path and or cluster.

Collaborating to Enhance Education Through College and Career Readiness Initiatives via the Comprehensive Guidance and Counseling Program

The Missouri Comprehensive Guidance and Counseling Program provides the opportunities students need in order to respond to the profound changes in our society and to develop over time the positive attitudes and pertinent knowledge necessary to make informed career choices. School counselors, in partnership with classroom teachers, can present interesting and effective career planning and development lessons throughout students' school experiences so that students have the chance to think about and solidify feelings of self, community, work, and career. Beginning with the "learning about" stage in elementary school, students progress through "understanding," "exploring," and eventually to "applying" career competencies in the decision-making process during high school.

What is the relationship of the Missouri Comprehensive Guidance and Counseling Program with the Perkins Act, A+ Schools, High Schools That Work, and Missouri Connections? Simply stated, the career development focus of the Missouri Comprehensive Guidance and Counseling Program supports and facilitates these initiatives. Students' success depends upon being allowed to learn about the changing world and their role in it, to explore career paths and career clusters, and develop rigorous and relevant personal plans of study around school based programs of study that lead to successful post-secondary transitions.

With proper guidance and counseling, students will recognize the need for ongoing training and skill development after high school with an emphasis on lifelong learning. Thus, as practitioners of the Missouri Comprehensive Guidance and Counseling Program, all school counselors are also performing the comprehensive guidance and counseling function that complements Tech Prep, A+ Schools, and *High Schools That Work*. And, Missouri Connections becomes a valuable resource for counselors to assist students in their career and educational planning and decision making.

It is important for school counselors and teachers to work together in developing innovative and exciting curricula that include career planning and a rigorous focus on academics. Successful collaboration can result in a rigorous and yet meaningful educational program for students in which a strong academic foundation tied to meaningful work-based learning experiences and other co-curricular activities will help lead to successful post-secondary experiences.

A flexible and dynamic school staff is a key ingredient in the success of college and career readiness initiatives such as Top 10 by 20, the Perkins Act A+ Schools, and High Schools That Work. Educators must be willing to use different teaching strategies, infuse new materials into courses, and set high standards for students. Educational restructuring and reform is an ongoing process that will not end with the initiatives and issues presented here. It is essential for administrators, teachers, and school counselors to be cognizant of and involved in current and future college and career readiness initiatives in order to provide maximum educational opportunities for all students.

SECTION VII

PROFESSIONAL DEVELOPMENT

School counselors have many opportunities to participate in high quality professional development activities to strengthen their knowledge and skills in order to plan, implement, evaluate, and enhance comprehensive guidance and counseling programs in their districts. The Guidance and Counseling Section at DESE, the Missouri School Counselor Association (MSCA), colleges and universities, and national/state organizations such as the American School Counselor Association (ASCA), Association for Career and Technical Education (ACTE), Missouri ACTE , High Schools that Work, National Career Pathways Network, National Association of College Admission Counselors (NACAC) and the Missouri Association of College Admission Counselors (MoACAC), ACT, The College Board, and other organizations provide a variety of professional development opportunities for school counselors.

Mentoring

Through a partnership with the Office of College and Career Readiness and MSCA a state-wide mentoring program has been established. Utilizing a train the trainer model, each MSCA district has a mentor chair who leads the mentoring efforts for new counselors within their respective districts. Mentoring is a two-year program where an experienced counselor is partnered with a new counselor to assist that counselor in implementing the comprehensive guidance and counseling program. It is especially designed for counselors working in schools at which they may be the only counselor. DESE and MSCA work together to identify new counselors each year. Additional information regarding the state-wide mentoring program can be found at the MCCE website or by calling the Guidance and Counseling Section at 573-751-4383.

System of Support

The Missouri Comprehensive Guidance and Counseling Program (MCCGP), when fully implemented, is a proven effective program which benefits all students. The program is supported by outstanding resources to aid local district implementation. An orchestrated, multifaceted, sustainable system of support facilitates the enhancement of all district and school comprehensive guidance programs, regardless of their level of implementation. The intent of a state-wide system of support is to coordinate current services and programs and is designed to close the guidance and counseling implementation gap, represented by the difference between district/building's' current status and full implementation. This is accomplished through local school districts working regionally to support one another in the full implementation of their comprehensive guidance and counseling programs. System of support meetings are facilitated by career education coordinators under the direction and guidance of the Guidance and Counseling Section of the Missouri Department of Elementary and Secondary Education.

DESE Sponsored Workshops

Each year the Missouri Department of Elementary and Secondary Education sponsors a number of professional development opportunities for school counselors. Building Bridges, sponsored by the Office of College and Career Readiness, is traditionally held in the fall, and the Pathways Conference sponsored by the Missouri Department of Elementary and Secondary Education and traditionally held in the spring often has workshops that are relevant to school counselors. DESE's Guidance and Counseling Section will periodically hold regional training opportunities and webinars for school counselors as new initiatives and refinements to the guidance and counseling program warrant. The Missouri Center for Career Education hosts the Guidance and Counseling e-Learning Center in which a variety of on-line professional development opportunities can be found.

Missouri School Counselor Association

The Missouri School Counselor Association (MSCA) provides two state-wide conferences each year, one in the fall and one in the spring. Through these conferences, MSCA provides hundreds of workshops and professional development opportunities for school counselors K-College. In addition, each of MSCA's twelve districts hosts several meetings a year and they provide additional professional development opportunities.

Colleges and Universities

There are 13 state approved counselor education programs in Missouri. Graduate level course work, short-term courses and workshops are all a part of the professional development opportunities available at Missouri's institutions of higher learning.

The 13 state approved counselor education programs are:

Central Missouri University
Evangel University
Lindenwood University
Lincoln University
Missouri Baptist University
Missouri State University
Northwest Missouri State University
Southeast Missouri State University
St. Louis University
Stephens College
Truman State University
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-St. Louis

Missouri Association for Career and Technical Education

The Missouri Association for Career and Technical Education (MoACTE) sponsors a summer conference for all Career and Technical Education (CTE) programs, including Guidance and Counseling. In addition, the Missouri Association for Career Services, a division of MoACTE offers a fall conference that has opportunities for placement personnel, career center counselors and comprehensive school counselors. Its website is www.mo-**acte**.org.

Other Related Professional Organizations

Listed below are other professional organizations and their websites that provide professional development that is pertinent to school counselors. This list is not intended to be exclusive, but rather as an example of the opportunities school counselors have to enhance their professional growth.

- American School Counselor Association
  www.schoolcounselor.org
- Association for Career and Technical Education
  www.acteonline.org
- National Tech Prep Network
  http://www.cord.org/ntpn
- High Schools That Work
  http://www.sreb.org/programs/hstw/hstwindex.asp
- Technology Centers That Work
  http://www.sreb.org/page/1084/technology_centers_that_work.html
- Making Middle Grades Work
  http://www.sreb.org/programs/MiddleGrades/MiddleGradesindex.asp
- National Association for College Admission Counselors
  www.nacacnet.org
- Missouri Association for College Admission Counselors
  http://www.moacac.org
- ACT
  www.act.org
- College Board
  www.collegeboard.com

SECTION VIII

INTEGRATED SERVICES: THE COLLABORATIVE WORK OF SCHOOL COUNSELORS, SCHOOL PSYCHOLOGISTS, AND SCHOOL SOCIAL WORKERS

Schools are designed for learning. There is a direct and obvious correlation between a person's ability to learn and the status of their mental health. The Center for Disease Control estimates that 5% of children between the ages of 4 and 17 demonstrate mental health issues. That translates to 45,000 Missouri school aged children. There is a great need for coordinated mental health services in our schools today.

Appendix O is designed to more clearly define the roles of school counselors, school psychologists, and school social workers. These roles are not interchangeable as there are unique capabilities and responsibilities of each group as well as shared duties and responsibilities that are common to all three groups. The template in Appendix O can serve as a springboard for conversation to clarify roles. The examples provided within the appendix are exemplary but not exhaustive. Each school must define its unique organizational design based on local context, personnel and skill sets. Clearly defined role and job definitions are vital in developing common understanding, working effectively together and in educating others.

The ultimate goal of school mental health providers is to improve the conditions for learning. Providing both prevention and intervention services at all three levels of the Response to Intervention (RTI) model (See Appendix P) promotes effective teaching and learning while collaborating with teachers and school staff to ensure that students receive high quality instruction. Simply stated, schools cannot be effective without a healthy and supportive culture and students cannot be productive learners without viable mental health dispositions.

Professional School Counselors hold responsibility to fully implement their Comprehensive Guidance and Counseling Program addressing the academic, personal/social, and career development of all students through the delivery of guidance and counseling curriculum, individual student planning, and responsive services along with system support activities. They are the primary school mental health providers as they deliver services to all students and families in every school as well as serve as the point of contact for Social Work and School Psychological Services. School Counselors are engaged in every facet of school and serve as the first line in each tier of interventions and consultations.

School Psychologists work with students with advanced educational and psychological challenges. School Psychologists focus on assessment, diagnosis, and treatment plans for more complex situations covering the entire spectrum of emotional, functional, and learning barriers, primarily in Tiers 2 and 3. Serving as consultants for educators and parents while supporting high needs students, these providers are a critical source of technical information and guidance for school personnel. School Psychologists typically serve as consultants for multiple schools.

School Social Workers are an increasingly common and critical component to student support services. School Social Workers fill a unique niche in the school setting as they conduct psycho-social

evaluations and provide mental health services for a targeted number of students with more notable emotional and behavior barriers to learning, typically Tiers 2 and 3 interventions. School Social Workers work with students, parents and educators providing consultation and interventions concerning home, school and community factors to improve student's school functioning.

SECTION IX

COMPREHENSIVE GUIDANCE AND COUNSELING AND RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is an educational system that has gained traction over the past few years. The framework for RTI is based upon the public health model of tiered intervention with its roots in special education: the Individuals with Disabilities Education Act, 2004 describes RTI as "a process based on a child's response to scientific, research-based intervention." On the other hand, RTI has evolved into an integral part of general education as we become more adept at defining student outcomes and assessing progress. Understanding RTI's purpose and dynamics will help "frame your thinking" as you develop your comprehensive guidance program to support the student development and instructional efforts operating within your school.

The Response to Intervention (RTI) Action Network website succinctly states that RTI is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both." RTI involves regularly assessing proficiency in a skill, determining which students are behind, providing additional support for those students below benchmark, then adjusting the intensity and nature of those interventions depending on a student's responsiveness. Delivering scientifically based interventions with integrity, while frequently monitoring how the student responds and provides an invaluable data base of important information about the need to change or sustain the intervention. Program Essential Elements include: High Quality Classroom Instruction, Tiered Instruction and Intervention, On-going Student Assessment and Family Involvement. RTI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners are identified, supported, and served early and effectively. Adopting an RTI model is about adopting best professional practice and insisting that we do what is best and necessary for all students.

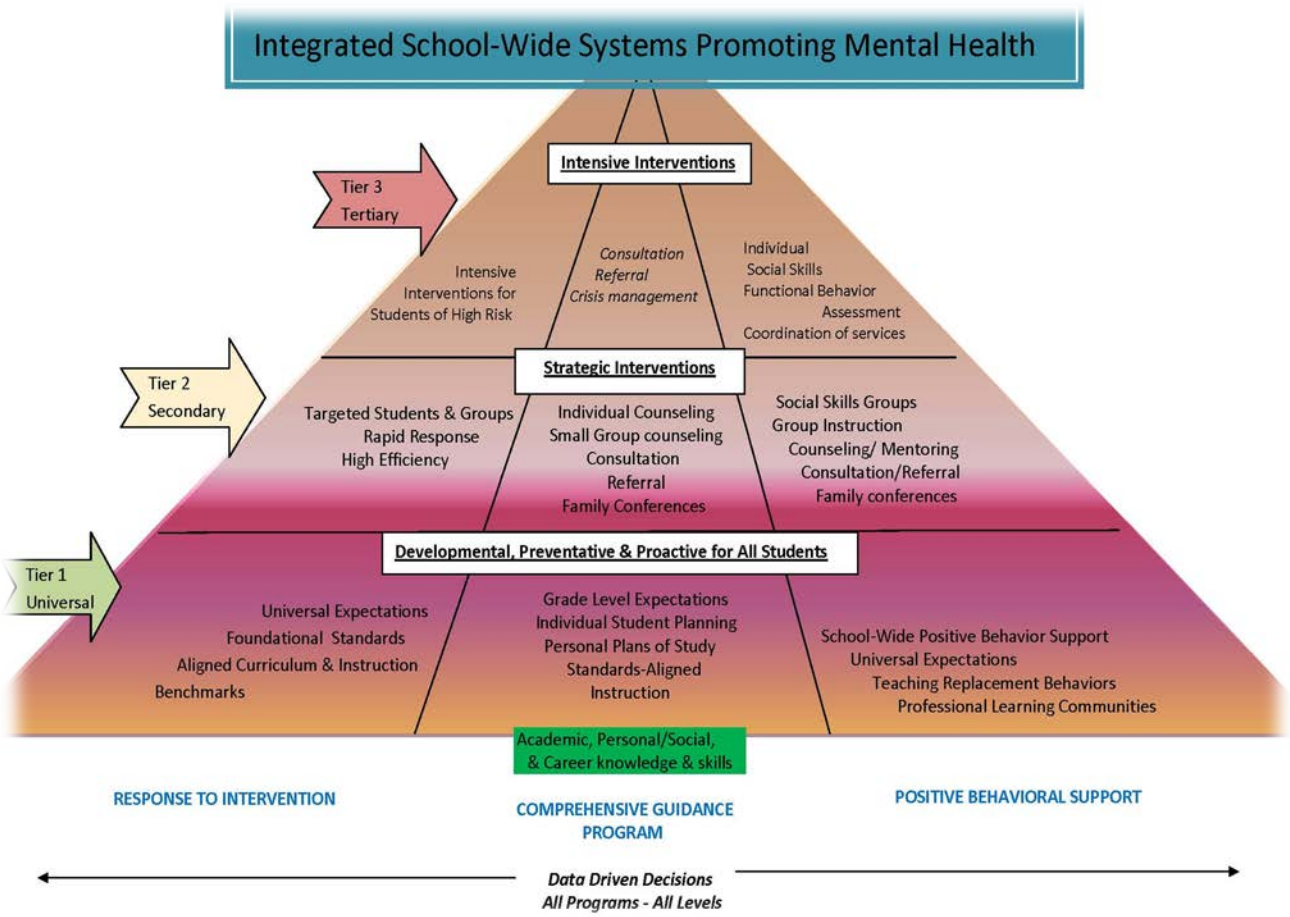
The familiar triangle (Figure IX-1) depicts the 3-tiered model of RTI. This triangle also represents the famous generalization of 80-15-5. A school example would be that typically 80% of your students will "get it" or successfully understand as a result of your initial instruction/intervention. And 15% of your students will need additional strategic support or different strategies to "get it" while the final 5% will need more intensive, personalized interventions to be successful.

In simplistic terms, this is the basic premise on which RTI is constructed. This generalization obviously has a multitude of variables, including the percentages of student success and is not intended to be a specific rule. One elementary building using RTI began by assessing student reading levels. Much to their surprise, over 40% of their students needed Tier 3 interventions! Needless to say that revelation completely altered their thinking and efforts.

The right side of this triangle represents the tiered framework that can be applied to multiple programs addressing academic achievement and behavior, such as special education, math, reading, comprehensive guidance and counseling, and behavioral intervention programs. Using student behavior as an example, Tier 1 refers to the expectations, rules, policies, practices and interventions that are provided for ALL students. School wide and classroom expectations, consequences, and

supports are examples. Tier 2 represents the interventions used to help students who demonstrate barriers to achieving Tier 1 expectations. What corrective actions do we provide to help these children learn and succeed? Tier 3 interventions apply to that small percentage of students who need yet more personalized support. If we believe that all students can learn (and behave) then we must continually assess and improve how we support that learning. RTI provides a structure to evaluate and enhance adult behaviors and actions.

Figure IX-1



How does this apply to you, the counselor? Missouri's Comprehensive Guidance and Counseling Program naturally frames itself in this RTI model. When fully implemented, a comprehensive program proactively addresses the personal/social, academic, and career needs of all students while addressing their barriers to learning.

Tier One consists of *universal* programming for all students based on the Guidance and Counseling Grade Level Expectations (GLEs) and includes the Guidance and Counseling Curriculum, Individual Student Planning with Personal Plans of Study and Responsive Services. In the broader context of school, this can include all programs and efforts that address the developmental needs of all students. Advisory programs, character education and PBIS are examples. Intuitively, Tier 1 is the key. The effectiveness of lower tier initiatives directly impacts the need for upper tier interventions.

Tier Two consists of strategic efforts to identify students who demonstrate barriers to learning and support them with targeted interventions. Responsive Services includes individual and group counseling, family conferences, and referrals to outside agencies along with multiple school based interventions designed to help students personally achieve the goals established in the Guidance and Counseling GLEs. Partnership for Results Based Evaluation (PRoBE) projects typically are Tier 2 interventions as they apply specific interventions with a targeted group of students over a relatively short period of time. (Examples of Partnership for Results Based Evaluation (PRoBE) Projects can be found at the Guidance eLearning Center website under Evaluation.)

Tier Three consists of intensive interventions for students who have not yet positively responded to prior initiatives. Crisis management, coordination of district and community resources, referrals for intensive support, and intervention coordination are examples of specific Responsive Services.

The RTI model is an extremely helpful way to systematically evaluate what adults, do to provide the appropriate support for every child's learning. David P. Prasse, Ph.D. from Loyola University states that "RTI is a cornerstone of a problem-solving service delivery system." Note the key words, problem solving and system. Both are on-going. Evaluation of the guidance program and interventions provides timely data to continually assess effectiveness and better support each student's ability to succeed.

Providing definitive structures, programs, and practices to facilitate student success requires collaborative effort from every adult in the school. It is essential that leaders of the comprehensive guidance and counseling program, it is essential that you understand and champion the key guidance and counseling program components that support the academic, career, and personal/social development of your students. Using the RTI model of tiered intervention provides a solid framework to not only evaluate individual students but also to define, plan, and assess the effectiveness of your efforts while creating a shared mental model that is needed to effectively communicate and work with your administrators and teachers. Together, we can!

Appendix A

Content Standards and K-12 Grade Level Expectations

Missouri Comprehensive Guidance and Counseling Program
Content Standards Grade Level Expectations (GLE)
Strand PS Personal and Social Development

Big Idea PS 1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities			
Concept	**GLE-K**	**GLE-1**	**GLE-2**
A. Self-Concept	a. Identify basic feelings.	a. Identify a variety of feelings.	a. Express a variety of feelings.
B. Balancing Life Roles	a. Identify personal roles in the family.	a. Identify personal roles in the school.	a. Identify personal roles in the community.
C. Citizenship and contribution within a diverse community	a. Identify character traits needed for different situations.	a. Recognizing personal character traits.	a. Compare and contrast character traits needed for different situations.
Big Idea PS: 2 Interacting With Others in Ways That Respect Individual and Group Differences			
A. Quality relationships	a. Demonstrate how to be a friend.	a. Demonstrate the ability to be a friend.	a. Identify and demonstrate the interpersonal skills needed to make and keep a friend.
B. Respect for Self and Others	a. Identify similarities and differences between self and others.	a. Identify similarities and differences among students within the school community.	a. Identify similarities and differences among families and their traditions.
C. Personal Responsibility in Relationships	a. Identify feelings of others.	a. Express feelings effectively, both verbally and non-verbally.	a. Identify the steps of solving problems and conflicts with others.
Big Idea PS 3: Applying Personal Safety Skills and Coping Strategies			
A. Safe and Healthy Choices	a. Identify safe and healthy choices at home and school.	a. Identify steps of problem solving and decision making for personal safety.	a. Practice the steps of problem solving and decision making for personal safety.
B. Personal Safety of Self and Others	a. Identify safe/unsafe situations.	a. Identify personal safety strategies.	a. Apply personal safety strategies as they relate to different situations.
C. Coping Skills	a. Identify different life changes or events.	a. Recognize the effects of life changes or events related to self.	a. Recognize the effects of life changes or events related to self and others.

Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)
Strand PS: Personal and Social Development

Big Idea PS 1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities			
Concept	**GLE-3**	**GLE-4**	**GLE-5**
A. Self-Concept	a. Identify positive characteristics and areas for personal growth.	a. Recognize positive self-talk and communicate personal thoughts and feelings.	a. Demonstrate the personal characteristics to maintain a positive self-concept.
B. Balancing Life Roles	a. Reflect on personal roles at home and at school and identify responsibilities.	a. Reflect on personal roles in the community and identify responsibilities as a community member.	a. Develop strategies to balance family, school, and community roles.
C. Citizenship and contribution within a diverse community.	a. Identify the personal characteristics needed to contribute to the classroom.	a. Identify the personal characteristics that contribute to the school community.	a. Demonstrate personal characteristics of a contributing member of the school community.
Big Idea PS 2: Interacting With Others in Ways That Respect Individual and Group Differences			
A. Quality relationships	a. Identify the interpersonal skills necessary to build quality relationships.	a. Demonstrate respect for others' personal opinions and ideas.	a. Exhibit mutual respect and compromise in relationships.
B. Respect for Self and Others	a. Recognize and respect the differences between personal culture and other cultures.	a. Recognize and respect diverse groups within the school and community.	a. Demonstrate respect for individuals within diverse groups.
C. Personal Responsibility in Relationships	a. Apply the steps of solving problems and conflicts with others.	a. Identify and practice the skills used to compromise in a variety of situations.	a. Review and implement strategies to resolve problems and conflicts successfully.
Big Idea PS 3: Applying Personal Safety Skills and Coping Strategies			
A. Safe and Healthy Choices	a. Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.	a. Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.	a. Evaluate peer influence on problem-solving and decision-making skills.
B. Personal Safety of Self and Others	a. Identify issues that impact personal safety.	a. Describe different types of violence and harassment, and identify strategies for intervention.	a. Apply personal safety strategies as they relate to violence and harassment.
C. Coping Skills	a. Identify coping skills for managing life changes or events.	a. Utilize coping skills for managing life changes or events.	a. Evaluate various coping skills for managing life changes or events.

Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)
Strand PS Personal and Social Development

Big Idea PS 1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities			
Concept	**GLE-6**	**GLE-7**	**GLE-8**
A. Self-Concept	a. Identify individual strengths and areas for personal growth and good citizenship.	a. Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.	a. Identify thoughts and feelings and how they relate to self-concept.
B. Balancing Life Roles	a. Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	a. Apply personal planning strategies to balance individual, family, and school responsibilities.	a. Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.
C. Citizenship and contribution within a diverse community	a. Demonstrate skills needed to participate in team building.	a. Identify and practice ways to be a contributing group member.	a. Recognize personal ways for the individual to contribute as a member of the school community.
Big Idea PS 2: Interacting With Others in Ways That Respect Individual and Group Differences			
A. Quality relationships	a. Identify interpersonal skills needed to maintain quality relationships.	a. Practice effective interpersonal skills in a variety of social situations.	a. Self-assess interpersonal skills that will help maintain quality relationships.
B. Respect for Self and Others	a. Identify and develop strategies to promote acceptance and respect in the school and community.	a. Promote acceptance and respect for individual differences.	a. Apply strategies that promote acceptance and respect of others within the global community.
C. Personal Responsibility in Relationships	a. Apply problem-solving and conflict-resolution skills to new challenges.	a. Practice problem-solving and conflict-resolution skills.	a. Exhibit an awareness of personal responsibility in conflict situations.
Big Idea PS 3: Applying Personal Safety Skills and Coping Strategies			
A. Safe and Healthy Choices	a. Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.	a. Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations.	a. Recognize peer influence on risk-taking behaviors and consequences.
B. Personal Safety of Self and Others	a. Identify behaviors that compromise personal safety of self and others.	a. Develop strategies to maintain personal safety.	a. Apply strategies related to personal safety issues.
C. Coping Skills	a. Review and revise strategies to cope with life-changing events.	a. Apply coping skills to manage life-changing events.	a. Evaluate coping skills to manage life-changing events.

Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)
Strand: PS Personal and Social Development

Concept	GLE – Grade 9	GLE – Grade 10	GLE – Grade 11	GLE-Grade 12
Big Idea PS 1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities				
A. Self-Concept	a. Develop skills needed to maintain a positive self-concept.	a. Implement skills necessary to exhibit and maintain a positive self-concept.	a. Practice and modify the skills necessary to exhibit and maintain a positive self-concept.	a. Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
B. Balancing Life Roles	a. Recognize increased roles and responsibilities of the individual student within the family, school, and local community.	a. Prioritize roles and responsibilities and implement strategies in order to balance family school, work, and local communities.	a. Identify and utilize resources to help balance family, school, work, and local community roles.	a. Exhibit the ability to balance personal, family, school, community, and work roles.
C. Citizenship and contribution within a diverse community.	a. Identify activities the individual student might participate in to become a contributing member of a school community.	a. Identify and participate in activities that help the individual student become a contributing member of a global community.	a. Build upon activities and experiences that help the individual student become a contributing member of a global community.	a. Exhibit the personal characteristics of a contributing member of a diverse community
Big Idea PS 2: Interacting With Others in Ways That Respect Individual and Group Differences				
A. Quality Relationships	a. Demonstrate the ability to use interpersonal skills needed to maintain quality relationships.	a. Practice interpersonal skills in order to help maintain quality relationships.	a. Apply interpersonal skills needed to maintain quality relationships.	a. Exhibit the interpersonal skills to maintain quality relationships.
B. Respect for Self and Others	a. Explore cultural identity and world views within the community.	a. Promote acceptance and respect for cultural differences within the global community.	a. Exhibit respect for different cultures and points of view.	a. Advocate respect for individuals and groups.
C. Personal Responsibility in Relationships	a. Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.	a. Self-access personal problem-solving and conflict-resolution skills to enhance relationships with others.	a. Accept personal responsibility in conflict situations.	a. Utilize and accept personal responsibility in relationships with others.
Big Idea PS 3: Applying Personal Safety Skills and Coping Strategies				
A. Safe and Healthy Choices	a. Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.	a. Utilize decision-making skills to evaluate risk-taking behavior.	a. Analyze the impact of personal decisions on the safety and health of self and others.	a. Utilize decision-making skills to make safe and healthy life choices.
B. Personal Safety of Self and Others	a. Identify and utilize resources available that address personal safety issues.	a. Evaluate and review resources that address personal safety issues.	a. Demonstrate skills that reinforce a safe environment for all students.	a. Advocate for the personal safety of self and others.
C. Coping Skills	a. Identify resources that can help manage life changes or events.	a. Analyze and refine individual coping skills to manage life-changing events.	a. Apply individual coping skills to manage life-changing events.	a. Exhibit coping skills to manage life-changing events.

Missouri Comprehensive Guidance and Counseling Program
Content Standards Grade Level Expectations (GLE)
Strand AD: Academic Development Grades K-2

Big Idea AD 4: Applying Skills Needed for Educational Achievement			
Concept	**GLE- Grade K**	**GLE- Grade 1**	**GLE- Grade 2**
A. Life-long Learning	a. Identify and follow classroom and school routines.	a. Identify and practice the steps for completing classroom assignments and activities.	a. Demonstrate skills needed to complete classroom tasks independently.
B. Self-management for Educational Achievement	a. Identify work habits necessary for school success.	a. Develop and practice work habits necessary for school success.	a. Build individual work habits and study skills that apply to a variety of learning situations.
Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels			
A. Transitions	a. Identify how school expectations are different from home, day-care, or pre-school.	a. Identify increased school expectations.	a. Develop strategies to meet increased school expectations.
Big Idea AD 6: Developing and Monitoring Personal Educational Plans			
A. Educational Planning for Life-long Learning	a. Identify the skills needed to be a successful learner.	a. Demonstrate the skills needed to be a successful learner.	a. Identify goals that lead to learner success.

Missouri Comprehensive Guidance and Counseling Program
Content Standards Grade Level Expectations (GLE)
Strand AD: Academic Development Grades 3-5

Big Idea AD 4: Applying Skills Needed for Educational Achievement			
Concept	**GLE- Grade 3**	**GLE- Grade 4**	**GLE- Grade 5**
A. Life-long Learning	a. Identify and practice study skills and test-taking strategies.	a. Apply study skills and test-taking strategies to improve academic achievement.	a. Demonstrate study skills and test-taking strategies to enhance academic achievement.
B. Self-management for Educational Achievement	a. Recognize and practice basic time-management and organizational skills for assignments and/or task completion.	a. Apply time-management and organizational techniques necessary for assignments and/or task completion.	a. Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.
Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels			
A. Transitions	a. Revise and practice strategies to meet increased school activities.	a. Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.	a. Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.
Big Idea AD 6: Developing and Monitoring Personal Educational Plans			
A. Educational Planning for Life-long Learning	a. Identify education goal-setting and self-assessment skills.	a. Revise and practice education goal-setting and self-assessment skills.	a. Recognize the importance of an educational plan.

Missouri Comprehensive Guidance and Counseling Program
Content Standards Grade Level Expectations (GLE)
Strand AD: Academic Development Grades 6-8

Big Idea AD 4: Applying Skills Needed for Educational Achievement			
Concept	**GLE- Grade 6**	**GLE- Grade 7**	**GLE- Grade 8**
A. Life-long Learning	a. Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.	a. Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.	a. Consistently apply a system of study skills and test-taking strategies to promote academic success.
B. Self-management for Educational Achievement	a. Develop and practice a self-management system to promote academic success.	a. Demonstrate and refine a self –management system to promote academic success.	a. Consistently apply a self-management system to promote academic success.
Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels			
A. Transitions	a. Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.	a. Recognize ongoing academic expectations and develop strategies to meet increased demands.	a. Identify the information and skills necessary to transition to high school.
Big Idea AD 6: Developing and Monitoring Personal Educational Plans			
A. Educational Planning for Life-long Learning.	a. Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	a. Assess academic achievement to refine education goals for life-long learning.	a. Design a four to six-year educational plan.

Missouri Comprehensive Guidance and Counseling Program
Content Standards Grade Level Expectations (GLE)
Strand AD: Academic Development

Big Idea AD 4: Applying Skills Needed for Educational Achievement				
Concept	**GLE – Grade 9**	**GLE – Grade 10**	**GLE – Grade 11**	**12th Grade**
A. Life-long Learning	a. Review and build upon educational skills necessary to progress toward life-long learning goals.	a. Assess and apply educational skills necessary to progress toward individual life-long learning goals.	a. Consistently utilize educational skills necessary to progress toward individual life-long learning goals.	a. Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.
B. Self-management for Educational Achievement	a. Review and build upon a self-management system and adjust to increased academic demands.	a. Assess and apply a self-management system to meet increased academic demands.	a. Consistently utilize a self-management system and adjust to increased academic demands.	a. Exhibit self-management skills necessary for educational achievement.
Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels				
A. Transitions	a. Apply information and skills necessary to transition into high school.	a. Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.	a. Increase knowledge and refine skills in preparation for the senior year and post-secondary options.	a. Utilize the achievement and performance skills necessary to transition to post-secondary options.
Big Idea AD 6: Developing and Monitoring Personal Educational Plans				
A. Educational Planning for Life-long Learning	a. Monitor and revise a four to six-year educational plan.	a. Explore options and resources available to further develop personal education plans for life-long learning.	a. Evaluate and revise an educational plan for life-long learning	a. Apply information to revise and implement a personal educational plan necessary for life-long learning.

Missouri Comprehensive Guidance and Counseling Program
Content Standards Grade Level Expectations (GLE)
Strand CD: Career Development

Big Idea CD 7: Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.			
Concept	**GLE - Kindergarten**	**GLE - Grade 1**	**GLE - Grade 2**
A. Integration of Self-knowledge into Life and Career Plans	a. Identify likes and dislikes at home and school.	a. Identify strengths and interests at home and school.	a. Identify new activities and interests to explore.
B. Adaptations to World of Work Changes	a. Identify workers in the school and in families related to the six (6) career paths.	a. Identify workers in the local community related to the six (6) career paths	a. Identify the academic skills necessary for workers in the six (6) career paths.
C. Respect for All Work	a. Recognize that all work is important.	a. Explain the importance of jobs in the family and school.	a. Explain the importance of jobs and workers in the community.
Big Idea CD 8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.			
A. Career Decision Making	a. Identify roles and responsibilities of family members in the world of work.	a. Identify and compare roles and responsibilities of workers within the school.	a. Identify and compare roles and responsibilities of workers within the community.
B. Education and Career Requirements	a. Identify the skills family members use in their work.	a. Identify the skills needed by workers in the school.	a. Identify the skills needed by workers in the community.
Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.			
A. Personal Skills for Job Success	a. Identify personal and ethical skills needed to work cooperatively with others in a group at school.	a. Identify and develop personal, ethical, and work habit skills needed for school success.	a. Identify personal, ethical, and work habit skills needed for workers in the community.
B. Job Seeking Skills	a. Identify helper jobs that are available in the classroom.	a. Understand how helper jobs are assigned in the classroom.	a. Identify and apply the steps to obtain helper jobs within the classroom.

Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)
Strand CD: Career Development

Big Idea CD 7: Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.			
Concept	**GLE - Grade 3**	**GLE - Grade 4**	**GLE - Grade 5**
A. Integration of Self-knowledge into Life and Career Plans	a. Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	a. Compare interests and strengths with those of workers in the local community.	a. Compare interests and strengths with those of workers in the global community.
B. Adaptations to World of Work Changes	a. Compare and contrast the academic skills required of workers in the six (6) career paths.	a. Identify school and community resources available for exploration of the six (6) career paths.	a. Describe occupational changes that have occurred over time within the six (6) career paths.
C. Respect for All Work	a. Recognize the contributions made by all workers to the school and community.	a. Recognize the contributions of all jobs to the community.	a. Describe the self-satisfaction that comes from completing a work responsibility.
Big Idea CD 8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.			
A. Career Decision Making	a. Explain what workers do and need to know in various careers.	a. Relate current student learning to each of the six (6) career paths.	a. Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
B. Education and Career Requirements	a. Gather information regarding training and education for a variety of careers.	a. Outline the training and educational requirements for a variety of careers.	a. Compare and contrast the training and educational requirements for a variety of careers.
Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.			
A. Personal Skills for Job Success	a. Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	a. Demonstrate personal and ethical skills needed to work with diverse groups of people.	a. Apply personal, ethical, and work habit skills needed for success in any school or work environment.
B. Job Seeking Skills	a. Identify and apply the steps to obtain helper jobs within the school.	a. Identify the components of a portfolio.	a. Identify the skills needed to develop a portfolio.

Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)
Strand CD: Career Development

Big Idea CD 7: Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.			
Concept	**GLE - Grade 6**	**GLE - Grade 7**	**GLE - Grade 8**
A. Integration of Self-knowledge into Life and Career Plans	a. Use current interests, strengths, and limitations to guide individual career exploration.	a. Use current interests, strengths, and limitations to guide career exploration and educational planning.	a. Develop an educational and career plan based on current interests, strengths, and limitations.
B. Adaptations to World of Work Changes	a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.	a. Be aware of occupations and careers as they relate to career paths, personal interests, and aptitudes.	a. Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
C. Respect for All Work	a. Identify males and females in non-traditional work roles.	a. Recognize the relevance of all work and workers, and their existence in a global society.	a. Identify personal contributions made to school and community.
Big Idea CD 8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.			
A. Career Decision Making	a. Evaluate career and educational information resources.	a. Utilize career and educational information to explore career paths of interest.	a. Compare personal interests with information about careers and education.
B. Education and Career Requirements	a. Compare different types of post-secondary training and education as they relate to career choices.	a. Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.	a. Identify the training and education required for occupations in career paths of interest.
Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.			
A. Personal Skills for Job Success	a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.	a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.	a. Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.
B. Job Seeking Skills	a. Develop a resume of work experiences for home and school.	a. Identify and demonstrate basic job seeking skills of interviewing and completing applications.	a. Utilize a portfolio of middle school/ jr. high school academic and work experience.

Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)
Strand: CD Career Development

Big Idea CD 7: Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.				
Concept	**GLE – Grade 9**	**GLE – Grade 10**	**GLE – Grade 11**	**GLE-Grade 12**
A. Integration of Self-knowledge into Life and Career Plans	a. Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary	a. Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.	a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.	a. Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.
B. Adaptations to World of Work Changes	a. Recognize the sixteen (16) career clusters within the six (6) career paths as a more specific organizer for exploring and preparing for careers now and in the future.	a. Evaluate a variety of resources to aid in career exploration and planning now and in the future.	a. Utilize a variety of resources to aid in career exploration and planning.	a. Utilize knowledge of career exploration and planning to adapt new career and educational opportunities as the world of work changes.
C. Respect for All Work	a. Analyze and evaluate school and community contributions as they relate to one's career and educational plan.	a. Analyze and evaluate school and community contributions as they relate to life career goals.	a. Identify personal contributions to a global society to be made as a result of one's life career choices.	a. Respect all work as important, valuable, and necessary in maintaining a global society.
Big Idea CD 8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.				
A. Career Decision Making	a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.	a. Analyze career and educational information to identify the most relevant resources for specific career options.	a. Synthesize information gathered from a variety of sources.	a. Utilize career and educational information in career decision-making
B. Education and Career Requirements	a. Identify the entrance requirements and application procedures for post-secondary options.	a. Apply knowledge of self to make informed decisions about post-secondary options.	a. Apply research skills to obtain information on training and education requirements for post-secondary choices.	a. Know and understand the levels of training and education required for life career goals.
Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.				
A. Personal Skills for Job Success	a. Identify situations which would compromise ethical habits in school or work situations.	a. Identify the steps which can be used to resolve ethical issues related to school or work situations.	a. Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.	a. Apply personal, ethical, and work habit skills that contribute to job success.
B. Job Seeking Skills	a. Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.	a. Compare and contrast the post-secondary application process to the job application process.	a. Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.	a. Utilize appropriate job-seeking skills to obtain employment.

OVERVIEW OF EACH OF THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM STRANDS, BIG IDEAS AND CONCEPTS

Personal and Social Development (PS) Strand

The knowledge, skill, and "positions-of-the-mind" developed via the lessons in the Personal and Social Development Strand of the Guidance and Counseling Curriculum form the foundation for learning in the Academic Development and Career Development Strands. The Big Ideas and Comprehensive Guidance and Counseling Standards provide the framework for understanding and respecting self as an individual and as a member of family, school, and community groups. The concepts which serve as K-12 guides for the Comprehensive Guidance and Counseling Curriculum emphasize personal responsibility, respect and social responsibility as a part of living and working with others—the rights and privileges of being a contributing citizen of the local and global community. Students are supported as they become advocates for the well-being of themselves and others.

PS STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE AND COUNSELING STANDARDS AND CONCEPTS

Big Idea PS 1: ***Understanding self as an individual and as a member of diverse local and global communities***

Concepts:
- PS 1A Self concept
- PS 1B Balancing life's roles
- PS 1C Citizenship and contribution within a diverse community

Major Points: * Personal characteristics * Interrelationship of thoughts, feelings and actions in daily life * Each person is important in/to his or her extended (global) as well as immediate community * All people of the world are inter-related

Big Idea PS 2: ***Interacting with others in ways that respect individual and group differences***

Concepts:
- PS 2 A Quality relationships
- PS 2 B Respect for self and others
- PS 2 C Personal responsibility in relationships

Major Points: * Respect is the right and responsibility of each individual * Each person is like all other people in some ways * Each person is like some other people in some ways * Each person is unlike all other people in some ways * Similarities and differences contribute to people working together in our diverse world

Big Idea PS 3: ***Applying personal safety skills***

Concepts:
- PS 3 A Safe and healthy choices
- PS 3 B Personal safety of self and others
- PS 3 C Coping skills

Major Points: * Physical and psychological safety * Peer pressure influences individual choices * External influences interact with individual factors in the decision-/choice- making process * Advocacy for self and others * Seeking help when external or internal conflict threatens well being (e.g. suicidal thoughts) * Respond to personal concerns as well as the needs of peers * Develop skills to cope with "happy' and/or "unhappy" events—expected/unexpected

Academic Development (AD) Strand

Embedded in the Academic Development Strand are three critical aspects: Self-efficacy, attribution, and empowerment. Self-efficacy refers to each student's belief in his or her ability to set and attain goals. Attribution refers to the individual's belief that his or her own behavior and effort can directly impact success and/or failure. Empowerment refers to the educational system equipping the individual with the skills and tools necessary to achieve goals—throughout the lifespan. Test taking skills are systematically and intentionally taught to every K-12 student. Students are taught to recognize the need for academic assistance, and that assistance is available and accessible to all students. Students learn that transitions are a part of life. They learn that anticipating transitions and what is expected in the next phase of academic life will make transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to career) easier. Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the personal changes transitions require. The Missouri School Improvement Program requires that all students engage in the on-going development of Personal Plans of Study beginning no later than 8th grade. The Academic Development Strand places emphasis on the knowledge, understanding and skills K-12 students need in order to develop meaningful Personal Plans of Study.

AD STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE AND COUNSELING STANDARDS AND CONCEPTS

Big Idea AD 4: ***Applying skills needed for educational achievement***
Concepts: AD 4 A Lifelong learning
AD 4 B Self-management for educational achievement

Major Points: * Academic self efficacy * Set and attain academic goals * Self-management * Study and test taking skills* Recognize need for academic assistance and where and how to get help

Big Idea AD 5: ***Applying the skills of transitioning between educational levels***
Concept: AD 5 A Transitions

Major Points: * Acquire the information necessary to make smooth transitions from grade to grade and setting to setting *Know and understand expectations of teachers and requirements of subject areas * Know and understand the personal changes required to make successful transitions

Big Idea AD 6: ***Developing and monitoring personal educational plans.***
Concept: AD 6 A Educational Planning for Lifelong Learning

Major Points: (The Missouri School Improvement Program requires all students to have a Personal Plan of Study initiated no later than 8th grade.) * Develop a meaningful educational plan. * Set goals * Develop plans to reach goals * Know and use sources of information and assistance * Review, re-think and revise plans

Career Development (CD) Strand

The over-arching purposes of learning and understanding within the Career Development Strand are: to help students develop an awareness of the world of work and workers; to understand the role and meaning of work in our lives and society; and making career decisions. Specific skills and understanding include: individual student planning processes, knowing and using sources of career information, post-secondary options, employment readiness skills and personal skills that lead to job success. The developmental aspect of career exploration, planning and decision-making is addressed through systematic and sequential K-12 strategies. Underlying themes include the dignity and necessity of all work and workers; the role of one's preferences and skills in overall job satisfaction, the inter-relationship of all parts of ones' life (e.g. family, community, work, and leisure) across the life span, and knowledge of and access to career information. The real test of effective learning and understanding in the Career Development Strand is getting and keeping a job! The focus on personal character helps K-12 students develop individual skills of: taking responsibility, dependability, punctuality, integrity, self-management and effort. Employment readiness skills include appreciation and respect of other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

CD STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE AND COUNSELING STANDARDS AND CONCEPTS

Big Idea CD 7: Applying career exploration and planning skills in the achievement of life career goals

Concepts:
- CD 7 A Integration of self knowledge into life and career planning
- CD 7 B Adaptation to world of work change
- CD 7 C Respect for all work

Major Points: * Career exploration * Individual student planning skills * Dignity and necessity of all work and workers * Preferences and skills influence overall job satisfaction * A "balanced life" * Inter-relationship of all parts of one's life across the life span * Life career planning * Know and understand skills required in the world of work and daily living

Big Idea CD 8: Knowing where and how to obtain information about the world of work and post-secondary training/education.

Concepts:
- CD 8 A Career decision making
- CD 8 B Education and Career Requirements

Major Points: * Seeking and using information that is credible, age-appropriate, and unbiased * Know and understand the level of preparation required for various occupations (e.g., apprenticeships, vocational and technical education, 4-year and 2-year college or university). * Career information resources (e.g., print/electronic/personal interviews) * Ability to access information * Self-advocacy as a career decision-maker.

Big Idea CD 9: Applying employment readiness skills and the skills for on-the-job success

Concepts:
- CD 9 A Personal skills for job success
- CD 9 B Job seeking skills

Major Points: * Employment readiness * individual responsibility, dependability, punctuality, integrity, self-management * Work ethic and effort * Appreciation and respect for co-worker differences * Working as a team member to accomplish the goals of the organization * Understand these skills as contributing to work performance and effectiveness in the classroom and in the workplace.

Appendix B

Guidelines and Template for Conducting an Annual Time/Task Analysis

Guidelines And Template for Conducting An Annual Time/task Analysis

The goal of the time/task analysis is to obtain a representative sample of counselor time spent in carrying out the comprehensive guidance and counseling program. The data is then used to determine the extent to which time is appropriately divided between the components of the school's comprehensive guidance and counseling program. Used in conjunction with the Internal Improvement Review (IIR), the data can provide information about the how fully the comprehensive guidance and counseling program is being implemented. The time/task analysis is to be conducted periodically throughout the school year. An electronic format for conducting the time/task analysis was developed by the State-wide Time/Task Committee and is available on-line at www.mcce.org.

The state-committee established the following guidelines for conducting the annual time/task analysis:

I. **Categorizing Time and Task by Program Components**

A. **Guidance and Counseling Curriculum:** The guidance and counseling curriculum provides guidance and counseling content based on the guidance and counseling standards to all students and their parents through classroom presentations and large group activities such as career days, college fairs, and parent workshops. Remember the guidance and counseling curriculum provides direct services to all students and their parents. Therefore, time spent in conducting classroom and parent presentations, other large group activities and curriculum planning is to be documented as Guidance and Counseling Curriculum.

B. **Individual Student Planning:** The focus of individual student planning is to assist all students to develop Personal Plans of Study enabling them to plan, monitor, and manage their academic, career, and personal social development. Work on individual student planning can be done with individual students, with small groups of students, in student/parent conferences and workshops. Remember individual student planning provides direct services to all students. Therefore time spent in preparation and working directly with students and their parents using Personal Plans of Study is to be documented as Individual Student Planning. The following are examples of individual student planning activities:

1. Individual and small group meetings with students to develop Personal Plans of Study using appropriate student data including: test data (i.e. Explore, Plan, PSAT, ACT etc.), and career and educational information
    a. Enrollment of new students
2. Reviewing and Revising Personal Plans of Study with students individually or in small groups
    a. Course advisement and selection
    b. Schedule revision based on identified need
3. Personal Plans of Study conferences with students and parents
    a. Post-high school planning
    b. Retention conferences
4. Preparing for Individual Student Planning Activities

C. **Responsive Services:** Responsive Services include preparation for and delivery of individual counseling, small group counseling, consultation and/or workshops about specific student behaviors with teachers, administrators, parents, and other professional school staff, and referral. Remember responsive services are available to all students but all students may not require these services. The following are examples of Responsive Service activities:

1. Individual Counseling: Regularly scheduled individual counseling sessions with students.
2. Small Group Counseling: Regularly scheduled small group counseling sessions. The focus is on small group counseling and not on guidance and counseling curriculum or individual student planning activities.
3. Consultation: Conferences/workshops with teachers, administrators, parents, other professional school staff, or community agency personnel about individual student behaviors.
4. Referral: The referral process includes such activities as:
    a. Referral paperwork
    b. Initial and on-going consultation with parents and other professional staff
    c. Initial and on-going contact with referral agencies
    d. Activities relating to the re-entry process
    e. On-going monitoring of student re-adjustment
    f. Preparation for Responsive Services Activities

D. System Support: System Support includes those activities that support the implementation and delivery of the comprehensive guidance and counseling program as well as other educational programs in the school and/or district. System support includes such activities as:

1. Guidance and counseling program evaluation activities
2. School and community committees
3. Program advocacy activities including presentations to staff, parents and community
4. Professional development activities
5. Fair share responsibilities: remember that fair share responsibilities are those activities that are the responsibility of all school faculty including school counselors and which may include such things as school-wide testing, master schedule consultation, bus and playground duty, class/club sponsorship, ticket selling/taking, etc.

E. Non-Guidance and Counseling: The Missouri Comprehensive Guidance and Counseling Program cannot be fully implemented if school counselors are involved in non-guidance and counseling duties. Non-guidance and counseling duties are duties other than fair share that counselors may currently be performing but are NOT part of the district's comprehensive guidance and counseling program. These activities take time away from school counselors' ability to fully implement the program. As such the Missouri Comprehensive Guidance and Counseling Program does not support the inclusion of non-guidance and counseling activities as school counselor responsibilities. These activities are grouped as follows:

1. Supervisory Duties
    a. Coordinating and monitoring school assemblies
    b. Hall duty, cafeteria/playground supervision, bus loading and unloading supervision, and restroom supervision
    c. Chaperoning school functions and athletic event supervision
    d. Substitute teaching
2. Clerical Duties
    a. Selling lunch tickets
    b. Collecting and mailing out progress reports and deficiency notices
    c. Paper work involved in 504 Plans, student assistance teams and other special programs that could be performed by clerical staff
    d. Maintaining permanent records and handling transcripts
    e. Monitoring attendance

f. Calculating grade point averages (GPAs), class ranks, honor rolls or gathering data for special programs such as Missouri Scholars Academy, Joseph Baldwin Academy, Talent Identification Program, etc.
g. Completing the paperwork related to changing students' schedules

3. Administrative Duties
    a. Developing and updating the student handbook
    b. Developing and updating course guides
    c. Developing the master schedule
    d. Acting as the principal of the day
    e. Administering discipline
4. Coordination of the school-wide testing program: The overall coordination and administration of the school-wide testing program is the responsibility of the administration. If everyone else in the building is involved in the administration/proctoring of school-wide testing, then school counselors should also be involved on a "fair share" basis. The following steps will assist school counselors in determining how to categorize time spent in the testing process:
    a. Figure out how much time, on average, a teacher spends involved in the testing process.
    b. Calculate how much time you spend involved in the same testing process
    c. Any amount of time that a counselor spends that is equal to the teacher's average involvement should be categorized as System Support. Any amount of time that a counselor spends over and above the teacher's average time involvement is considered non-guidance and counseling.

II. Conducting The Time/Task Analysis

A. All school counselors in the district will select the same five (5) days spread throughout each semester to conduct the time/task survey. These five days should reflect typical days within the month that contain a variety of guidance and counseling program activities within the four components as well as any non-guidance and counseling activities that may be present.

B. Since school days in every building contain a minimum number of minutes, the time/task analysis survey results will be recorded in minutes. The sample survey form included in this appendix uses 15 minute intervals for the recording of time spent in activities. Note that the survey form includes opportunities to record time spent in guidance and counseling program activities conducted before and after school. An electronic version of this form can be found at www.mcce.org.

C. Special Considerations: The following are not counted in the time/task analysis:
    1. Duty free lunch
    2. Personal breaks
    3. Doctor's appointments

Counselor Time & Task Analysis Form 15 minute

Time	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-guidance and Counseling Activities
7:00 - 7:15 a.m.					
7:15 - 7:30 a.m.					
7:30 - 7:45 a.m.					
7:45 - 8:00 a.m.					
8:00 - 8:15 a.m.					
8:15 - 8:30 a.m.					
8:30 - 8:45 a.m.					
8:45 - 9:00 a.m.					
9:00 - 9:15 a.m.					
9:15 - 9:30 a.m.					
9:30 - 9:45 a.m.					
9:45 - 10:00 a.m.					
10:00 - 10:15 a.m.					
10:15 - 10:30 a.m.					
10:30 - 10:45 a.m.					
10:45 - 11:00 a.m.					
11:00 - 11:15 a.m.					
11:15 - 11:30 a.m.					
11:30 - 11:45 a.m.					
11:45 - 12:00 p.m.					
12:00 - 12:15 p.m.					
12:15 - 12:30 p.m.					
12:30 - 12:45 p.m.					
12:45 - 1:00 p.m.					
1:00 - 1:15 p.m.					
1:15 - 1:30 p.m.					
1:30 - 1:45 p.m.					
1:45 - 2:00 p.m.					
2:00 - 2:15 p.m.					
2:15 - 2:30 p.m.					
2:30 - 2:45 p.m.					
2:45 - 3:00 p.m.					
3:00 - 3:15 p.m.					
3:15 - 3:30 p.m.					
3:30 - 3:45 p.m.					
3:45 - 4:00 p.m.					

	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance and Counseling Activities
Number of Blocks:	0	0	0	0	0
Daily Percentage:	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Number of Blocks:		0	Total Percentages = 100%		
Counselor:				Date:	

Counselor Time & Task Analysis Form 15 minute

Time	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance and Counseling Activities
7:00 - 7:15 a.m.					
7:15 - 7:30 a.m.					
7:30 - 7:45 a.m.					
7:45 - 8:00 a.m.					
8:00 - 8:15 a.m.	15				
8:15 - 8:30 a.m.	15				
8:30 - 8:45 a.m.	15				
8:45 - 9:00 a.m.	15				
9:00 - 9:15 a.m.					
9:15 - 9:30 a.m.		15			
9:30 - 9:45 a.m.		15			
9:45 - 10:00 a.m.		15			
10:00 - 10:15 a.m.		15			
10:15 - 10:30 a.m.		15			
10:30 - 10:45 a.m.		15			
10:45 - 11:00 a.m.		15			
11:00 - 11:15 a.m.		15			
11:15 - 11:30 a.m.					
11:30 - 11:45 a.m.			15		
11:45 - 12:00 p.m.			15		
12:00 - 12:15 p.m.			15		
12:15 - 12:30 p.m.	15				
12:30 - 12:45 p.m.	15				
12:45 - 1:00 p.m.	15				
1:00 - 1:15 p.m.		15			
1:15 - 1:30 p.m.		15			
1:30 - 1:45 p.m.		15			
1:45 - 2:00 p.m.				15	
2:00 - 2:15 p.m.				15	
2:15 - 2:30 p.m.				15	
2:30 - 2:45 p.m.					15
2:45 - 3:00 p.m.					15
3:00 - 3:15 p.m.				15	
3:15 - 3:30 p.m.				15	
3:30 - 3:45 p.m.				15	
3:45 - 4:00 p.m.				15	

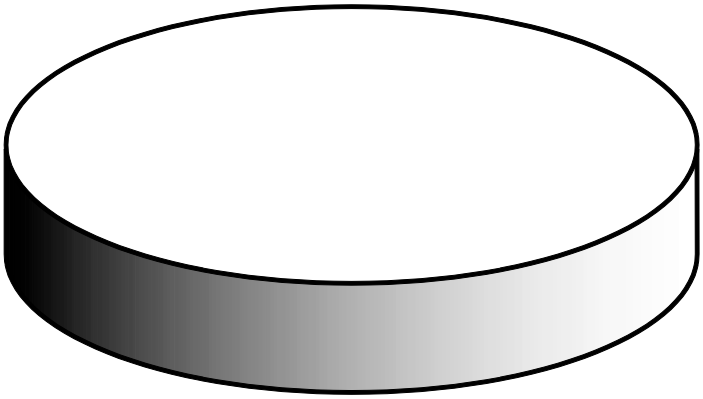
	Guidance and Counseling Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance and Counseling Activities
Number of Blocks:	7	11	3	7	2
Daily Percentage:	23.33%	36.67%	10.00%	23.33%	6.67%
Total Number of Blocks:		30	Total Percentages = 100%		
Counselor:				Date:	

Appendix C

SUGGESTED DISTRIBUTIONS OF SCHOOL COUNSELOR TIME

TIME DISTRIBUTION

Elementary Level



Current District Program Percentages

Current District Program Percentages:

___ Guidance curriculum

___ Individual student planning

___ Responsive services

___ System support

___ Non-guidance

State-Suggested Percentages:

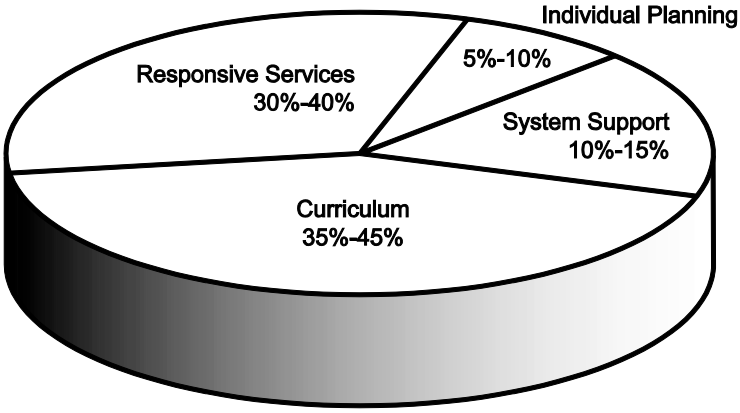
35%-45% Guidance curriculum

5%-10% Individual student planning

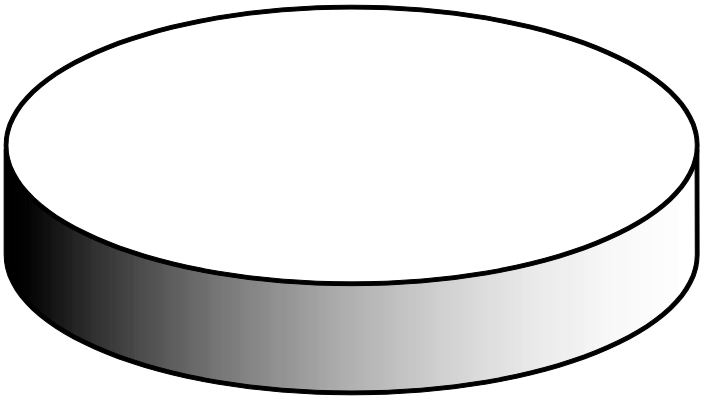
30%-40% Responsive services

10%-15% System support

0% Non-guidance



State Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages:

____ Guidance curriculum

____ Individual student planning

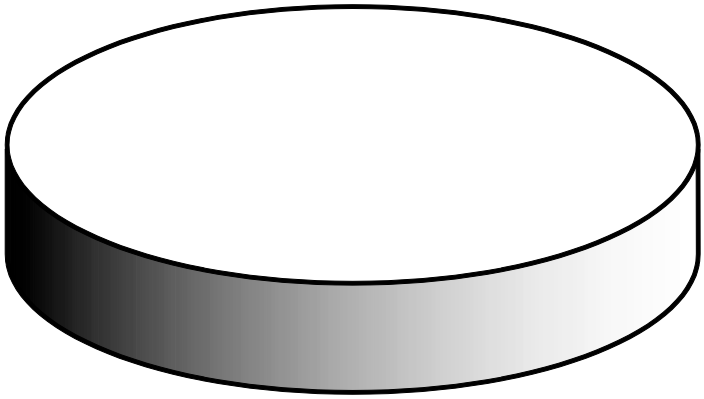
____ Responsive services

____ System support

____ Non-guidance

TIME DISTRIBUTION

Middle School/Junior High Level



Current District Program Percentages

Current District Program Percentages:

___ Guidance curriculum

___ Individual student planning

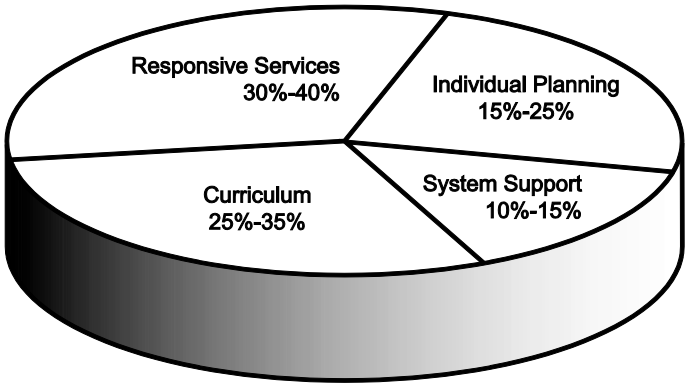
___ Responsive services

___ System support

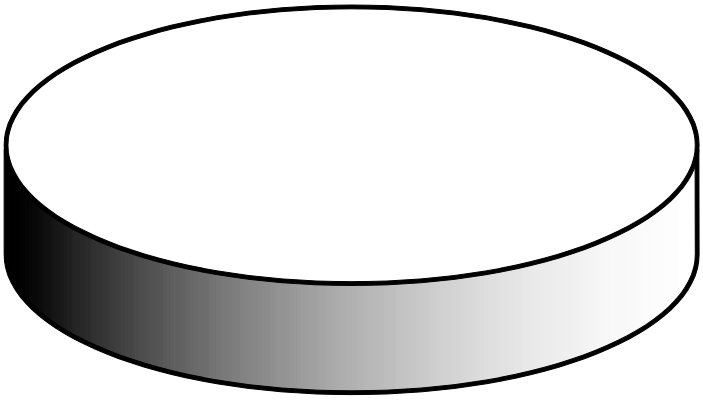
___ Non-guidance

State-Suggested Percentages:

25%-35%	Guidance curriculum
15%-25%	Individual student planning
30%-40%	Responsive services
10%-15%	System support
0%	Non-guidance



State Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages:

____ Guidance curriculum

____ Individual student planning

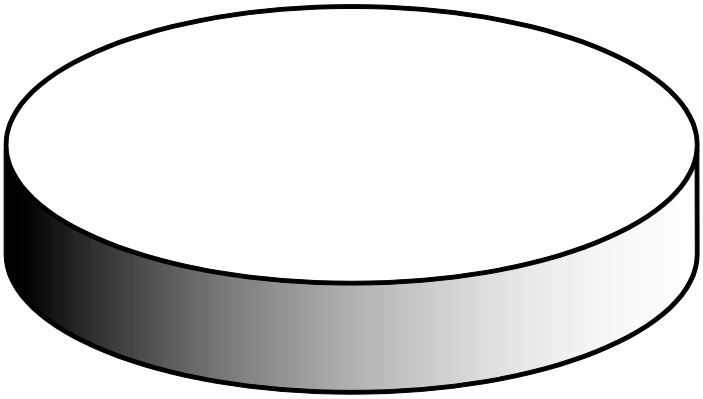
____ Responsive services

____ System support

____ Non-guidance

TIME DISTRIBUTION

High School Level



Current District Program Percentages

Current District Program Percentages:

_____ Guidance curriculum

_____ Individual student planning

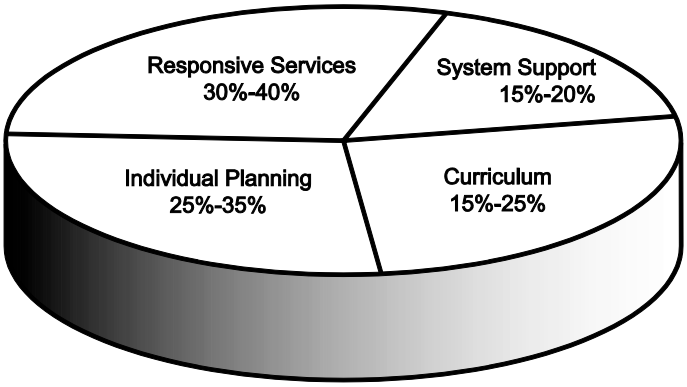
_____ Responsive services

_____ System support

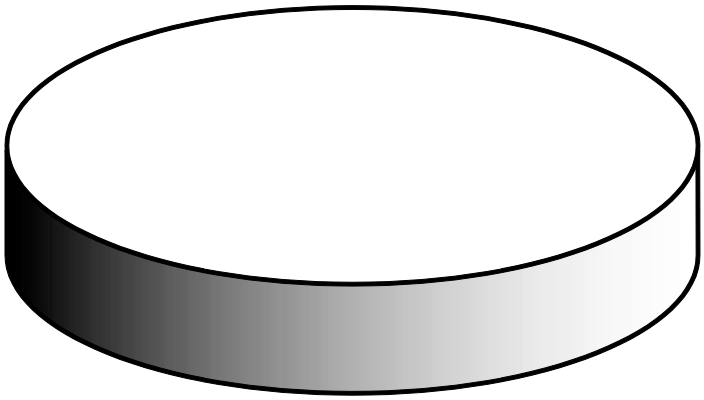
_____ Non-guidance

State-Suggested Percentages:

15%-25%	Guidance curriculum
25%-35%	Individual student planning
25%-35%	Responsive services
15%-20%	System support
0%	Non-guidance



State Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages:

_____ Guidance curriculum

_____ Individual student planning

_____ Responsive services

_____ System support

_____ Non-guidance

Appendix D

MSIP Checklist

and

Internal Improvement Review Document

The documents found within this appendix will assist school counselors in developing a complete program manual, in determining elements of the comprehensive guidance and counseling program that are in place, and in determining the extent to which those elements are in place and fully implemented.

MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP)
Implementation Checklist
Missouri Comprehensive Guidance and Counseling Program

This checklist describes the critical components of The Missouri Comprehensive Guidance and Counseling Program. Meeting these criteria will ensure that districts and buildings meet MSIP compliance standards. Effective implementation of these components will produce a quality guidance and counseling program. Remember: Checking the Yes box means only that the component of the Comprehensive Guidance and Counseling Program is present. In order to determine the degree of implementation of the components, The Internal Improvement Review (IIR) should be completed.

☐Yes ☐No **I. A District-Wide Comprehensive Guidance And Counseling Program Has Been Implemented And Is An Integral Part Of The District's Educational Program**

☐Yes ☐No A. The Comprehensive Guidance and Counseling Program (CGCP) is specifically addressed in the district's CSIP goals

☐Yes ☐No B. CGP program goals are aligned with the CSIP and student performance data

☐Yes ☐No C. Learner outcomes are identified and addressed K-12

☐Yes ☐No D. The Comprehensive Evaluation Plan assesses the impact of the CGP on MSIP Performance Standards and school/district improvement goals through the evaluation of:

- Program (Internal Improvement Review-IIR)
- Personnel (Performance Based Professional School Counselor Evaluation-PBPSCE)
- Results (Partnerships for Results Based Evaluation-Partnership for Results Based Evaluation (PRoBE))

☐Yes ☐No E. The Comprehensive Guidance and Counseling Program Manual contains:

☐Yes ☐No 1. School Board Policy addressing Comprehensive Guidance and Counseling

☐Yes ☐No 2. Program Content:

- Academic Development
- Career Development
- Personal/Social Development

☐Yes ☐No 3. Structural Components:

- Definition/Philosophy
- Facilities
- Resources
- Advisory Committee
- Budget
- Job Descriptions
- Staffing Patterns

☐Yes ☐No 4. Program Components:

- Curriculum
- Individual Planning
- Responsive Services
- System Support

☐Yes ☐No 5. Comprehensive Evaluation Plan based on Program + Personnel = Results

☐Yes ☐No 6. Guidance and Counseling Program Improvement Plan

Required Documentation:

- School Board Policy addressing the Comprehensive Guidance and Counseling Program
- School/District CSIP Plan containing guidance goals
- Guidance Program Manual includes
  - Annual program goals
  - Structural Components: Facilities, Resources, Advisory Committee, Budget
  - Program Components: Curriculum, Responsive Services, Individual Planning, System Support
  - Comprehensive Evaluation Plan based on Program + Personnel = Results

- Job Descriptions

I. - Observations and Actions:

_____

_____

_____

☐Yes ☐No **II. A Guidance and Counseling Curriculum Based On Current Standards and GLEs Is In Place**

☐Yes ☐No A. The guidance and counseling curriculum is articulated and implemented K-12
☐Yes ☐No B. The guidance and counseling curriculum is systematically reviewed and revised according to the district's curriculum review calendar
☐Yes ☐No C. Modifications to the guidance and counseling curriculum are made continuously, based upon guidance planning (needs assessment) data obtained from students, parents, and teachers
☐Yes ☐No D. Guidance planning data (needs assessment) are collected on a regular schedule
☐Yes ☐No E. Counselors in the school/district use the written guidance curriculum in promoting academic, personal/social and career development
☐Yes ☐No F. Instructional activities and resources to help implement the guidance curriculum are provided
☐Yes ☐No G. Administrators/supervisors monitor the implementation of the guidance curriculum

Required Documentation:

- Guidance and Counseling Curriculum based on GLEs, including learner outcomes, scope and sequence
- Curriculum Planning Survey Summary and other relevant data noting any changes made as a result of the assessment
- Sample lesson plans
- Master Guidance and Counseling Calendar indicating dates of curriculum delivery

II. -Observations and Actions:

_____

_____

_____

☐Yes ☐No **III. An Individual Planning System Is In Place**

☐Yes ☐No A. There is a systematic process in place that assists students in developing their Personal Plan of Study
☐Yes ☐No B. The individual student planning system includes:
- Assessment activities
- Advisement activities
- Identification of long and short-range educational/career goals based on career paths and clusters

- Assistance in pursuing post-secondary educational or career training
- Collaboration with parents/guardians
- A Personal Plan of Study that is initiated no later than grade eight with review and revision at least annually

☐Yes ☐No C. The school's/district's guidance program ensures that each student's Personal Plan of Study is:

- Rigorous – requires challenging classes and experiences
- Relevant – based on personal assessments and goals
  - organized around a career path and/or cluster
- Preferably developed though the use of Missouri Connections

☐Yes ☐No D. Necessary forms and procedures for the Individual Planning process are provided

☐Yes ☐No E. A system is in place to ensure that parents are actively involved

Required Documentation:

- Master calendar of career/educational guidance activities
- List of career and educational resources available for students
- Samples of completed Personal Plans of Study including evidence of review
- Evidence of Parental Involvement
- Documentation of Missouri Connections use

III. - Observations and Actions:

_____

_____

_____

☐Yes ☐No **IV. Students Have Access To Responsive Services**

☐Yes ☐No A. Students are assisted in addressing issues and concerns that affect their personal/social, academic, and career development

☐Yes ☐No B. Counselors utilize a wide range of resources and strategies in assisting students with issues concerning personal/social, academic and career development

☐Yes ☐No C. Counselors, teachers and parents consult with each other to assist students concerning personal/social, academic and career development issues

☐Yes ☐No D. District/building Guidance and Counseling department has written guidelines describing its student crisis management/response plans

☐Yes ☐No E. District/building Guidance and Counseling Department has written guidelines describing its referral process to internal and outside services

Required Documentation:

- Resource lists
- Referral forms
- Written policy and/or guidelines for referral to internal and outside services
- Crisis Management Plans

IV. - Observations and Actions:

_____

_____

_____

☐Yes ☐No **V. System Support And Management Activities Ensure Full Implementation And Continued Improvement Of The District's Comprehensive Guidance And Counseling Program**

☐Yes ☐No A. The school's/district's comprehensive Guidance and Counseling Program is routinely evaluated in order to identify both strengths and areas in need of improvement

☐Yes ☐No B. Action Plans for Improvement are developed, implemented, reviewed and revised annually

☐Yes ☐No C. Counselors are involved in the development and implementation of district/building crisis plans

☐Yes ☐No D. Counselor time is utilized to the fullest extent possible for program implementation activities as determined and documented by the time-task analysis and guidance calendar

☐Yes ☐No E. Guidance and Counseling personnel participate in professional and staff development activities

☐Yes ☐No F. Guidance and Counseling personnel interact with other people and programs in the school and with community business, agencies, and institutions

Required Documentation:

- Comprehensive Guidance and Counseling Program Evaluation Documentation:
  - IIR results with Action Plan
  - Counselor Evaluation Instrument
  - Samples of Results Data (Partnership for Results Based Evaluation (PRoBE) Projects)
- District/School Master Guidance and Counseling Calendar
- Time/Task Analysis Summary
- Minutes of Advisory Committee Meetings
- District/building Crisis Plans

V. - Observations and Actions:

_____

_____

_____

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM (MCGCP)

INTERNAL IMPROVEMENT REVIEW (IIR)

AUGUST-2011 REVISION

A TOOL TO ASSIST IN
DETERMINING THE DEGREE OF IMPLEMENTATION
OF THE MISSOURI COMPREHENSIVE
GUIDANCE AND COUNSELING PROGRAM
IN A BUILDING/DISTRICT

Missouri Comprehensive Guidance and Counseling: Linking School Success to Life Success!

INTRODUCTION

In order to demonstrate accountability for comprehensive guidance and counseling programs, it is first necessary to determine how fully implemented the program is within a building or district. Without that information, it would not be possible to show the impact that comprehensive guidance and counseling can have on relevant student outcomes. That was a major reason for the development of the Internal Improvement Review (IIR).

The completion of the IIR by the building/district is voluntary. This allows the building/district guidance and counseling department to realistically determine the degree to which the Missouri Comprehensive Guidance and Counseling Program has been implemented. It is intended that the results, including noted areas of strength as well as noted areas of improvement, be used by the building/district to improve its implementation of its' comprehensive guidance and counseling program. This will allow a building/district to gauge how the MCGCP impacts positively on the achievement of its students.

The IIR helps school districts in their planning, design, implementation, evaluation and enhancement of their comprehensive guidance and counseling program as one of the components of the total evaluation plan for the guidance program that follows the model of Program + Personnel = Results.

COMPLETING THE IIR

Directions for completion are given on page 3.

ANALYSIS OF THE IIR RESULTS

Scores for each element, each section, and the complete IIR should be analyzed to help determine the extent to which the building/district has implemented the Missouri Comprehensive Guidance and Counseling Program and identify strengths and areas in which to consider improvement. A scoring summary table (page 14) allows the element, section and total score to be entered so that results can be computed and subsequently analyzed.

SHARING RESULTS

After the results are analyzed, it is important that those results be shared with the stakeholders. In order to do that effectively, you will have to decide with what audiences the results will be shared, the methods by which you will share the information and in what form the results should be presented.

PROGRAM IMPROVEMENT

An important aspect of completion of the IIR is to determine areas in which the district decides improvement of its guidance and counseling program needs to be made. An improvement template (pages 15-16) has been attached for use in the improvement process. This form allows the district to plan in a systematic manner for improvement of the program.

COMPLETING THE IIR

Each of the elements within a section is rated by putting, in the space provided, the number on the four point rubric for that section that reflects the level of implementation of the comprehensive guidance and counseling program for that element. Minimal would mean that little or no implementation of an item has occurred. Moderate would mean that some degree of implementation has occurred, but a considerable amount of implementation remains to be accomplished. Substantial means that most implementation of the item or section has occurred; many of the items rated would be expected to fall in this category. Full means that the element has been fully implemented according to the criteria listed on the rubric for that element.
This allows the building/district to realistically determine the level of implementation rather than just marking whether an element or section is implemented or not implemented.

Some of the elements in each rubric may not lend themselves to determining the level of implementation by use of a quantifier. This means the raters will need to apply professional judgment in determining which point on the scale represents the current level of implementation for an item. In the rubric for each element, the key factor for deciding the level is **bolded** and underlined.

To aid raters in deciding what number to mark for an item, sources are listed (page 4) for each section to help in determining the rating given. While these sources are not exhaustive, they should give help to raters in determining the level of implementation for both items and sections.

Possible Sources to consult for determination of level of Implementation of the Missouri Comprehensive Guidance and Counseling Program

Note 1: Sources listed for each section are not considered to be complete; other sources may be consulted as appropriate.
Note 2: Some sources may be applicable in more than one section.

Section 1= 6.9.1-GUIDANCE PROGRAM OVERVIEW: Copy of District Guidance and Counseling Program Manual; Advisory Council Meeting Minutes; Job Descriptions for counselors, Performance Based Professional School Counselor Evaluation form; District CSIP, Guidance and Counseling Improvement Plan

Section 2= 6.9.2-GUIDANCE CURRICULUM: Guidance and Counseling curriculum guides; Guidance and Counseling curriculum scope and sequence; Teachers'/counselors unit and lesson plans; Yearly master calendar for guidance; Guidance and Counseling Curriculum materials, Administrative input
RESOURCES: Needs assessment results; Demographic data; Theoretical basis of program; Board policy for guidance; District CSIP; Counselor calendars and activity logs; Counselor/student ratios; Itemized guidance budgets; Inventories; Written procedures and regulations

Section 3= 6.9.3-INDIVIDUAL PLANNING: Education and Career Planning Guides; Guidance and Counseling lesson plans; Career guidance center schedule of activities; Programs of Study; Personal Plans of Study; Standardized forms reflecting direct services to students with parent involvement; Documents distributed providing information on test data, course content and selection, graduation requirements, etc; Forms/documents indicating inclusion of special education students in guidance activities as appropriate

Section 4= 6.9.4-RESPONSIVE SERVICES: Records verifying equitable service to all students; Crisis management plan(s); Counseling session plans; Consultation session plans; Progress reports reflecting their use; Referral documentation forms; List of Referral sources; Schedules of activities; Schedule of small group offerings; Letters of invitation and explanation or fliers; Parent permission forms; Documents in other languages as appropriate; Satisfaction Surveys

Section 5= 6.9.5-SYSTEM SUPPORT: Current Staff Certifications; Staffing patterns/organizational chart; Program definition; Position-specific job descriptions; Professional development plans; Program improvement goals; Performance evaluation forms; Staff development plans, agendas, etc.; New counselor materials; Professional library resources; Printed information regarding guidance and counseling service offerings; Documentation supporting parent involvement effort; Copies of advocacy materials used to promote program, Mentoring plan for new counselors

ACCOUNTABILITY: Annual written evaluation of student outcomes attained through program; Planning forms and evaluation reports; Calendars; Program improvement plans; Budget expenditures; Counselor time/task accountability forms; Data on effectiveness of program activities; Documentation of activity of Guidance and Counseling advisory committee

SECTION 1-PROGRAM OVERVIEW

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
1A. The Comprehensive Guidance And Counseling Program (CGCP) is integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is fully integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is substantially integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is partially integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is not integrated with other educational programs to support the success of the overall vision and mission of the district.	_____
1B. The CGCP overview, found within the manual, includes a written definition, philosophy, and relevant school board policy related to guidance programs.	The CGCP overview includes all of the following: 1. A written definition 2. A philosophy 3. A relevant school board policy related to guidance programs.	The CGCP overview includes two of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	The CGCP overview includes one of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	The CGCP overview includes none of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	_____
1C. The CGCP overview, found within the manual, describes both structural and program components.	The CGCP overview fully describes both structural and program components.	The CGCP overview fully describes either structural or program components.	The CGCP overview partially describes either structural or program components.	The CGCP overview does not describe structural and program components.	_____
1D. The CGCP overview, found within the manual, contains job descriptions for professional school counselors consistent with program components of the CGCP.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at all levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at most levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at one level.	The comprehensive guidance program overview does not contain job descriptions for professional school counselors that are consistent with program components of the CGCP.	_____
1E. The CGCP objectives are aligned with the district and building CSIP goals and student performance data.	CGCP objectives are fully aligned with both the district and building CSIP goals and student performance data.	CGCP objectives are partially aligned with both the district and building CSIP goals and student performance data.	CGCP objectives are partially aligned with either the district and building CSIP goals or student performance data.	CGCP objectives are not aligned with the district and building CSIP goals and student performance data.	_____
1F. The CGCP manual contains a written evaluation plan.	The CGCP manual contains a written evaluation plan that includes all of the following areas: 1. Program 2. Personnel 3. Results	The CGCP manual contains a written evaluation plan that includes two of the following areas: 1. Program 2. Personnel 3. Results	The CGCP manual contains a written evaluation plan that includes one of the following areas: 1. Program 2. Personnel 3. Results	The CGCP manual contains a written evaluation plan that includes none of the following areas: 1. Program 2. Personnel 3. Results	_____
1G. An evaluation of the CGCP is based on: A. Program Evaluation=IIR, B. Counselor Evaluation = PBPSCE or equivalent, C. Results Evaluation = PROBE	An evaluation of the CGCP based on all of the following: A. Program Evaluation=IIR, B. Counselor Evaluation = PBPSCE or equivalent, C. Results Evaluation = PROBE	An evaluation of the CGCP based on two of the following: A. Program Evaluation=IIR, B. Counselor Evaluation = PBPSCE or equivalent, C. Results Evaluation = PROBE	An evaluation of the CGCP based on one of the following: A. Program Evaluation=IIR, B. Counselor Evaluation = PBPSCE or equivalent, C. Results Evaluation = PROBE	An evaluation of the CGCP is not based on: A. Program Evaluation=IIR, B. Counselor Evaluation = PBPSCE or equivalent, C. Results Evaluation = PROBE	_____

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
1H. Evaluation results are used to assist in determining priorities for the CGCP.	Evaluation results are used to assist in determining on a continuous basis to priorities for the CGCP.	Evaluation results are used on an infrequent basis to assist in determining priorities for the CGCP.	Evaluation results are seldom used to assist in determining priorities for the CGCP.	Evaluation results are not used to assist in determining priorities for the CGCP.	_____
1I. The District Wide Guidance Advisory Council takes an active role in the implementation of the CGCP.	The District Wide Guidance Advisory Council performs all of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC	The District Wide Guidance Advisory Council performs three of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC	The District Wide Guidance Advisory Council performs two of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC	The District Wide Guidance Advisory Council performs one or none of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the CGCP. 4. Provides advocacy and support for the guidance and counseling program 5. Provides advocacy and support for ongoing professional development of the PSC.	_____
1J. The CGCP manual is reviewed and revised.	The CGCP manual is reviewed and revised annually as a result of reviewing and analyzing guidance program evaluations and advisory council input	The CGCP manual is reviewed and revised every two years as a result of reviewing and analyzing guidance program evaluations or through advisory council input	The CGCP manual is reviewed and revised every three years as a result of reviewing and analyzing guidance program evaluations or through advisory council input	The CGCP manual is not reviewed and revised.	_____
1K. Student –Professional School counselor (PSC) counselor ratios are consistent with nationally recommended standards	The Student – counselor ratio is 250-1.	The Student – counselor ratio is 251/350 -1.	The Student – counselor ratio is 351/450 -1.	The Student – counselor ratio is greater than 450 -1.	_____
				Total Score-Section 1 Program Overview→	_____

SECTION 2- CURRICULUM

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
2A. The district's written CGCP curriculum reflects the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum reflects, at all levels, the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum reflects, at most levels, the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum reflects, at a few levels, the most recently developed guidance content standards and grade level expectations for K-12.	The district's written CGCP curriculum does not reflect the most recently developed guidance content standards and grade level expectations for K-12.	_____
2B. GLE priorities are determined through use of various sources of information	GLE priorities are determined through use of all of the following:1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	GLE priorities are determined through use of three of the following:1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	GLE priorities are determined through use of two of the following:1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	GLE priorities are not determined through use of the following: 1.Guidance Planning System data 2. Student data 3. Building/district goals 4. Teacher input	_____
2C. Through collaboration by the district PSCs, the written CGCP curriculum is articulated through all grade levels.	Through collaboration by the district's PSCs, the written CGCP curriculum is articulated through all grade levels.	Through collaboration by the district's PSCs, the written CGCP curriculum is articulated through most grade levels.	Through collaboration by the district's PSCs, the written CGCP curriculum is articulated through a few grade levels.	The district's written CGCP curriculum is not articulated through the various grade levels.	_____
2D. Regularly scheduled classroom CGCP curriculum activities are noted on school calendars	Regularly scheduled classroom CGCP curriculum visits are noted on school calendars for the entire year.	Regularly scheduled classroom CGCP curriculum visits are noted on school calendars each semester.	Regularly scheduled classroom CGCP curriculum visits are noted on school calendars for a quarter.	Regularly scheduled classroom CGCP curriculum visits are not noted on school calendars.	_____
2E. Students participate in classroom and group guidance activities.	All students participate in classroom and group guidance curriculum activities.	At least 85% of the students at all levels participate in classroom and group guidance curriculum activities.	50-84% of the students at all levels participate in classroom and group guidance curriculum activities.	Less than 50% of the students at all levels participate in classroom and group guidance curriculum activities.	_____
2F. District CGCP curriculum effectiveness is evaluated and revised as needed	District CGCP curriculum effectiveness is evaluated and revised as needed on an annual basis	District CGCP curriculum effectiveness is evaluated and revised as needed every other year.	District CGCP curriculum effectiveness is evaluated and revised infrequently.	District CGCP curriculum effectiveness is not evaluated and revised.	_____
2 G. Formative and summative assessments of guidance activities are used as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities are continually used as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities are infrequently used as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities are seldom used as part of the curriculum evaluation process.	Formative and summative assessments of guidance activities are not used as part of the curriculum evaluation process.	_____
				Total Score-Section 2 Curriculum →	_____

SECTION 3- INDIVIDUAL PLANNING

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
3A. Individual planning includes individual and/or group guidance activities to promote career development	Activities have been developed to help students do all of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	Activities have been developed to help students do two of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	Activities have been developed to help students do one of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	Activities have not been developed to help students do any of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next including post secondary options 3. Using standardized test results effectively.	_____
3B. Individual planning activities assist students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	. Individual planning activities assist all students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning activities assist most students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning activities assist a few students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning activities do not assist students in developing Personal Plans of Study that are formalized no later than the end of the eighth grade year.	_____
3C. Individual planning includes age appropriate activities that address personal/social, academic and career development of students	Individual planning includes age appropriate activities in all of the following areas: 1. Appraisal 2. Educational and Career Planning 3. Transition	Individual planning includes age appropriate activities in two of the following areas: 1. Appraisal 2. Educational and Career Planning 3. Transition	Individual planning includes age appropriate activities in one of the following areas:1. Appraisal 2. Educational and Career Planning 3. Transition	Individual planning does not include age appropriate activities in any of the following areas:1. Appraisal 2. Educational and Career Planning 3. Transition	_____
3D. Students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	All students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	Most students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	A few students and parents/guardians receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	Students and parents/guardians do not receive appropriate Individual Planning information about requirements at subsequent levels in the students' education.	_____
3E. PSCs and staff collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff at all levels of the district collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff in at least two levels of the district, collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff at one level in a district with two or more levels collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	PSCs and staff do not collaborate to determine the necessary knowledge and skills to be used in developing students' Personal Plans of Study by the eighth grade	_____

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
3F. Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians annually during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians every other year during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians once during high school.	Personal Plans of Study for students are reviewed and revised with the participation of parents/guardians are not reviewed and revised during high school.	_____
3G. Individual planning activities utilize career paths and/or career clusters to help students with their educational and career planning.	Individual planning activities at all levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities at most levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities at a few levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities do not utilize career paths and/or career clusters as appropriate to help students with their career planning.	_____
3H. A Career and Educational Planning Guide with key information has been developed and is used to help students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information has been developed and is used to help all students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information has been developed and is used to help most students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information has been developed and is used to help a few students complete and update their Personal Plans of Study.	A Career and Educational Planning Guide with key information has not been developed to help students complete and update their Personal Plans of Study.	_____
				Total Score -Section 3 Individual Planning→	_____

SECTION 4- RESPONSIVE SERVICES

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
4A. Students who are experiencing problems can readily access PSCs.	All students who are experiencing problems can readily access PSCs.	Most students who are experiencing problems can readily access PSCs.	A few students who are experiencing problems can readily access PSCs.	Students who are experiencing problems cannot readily access PSCs.	_____
4B. Counseling services are available within school to all students experiencing problems that might be interfering with their personal/social, academic or career development.	All of the following counseling services are available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	Two of the following counseling services are available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	One of the following counseling services is available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	None of the following counseling services are available within school to students experiencing problems that might be interfering with their personal/social, academic or career development: 1. Individual counseling 2. Small group counseling 3. Crisis Counseling	_____
4C. Consultation is utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development.	Consultation is regularly utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	Consultation is occasionally utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	Consultation is seldom utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	Consultation is not utilized to assist students who are experiencing problems that might be interfering with their healthy personal/social, academic or career development:	_____
4D. A written list of referral services is revised and is available to students and their parents/guardians.	A written list of referral services is revised annually and is available to students, and their parents/guardians.	A written list of referral services is revised every two years and is available to students, and their parents/guardians.	A written list of referral services is revised every three years and is available to students, and their parents/guardians.	A written list of referral services is not revised for students, and their parents/guardians.	_____
4E. Responsive Services activities include referral and follow-up procedures.	Responsive Services activities include both of the following: 1. Clear referral procedures 2. Clear follow-up procedures.	Responsive Services activities include one of the following: 1. Clear referral procedures or 2. Clear follow-up procedures.	Responsive Services activities include vague referral procedures and/or follow-up procedures.	Responsive Services activities do not include referral or follow-up procedures.	_____
4F. PSCs utilize procedures and strategies to overcome barriers to student learning	PSCs utilize numerous procedures and strategies to overcome barriers to student learning	PSCs utilize two procedures and strategies to overcome barriers to student learning	PSCs utilize one procedure or strategy to overcome barriers to student learning	PSCs do not utilize procedures or strategies to overcome barriers to student learning	_____
4G. PSCs actively participate in activities involving building/district critical incident plans.	PSCs actively participate in all of the following activities involving building/district critical incident plans: 1. Planning 2. Revision 3. Implementation	PSCs actively participate in two of the following activities involving building/district critical incident plans: 1. Planning 2. Revision 3. Implementation	PSCs actively participate in one of the following activities involving building/district critical incident plans: 1. Planning 2. Revision 3. Implementation	PSCs do not actively participate in activities involving building/district critical incident plans.	_____
				Total Score Section 4- Responsive Services→	_____

SECTION 5- SYSTEM SUPPORT

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
5A. PSCs develop their program through collaborative relationships.	PSCs develop their program through collaborative relationships with all of the following: 1.Building/district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	PSCs develop their program through collaborative relationships with three of the following: 1. Building /district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	PSCs develop their program through collaborative relationships with two of the following: 1. Building/district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	PSCs develop their program through collaborative relationships with one or none of the following: 1. Building/district administrators 2.Teachers/department heads 3. Parents/guardians 4. Students	_____
5B. PSCs and administrators collaborate on CGCP implementation and improvement planning.	PSCs and administrators consistently collaborate on CGCP implementation and improvement planning.	PSCs and administrators occasionally collaborate on CGCP implementation and improvement planning.	PSCs and administrators rarely collaborate on CGCP implementation and improvement planning.	PSCs and administrators do not collaborate on CGCP implementation and improvement planning.	_____
5C. The CGCP is supported *at* dist and bldg level by various program management activities.	The district CGCP is supported by all of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	The district CGCP Is supported by at least two of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	The district CGCP is supported by one of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	The district CGCP is not supported by any of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Professional Development 3. Calendaring 4. Program Evaluation	_____
5D. PSCs advocate for the CGCP to various segments of the community (e.g., businesses)	PSCs consistently advocate for the CGCP to various segments of the community(e.g., businesses)	PSCs occasionally advocate for the CGCP to various segments of the community(e.g., businesses)	PSCs rarely advocate for the CGCP to various segments of the community(e.g., businesses)	PSCs do not advocate for the CGCP to various segments of the community(e.g., businesses)	_____
5E. The district's CGCP is understood and supported by various groups.	The district's CGCP is understood and supported by all of the following: 1. Building/district administrators 2. Teachers/other school personnel. 3. Parents/guardians 4. Community groups /organizations	The district's CGCP is understood and supported by two of the following: 1. Building/district administrators 2. Teachers /other school personnel. 3. Parents/guardians 4. Community groups /organizations	The district's CGCP is understood and supported by one of the following: 1. Building/district administrators 2. Teachers and other school personnel. 3. Parents/guardians 4. Community groups /organizations	The district's CGCP is not understood and supported by various groups.	_____
5F. PSCs participate in appropriate professional development activities.	PSCs consistently participate in appropriate professional development activities.	PSCs occasionally participate in appropriate professional development activities.	PSCs rarely participate in appropriate professional development activities.	PSCs do not participate in appropriate professional development activities.	_____
5G. PSCs regularly serve on appropriate committees in the district.	PSCs consistently serve on appropriate committees in the district.	PSCs occasionally serve on appropriate committees in the district.	PSCs rarely serve on appropriate committees in the district.	PSCs do not serve on appropriate committees in the district.	_____

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
5H. PSCs spend the majority of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend 85% + of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend 70-84% of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend 50-69% of their time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	PSCs spend less than 50 % of time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	_____
5I. PSCs have time included in their weekly schedule for management of the CGCP	PSCs consistently have time included in their weekly schedule for management of the CGCP.	PSCs occasionally have time included in their weekly schedule for management of the CGCP.	PSCs rarely have time included in their weekly schedule for management of the CGCP.	PSCs do not have time included in their weekly schedule for management of the CGCP.	_____
5J. A Time and Task Analysis of CGCP activities is conducted on a regular basis.	A Time and Task Analysis of CGCP activities are conducted on at least five random days each semester.	A Time and Task Analysis of CGCP activities is conducted on less than five random days each semester.	A Time and Task Analysis of CGCP activities is conducted on five random days for one semester.	A Time and Task Analysis of CGCP activities is conducted on less than five random days for one semester.	_____
5K. PSCs participate in fair-share responsibilities	PSCs participate in fair-share responsibilities in the same proportion as other staff members	PSCs participate in fair-share responsibilities in a slightly greater proportion than other staff members.	PSCs participate in fair-share responsibilities in a substantially greater proportion than other staff members.	PSCs participation in fair-share responsibilities exceeds by a great margin, the proportion assigned to other staff members.	_____
5L. PSCs in the building/district are appropriately certificated for their current level of practice.	All PSCs in the building/district hold Lifetime, Initial or Career Student Services certification for their current level of practice.	Most of the PSCs in the building/district hold Lifetime, Initial or Career Student Services certification for their current level of practice.	One or more of the PSCs in the building/district hold Provisional Student Services certification for their current level of practice.	One or more of the PSCs in the building/district hold Temporary Student Services certification for their current level of practice.	_____
5M. PSCs receive training on legal and ethical issues.	PSCs receive yearly training on legal and ethical issues.	PSCs receive training every two years on legal and ethical	PSCs receive infrequent training on legal and ethical issues.	PSCs receive no training on legal and ethical issues.	

_____

5N. CGCP budget planning includes provisions for utilization of different types of resources for full implementation of the CGCP.	CGCP budget planning includes provisions for utilization of all of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	CGCP budget planning includes provisions for utilization of at least two of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	CGCP budget planning includes provisions for utilization of at least one of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	CGCP budget planning does not include provisions for any of the following: 1. Human Resources 2. Financial Resources 3. Political Resources	_____

5O. Reports concerning implementation and impact of the CGCP are made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP are consistently made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP are occasionally made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP are rarely made to the administration, school board and other stakeholders.	Reports concerning implementation and impact of the CGCP are not made to the administration, school board and other stakeholders.	_____
5P. Data obtained from a variety of sources is utilized to guide the district's CGCP.	Data from three or more sources is utilized to guide the district's CGCP.	Data from two sources is utilized to guide the district's CGCP.	Data from one source is utilized to guide the district's CGCP.	Data is not utilized to guide the district's CGCP.	_____
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score
5Q. CGCP evaluation results are reported to identified stakeholders.	CGCP evaluation results are reported to all identified stakeholders.	CGCP evaluation results are reported to most identified stakeholders.	CGCP evaluation results are reported to a few identified stakeholders.	CGCP evaluation results are not reported to identified stakeholders.	_____
5R. Action plans have been developed for CGCP improvement, based on program evaluation results and other school data.	Action plans used for CGCP improvement include all of the following: 1. standard 2. methods to be used 3. time to start and end 4. who will implement 5. evaluation method 6. expected result(s).	Action plans used for CGCP improvement include four of the following: 1. standard 2. methods to be used 3. time to start and end 4. who will implement 5. evaluation method 6. expected result(s).	Action plans used for CGCP improvement include two the following: 1. standard 2. methods to be used 3. time to start and end 4. who will implement 5. evaluation method 6. expected result(s).	Action plans are not used for CGCP improvement.	_____
5S. The PSC's time is spent on implementing the CGCP as determined by time-task analysis.	100% of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	95% of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	90 % of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	Less than 90% of the PSC's time as determined by time-task analysis is spent on implementing the CGCP in the district.	_____
				Total Score- Section 5 System Support→	_____

Internal Improvement Review (IIR) Scoring Summary Sheet for use in Analysis

1-Overview	2-Curriculum	3-Individual Planning	4-Responsive Services	5-System Support
Rubric Score	**Rubric Score**	**Rubric Score**	**Rubric Score**	**Rubric Score**
1A=	2A=	3A=	4A=	5A=
1B=	2B=	3B=	4B=	5B=
1C=	2C=	3C=	4C=	5C=
1D=	2D=	3D=	4D=	5D=
1E=	2E=	3E=	4E=	5E=
1F=	2F=	3F=	4F=	5F=
1G=	2G=	3G=	4G=	5G=
1H=		3H=		5H=
1I=				5I=
1J=				5J=
1K=				5K=
				5L=
				5M=
				5N=
				5O=
				5P=
				5Q=
				5R=
				5S=
TOTAL= _____	TOTAL= _____	TOTAL= _____	TOTAL= _____	TOTAL= _____

To find the percentage of implementation, first put your total from each column above in the proper cell in the C. obtained score column. Next, in Column D, divide that obtained score by the number in the B. Possible score column and divide by 100. That will give you the percentage of implementation for both sections and for the complete IIR. These numbers can be reported as noted on page 2.

A. Section Totals	B. Possible score (# of elements in the section rubric multiplied by 4)	C. Obtained score (Sum of scores on section rubric circled by rater(s))	D. Percentage of Implementation (Obtained/Possible multiplied by 100)
Section 1-Overview	**44**		_____/44X 100 = _____
Section 2-Curriculum	**28**		_____/X 28100 = _____
Section 3-Individual Planning	**32**		_____/32X 100 = _____
Section 4-Responsive Services	**28**		_____/28X 100 = _____
Section 5-System Support	**76**		_____/76X 100 = _____
Total	**208**		_____/208X100=_____

Internal Improvement Review (IIR) Program Improvement Plan

School District Name: _____ **Date:** ____/____/____

Person overseeing school improvement activity:

_____

Person in charge of District Comprehensive Guidance Program: _____

IIR Section and Element to be improved(Note: Use separate form for each improvement target chosen)	**1. Section:** ☐Overview ☐Curriculum ☐ Individual Planning ☐ Responsive Services ☐ System Support Element: ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J ☐K ☐L ☐M ☐N ☐O ☐P ☐Q
Specific Goal. **Being specific gives you a greater chance of reaching the goal**	**2. What specific goal do I want to achieve for this Section and Element?**
Measurable. **Having criteria to help you measure progress helps you to stay on track and accomplish your goal by the target date**	**3A. What type(s) of data will I use to determine if I have achieved my goal? (See MCGCP Manual, pp 46 - 47 for explanation and examples)** ☐Process Data: Provides evidence that an activity or program was conducted. How and what will I measure? _____ ☐Perceptual Data: Gives insight into how an activity or program is perceived by the target audience How and what will I measure? _____ ☐Results Data: Shows the impact the activity or program had on student performance How and what will I measure? _____
Attainable. **By listing what you need to accomplish your goal, you make sure that the goal is one that you can reach**	**4A. In order to attain my goal, the following activities/interventions will be utilized:** **1.** **2.** **3.** **4B.In order to attain my goal, the following resources will be utilized:** ☐**Human Resources:** _____ ☐**Financial Resources:** _____ ☐**Political Resources**: _____

Realistic. **The goal you choose is one which you are realistically both willing and able to work to accomplish**	**5. How does this goal help improve the implementation of the comprehensive guidance program in my district?**
Timely. **By establishing definite times you are more likely to focus your efforts on reaching the goal**	**6A. Which time period for results will I use as the basis for collecting my data? (See MCGCP Manual, p. 47 for explanation and examples)** ☐ Immediate Results-obtained directly after the activity/intervention Date results to be obtained: ___/___/___ ☐ Intermediate Results-usually obtained at the end of a quarter, semester or school year Date results to be obtained: ___/___/___ ☐ Long-term Results-obtained after an extended period of time Date results to be obtained: ___/___/___ **6B. When will I review this Improvement Plan?** **Date of Review:** ____/____/____ **Result of first review:** ☐ Goal Reached. No further action required ☐ Continue present activities/intervention. ☐ Change activities/revise as follows: **Review on ___/___/___** **Result of second review:** ☐ Goal Reached. No further action required ☐ Continue present activities/intervention ☐ Change activities/revise as follows: **Review on ___/___/___** **C. Result of third review:** ☐ Goal Reached. No further action required ☐ Re-evaluate goal Result of re-evaluation of goal:
What were the results of the activity noted in this Improvement Plan?	☐ Achieved goal stated in #2. ☐ Did not achieve goal; made the following changes:

Appendix E

Sample Guidance and Counseling Program Evaluation Surveys for Teacher, Student, and Counselor

Sample Surveys

The following surveys provide perceptual data from students, teachers, and school counselors regarding the guidance and counseling program. There are three surveys:

1. A look at the guidance and counseling program from the student point of view
2. A look at the guidance and counseling program from the teachers' point of view
3. A look at the guidance and counseling program from the school counselor's point of view

These sample surveys are designed for middle school on up but may be adapted as a school sees fit for any grade level.

By quantifying responses and utilizing an EXCEL Spreadsheet, data can be created that will summarize and chart responses for analysis purposes. Schools are encouraged to do this.

A Look at the Guidance and Counseling Program

From the Student's Point of View

INSTRUCTIONS: Circle one category in each of the three demographic areas in the box below.

GRADE: 6 7 8 9 10 11 12 **GENDER: Female Male** **ETHNICITY: Native American Asian Black Hispanic White**

WAYS IN WHICH YOU MET WITH A SCHOOL COUNSELOR:

About how many times has a counselor met with you in each of the following ways?

	Since Winter Vacation	For the Entire School Year
Classroom presentations by a counselor	_____	_____
Small-group meetings with a counselor	_____	_____
One-on-one meetings with a counselor	_____	_____
Student/parent/counselor conferences	_____	_____
Student/teacher/counselor conferences	_____	_____
Meetings with a counselor and someone from outside the school	_____	_____

SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR	HAS A COUNSELOR MET WITH YOU TO…			IF IT HAPPENED, WAS IT HELPFUL?				
	Yes	Unsure	No	Very Much	Quite a Bit	Some what	Very Little	Not Really
. . .help manage your feelings?								
. . .provide guidance and counseling so you can make good decisions?								
. . .guide you in taking responsibility for your educational planning?								
. . .assist you in setting goals and making plans?								
. . .help you in accepting the consequences of your decisions?								
. . .help you manage changes?								
. . .aid in understanding others' behaviors?								
. . .help you take responsibility for your behavior?								
. . .help you cope with peer relationships?								
. . .set challenging educational goals?								
. . .help establish personal goals?								
. . .make available information on educational opportunities?								

SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR	HAS A COUNSELOR MET WITH YOU TO…			IF IT HAPPENED, WAS IT HELPFUL?				
	Yes	Unsure	No	Very Much	Quite a Bit	Some what	Very Little	Not Really
. . .help you select specific high school courses reflecting your educational goals?								
. . .assist in making plans for achieving short-, intermediate, and long-term goals?								
. . .relate jobs to interests, skills, values, and education?								
. . .assist in career and/or vocational planning?								
. . .discuss the importance of time management?								
. . .talk about peer pressure?								
. . .address health-related problems?								
. . .help with behavior problems?								
. . .aid in explaining test results?								
. . .help you to deal with feelings of grief and/or loss?								
. . .give you information on community agencies and/or resources?								
. . .provide help when you were experiencing academic difficulty?								
. . .just listen?								
. . .help you deal with stress?								
. . .coordinate conferences between your parents and school staff?								
. . .help you deal with a drug and/or alcohol problem?								
. . .offer guidance and counseling on a personal, private issue?								

YOUR CLOSING THOUGHTS:
What was the one service or topic of discussion that was most beneficial or helpful to you?

_____

_____

_____

YOUR CLOSING THOUGHTS:
Overall, is the high school guidance and counseling program meeting your needs?

YES UNSURE NO Why?

_____

_____

_____

A Look at the Guidance and Counseling Program From the School Counselor's Point of View

STUDENT CONTACT: Over the course of the school year, of the total student body, about what percent did you meet with in each of the following ways (to the nearest 5%)? To the nearest tenth (X.X times) about how many times did you meet with the average student in each of the following ways?

	Percent of Student Body	Number of Times per Student
Classroom presentations by a counselor	_____	_____
Small-group meetings with a counselor	_____	_____
One-on-one meetings with a counselor	_____	_____
Student/parent/counselor conferences	_____	_____
Student/teacher/counselor conferences	_____	_____
Meetings with a counselor and someone from outside the school	_____	_____

SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR	FOR THE STUDENTS FOR WHOM YOU WERE ASSIGNED HOW MANY DID YOU MEET TO…						WAS IT HELPFUL TO THE STUDENTS?				
(See scale below.)	6	5	4	3	2	1	Very Much	Quite a Bit	Some what	Very Little	Not Really
. . .help manage your feelings?											
. . .provide guidance and counseling so you can make good decisions?											
. . .guide you in taking responsibility for your educational planning?											
. . .assist you in setting goals and making plans?											
. . .help you in accepting the consequences of your decisions?											
. . .help you manage changes?											
. . .aid in understanding others' behaviors?											
. . .help you take responsibility for your behavior?											
. . .help you cope with peer relationships?											
. . .set challenging educational goals?											
. . .help establish personal goals?											
. . .make available information on educational opportunities?											
6 = All/virtually all 5 = Most 4 = Quite a few 3 = Some/more than just a few 2 = Only a handful, or so 1 = None/virtually none											

SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR	FOR THE STUDENTS FOR WHOM YOU WERE ASSIGNED HOW MANY DID YOU MEET TO…						WAS IT HELPFUL TO THE STUDENTS?				
(See scale below.)	6	5	4	3	2	1	Very Much	Quite a Bit	Some what	Very Little	Not Really
. . .help you select specific high school courses reflecting your educational goals?											
. . .assist in making plans for achieving short, intermediate, and long term goals?											
. . .relate jobs to interests, skills, values, and education?											
. . .assist in career and/or vocational planning?											
. . .discuss the importance of time management?											
. . .talk about peer pressure?											
. . .address health-related problems?											
. . .help with behavior problems?											
. . .aid in explaining test results?											
. . .help you to deal with feelings of grief and/or loss?											
. . .give you information on community agencies and/or resources?											
. . .provide help when you were experiencing academic difficulty?											
. . .just listen?											
. . .help you deal with stress?											
. . .coordinate conferences between your parents and school staff?											
. . .help you deal with a drug and/or alcohol problem?											
. . .offer guidance and counseling on a personal, private issue?											
6 = All/virtually all 5 = Most 4 = Quite a few 3 = Some/more than just a few 2 = Only a handful, or so 1 = None/virtually none											

YOUR CLOSING THOUGHTS:
What was the one service or topic of discussion that was most beneficial or helpful to you?

_____

_____

_____

YOUR CLOSING THOUGHTS:
Overall, is the high school guidance and counseling program meeting your needs?
YES UNSURE NO Why?

_____

_____

_____

A Look at the Guidance and Counseling Program from the Teacher's Point of View

BACKGROUND INFORMATION:

Campus name: _____

Number of years on this campus (include this year):_____

All the grade levels with which you work: 9 10 11 12

Subject area(s) you teach (mark all that apply):

_____ English _____ Mathematics_____ Natural Sciences _____Social Sciences

_____ Special Education _____ Other: _____

SPECIALIZED ROLES:

Does your campus have a counselor clearly designated as a (circle one):

Special Education Counselor?	**YES**	**UNSURE**	**NO**
Substance Abuse and Prevention Education Counselor?	**YES**	**UNSURE**	**NO**

Using this coding scheme, circle your observations for each of the following statements.

Occurrence: Y = Yes, it occurred. U = Unsure if it occurred. N = No, it never occurred.
Helpfulness (If it occurred, did it help the students?):
++ = Very Helpful + = Somewhat helpful - = Not very helpful -- = Not at all helpful

	Occurrence	Helpfulness			
School Counselors (using the Guidance and Counseling Curriculum)...					
… assist students in their personal development.	Y U N	++	+	-	--
… assist students in their social development	Y U N	++	+	-	--
… assist students in their career development.	Y U N	++	+	-	--
… assist students in their educational development.	Y U N	++	+	-	--
… help students function effectively with others in school.	Y U N	++	+	-	--
… are an integral part of the school community team.	Y U N	++	+	-	--
… have favorable interpersonal relations among the school staff.	Y U N	++	+	-	--
… have adequate physical facilities and equipment.	Y U N	++	+	-	--
… consult and coordinate with teachers in guidance and counseling curriculum delivery.	Y U N	++	+	-	--
… train teachers in guidance and counseling curriculum delivery.	Y U N	++	+	-	--
… directly teach the guidance and counseling curriculum.	Y U N	++	+	-	--
School Counselors (using the Individual Student Planning Services)...					
… conduct group guidance and counseling sessions.	Y U N	++	+	-	--
… insure accurate and meaningful interpretation of tests and other appraisal results.	Y U N	++	+	-	--

	Occurrence			Helpfulness			
… consult with those responsible for providing other career and educational information	Y	U	N	++	+	-	--
… collaborate with teachers in the development of Individual Planning System activities and procedures such as pre-registration and testing.	Y	U	N	++	+	-	--
… hold new-student orientation seminars.	Y	U	N	++	+	-	--
… disseminate information from special testing (e.g., PSAT, SAT, ASVAB).	Y	U	N	++	+	-	--
School Counselors (using Responsive Services)...							
… conduct group counseling.	Y	U	N	++	+	-	--
… plan interventions to anticipate recurring problems/situations faced by students due to their developmental stage.	Y	U	N	++	+	-	--
… collaboratively work with mental health specialists as needed.	Y	U	N	++	+	-	--
… maintain appropriate documentation and records as needed.	Y	U	N	++	+	-	--
… provide procedures whereby teachers can make referrals to the counseling office.	Y	U	N	++	+	-	--
… counsel individual students.	Y	U	N	++	+	-	--

School Counselors (providing System Support Services to other programs)...	Occurren ce			Helpfulness			
… maintain ongoing efforts for better integration of guidance and counseling program goals with district goals.	Y	U	N	++	+	-	--
… help in informing school community of the program mission, purposes, and services available.	Y	U	N	++	+	-	--
… manage the guidance and counseling program competently and appropriately.	Y	U	N	++	+	-	--
... demonstrate professionalism.	Y	U	N	++	+	-	--
… guide individuals and groups of students through the development of educational and career plans.	Y	U	N	++	+	-	--
… consult with parents to enhance their relationship with their children.	Y	U	N	++	+	-	--
… consult with teachers to enhance their work with students.	Y	U	N	++	+	-	--
… coordinate with community personnel to bring together resources for students.	Y	U	N	++	+	-	--
… use an effective referral process for assisting students and others to use special programs and services.	Y	U	N	++	+	-	--
… participate in the standardized testing program.	Y	U	N	++	+	-	--
… interpret tests and other appraisal results to students.	Y	U	N	++	+	-	--
… adhere to ethical, legal)and professional standards.	Y	U	N	++	+	-	--

ONE FINAL THOUGHT:

If you could make one change that would most improve the guidance and counseling program, what would it be?

_____

_____

Appendix F

Guidance Planning Surveys

The Guidance Planning Survey is designed to assist school counselors in indentifying themes and priority areas within the guidance and counseling curriculum that have been identified by students, parents and teachers as areas that should be addressed through the guidance and counseling program. Data from the survey will provide school counselors the information necessary to identify priority grade level expectations and allow them to focus time and energy on developing guidance and counseling curriculum activities that best meets the needs of students.

The Assessment Resource Center (ARC) has a machine scorable version of the Guidance Planning Survey and it may be purchased from them. A technical manual is available free of charge. The link to the technical manual is: http://arc.missouri.edu/K12/MOGPS%20layout.pdf. The website for ARC is: http://arc.missouri.edu/.

This appendix includes a simplified version of a Guidance Planning Survey that allows schools to priortorize the strands within the guidance and counseling curriculum.

Date:

Dear Parent:

In order to meet both the Missouri Comprehensive Guidance and Counseling and Missouri School Improvement Program guidelines, the _____ Counseling Department conducts a Guidance Planning Survey every ____years. The results of this survey help us to plan our guidance and counseling program around themes identified as important by students, parents, and teachers.

Enclosed you will find a copy of this survey to be completed by you. Your child will also complete a student version of this form at school. We are using a random sampling of students rather than surveying the entire population and it is important that we gather results from the students that were selected as well as their parent.

Please help us by taking a few minutes to complete the parent survey and then return it to school with your child.

Thank you.

School Counselor

SCHOOL: _____ ***STUDENT NUMBER:*** _____

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM
Guidance Planning Survey
Elementary School: Grades 3-5

Student Form

Identify your grade level:

3	4	5
○	○	○

Directions: The directions and survey statements will be read and explained by the school counselor or the classroom teacher. The student will mark their top 5 choice of needs. # 1 will indicate the most important choice, # 2 – 2nd most important choice, etc.

Students my age need to:

___ Know about themselves and how they can be a helpful member of a group. (PS1)

___Know how to be successful in school. (AD4)

___know and use skills that will help them to be safe and healthy. (PS3)

___ Know how to use good work habits and skills at school. (CD9)

___ Know what school skills will help them when they grow up. (CD7)

___Know how to set goals and plan to help themselves be successful in school. (AD6)

___ Know what is expected of them when they change grade levels. (AD5)

___Know about many kinds of jobs and how people learn to do their jobs. (CD8)

___ Know how to interact with others in ways that show respect for all people. (PS2)

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

Guidance Planning Survey

Middle School: Grades 6-8

○ Student

6	7	8
○	○	○

○ Parent

○ Teacher/School Staff

Directions:

Below are nine statements of student needs K-12. You are asked to identify the ones you consider to be the top five needs of students in grades 6 through 8. Choose what you consider to be the most important or #1 student need. Circle the number of your choice in the "Most Important Need" box. For example if you consider "Students need to know how to apply personal safety skills" as the most important need, circle the number 3 choice in the box labeled Most Important Need. Then choose the second most important need and circle the number of that need in the 2nd box, etc.

Students this age need to:

1. Know themselves as individuals and as members of diverse groups. (PS 1)
2. Know how to use skills needed to be successful in school. (AD4)
3. Know how to keep themselves safe and healthy. (PS 3)
4. Know the skills that help them be successful on the job. (CD9)
5. Know how to apply career exploration and planning skills in choosing a career path. (CD7)
6. Know how to select courses based on interest and educational goals. (AD6)
7. Know what is expected of them at the next grade level. (AD5)
8. Know where and how to obtain information about the world of work and the education. (CD8)
9. Know how to interact with others in ways that respect individual and group differences. (PS2)

Most Important Need	2nd Most Important Need	3rd Most Important Need	4th Most Important Need	5th Most Important Need
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM
Guidance Planning Survey
High School: Grades 9-12

○ Student

9	10	11	12
○	○	○	○

○ Parent

○ Teacher/School Staff

Directions:
Below are nine statements of student needs K-12. You are asked to identify the ones you consider to be the top five needs of students in grades 9 through 12. Choose what you consider to be the most important or #1 student need. Circle the number of your choice in the " Most Important Need" box. For example if you consider "Students need to know how to apply personal safety skills" as the most important need, circle the number 3 choice in the box labeled Most Important Need. Then choose the second most important need and circle the number of that need in the 2nd box, etc.

Students this age need to:

1. Know themselves as individuals and as members of diverse groups. (PS 1)
2. Know how to apply skills needed for educational achievement. (AD4)
3. Know how to apply personal safety and coping skills. (PS3)
4. Know how to apply employment readiness skills and the skills for on-the-job success. (CD9)
5. Know how to apply career exploration and planning skills in the achievement of life career goals. (CD7)
6. Know how to develop, apply and monitor personal educational plans. (AD6)
7. Know how to apply the skills of transitioning between educational levels. (AD5)
8. Know where and how to obtain information about the world of work and post-secondary training/education. (CD8)
9. Know how to interact with others in ways that respect individual and group differences. (PS 2)

Most Important Need	2nd Most Important Need	3rd Most Important Need	4th Most Important Need	5th Most Important Need
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

Guidance Planning Survey

ELEMENTARY SCHOOL: GRADES 3-5

SUGGESTED EXAMINER DIRECTIONS

The directions and survey statements are to be read and explained by the school counselor..

DIRECTIONS

"Below are nine statements about what all students need to know in order to be more successful in school. You've been specially selected because we know you think carefully and know what students your age need to know. Students all over our district and in all grades are going to be giving us their ideas. It's important for you to think about students your age when you give us your answers.

I am going to read each statement and give you a chance to ask questions if you do not understand what the statement means, then you will have a chance to mark the ones you think are the most important."

TO THE EXAMINER:
READ EACH STATEMENT AND TAKE TIME TO ANSWER QUESTIONS AFTER THE STATEMENT IS READ.

Students my age:

___ need to know about themselves and how they can be a helpful member of a group. (PS1)
___ need to know how to interact with others in ways that show respect for all people. (AD4)
___ need to know and use skills that will help them to be safe and healthy. (PS3)
___ need to know how to be successful in school. (CD9)
___ need to know what is expected of them when they change grade levels. (CD7)
___ need to know how to set goals and plan to help themselves be successful in school. (AD6)
___ need to know what school skills will help them when they grow up. (AD5)
___ need to know about many kinds of jobs and how people learn to do their jobs. (CD8)
___ need to know how to use good work habits and skills at school. (PS2)

"Next, you get to make some choices about the areas you think are the most important for students your age to know about. You will choose your TOP FIVE choices—so you will have to think about each one carefully. Think about the statements we read. Choose the one that YOU think is the most important for students your age to know more about. All of them are important, but if you could choose just one, which would it be? Which one do you think is the most important for students your age to know more about? **Write the number 1 on the line next to the statement you think is the most important.**

We are going to do the same thing for your second choice. You've already marked the one that is MOST important; now we want you to decide on the one that is the next (or second) most important for students your age to know more about. Think about the statements we read. Choose the one that YOU think is the next or second most important for students your age to know more about. All of them are important, but if you could choose just one as the next most important, which would it be? Which one do you choose as the second most important for students your age to know more about? **Write the number 2 on the line next to the statement you think is the second most important**.

Thank you for thinking carefully about your choices. You are helping us learn more about what students your age need to know more about! Now we are ready to choose the area that YOU think is the THIRD most important thing for students your age to know more about."

TO THE EXAMINER:
FOLLOW THE SAME PROCEDURE FOR STUDENTS' THIRD, FOURTH AND FIFTH CHOICES. Emphasize the importance of the students' role in helping us learn more about what students want/need to know.

Appendix G

Standards and Criteria for Developing Professional School Counselor Job Descriptions

This appendix provides the standards and criteria for developing meaningful job descriptions at the local level. The standards and criteria are taken from the "Guidelines for Performance Based School Counselor Evaluation." It identifies the standards and criteria on which a job description may be developed. Readers are encouraged to refer to this document, especially pages 32-36 for more detailed information on the descriptors for the standards and criteria. The Guidelines may be accessed from the DESE website at:

http://www.dese.mo.gov/divteachqual/profdev/Counselorscorrected2.pdf.

Following the standards and criteria are sample job descriptions for school counselors and district coordinators.

Standard 1: The school counselor implements the Guidance and Counseling Curriculum Component through the effective use of instructional skills and planning.

Criterion 1: The school counselor teaches guidance and counseling units effectively.
Criterion 2: The school counselor encourages staff involvement to ensure the effective implementation of the guidance and counseling curriculum.

Standard 2: The school counselor implements the Individual Student Panning Component by guiding individual and groups of students and their parents through the development, implementation and annual review of Personal Plans of Study.

Criterion 3: The school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.
Criterion 4: The school counselor utilizes a variety of assessment data and provides accurate and appropriate interpretation of the data that assist students in the development of appropriate educational and career plans.

Standard 3: The school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

Criterion 5: The school counselor counsels individual students and small groups of students with identified needs/concerns.
Criterion 6: The school counselor consults effectively with parents, teachers, administrators and other relevant individuals.
Criterion 7: The school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.

Standard 4: The school counselor implements the System Support Component through effective guidance and counseling program management and support for other educational programs.

Criterion 8: The school counselor implements and evaluates a comprehensive and balanced guidance and counseling program in collaboration with school staff.
Criterion 9: The school counselor provides support for other school programs.

Standard 5: The school counselor uses professional communication and interaction with the school community.

Criterion 10: The school counselor demonstrates positive interpersonal relations with students.
Criterion 11: The school counselor demonstrates positive interpersonal relations with educational staff.

Criterion 12: The school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The school counselor fulfills professional responsibilities.

Criterion 13: The school counselor demonstrates a commitment to ongoing professional growth.

Criterion 14: The school counselor possesses professional and responsible work habits.

Criterion 15: The school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.

Sample Professional School Counselor Job Description
(adapted from Columbia Public Schools)

Primary Functions

As a member of the Guidance and Counseling Department, the counselor is to provide and implement a comprehensive guidance and counseling program for students. The counselor provides activities to meet the needs of the students; consults with teachers, staff, and parents to enhance their effectiveness in helping students; provides support to other educational programs; and implements an evaluation system to determine impact of the guidance and counseling program on relevant student outcomes.

Major Job Responsibilities for Building School Counselors

1. Implements the guidance and counseling curriculum.
2. Guides and counsels groups and individual students through the development of educational plans and career exploration.
3. Counsels small groups and individual students with problems.
4. Consults with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Meets with parents to discuss possible options for referrals of students with severe problems to appropriate community agencies.
6. Coordinates, conducts, or participates in activities which contribute to the effective operation of the school.
7. Evaluates and revises the guidance and counseling program.
8. Pursues professional growth.

Key Duties

1. Implements the guidance and counseling curriculum: Conducts guidance and counseling learning activities in the classroom as planned in conjunction with school administration and teachers; consults with and/or is a resource person for teachers to incorporate guidance and counseling learning activities into the regular education curricula.
2. Guides and counsels groups and individual students through the development of educational plans and career exploration: Provides orientation activities for students new to the school; participates in orientation programs for parents and students; assists students in grade level transitions and into post-secondary opportunities (high school guidance and counseling program); informs students and their parents of test results and their implications for educational planning; provides resource and information to assist in career awareness and career exploration activities; assists students with the development, implementation, and revision (as needed) of Personal Plans of Study (middle-school and high school guidance and counseling program)
3. Counsels small groups and individual students with problems: Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include enhancing self awareness and identity, and addressing problems in the areas of: academic motivation and achievement, behavior, socialization skills, family issues, substance abuse, and child abuse (emotional, physical, and sexual).

Sample Job Description for District Guidance and Counseling Coordinator

(Adapted From Columbia Public Schools)

The District Guidance and Counseling Coordinator is responsible to the Superintendent of Schools and his/her designee.

Duties of the Coordinator:

1. Assumes primary responsibility for developing, implementing and evaluating a district-wide comprehensive guidance and counseling program that promotes the academic, personal/social and career development of all students.
2. Keeps continually informed regarding research in effective practices regarding comprehensive guidance and counseling programs.
3. Prepares informative reports and instructional materials for counselors, teachers, and other professionals who use test results and other data in performing their own duties.
4. Assists building administrators in the supervision and evaluation of guidance and counseling personnel.
5. Collaborates with other programs and departments as necessary to fully implement the comprehensive guidance and counseling program and to support other programs and initiative in the district as they relate to the academic, personal/social, and career development of students.
6. Works with schools to develop and implement effective referral processes to outside agencies.
7. Conducts a continuing study of dropouts and graduates.
8. Assists in collection of data for state and research reports on enrollment, average daily attendance, and other relevant student outcomes.
9. Attends district data processing committee meetings and assists in the design and development of data processing systems for student records and reports.
10. Chairs District Guidance and Counseling Advisory Committee and sits on departmental committees.
11. Serves as consultant to curriculum development committees.
12. Serves as district liaison to post-secondary institutions.
13. Assists local schools in effective implementation of school-wide comprehensive guidance and counseling programs.
14. Informs counselors of key district communications regarding student programs and issues as they relate to the comprehensive guidance and counseling program.
15. Confers with central office on key guidance and counseling and student issues.
16. Prepares and administers the guidance and counseling program budget.
17. Presents an annual report to the Board of Education on the district's comprehensive guidance and counseling program.
18. Performs other duties as delegated by the superintendent of schools or his/her designee.

Appendix H

Procedures and Forms for Supervising and Evaluating Professional School Counselors

This appendix links to the *Guidelines for Performance Based School Counselor Evaluation.* It contains the procedures and suggested forms for conducting performance based evaluations for school counselors. The link to the *Guidelines* is:

http://dese.mo.gov/divteachqual/leadership/profdev/Counselorscorrected2.pdf

To see a PowerPoint presentation for administrators on how to use the *Guidelines*, go to this link: Summative Evaluations for School Counselors. This link and additional information and resources for evaluation can be found on the Guidance e-Learning Center under "Evaluation." The link to the Guidance e-learning center can be found at the Missouri Center for Career Education, www.mcce.org

Appendix I

Ethical Standards for School Counselors

A Code of Ethics is a public statement that sets clear expectations and principles to guide professional behavior. A commonly agreed upon and followed set of principles and guidelines can assist the school counselor in the exercise of professional judgment and decision making.

This appendix contains the Code of Ethics adopted by the American School Counselor Association.

The American Counseling Association's Code of Ethics can be found on their website.

American School Counselor Association
Ethical Standards for School Counselors

Revised 2010

(Adopted 1984; revised 1992, 1998, 2004 and 2010)

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical

Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, col-leagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
c. Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
f. Consider the involvement of support networks valued by the individual students.
g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
h. Consider the potential for harm before entering into a relation-ship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed

consent it is not always possible and when needed will make counseling decisions on students' behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counsel-ing brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.
c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make deci-sions on their behalf.
e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

    - Student identifies partner or the partner is highly identifiable
    - School counselor recommends the student notify partner and refrain from further high-risk behavior
    - Student refuses
    - School counselor informs the student of the intent to notify the partner
    - School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
h. Protect the confidentiality of students' records and release per-sonal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student

who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Postsecondary Access and Personal/Social Counseling Plans

Professional school counselors:

a. Provide students with a comprehensive school counseling pro-gram that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.
b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
c. Provide and advocate for individual students' career awareness, exploration and postsecondary plans supporting the students' right to choose from the wide array of options when they leave second-ary education.

A.4. Dual Relationships

Professional school counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
b. Maintain appropriate professional distance with students at all times.
c. Avoid dual relationships with students through communication mediums such as social networking sites.
d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized

resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sus-tained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional school counselors:

a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.
c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
d. Provide necessary follow up with group members, and document proceedings as appropriate.
e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.
b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.
b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
b. Advocate for equal access to technology for all students, especially those historically underserved.
c. Take appropriate and reasonable measures for maintaining confi-dentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
d. Understand the intent of FERPA and its impact on sharing electronic student records.
e. Consider the extent to which cyber-bullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.
c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

d. Inform parents of the nature of counseling services provided in the school setting.
e. Adhere to the FERPA act regarding disclosure of student infor-mation.
f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling pro-gram.
b. Treat colleagues with professional respect, courtesy and fairness.
c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
d. Understand about the "release of information" process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they "need to know" in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.
b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

a. Support and protect students' best interest against any infringement of their educational program.
b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor.
c. Are knowledgeable and supportive of their school's mission, and connect their program to the school's mission.
d. Delineate and promote the school counselor's role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.
g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.
b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
c. Promote equity for all students through community resources.
d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.
c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must main-tain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor's career.
d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.
g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, reli-gionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.
e. Use inclusive and culturally responsible language in all forms of communication.
f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way commu-nication and a welcoming school climate between families and the school to promote increased student achievement.
g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

a. Accept the policies and procedures for handling ethical viola-tions as a result of maintaining membership in the American School Counselor Association.
b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.
c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.
d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.
e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.
f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
b. Provide support, consultation and mentoring to novice profes-sionals.
c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a pro-fessional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the com-plaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

    - State school counselor association
    - American School Counselor Association

6. The ASCA Ethics Committee is responsible for:

    - Educating and consulting with the membership regarding ethical standards
    - Periodically reviewing and recommending changes in code
    - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
    - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor edu-cators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students' chronological and developmental levels
4. Consider the setting, parental rights and minors' rights
5. Apply the moral principles
6. Determine Your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action

Appendix J

Missouri School Board Association
Policy Guideline
For
Student Guidance and Counseling Program

MISSOURI SCHOOL BOARD ASSOCIATION POLICY GUIDELINES FOR STUDENT GUIDANCE AND COUNSELING PROGRAM

The district's comprehensive guidance and counseling program provides important benefits to all students at all grade levels by addressing their personal, social, academic and career development needs. The program is implemented in each attendance area and is considered an integral part of each school's educational program. It is implemented by certified school counselors with the support of teachers, administrators and students. The guidance and counseling program will adhere to the standards of the Missouri Comprehensive Guidance and Counseling Program and strive to meet the program goals in each of the following areas:

Personal and Social Development

1. Assist students in gaining an understanding of self as an individual and as a member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.
2. Provide students with a solid foundation for interacting with others in ways that respect individual and group differences.
3. Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.

Academic Development

1. Guide students to applying the skills needed for educational achievement by focusing on self-management, study and test-taking skills.
2. Teach students skills to aid them as they transition between grade levels or schools.
3. Focus on developing and monitoring personal education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful personal plans of study. Personal Plans of Study will be initiated for all students no later than eighth grade.

Career Development

1. Enable students to apply career exploration and planning skills in the achievement of life career goals.
2. Educate students about where and how to obtain information about the world of work and postsecondary training and education.
3. Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.

Appendix K
Overview:
Columbia Public Schools
K-12 Guidance and Counseling Program

Appendix K provides an example of a comprehensive guidance and counseling program overview that can be used by school districts to inform district patrons about the program. Districts are encouraged to develop their own overview that will clearly outline the role of their comprehensive guidance and counseling programs and to distribute the overview to their district patrons.

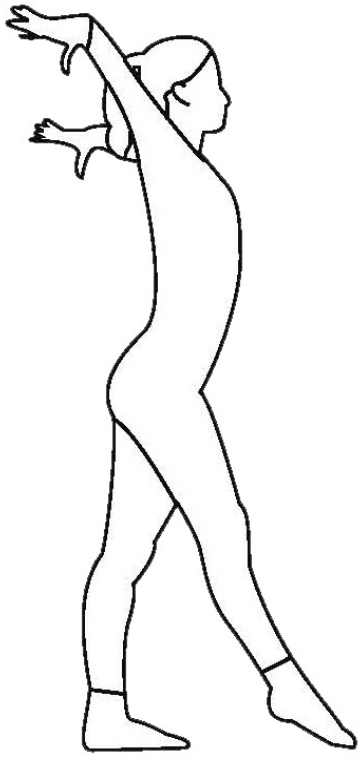
The Overview:

Columbia Public Schools Comprehensive Guidance and Counseling Program

Columbia Public Schools Comprehensive Guidance and Counseling Program

The Columbia Public School District believes that the Comprehensive Guidance and Counseling Program is an essential and integral part of the overall educational process kindergarten through grade twelve. The guidance and counseling staff includes certified school counselors as well as outreach counselors who are trained counselors and/or social workers. Columbia school counselors, working within the framework of the program, make major contributions to the primary educational mission and Comprehensive School Improvement Plan of the District by providing all students with guidance and counseling activities and services that facilitate and enhance their academic, career, and personal and social development. While Columbia school counselors are available to respond to the unique needs of each student, all students along with their parents, receive the full benefits of the Program's guidance and counseling activities and services at all levels, K-12, including the Career Center.

What is the Comprehensive Guidance and Counseling Program?



Guidance and counseling is a Board of Education approved educational program in the Columbia Public School District. It is developmental by design and includes sequential activities K-12, organized and implemented by certified school counselors in close collaboration with parents, teachers, and administrators. As a developmental program it addresses the guidance and counseling needs of all students in the District by facilitating and enhancing their academic, career, and personal and social development as well as helping to create positive and safe learning environments. At the same time, the Program assists students as they face issues and resolve problems that may hinder their healthy development. Comprehensive Guidance and Counseling Program activities and services are delivered through the following four Program components:

- **Guidance Curriculum** – large structured group and classroom presentations

- **Individual student planning** – appraisal, educational and occupational planning, and placement
- **Responsive Services** – Individual counseling, small-group counseling, consultation, and referral
- **System Support** – program management, fair-share responsibilities, professional development, staff and community relations, consultation, committee participation, community outreach, and research and development.

What Knowledge and Skills do Students Acquire?

The Comprehensive Guidance and Counseling Program provides all students with regular opportunities to acquire a solid foundation of knowledge and skills in personal and social development, academic development, and career development. The knowledge and skills in these areas represent the Missouri Comprehensive guidance and counseling Standards of the Program as follows:

Personal and Social Development

- Understanding self as an individual and as a member of local and global communities
- Interacting with others in ways that respect individual and group differences
- Applying personal safety skills and coping strategies

Academic Development

- Applying skills needed for educational achievement
- Applying the skills of transitioning between educational levels
- Developing and monitoring personal educational plans

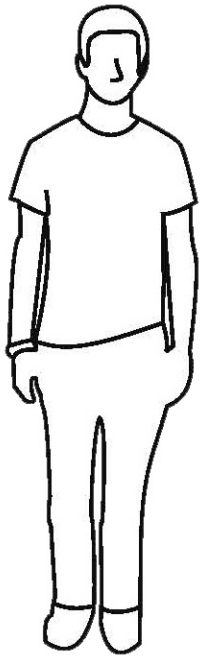
Career Development

- Knowing where and how to obtain information about the world of work
- Applying employment readiness skills and the skills for on-the-job success
- Applying career exploration and planning skills in the achievement of life career goals

How are the Activities and Services of the Program Organized?

At the elementary level, the Comprehensive Guidance and Counseling Program assists students in learning the skills and attitudes necessary to be successful. It emphasizes decision-making skill development and awareness and beginning exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of skills in developing interpersonal relationships.

The middle school and junior high school Comprehensive Guidance and Counseling Programs focus on the rapidly changing needs of developing adolescents. The Comprehensive Guidance and Counseling Programs at these levels are especially sensitive to the struggles of middle school students for identity, for balancing the demands for academic, career, and social competence. The activities begun at the elementary level are continued. However, they are adjusted to fit the unique needs of middle and junior high school students. In addition, school counselors work with students and their parents to develop education/career plans that cover graduation requirements and beyond. These plans take into account students' interests, abilities, and educational and career goals.



Building on the goals of the elementary, middle, and junior high schools, the Guidance and Counseling Program in high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The education/career plans developed in the middle school are reviewed and updated periodically in accordance with students' post-graduation educational and occupational goals. For students at the Career Center, articulation agreements are in place in all program areas for students to gain advanced standing in a two or four-year college or technical school. Dual credit opportunities are available in many Career Center courses from state universities and colleges. Our students are given continued attention in developing competence in decision making, career planning, working with others, and taking responsibility for their own behavior.

Program Structure: Four Program Component

The Guidance and Counseling Curriculum consists of guidance and counseling activities presented through the classroom and large structured groups K-12. The curriculum is organized around the three areas of academic, career, and personal and social development. While Columbia school counselors are responsible for organizing and implementing the guidance and counseling curriculum, the support of teachers and administrators is critical. Examples of topics covered in each area in elementary, middle, junior high, and high school follow:

Academic Development

Elementary	Middle School	Junior High	High School
Listening Skills	Student Led Conferences	4-Year Plan	Test Taking Skills
Following Directions	Study Skills	Strengths/Interests	Test Interruption
Decision Making	Goals Setting	Study Skills	Essay Writing
Testing Taking Skills	Testing Taking Skills	Testing Taking Skills	Aptitude/Interests
Organizational Skills	Organizational Skills	Organizational Skills	Organizational Skills

Career Development

Elementary	Middle School	Junior High	High School
Strengths/Interests	Work Values	Work Skills	Course Selection
Community Jobs	Interests Inventories	Interest Inventories	Resume Writing
Working Together	Internet Introduction	Career Path Exploration	Career Center Tours
School/Work Skills	Career Path Exploration	Career Path Selection	Job Application
Career Path Introduction	Reasons to Work	Job Shadowing	Major Selection

Personal and Social Development

Elementary	Middle School	Junior High	High School
Self Awareness	Harassment Issues	Social Skills	Diversity
Personal Safety	Bully Proofing	Self Respect	Relationships
Decision Making	Relationships	Awareness of Others	Social Skills
Social Skills	Social Skills	Self Image	Responsible Citizens
Conflict Resolution	Peer Mediation	Harassment Issues	Healthy Alternatives

INDIVIDUAL STUDENT PLANNING

In the Individual student planning component, school counselors, work closely with parents to assist all students in planning, monitoring, and managing their own learning as well as their personal and career development. Within this component, students, in collaboration with parents/guardians, evaluate their educational, occupational, and personal goals and develop individual education/career plans beginning no later than seventh grade. The activities in this component are school counselor planned and directed. These activities are generally delivered on an individual basis or by working with individuals in small groups. The focus is on individual and personalized next step planning by each student. Individual student planning is implemented through the following strategies:

Individual appraisal: School counselors work with students to help them analyze their abilities, interests, skills, and achievement. Test information and data form one basis for developing immediate and long-range plans with students.

Middle School	Junior High School	Senior High
Informal Interest	Explore	PLAN
Work Skills	(Pre-ACT)	(Pre-ACT)
Values Inventories	Interest & Study Skills	Interest & Study Skills

Educational and Career Planning: School counselors work with students individually to use personal/social, educational, career, and labor market information in planning personal, educational, and occupational goals. The involvement of students, parents, and school in planning a program that meets individual needs of students is critical. Ninth graders develop a four-year high school plan that takes into consideration their career interests, graduation requirements, and educational goals, as well as their academic ability.

Transition Planning: School counselors assist students in making the transition from school to school, school to career, and school to additional education and training.

School to School	School to Postsecondary	School to Career
Course Selection	Postsecondary School Selection	Interest Assessments
Building Orientation	Financial Aid/Scholarships	Intern/Apprenticeships
Building Expectations	Resumes/Applications	Resumes/Applications

RESPONSIVE SERVICES

Responsive Services consists of activities designed to meet immediate needs and concerns of students requiring counseling, consultation, or referral. This guidance and counseling component is available to all students and is often student-initiated. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation. Responsive services are delivered through these strategies:

Consultation: As a consultant, the school counselors may confer directly with teachers, parents, administrators, and other helping professionals to assist students in the school setting. They may help others assist students in dealing

more effectively with developmental or adjustment needs. School counselors consult with many individuals about students' concerns or progress. Examples of consultation topics include the following:

Parents	Teachers & Other Educators	Community Agencies
Academic Performance	Academic Performance	Student Behavior
Behavior	Teaching Techniques	Academic Performance
Mental Help	Social Skills	Family Issues
Parenting Skills	Behavior	Emotional Issues
Educational Plans	Classroom Management	Educational Programs

Individual/Crisis Counseling: Counseling is provided by school counselors and outreach counselors on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal development tasks. Individual counseling assists students in identifying problems, causes, alternatives and possible consequences so that appropriate action is taken. Examples of individual counseling topics include the following:

Personal	Behavioral	Academic	Crisis
Self-concept	Self-esteem	Performance	Counseling
Personal Hygiene	Anger Control	Incomplete Work	Referral
Family	Substance Abuse	Goal Setting	
Friends	Violence	Tardiness	
Divorce		Study Habits	
Death		Truancy	
Grief		Absences	
Personal Identity			
Stress			
Social Skills			

Small Group Counseling: Counseling is provided on a small group basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Small group counseling assists students in identifying problems, causes, consequences, and alternatives so that appropriate behaviors are developed. Examples of group topics provided for students in small groups are as follows:

Socialization	Career Exploration	Stress Management
Divorce	Self-control	Children of Alcoholics
Dealing with Grief	Attention Deficit Disorder	New Students
Study Skills	Academic Achievement	Eating Disorders
Incarcerated Parents	Healthy Relationships	Substance Abuse

Referral: Referrals are made when the student's needs or issues are beyond the scope and impact of a school guidance and counseling program. School counselors and/or outreach counselors make parents aware of a variety of referral sources available to them. School counselor may suggest alternative sources by asking parents if they have considered additional help for their children. School counselors may suggest services that are available to the parent and/or the child through such organizations as mental health services, employment and training programs, vocational rehabilitation, juvenile services, and social services.

SYSTEM SUPPORT

System Support consists of management activities that establish, maintain, and enhance the total Comprehensive Guidance and Counseling Program. This component is implemented through activities in the following areas:

Professional Development: School counselors are involved in continually updating their professional knowledge and skills. They participate in regular school in-service training, hold memberships in professional organizations, attend professional meetings, complete post-graduate work, and contribute to professional literature.

Shared responsibilities: These responsibilities are required of all staff members in the district, including school counselors. Fair-share responsibilities may include such tasks as class/club sponsorship, and taking tickets at sports events.

Staff and community relations: This activity involves orienting the staff and the community to the District's Comprehensive Guidance and Counseling Program through newsletters, local media, and school-community presentations.

District advisory committees: Serving on departmental curriculum committees, community committees, or advisory boards are examples of ways school counselors support other programs in the school and community and to gain support for the District's Comprehensive Guidance and Counseling Program.

Community outreach: Activities are designed to help counselors gain knowledge about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may require school counselors to visit local businesses, industries, and social service agencies periodically.

Evaluation and accountability: In order to access the effectiveness of the Guidance and Counseling Program of the Columbia Public School District and to provide methods for systematic improvement of the Program, the Guidance and Counseling Department uses the Comprehensive Guidance and Counseling

Program Evaluation system (program + personal = results). This allows for a variety of evaluation methods for all components of the District's Guidance and Counseling Program, such as activities log/calendar; school counselor/teacher administered curriculum evaluation, office logs and surveys, and personnel evaluation.

School-Community Guidance and Counseling Advisory Committee: The School-Community Guidance and Counseling Advisory committee acts as a liaison between the school and community and provides recommendations concerning the needs of students, their parents, and the community. The Advisory Committee, made up of parents, teachers, school counselors, and community members, provides support, offers advice, reviews present guidance and counseling activities and services, and suggests new activities and services when needed to meet the needs of students, the schools, and the community.

What Ethical Standards Govern the Work of the Columbia Public School Counselors?

Columbia Public School District school counselors' professional work is governed by the ethical standards of the American School Counselor Association and the American Counseling Association. These guidelines state the Columbia school counselors have certain responsibilities to students, parents, colleagues and professional associates, the school and community, and to self. Further explanation of these responsibilities can be found in the Columbia Public School Guidance and Counseling Procedural Handbook.

Summary

The Columbia Public Schools' Guidance and Counseling Program focuses on all students and is preventative as well as remedial in nature. While school counselors continue to respond to the unique needs of individuals, all students benefit from experiential activities that enhance their knowledge and skills in career planning and exploration, in self-awareness and interpersonal relationships, and in educational/vocational development. Proficiency in these areas serves to improve students' self-concept, fosters better peer and adult interactions, and lends students a sense of purpose and direction in more effectively planning and controlling their own lives. Such enhanced competencies result in students who are prepared to cope with life's decisions and to manage human relationships in order to be lifelong successful, productive citizens.

The Overview
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Spring 2006

Appendix L

Beyond Barriers to Solutions: Actions That Promote Progress

BEYOND BARRIERS TO SOLUTIONS: ACTIONS THAT PROMOTE PROGRESS

1. ***Barrier: School Counselors' Job Responsibilities Do Not Allow For Their 100% Involvement in the Guidance and Counseling Program.***
   - Role has not been defined.
   - Role is ambiguous; too many people demand school counselor's time.
   - Comprehensive guidance and counseling program is add-on to all other duties.
   - Non-guidance and counseling duties are still assigned to the counselor.
   - Non-guidance and counseling duties have been added.
   - Comprehensive guidance and counseling program has been added, but nothing has been taken away.
   - There is no time to plan for program development, implementation, evaluation, and enhancement.
   - To whom would administrative tasks be assigned? Administrators, too, feel overloaded.

   Possible Solutions:
   - Time and task analysis will put in "black and white" exactly how counselors are spending their time.
   - Develop a job description with the principal and/or district-level administration; clarify times to be spent in each area of responsibility.
   - Through the time and task analysis, identify non-guidance and counseling activities and provide a report to the principal so he or she is aware of the actual time these take away from the guidance and counseling program.
   - Make others aware of non-guidance and counseling time and what it does to the comprehensive guidance and counseling program.
   - Work with the principal to prioritize responsibilities.
   - Work with the advisory council and steering committee to identify alternative means to address non-guidance and counseling tasks.
   - Take control of your own time. Rule time; don't let time rule you.
   - Work out a weekly / monthly calendar; post and/or distribute to everyone.
   - Allot a specific time each day/week for planning time; be protective of that time.
   - Just say "NO." Work with the principal to gain support for saying no. School Counselors support each other.

- Set own priorities and communicate these to others.
- Identify program priorities and what the counselor has to do to reach his or her goals.

2. ***Barrier: Lack of Administrative Support***
   - Administrators do not understand comprehensive guidance and counseling program requirements.
   - Administrators are apathetic about the guidance and counseling program.
   - Administrator adds non-guidance and counseling responsibilities (e.g., substituting, recess duty, lunch duty, computer, data entry, and responsibility for master schedule). There is no "top-down" support for the program; therefore, counselors have no real authority to implement the full program.
   - Administrator sees the counselor's role as strictly responsive services.

   Possible Solutions:
   - Provide administrators with more information about the benefits of a comprehensive guidance and counseling program. Relate its benefits to the Missouri School Improvement Program (MSIP).
   - Invite administrators to attend state workshops.
   - Require administrators to be involved in planning. Communicate needs to administrators in proactive ways.
   - Be sure to report successes along with justification for additional resources.
   - Be assertive enough to set priorities and discuss these with administrators.
   - Work to change administrators' view of counselors' role.
   - Educate superintendent to the need for "directives" from that level.
   - Work for closer communication between administrator/counselor/state.
   - Make sure all administrators have a copy of the Administrators' Guide.
3. ***Barrier: Counselor-to-Student Ratio Is Too High***
   - Too many buildings may be assigned at elementary level.
   - It is unrealistic to expect much with 1:1,500 (or even 1:500) ratio.
   - The high elementary caseload allows for little more than crisis counseling.

   Possible solutions:
   - Become politically active and work for reduction in the ratio.
   - Solicit teachers to become involved in conducting activities in the classroom.
   - Develop a peer helpers program.
   - Use homeroom period as a way to reach large groups of students.

- Develop a student assistance program to help with students who require a great deal of support.
- Identify ways the drug-free schools grants could be used to provide additional help.
- Hire clerical staff to do routine clerical tasks to free the counselor to work with more students.
- Conduct more small- and large-group activities.
- Use volunteers to perform routine tasks (as appropriate).

4. ***Barrier: Various Groups Resist the Program.***

NOTE: this barrier takes many forms; its symptoms can be seen in each of the other barriers. Resistance is a natural part of change and, or a degree, is present in every person. It will be the task of the guidance and counseling program steering committee to recognize and understand the overt and covert resistance that emerges and to address it in a positive way.

- Staff is resistant to change.
- Some parents are resistant to some of the topics covered in the guidance and counseling curriculum.

Possible Solutions to Staff Resistance:

- Educate the school staff regarding reasons for change in school counselor's role. Include information about school counselors' responsibilities, the benefits of program for students and teachers and the and relationship of the guidance and counseling grade level expectations to core competencies and key skills in the academic and career and technical education curriculum areas.
- Solicit help of administrators in communicating expectations for staff involvement in comprehensive guidance and counseling program.
- Be persistent. Changes in attitude take time and patience.
- Conduct professional development activities.
- Involve faculty on steering and advisory committees.

To Counselors' Resistance:

- Implement gradually; give counselors opportunity to feel comfortable in new role.
- Identify the specific reasons for resistance and work to overcome them.
- Consider "differential" staffing if there is more than one counselor. One counselor could be responsible for classroom guidance and counseling and another could be responsible for individual student planning, or responsive services, etc.

- Emphasize the district commitment to the comprehensive guidance and counseling program and the expectation that school counselors will implement the program.

To Parent/Special Interest Group Resistance:

- Know your community and support base.
- Educate your community with numerous positive public relations activities.
- Acknowledge resistant factions but don't let resistance intimidate.
- Gain endorsements from parent-teacher-student organizations.
- Gain endorsement of community service groups.
- Involve individuals with diverse viewpoints on the advisory council and in work groups.
- Hold open forums to discuss the comprehensive guidance and counseling program and its benefits to students.
- Make materials readily available for review.

5. ***Barrier: Classroom Involvement Interferes With Immediate Response to Crises.***

- Administration, teachers, and community have expectations that responsive services are top priority.
- Parents/students who might come unannounced or in a crisis fear that school counselors will be unavailable.
- There is a perception that the instructions in *The Missouri Comprehensive Guidance and Counseling Program Manual* do not allow for flexibility in responding to crises.
- Parents expect service on demand.

Possible Solutions:

NOTE: The *Missouri Comprehensive Guidance and Counseling Program Manual* allows for counselors to respond to students' needs as appropriate for the local district. The critical factor is balance between responsive services and the other programmatic components.

- Use time and task analysis to get a picture of the actual number, the time of day, and types of crises to which school counselors responds each day/week. Use this information to schedule open office hours.
- Adopt a school policy, based on the district's philosophy of guidance and counseling for all students, regarding the school counselor's responsibility for more than crisis cases. (This could be a part of the school counselor's job description.)

- Take control of time; include specific times for drop-ins in the school counselor's schedule; publicize times to all (including parents).
- Train others in evaluating severity of crises and how to deal with situations temporarily.
- Develop an efficient and responsive message system so that teachers and students alike can communicate a need to see a school counselor immediately or on short notice.
- Institute a peer mediation/conflict resolution program and a procedure for activating the process (at appropriate times) if the counselor is not available immediately.
- In multiple-counselor schools, arrange schedules so that someone is always on call for emergency/crisis situations. Publish schedule.

6. ***Barrier: Lack of Resources***
   - No budget is provided.
   - Limited resource materials are provided.
   - Space does not allow privacy; there is no room for resources and not enough space for small-group work.
   - Space allocation for the comprehensive guidance and counseling program is not a priority.
   - There is no clerical support for such tasks as typing, record keeping, and filing.

   Possible Solutions:

   For Budget:
   - Explore possibilities of alternative funding for services and positions. For example, federal and state monies have been used to provide specific services for eligible students.
   - Use business partners as a source for support and resources; solicit funds from local businesses.
   - Work with administrators to make the comprehensive guidance and counseling program a part of the district and/or building budgeting priorities and processes
   - Increase public awareness of the resource needs of education. Become politically active; conduct more advocacy activities with local school boards and the state legislature regarding funding needs.

   For Materials:
   - Use the Guidance e-Learning Center at www.mcce.org. Free materials are available.

- Use Missouri Connections as a resource; It is free tool to assist students in their educational and career planning.
- Seek free and inexpensive materials.
- Network and share materials with other school counselors by attending, district, and state Missouri School Counselor Association (MSCA) conferences, and state sponsored professional development workshops.

For Space:

- Go on a "space walk." Look for places that could be rearranged and used for various purposes. One school counselor found a staircase landing that could be used to display materials; another found the end of a hallway to use as a small-group space.
- Rearrange existing space.

For Professional Development:

- Network with counselors in other districts, visit their schools, and initiate "Share Days."
- Attend district and state MSCA meetings and conferences. Ask for time to discuss the comprehensive guidance and counseling program.
- Develop an area support group of counselors who are implementing the program.
- Start a support group for teachers; plan a "Share Day" or special event for teachers.
- New counselors are encouraged to participate in the state sponsored mentoring program for school counselors.

For Clerical Support:

- Use volunteers when appropriate.
- Use "Green Thumb" or "Foster Grandparent Program" participants.
- Use student aides to answer the phone, do non-confidential filing, and manage the resource library.

7. ***Barriers; Special Services Programs Take Time Away From the Comprehensive Guidance and Counseling Program.***

- Increased demands of special services keep counselors from being able to fully implement the comprehensive guidance and counseling program.
- School counselors are responsible for all parent contacts.
- School Counselors coordinate the IEP and/or 504 processes.

Possible Solutions:

- Refer to Section V of the *Manual* for complete information concerning working with students with special needs.

8. ***Barrier: Some Teachers Are Resistant to Relinquishing Time for Classroom Guidance and Counseling Activities.***
   - Some teachers resent time lost from instruction due to mandated state-wide testing.
   - There is resistance to adding guidance and counseling to the core curriculum (especially at the high school level).
   - The core curriculum is so full that school counselors are unable to do classroom guidance and counseling activities.
   - Teachers see counselor-led classroom guidance and counseling learning activities as a "break time" for them.

   Possible Solutions:
   - Educate teachers through in-service and advocacy activities about the comprehensive guidance and counseling program and their role in it.
   - Emphasize the positives of the developmental and preventative approach to guidance and counseling.
   - Work with those who are eager to be involved. Publicize successes and recognize classroom teachers' contributions.
   - Seek administrative support and encouragement for classroom guidance and counseling.
   - Use the Prior-Proper-Planning (PPR) approach:
     - Schedule time with teachers early in the school year.
     - Publish a schedule and stick to it.
     - Plan meaningful classroom presentations.
   - Work with classroom teachers to plan lessons that connect guidance and counseling GLEs to subject matter GLEs. Establish a spirit of cooperation and common purpose through one-to-one contacts with teachers.
   - Encourage teachers to remain in the classrooms when school counselors present guidance and counseling activities. For example, teachers are present during the school counselor's lesson enabling them to follow through with these concepts in their future work with students
9. ***Barrier: Lack of Communication***
   - There is a lack of communication concerning the comprehensive guidance and counseling program among buildings in the district.
   - There is a lack of staff understanding about comprehensive guidance and counseling programs.
   - There is an existing mind-set about how guidance and counseling is defined (i.e., responsive services only) and it's difficult to overcome.

- The community doesn't see guidance and counseling as important.
- The comprehensive guidance and counseling program is unclear to community and staff.

Possible solutions:

- Stage a media blitz in the school and the community, regarding the importance of the contribution to student success of the comprehensive guidance and counseling program.
- Promote the idea of program ownership by involving many groups in each phase of the program development process
- Make presentations to various parent/teacher/business/service groups. Obtain their endorsement of the program along with permission to use their endorsement in future publicity.
- Make the program visible within the community.
- Include information about the program in existing district newsletters and patron communication mechanisms.
- Develop a comprehensive guidance and counseling program newsletter and website reporting the activities of the program.
- Reeducate various groups about the changing school counselor's role and the benefits of the comprehensive guidance and counseling program.
- Keep administrators informed about program activities so they are able to respond to questions from parents and the community.
- Use the advisory council to develop ways to publicize the program.
- Appoint someone to coordinate internal communications. Rotate responsibility if there is not a "paid" coordinator.
- Develop an in-house communication vehicle (e.g., bulletins, newsletter for teachers, website).
- Become an advocate for the program.

The participants presented these ideas as cited here. They are examples of the way people can work together to develop positive solutions to the barriers that may occur. These ideas and the concept of the team approach to barrier breaking will be useful in local planning. Working together to meet the challenges will give participants a greater sense of ownership of the district's comprehensive guidance and counseling program.

Appendix M

Sample Weekly Planner

INTRODUCTION

The sample weekly planner contained in appendix M is a weekly calendar in an EXCEL format. It may be downloaded, copied, and printed. It may also be used electronically. There is space at the end of each day to indicate the number of blocks a school counselor devoted to the delivery of the program: Guidance and Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support. School counselors may also indicate the number of blocks devoted to non-guidance and counseling duties. See Section III for a detailed discussion of how to determine which activities fit into each component.

Although the weekly calendar can be of great value in keeping track of time on task, its purpose is not for the conducting of a formal time/task analysis. An electronic version of a time task analysis survey has been developed. Appendix B provides the tools for conducting a formal time/task analysis.

Missouri Comprehensive Guidance and Counseling Program
Weekly Planner

Date: _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
7:00 AM						
7:15 AM						
7:30 AM						
7:45 AM						
8:00 AM						
8:15 AM						
8:30 AM						
8:45 AM						
9:00 AM						
9:15 AM						
9:30 AM						
9:45 AM						
10:00 AM						
10:15 AM						
10:30 AM						
10:45 AM						
11:00 AM						
11:15 AM						
11:30 AM						
11:45 AM						
12:00 PM						

Missouri Comprehensive Guidance and Counseling Program
Weekly Planner

Date: _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
12:15 PM						
12:30 PM						
12:45 PM						
1:00 PM						
1:15 PM						
1:30 PM						
1:45 PM						
2:00 PM						
2:15 PM						
2:30 PM						
2:45 PM						
3:00 PM						
3:15 PM						
3:30 PM						
3:45 PM						
4:00 PM						
	Num. Of Blocks %	Num. Of Blocks %	Num. Of Blocks %	Num. Of Blocks %	Num. Of Blocks %	
Curriculum						
Indiv. Plan						
Resp. Serv.						
Sys. Supp.						
Non Guid.						

APPENDIX N

Summary Statistics:

The "Big 5" Statistical Tools for School Counselors

This appendix describes five basic statistical tools school counselors may use in conducting results based evaluation. Skill in using these five concepts will make any presentation on results based evaluation a meaningful one.

The "Big Five" Statistical Tools for School Counselors

The Question:
How can school counselors find meaningful patterns in existing school data?

The Answer:
By mastering five statistical concepts (Mean, Standard deviation, Percentages, Correlation, and T-Test).

1. Mean – a value that tells us something very important about a distribution of scores. It is the average that balances the variability or distances between scores; a measure of central tendency that tells us something important about the group of scores as a whole (like the median and mode).

Example: Number of absences for 10 at-risk sophomores for November

Students	# of Absences		Deviation from the mean
1	2		-3
2	7		2
3	8		3
4	6		1
5	3		-2
6	6		1
7	2		-3
8	3		-2
9	8		3
10	5		0
Sum =	50	Deviation sum =	0

Mean = Sum/the total number of scores = 50/10 = 5

Scores (absences) vary around the mean. A mean of 5 tells you something important about the variability in this distribution of scores. It is the center of these deviations.

2. <u>Standard deviation</u> – tells us how large the variability of the scores around the mean is.

Example: Number of referrals for misbehaving in class

Students	# of Referrals	Deviation from the mean Deviation (squared)
6	1	1
8	3	9
2	-3	9
4	-1	1
4	-1	1
3	-2	4
7	2	4
6	1	1
Sum = 40	Sum of Dev = 0	Squared Deviation Sum = 30

Standard deviation = the square root of the (Squared Deviation Sum), divided by the total number of subjects.

Standard deviation = 30/8 = 3.75 = 1.94 Mean = 40/8 = 5

Standard deviation tells us something important about how far scores vary from the mean. Look at your normal curve graph, about 68% of all the scores vary within a range of 1 standard deviation above the mean and 1 standard deviation below the mean. In our example, this range would be from 3.06 to 6.94 office referrals.

Z scores tell us how far a score is from the mean in Standard Deviation units. It is like a common denominator that we can use to put different standard deviations on the same scale.

Z = someone's score minus the mean, divided by the standard deviation

For example, for student 3 it would be z = 2-5/1.94 = -1.55

Where does -1.55 z-score units fall on your normal curve graph?

3. <u>Percentages</u> – Scores have meaning only in reference to how everyone else did on a test. Percentages are a way to tell us what the location of someone's score is in relation to all the other scores on the test. It lets us know what percentage of all the people who took the test scored at or below a given score. It makes the meaning of an individual score more meaningful and interpretable.

Look at your graph of the normal curve. What % of the people are expected to score at or below 2 standard deviations above the mean?

What percentage of the people are expected to score at or below -1 standard deviations below the mean?

4. <u>Correlations</u> – if one set of scores varies around the mean, 2 sets of scores can covary with each other. Do scores on different measures covary (do they go up and down together, in sync, in rhythm with each other)?

Positive correlation: two scores go up and down together, correlation goes from zero to +1 (e.g., height and weight)

Negative correlation: two scores go in opposite directions, one goes up and the other goes down, correlation goes from zero to -1 (e.g., perfectionism and tolerance for making mistakes)

Non-significant correlation: two sets of scores have nothing to do with each other, they go up and down irrespective of what the other score does.

Students	Score	Dev	z for X	Score	Dev	z for Y X times Y
14	1	0.4	24	3	1.00	0.400
16	3	1.2	23	2	0.67	0.804
13	0	0	21	0	0.00	0.000
13	0	0	20	-1	-0.33	0.000
14	1	0.4	23	2	0.67	0.268
14	1	0.4	23	2	0.67	0.268
10	-3	-1.2	18	-3	-1.00	1.200
9	-4	-1.6	16	-5	-1.67	2.004
17	4	1.6	25	4	1.33	2.128
10	-3	-1.2	16	-5	-1.67	2.004

Example: What is the relationship between a student's self-confidence in their ability to do mathematics and whether or not they experience feelings of anxiety about doing mathematics?

<u>X = Self-confidence</u>
(higher scores mean you are more self-confident)

<u>Y = Anxiety</u>
(higher scores mean you are less anxious about mathematics)

Mean of X = 13 Mean of Y = 21 Sum of XY = 9.2

SD of X – 2.5 SD of Y = 3.0

Correlation r = Sum of the XY cross products divided by the number of pairs of scores

r = 9.2/10 = .92

Interpretation:

1. **What does this high positive correlation mean?**
   Answer: Higher self-confidence ratings are associated with less self-reported anxiety about mathematics.
2. **Is this .92 correlation statistically significant?**
   Answer: Yes, the p value is <.01 (look it up in the table)
3. **What does statistical significance mean here?**
   Answer: A significance level is the likelihood (the probability) that the result we get is due to sampling error. When this value gets small enough, we decide that the correlation we got was not due to sampling error.

   p <.05 This means that our correlation is likely to occur by chance less than 5% of the time. So, we decide to reject the idea that our correlation is due to sampling error and accept that there is a significant relationship between math self-confidence and math anxiety. While it is possible that our finding is due to chance, we expect this to occur less than 5% of the time.

   p <.01 Now, you interpret this probability value in relation to our .92 correlation. How often does a .92 correlation happen by chance at the .01 level? How about at the .001 level?

   It is a way to make an inference about the amount of relationship between these two variables in the population. It could be that our .92 correlation happened by chance, maybe we picked 10 students not in any way representative of the population we are interested in.

5. <u>T-test</u> – when we want to compare the differences in the performance of two different groups, we can test to see if the means of the two groups are statistically different from each other. A t-Test lets us assess whether or not observed differences in the performance of two different groups are statistically significant or due to sampling error.

t = the mean for group 1 minus the mean for group2, divided by the standard error of the difference

$$t = \frac{\text{group 1 mean} - \text{group 2 mean}}{\text{standard error of the difference}}$$

Example: A small rural school is concerned that this year's sophomore class is missing substantially more days of school than previous sophomore classes. To test this, they want to compare the mean number of absences the 2004 sophomore class has had to the mean number of absences the 2003 sophomore class had.

Mean number of absences for 2004 = 7.6, standard deviation = 3.26
Mean number of absences for 2003 = 7.0, standard deviation = 2.12
Standard error of the difference = 1.62
N1 (sample size for group 1) is 5
N2 (sample size for group 2) is 8

Degrees of freedom = (N1 – 1) + (N2 – 1) = 4 + 7 = 11

$$t = \frac{7.6 - 7.0}{1.62} = \frac{0.6}{} = .37$$

Now: Look up the value that the T-test has to reach to be significant with 11 degrees of freedom. At the $p < .05$ level it has to be ≥ 2.201.

Is there a statistically significant increase in the number of absences from this year's sophomore class compared to last year's class? How would you report that probability value?
(Answer) $p > .05$

APPENDIX O

The Roles of School Counselors, School Psychologists and School Social Workers

Improving Conditions for Learning
The Roles of School Counselors, School Psychologists & School Social Workers

Schools are designed for learning. There is a direct and obvious correlation between a person's ability to learn and the status of their mental health. The Center for Disease Control estimates that 5% of children between the ages of 4 and 17 demonstrate mental health issues. That translates to 45,000 Missouri school aged children. The need for coordinated and effective mental health services in schools is great!

This template is designed to help define the roles of these mental health providers in an ideal situation. Examples provided are exemplary but not exhaustive. Roles are not interchangeable. The three outer circles are concise summaries of the unique capabilities and responsibilities of each group. The center circle represents shared responsibilities common to all three groups. The purpose of this design is to serve as a spring board for conversation to clarify roles. Each school must define its unique organizational design based on local context, personnel and skill sets. Role and job definitions are vital if collaborating adults are to develop common understanding, work effectively together and educate others. Working as a team is essential.

The ultimate goal of school mental health providers is to improve the conditions for learning. Providing both prevention and intervention services at all three levels of the Response To Intervention (RTI) model promotes effective teaching and learning while collaborating with teachers and school staff to ensure that students receive high quality instruction. Simply stated, schools cannot be effective without a healthy and supportive culture. Students cannot be productive learners without viable mental health dispositions.

Professional School Counselors hold responsibility to fully implement their Comprehensive Guidance Program addressing the academic, personal/social, and career development of all students through the delivery of guidance curriculum, individual planning, and responsive services along with system support activities. They are the primary school mental health providers as they deliver services to all students and families in every school as well as serve as the point of contact for Social Work and School Psychological Services. School Counselors are engaged in every facet of school and serve as the first line in each tier of interventions and consultations.

School Psychologists work with students with advanced educational and psychological challenges. School Psychologists focus on assessment, diagnosis, and treatment plans for more complex situations covering the entire spectrum of emotional, functional, and learning barriers, primarily in Tiers 2 and 3. Serving as consultants for educators and parents while supporting high needs students, these providers are a critical source of technical information and guidance for school personnel. School Psychologists typically serve as consultants for multiple schools.

School Social Workers are an increasingly common and critical component to student support services. School Social Workers fill a unique niche in the school setting as they conduct psycho-social evaluations and provide mental health services for a targeted number of students with more notable emotional and behavior barriers to learning, typically Tiers 2 and 3 interventions. School Social Workers work with student, parents and educators providing consultation and interventions concerning home, school and community factors to improve student's school functioning.

School Counselors

- Fully Implement, manage and evaluate the Comprehensive Guidance Program
- Conduct classroom guidance curriculum lessons for all students that contribute to their academic, career, and personal/social development
- Provide educational, career and employability counseling
- Assist all students to develop and manage personal plans of study

Shared Responsibility

- Facilitate policies and practices that create and maintain a safe, supportive, and effective learning environment
- Advocate for the rights of all children
- Team with other mental health providers
- Consult with parents, school staff, administrators and other stakeholders
- Provide crisis prevention and intervention
- Provide mental health intervention services to individuals and small groups
- Identify, refer to and use community resources
- Assist students in making transitions from grade to grade and to post-secondary opportunities
- Provide professional development and parent education
- Assist with the selection, development and implementation of individual evidence-based interventions and behavior plans

School Social Workers

- Connect and coordinate family and community support services
- Provide consultation and interventions regarding home and community factors impinging upon a student's school functioning
- Provide psycho-social evaluations including functional behavioral assessments
- Provide mental health intervention services to individuals, groups, and families

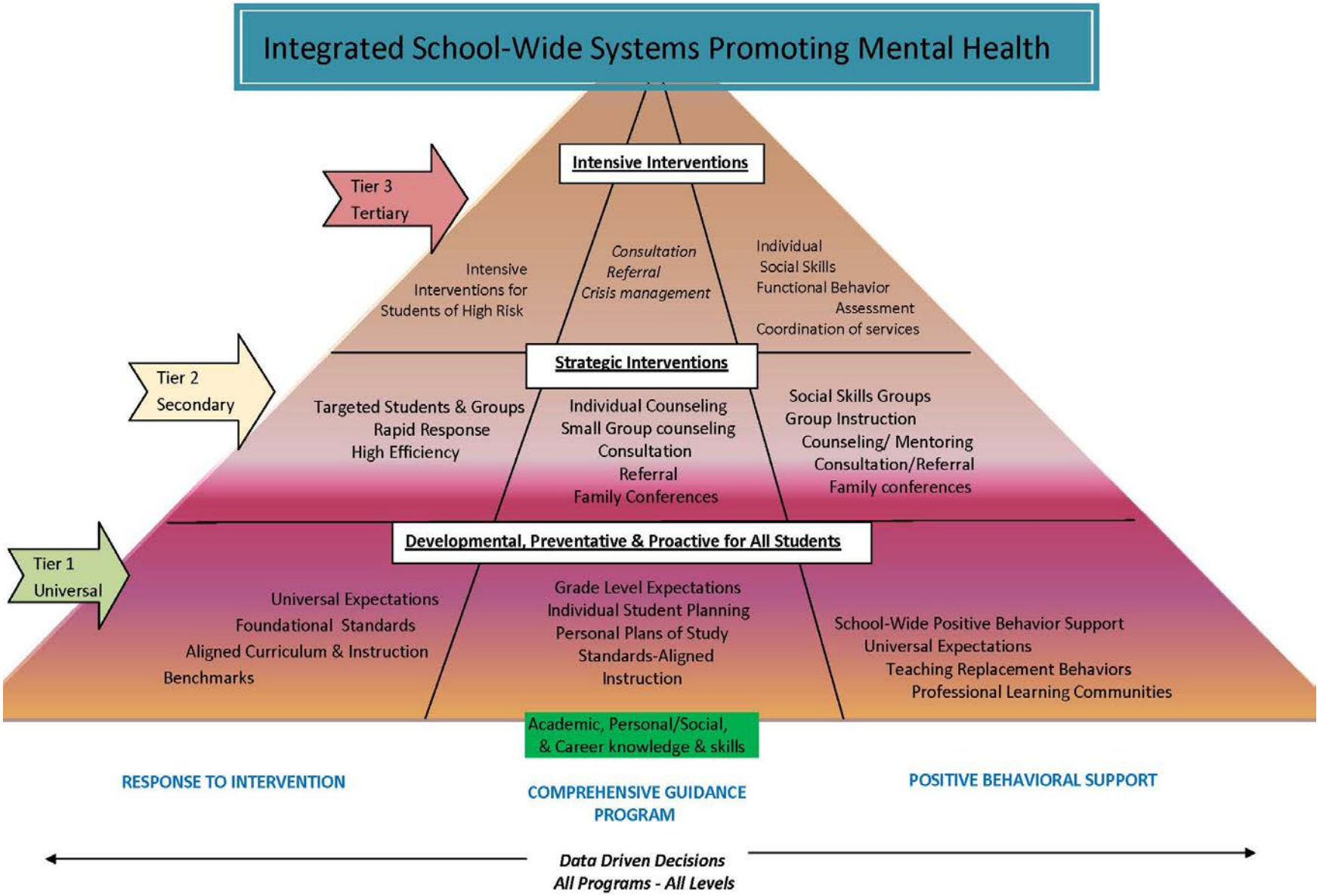
School Psychologists

- Assess students for special services, high risk status, and learning needs
- Interpret evaluation results and translate into meaningful educational recommendations
- Conduct functional behavioral assessments and develop behavioral intervention plans
- Evaluate effectiveness of educational and behavioral interventions
- Interpret and monitor special education and OCR regulations

December, 2009

Appendix P

Comprehensive Guidance and Counseling Programs
And
Response to Intervention (RTI)


Integrated School-Wide Systems Promoting Mental Health
Tier 3
Tertiary
Intensive Interventions
Intensive Interventions for Students of High Risk
Consultation
Referral
Crisis management
Individual
Social Skills
Functional Behavior Assessment
Coordination of services
Tier 2
Secondary
Strategic Interventions
Targeted Students & Groups
Rapid Response
High Efficiency
Individual Counseling
Small Group counseling
Consultation
Referral
Family Conferences
Social Skills Groups
Group Instruction
Counseling/ Mentoring
Consultation/Referral
Family conferences
Tier 1
Universal
Developmental, Preventative & Proactive for All Students
Universal Expectations
Foundational Standards
Aligned Curriculum & Instruction
Benchmarks
Grade Level Expectations
Individual Student Planning
Personal Plans of Study
Standards-Aligned Instruction
School-Wide Positive Behavior Support
Universal Expectations
Teaching Replacement Behaviors
Professional Learning Communities
Academic, Personal/Social, & Career knowledge & skills
RESPONSE TO INTERVENTION
COMPREHENSIVE GUIDANCE PROGRAM
POSITIVE BEHAVIORAL SUPPORT
Data Driven Decisions
All Programs - All Levels

The Professional School Counselor's Role in Response to Intervention

Response to Intervention (RTI) is an educational system that has gained traction over the past few years. The framework for RTI is based upon the public health model of tiered intervention with its roots in special education: the Individuals with Disabilities Education Act, 2004 describes RTI as "a process based on a child's response to scientific, research-based intervention." On the other hand, RTI has evolved into an integral part of general education as we become more adept at defining student outcomes and assessing progress. Understanding RTI's purpose and dynamics will help "frame your thinking" as you develop your comprehensive guidance program to support the student development and instructional efforts operating within your school.

The RTI Action Network website succinctly states that "Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both." RTI involves regularly assessing proficiency in a skill, determining which students are behind, providing additional support for those students below benchmark then adjusting the intensity and nature of those interventions depending on a student's responsiveness. Delivering scientifically based interventions with integrity, while frequently monitoring how the student responds, provides an invaluable data base of important information about the need to change or sustain the intervention. Program Essential Elements include: High Quality Classroom Instruction, Tiered Instruction and Intervention, On-going Student Assessment and Family Involvement. RTI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners are identified, supported, and served early and effectively. Adopting an RTI model is about adopting best professional practice and insisting that we do what is best and necessary for all students.

The familiar triangle above depicts the 3-tiered model of RTI. This triangle also represents the famous *generalization* of 80-15-5. A school example would be that typically 80% of your students will "get it" or successfully understand as a result of your initial instruction/intervention. About 15% of your students will need additional strategic support or different strategies to "get it" while the final 5% will need more intensive, personalized interventions to be successful.

In simplistic terms, this is the basic premise on which RTI is constructed. This generalization obviously has a multitude of variables, including the percentages of student success and is not intended to be a specific rule. One elementary building

using RTI began by assessing student reading levels. Much to their surprise, over 40% of their students needed Tier 3 interventions! Needless to say that revelation completely altered their thinking and efforts.

The right side of this triangle represents the tiered framework that can be applied to multiple programs addressing academic achievement and behavior, such as special education, math, reading, comprehensive guidance, and Positive Behavior and Intervention Support (PBIS). Using student behavior as an example, Tier 1 refers to the expectations, rules, policies, practices and interventions that are provided for ALL students. School wide and classroom expectations, consequences, and supports are examples. Tier 2 represents the interventions used to help students who demonstrate barriers to achieving Tier 1 expectations. What corrective actions do we provide to help these children learn and succeed? Tier 3 interventions apply to that small percentage of students who need yet more personalized support. If we believe that all students can learn (and behave) then we must continually assess and improve how we support that learning. RTI provides a structure to evaluate and enhance *adult* behaviors and actions.

How does this apply to you, the counselor? Missouri's Comprehensive School Guidance and Counseling Program naturally frames itself in this RTI model. When fully implemented, a comprehensive program proactively addresses the personal/social, academic, and career needs of all students while addressing their barriers to learning.

Tier One consists of *universal* programming for all students based on the Guidance GLE's and includes the Guidance Curriculum, Individual Planning with Personal Plans of Study and Responsive Services. In the broader context of school, this can include all programs and efforts that address the developmental needs of all students. Advisory programs, character education and PBIS are examples. Intuitively, Tier 1 is the key. The effectiveness of lower tier initiatives directly impacts the need for upper tier interventions.

Tier Two consists of *strategic* efforts to identify students who demonstrate barriers to learning and support them with targeted interventions. Responsive Services includes individual and group counseling, family conferences, and referrals to outside agencies along with multiple school based interventions designed to help students personally achieve the goals established in the Guidance GLE's. PRoBE projects typically are Tier 2 interventions as they apply specific interventions with a targeted group of students over a relatively short period of time. (Examples of PRoBE Projects can be found at the Guidance eLearning Center website under Evaluation.)

Tier Three consists of *intensive* interventions for students who have not yet positively responded to prior initiatives. Crisis management, coordination of district and community resources, referrals for intensive support, and intervention coordination are examples of specific Responsive Services.

The RTI model is an extremely helpful way to systematically evaluate what we, the adults, do to provide the appropriate support for every child's learning. David P. Prasse, Ph.D. from Loyola University states that "RTI is a cornerstone of a problem-solving service delivery system." Note the key words, problem solving and system. Both are on-going. Evaluation of the guidance program and interventions provides timely data to continually assess effectiveness and better support each student's ability to succeed.

Providing definitive structures, programs, and practices to facilitate student success requires collaborative effort from every adult in your building. As the leader of your comprehensive school guidance program, it is essential that you understand and champion the key guidance program components that support the academic, career, and personal/social development of your students. Using the RTI model of tiered intervention provides a solid framework to not only evaluate individual students but also to define, plan, and assess the effectiveness of your efforts while creating a shared mental model that is needed to effectively communicate and work with your administrators and teachers. Together, we can!

APPENDIX Q

Individual Planning Rubric

Individual Planning and the Personal Plan of Study

A personal plan of study (PPS) is a student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster. The foundation of the personal plan of study is the school-approved program of study developed in cooperation with all school-wide departments and the area career centers. It is a map that includes graduation requirements, approved coursework for the student's educational and career goals, and developmentally appropriate work-based learning experiences. It should extend beyond the 12th grade and include the first two years of their post-secondary plans. A personal plan of study is developed cooperatively with the student and the student's counselor, teachers and family. The plan is reviewed at least annually and is revised as needed.* *(adapted from "What's the Plan?" 2006 MCCE)*

Developing a personal plan of study is a key component of the Individual Planning process of a school's comprehensive guidance and counseling program. It is not an event that happens once each year during the scheduling process. It is a process that begins in elementary school with the guidance curriculum that help youngsters develop the knowledge and skills necessary for successful educational and career planning, continues in middle school with appropriate exploratory activities, and culminates in the first draft of their personal plan of study by the end of 8th grade which is then reviewed at least annually and revised as necessary.

During the high school years, individual planning should be an integral part of a student's educational experience and the school's educational program. The following elements within the individual planning process can help ensure that the process is a meaningful one for all students:

- ***Requirements:*** Is a student's personal plan of study developed around a school wide program of study the foundation of which is the career cluster framework and includes appropriate work related experiences, high school graduation requirements and college, and postsecondary training entrance requirements

- **Staff Involvement:** Do faculty, school counselors and other school advisers or mentors, and the area career center jointly work with all students on career planning? A student should be working from only one personal plan of study. When all of us work together to support students in reaching their goals, we provide a solid foundation for student success.

- **Student Participation:** Is there a system is in place (including Teachers as Advisers Program if appropriate) t hat allows for meaningful individual advisement to take place including a student/parent/counselor-adviser conference and regular review of the Personal Plan of Study?

- **Review:** Is there a process in place that allows for ***regular*** review of the personal plan of study? Too many times students will say they have never seen their personal plan of student and only vaguely remember doing it in 8th grade. In schools where this occurs, scheduling may be taking place, but individual planning is not.

- **Parental Involvement:** There is no question that parents play an important role in students' career and educational decision making. We have to ask how we at the school level can get them actively involved in the individual planning process. At a minimum we should aim for parents meeting at least annually with their student and school staff to initially develop and then review personal plans of study and they should be actively involved whenever a student wants to change the personal plan of study.

- **Assessments**: Students have many opportunities both through state requirements and post-secondary entrance requirements and through such resources as Missouri Connections to take a variety of academic, skills, and interest assessments. The question we need to focus on is how well results are interpreted with students and parents and how well we are using results is assisting with the decision making process as it relates to life-career goals, course options, and educational plans

- **School/Community Involvement:** Developing a personal plan is more than determining what courses to take. Relevant learning as it relates to career and avocational pursuits also takes place outside of the classroom. As we look at the individual planning process let's ask and reflect on how we can assist students in finding those co-curricular and community activities that can support their personal plan of study.

- **Post-Secondary linkage**: The ultimate goal of the individual planning process is that every student will successfully transition to a post-secondary experience whether it is relevant work, technical school, apprenticeships, community college, the military or a 4 year college or University. The goal for students goes beyond just graduating from high school. As the bar is raised for all students, again we must ask and reflect on how we can include in the personal plan of study relevant post-secondary experiences while in high school as these kinds of experiences can provide support and encouragement for that transition.

- **Educational and Career Planning Guide:** One of the most effective tools that schools have to assist students in seeing relationships to their personal plans of study, programs of study and post-secondary options is the course book that most schools provide their students for registration and scheduling. This resource can be used to share school graduation requirements, post-secondary education requirements, programs of study templates, and to show the alignment of courses or departments along career paths or career clusters. The idea would be to create not a catalog of course descriptions but rather a career and educational planning guide to inform students and parents about high school, career, and post-secondary planning. Many schools have moved to this type of format.

The rubric included in this appendix will help guide schools in implementing an effective individual planning process.

Directions: Circle the box that represents your school/district's current counseling practice for each Performance Element

Individual Student Planning Process Rubric: Creating a Personal Plan of Study					
Performance Element	1 Novice	2 Emerging	3 Developing	4 Meets Standard	5 Well Developed / Advanced
Requirements	High school graduation checklist.	High School graduation checklist with a planned career cluster or blended academic and career/technical area of concentration.	High school, college, and post-secondary training entrance requirement checklist with a planned career cluster or blended academic and career/technical concentration.	School wide plan of study that includes high school, college, and postsecondary training entrance requirements with program of study developed around a career path/cluster and includes appropriate work related experiences	Students can speak about the options, requirements and benefits of their PPS and understand the expectations of a rigorous plan of study designed to prepare them for their Post-secondary experiences
Staff Involvement	Counselor	Counselor and/or staff	Counselor and other school staff work together on school wide PPS system.	Counselor and other school advisers/ mentors work with assigned students on career planning to reach all students.	Counselor and other school advisers /mentors, and technology center or post-secondary (tech center, university/college, military) student services jointly plan and work with all students on career planning.
Grade Level Group or Individual Participation	All 8th graders involved in an orientation process individually or in groups.	8th grade orientation and 9th grade follow-up conference.	Individual and/or group advisement sessions for 9th – 10th – 11th – 12th grade students.	If appropriate, Teachers as Advisers Program is available for grades 9-12 with individual advisement a key component of the process	A system is in place (including Teachers as Advisers Program if appropriate) for grades 9-12 that allows for meaningful individual advisement to take place including student/parent/counselor-adviser conference and regular review of PPS
Review	N/A	Updated annually.	Reviewed and updated annually with student involvement	Reviewed and updated annually with active student and parent involvement	Reviewed and updated twice annually with active student and parent involvement
Parental Involvement	Enrollment and assessment information is sent home to parents.	Enrollment and assessment information is sent home to parents. Regularly scheduled Parent Teacher Conference days.	Enrollment and assessment information is sent home or students take information to parents and parent's signature required for enrollment purposes. Regularly scheduled Parent Teacher Conferences.	All parents meet with student and school staff. (Parent – Teacher – Student Conferences during scheduled time) to develop personal plan of study (PPS). Parent's signature is required for enrollment purposes.	All parents meet with student and school staff to develop plan of study. A parent signature is required on PPS for the student to be enrolled and before class changes can be made. Parent meets with student and school staff twice annually to review and update PPS.

Continued on next page....

Performance Element	1 Novice	2 Emerging	3 Developing	4 Meets Standard	5 Well Developed / Advanced
Academic and Interest Assessments	EXPLORE and PLAN or other assessments are administered/used.	Interest inventories are used to begin career exploration process. Students are aware of career paths/clusters	Student assessment results are given and interpreted to the students/parents. Students understand the relation of interests and abilities to career paths/clusters	Student assessments/ interest inventories/ academic results are interpreted with parent/child to discuss life career goals, course options, and hobby preferences. Assessment results are used in development of PPS. Students have identified a career path/cluster as part of the PPS	Student assessments/ interest inventories and academic results are interpreted with parent & student to discuss life -career goals, course options, and hobby preferences as they relate to a career path/cluster and to review/revise the PPS.
School/ Community Involvement	None	Student indicates interest in involvement but none planned	Activities are written into the plan-no relation to career path/cluster	Activities/involvement are planned and clearly relate to identified interests/career plans	Student has a history of involvement and PPS continues to build on those activities. Leadership roles are evident
Post-secondary Linkage	None	A postsecondary experience is listed	A postsecondary experience is listed on the PPS and secondary course-work is appropriate to that experience	A postsecondary experience is listed on the PPS and secondary course-work is appropriate to that experience. Dual and Articulated Credit are a part of the PPS	A postsecondary experience is listed and is based on the results of a well-planned exploration and knowledge of all postsecondary opportunities that include on-site or virtual visits. Internships, exploration and planning for financial aid, dual and articulated credit, AP coursework and other relevant experiences, as appropriate, are utilized in the transition
Individual Planning Student Handbook	The school provides a listing of course descriptions. There is no information regarding career or postsecondary planning	The school provides students with a guide identifying postsecondary options for students	The school provides students with a course description booklet that identifies postsecondary options and provides assistance to students in exploring those options	The school provides students with a course description booklet that identifies postsecondary options for students and provides assistance to students in exploring options appropriate for their chosen career cluster/pathway	The school provides students with a course description booklet that identifies postsecondary options. Instructional departments have been aligned with career paths and/or clusters

Adapted from Oklahoma Office of Career & Technical Education