

# Missouri Mentoring Program for School Counselors

## FORWARD



In an effort to retain quality school counselors and to address state certification, new school counselors (new to the profession of counseling, new to the program area, or returning after having been out of education for a time) are required to engage in a mentoring program. The School Counseling Section of the Missouri Division of Career Education implemented a free mentoring program in 2005.

Currently, the state mentoring program is a collaborative effort between the School Counseling Section of the Office of College and Career Readiness and the Missouri School Counselor Association. This program meets the requirements set forth in the Educator Certification Requirements and the program's content and delivery structures are guided by national and state standards.

The state mentoring program offers growth and learning to both the mentee and the mentor in a collaborative working relationship that allows new school counselors to become better able to plan, implement, deliver, evaluate and enhance their comprehensive school counseling programs. The mentoring program offers an opportunity for some of Missouri's exceptional school counselors to draw from their experiences and knowledge to enhance the professional skills of new school counselors for fully implementing comprehensive school counseling programs within their districts.

A school administration committed to the Counselor Mentoring Program understands the value of mentoring and its potential impact on school counselor success. The program is also an attractive incentive for new school counselors to succeed in a school culture that supports the academic, career, and social-emotional development of all students.

For additional information about the mentoring program contact:

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## Goals for the Program

1. The program's first goal is to offer a professional development opportunity to new and returning counselors along with mentors that encourage skill development, collaboration and reflection.
2. A second goal is to become familiar with the responsibilities and administrative culture that are inherent in a comprehensive school counseling program.
3. The third goal is to support new and returning school counselors in their work with students and to build a network of new and returning school counselors.

## Regional Chairs

<i>Central</i>	<b>Heather Martin</b>	<a href="mailto:martinh@smithton.k12.mo.us">martinh@smithton.k12.mo.us</a>
<i>Greater Kansas City</i>	<b>Lynn Knoch</b>	<a href="mailto:knoch@lawsoncardinals.org">knoch@lawsoncardinals.org</a>
<i>Mid-Missouri</i>	<b>Melissa Head</b>	<a href="mailto:mhead@nc.k12.mo.us">mhead@nc.k12.mo.us</a>
<i>Northeast</i>	<b>Melissa VanDusseldorp</b>	<a href="mailto:mvandusseldorp@milan.k12.mo.us">mvandusseldorp@milan.k12.mo.us</a>
<i>Northwest</i>	<b>Rebecca Arway Becky Houtchens</b>	<a href="mailto:ArwayR@polo.k12.mo.us">ArwayR@polo.k12.mo.us</a> <a href="mailto:Houtchens@maryviller2.com">Houtchens@maryviller2.com</a>
<i>St. Louis &amp; Jefferson County</i>	<b>Stephanie Moran Dr. Laura Curran</b>	<a href="mailto:smoran@stcharlessd.org">smoran@stcharlessd.org</a> <a href="mailto:lcurran@yahoo.com">lcurran@yahoo.com</a>
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<i>Southeast</i>	<b>Lori Kayser</b>	<a href="mailto:lkayser@jr2mail.org">lkayser@jr2mail.org</a>
<i>Southwest</i>	<b>Jenn Sullivan-Cox Raegan Fox Tara Volk</b>	<a href="mailto:jennlistens@gmail.com">jennlistens@gmail.com</a> <a href="mailto:raegan.fox@zizzers.org">raegan.fox@zizzers.org</a> <a href="mailto:tvolk@Houston.k12.mo.us">tvolk@Houston.k12.mo.us</a>

# STAKEHOLDERS IN THE MENTORING PROGRAM



# Overview of Year One Experiences

Mentees and mentors complete contact log and share with regional chair. This can easily be done in a digital form such as Google. **Make sure you save a copy of your contact log in your personnel folder at the district. A couple sentence reflection enhances your experience. Use the guided questions to reflect and respond. Sharing of the experience itself (calendar/IIR/crisis plan is not mandatory but strongly encouraged to help in reflections!**

**The contact log is the only piece that will be turned in to your regional chair!** Minimal monthly contact is required by dates on the far left column.

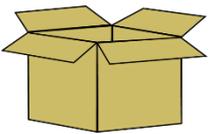
No specific dates are noted as they are flexible. Use the date column to indicate discussions over all of the topics listed. All need to be addressed within the year but do not have to be in order. The order listed is one a mentee may follow but might not work in all cases.

School Counseling Mentoring Contact Log Year 1				
*remember once a month contact is required even if all discussion topics have been met*				
Date	Type of Contact	Discussion Topics	Mentee Reflection	Mentor Reflection/Follow Up
		SS calendar in place for the year? Weekly and monthly schedule? (beginning of year)		
		IS is an updated referral process in place for students - referring to outside providers and referring to counseling office? (beginning of year) *See Resource List Page for material*		
		SS any concerns with classroom management?		
		Check in about self care (mid year)		
		SS discuss evaluation and relevance of student outcomes - how to prepare (after December)		
		CUIT how does your vertical alignment look? Is there improved communication that could improve transitions and decrease overlap?		
		consideration of professional development/organizations. Check to see interest or topics and what might be applicable. (spring)		
		SS what insight does your IIR provide? Do you need help filling it out?		

# Calendaring

Suggested: October

<b>Assignment</b>	<p>Create a yearlong calendar for your comprehensive school counseling program that includes activities designed to develop student skills within the three (3) content areas of the Comprehensive School Counseling Program: Academic Development, Career Development, and Social-Emotional Development. Be sure to identify system support activities.</p> <p>Some sample calendars can be found for each grade level on the DESE website: <a href="https://dese.mo.gov/college-career-readiness/school-counseling/system-support#calendaring">https://dese.mo.gov/college-career-readiness/school-counseling/system-support#calendaring</a></p>
<b>Reflection/Guiding Questions</b>	<ul style="list-style-type: none"><li>• Does your calendar equally represent all 3 domains?</li><li>• Are their months you know ahead of time will need lots of preparation?</li><li>• Where will I put this calendar to reference it readily if need be?</li><li>• Where did you find events and items necessary for a calendar? Do you have a similar person in position or close resource?</li><li>• Is there an event or time you do not feel prepared for? Whom can you reach out to now to help ease that potential burden?</li></ul>



**Think outside the box!** This can be a *typical “table” like format, a Google Calendar, A BUBBLE MAP, etc...* what works best for you and your planning style!

# Responsive Services Review

Suggested: January

<b>Assignment</b>	<p>Review your school or building crisis plan. Reflect on if it meets the needs of the students in your building today in reference to crises that could occur Utilize the examples below to help guide your reflection.</p> <p>DESE: <a href="https://dese.mo.gov/sites/default/files/2018SC_crisisplan.pdf">https://dese.mo.gov/sites/default/files/2018SC_crisisplan.pdf</a>  <a href="http://moschoolcounselor.org/files/2014/07/MSCA-Crisis-Manual-2017.pdf">http://moschoolcounselor.org/files/2014/07/MSCA-Crisis-Manual-2017.pdf</a></p> <p><b>CAREER CENTER:</b> Review your own building crisis plan and how each sending school fits within that plan. Are you aware of the plan for each school? Do you have examples or could you brainstorm situations in which you would need the ins and outs of both?</p>
<b>Reflection/Guiding Questions</b>	<ul style="list-style-type: none"> <li>• Is the plan up to date with resources?</li> <li>• What is the process for reviewing the document?</li> <li>• What needs to be included to make the resource comprehensive?</li>   <li>• Do you feel well informed on topics such as <b>suicide prevention or trauma informed schools</b>? Reaching out for professional development and planning it might be a good idea to do with your mentor!</li> </ul>



**Think outside the box!** What does responsive services in your setting look like? Do you know the referral procedure and contacts for those locations? If not, how could you find out?

# Internal Improvement Review

Suggested: March/April

<b>Assignment</b>	<p>Complete the Internal Improvement Review (IIR) document to review your school district's level of implementation of the comprehensive school counseling program. <b>If you are unsure of how to complete, make sure you check out the <a href="#">step by step video</a> to walk you through!</b></p> <p>In the "Evaluation" tab on the School Counseling Home page: <a href="https://dese.mo.gov/college-career-readiness/school-counseling#mini-panel-school-counseling4">https://dese.mo.gov/college-career-readiness/school-counseling#mini-panel-school-counseling4</a></p> <p><a href="https://dese.mo.gov/sites/default/files/IIR_01_18_1.xlsx">https://dese.mo.gov/sites/default/files/IIR_01_18_1.xlsx</a></p>
<b>Reflection/Guiding Questions</b>	<ul style="list-style-type: none"><li>• What would your comprehensive school counseling program evaluation plan look like? (based on the IIR data)</li><li>• What was most revealing about your IIR? Was it mostly expected? Any surprises?</li> <li>• How will you share this information? At an advisory? With administration?<ul style="list-style-type: none"><li>○ Do you feel comfortable advocating for your program (if necessary) through the proper channels?</li></ul></li></ul>



**Think outside the box!** How does data drive what you do each year?  
What changes would you suggest based on data gathered this year?

# Overview of Year Two Experiences

Mentees and mentors complete contact log and share with regional chair. This can easily be done in a digital form such as Google. **Make sure you save a copy of your contact log in your personnel folder at the district. A couple sentence reflection enhances your experience. Use the guided questions to reflect and respond. Sharing of the experience itself (calendar/IIR/crisis plan is not mandatory but strongly encouraged to help in reflections!**

**The contact log is the only piece that will be turned in to your regional chair!** Minimal monthly contact is required by dates on the far left column.

No specific dates are noted as they are flexible. Use the date column to indicate discussions over all of the topics listed. All need to be addressed within the year but do not have to be in order. The order listed is one a mentee may follow but might not work in all cases.

<b>School Counseling Mentoring Contact Log Year 2</b>					
*remember once a month contact is required even if all discussion topics have been met*					
Date	Type of Contact		Discussion Topics	Mentee Reflection	Mentor Reflection/Follow Up
		SS	has a principal/counselor agreement been established? If not, what support can be provided?		
			check in about self-care!		
		SS	research your building CSIP goals and reference where school counseling falls and how you program and data can help the goals.		
		SS	do you know proper channels for advocating for your program? How is data shaping up and how can that be shared to stakeholders?		

# Principal/Counselor Agreement

Suggested: October

<b>Assignment**</b>	<p>Complete the Principal/Counselor Agreement using the resources provided to enhance or establish a positive relationship between parties that values two-way communication.</p> <p><a href="https://dese.mo.gov/sites/default/files/cnsl-admin-principal-counselor-agreement-form-2016.pdf">https://dese.mo.gov/sites/default/files/cnsl-admin-principal-counselor-agreement-form-2016.pdf</a></p> <p>Be sure to also reference the <a href="#">Talking Points</a>, which can provide a great deal of insight as well!</p> <p><b>CAREER CENTER:</b> <i>Evaluate your marketing knowledge and decide how you could improve:</i></p> <ul style="list-style-type: none"> <li>• <i>Marketing of specific programs</i></li> <li>• <i>Needs of each sending schools</i></li> <li>• <i>Marketing tools especially in relation to technology – 1:1 devices vs. rural internet access</i></li> </ul> <p><i>Do you see a gap or area your mentor could assist? Reflect on your current programming strengths and needs to help you grow as a CC Counselor.</i></p>
<b>Reflection/Guiding Questions</b>	<ul style="list-style-type: none"> <li>• What are either your goals or goals together you have with administration?</li> <li>• How did you feel during the process of working on this agreement? Were there other factors that were involved?</li> <li>• How often do you feel this should be revisited?</li> </ul>



**Think outside the box!** This could simply be reflection on relationship with administration and how it affects program. Levels of comfort and job settings definitely play a role into how this looks!

# CSIP Plan

Suggested: January

<b>Assignment</b>	<p>Locate your school district’s Comprehensive School Improvement Plan (CSIP). Make note of goals, objectives, strategies, and action steps that relate to the School Counseling Department in your school. Note how these goals, objectives, strategies, and action steps relate to student outcomes including student achievement.</p> <p><b>CAREER CENTER:</b> Find a Building Improvement Plan or Strategic Improvement plan if possible – generally a forward thinking plan based on goals and measures for your district/building. What is your role? How do you specifically fit in? *see questions below to reflect*</p> <p>*if possible* locate CSIP plans from your sending schools and/or coordinate with sending schools to see how you can improve and work with their respective CSIP plans.</p>
<b>Reflection/Guiding Questions</b>	<ul style="list-style-type: none"> <li>• What other counseling goals, objectives, strategies, and action steps are needed in your CSIP based on student needs in your school?</li> <li>• How hard was it to find your CSIP plan? They can be online or ask administration!</li> <li>• Do you feel you can use your CSIP to advocate for your program?</li> <li>• How does a school counselor fit into the improvement plan of a school (your school)?</li> <li>• Are you surprised where school counseling fits in or was located?</li> </ul>

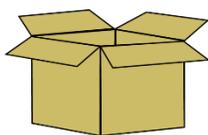


**Think outside the box!** Can’t locate your CSIP→ reflect on how a school counselor improves your setting. Check with your mentor and use their CSIP to get an idea of the document.

# Evaluation

Suggested: April

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Assignment</b></p>	<p>Working from the model of Program (Comprehensive Curriculum) + Personnel (School Counselors) = Results, school counselors evaluate their programs to improve counseling services for all students, to advocate with policymakers for the support needed to fully implement effective programs, and to increase one’s ability to be reflective, investigative practitioners. <b><i>Data directly relating to a CSIP goal may be even more impactful!</i></b></p> <p><b>What does evaluation look like in your setting? SLO? PRoBE? Other?</b> Use the <a href="#">Evaluation</a> page to help with resources!</p> <p><b>Using data is critical for any evaluation of personnel or program! Work with your mentor to decide what experience would best suit you! *You do not have submit student names! You can use graphs/charts to show or summarize information*</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reflection/Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>• How have you grown over the past two years?</li> <li>• Do you have data that you feel shows your impact? What could you do to improve?</li> <li>• What goals do you have for coming years?</li> <li>• How will you be better prepared for evaluation in the future?</li> <li>• What is one area you feel very confident in moving forward? What is one area you will work on or would like professional development?</li> </ul>



**Think outside the box!** How are you and your program evaluated? Is it effective?

# Mentor / Mentee Working Agreement Year One

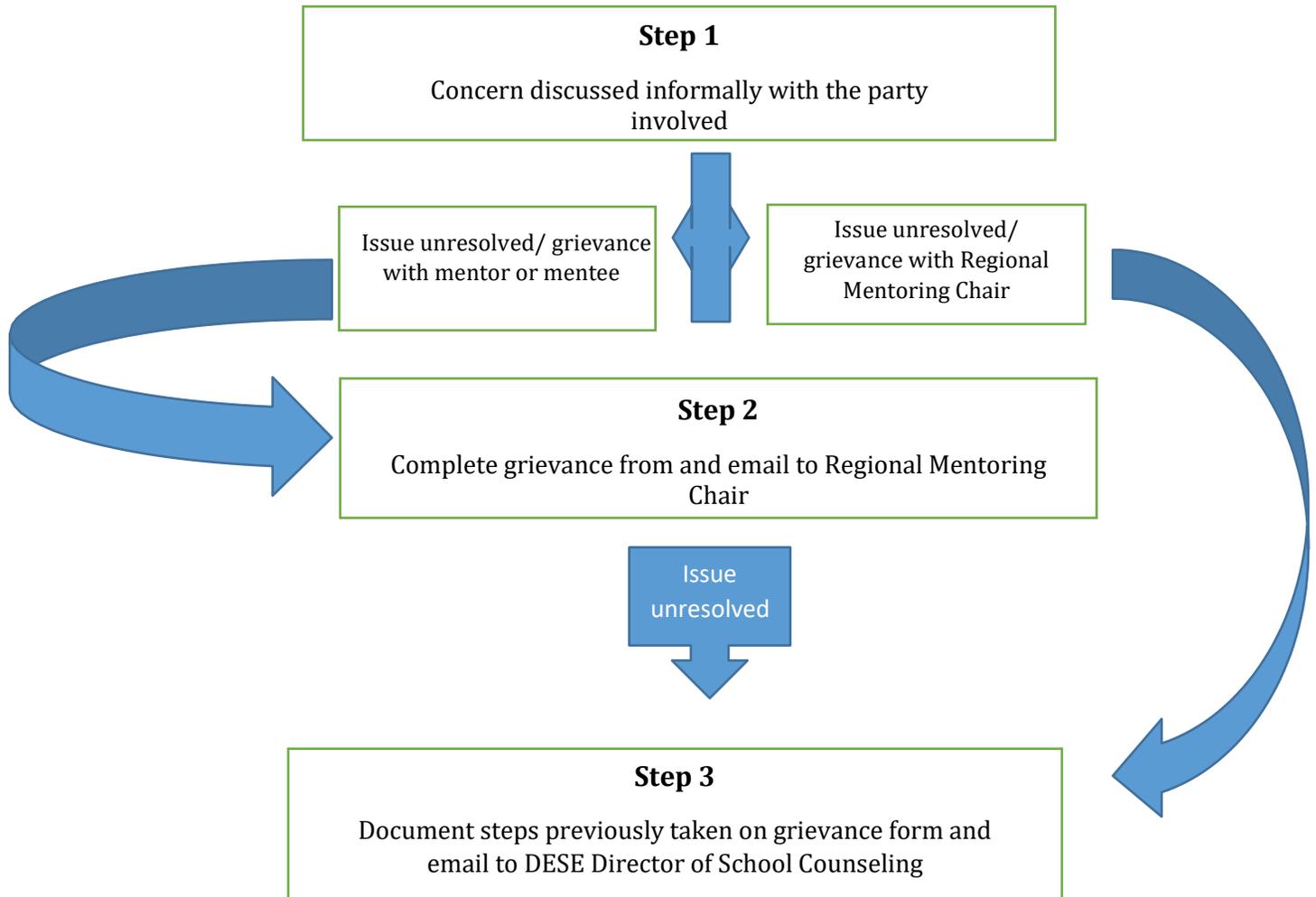
Mentor: \_\_\_\_\_

Mentee \_\_\_\_\_

TASKS	DECISIONS
<p>What time(s) in your schedule will be the best opportunity for communicating?</p>	
<p>Do you have all the necessary contact information (phone, fax, home phone, e-mail, directions to school)?</p>	
<p>How often and where will you meet/communicate to discuss necessary issues and review progress on experiences?</p>	
<p>What are the main concerns the mentee has about implementing the school counseling curriculum based on the comprehensive school counseling content standards (academic, career, and social- emotional development)?</p>	

<p>What are the main concerns the mentee has about implementing the Individual Planning Component (assisting all students with planning, monitoring, and managing their own learning as well as their career development)?</p>	
<p>What are the main concerns the mentee has about the Responsive Services Component (individual counseling, crisis counseling, consultation, small group counseling, and referrals)?</p>	
<p>What are the main concerns the mentee has about the Systems Support (program evaluation, time on task, professional development)?</p>	
<p>What are the main concerns the mentee has about certification?</p>	

## Mentoring Grievance Process Flowchart



# Appendix C

## Mentoring Program Grievance Process

The state mentoring program is designed to promote growth and learning for the mentee and the mentor in a collaborative working relationship. If the collaborative relationship is compromised due to concerns involving the mentoring program, the grievance process should be initiated in order to resolve the issue.

The grievance procedure shall be conducted with the highest level of sensitivity to the privacy of all concerned. All participants in the process are expected to treat as highly confidential any evidence presented and the deliberations occurring at all stages.

**Step 1** - The mentor or mentee with the concern should first attempt to informally discuss the concern directly with the party involved (mentor, mentee, or Regional Mentoring Chair). We hope that most issues will be resolved in this manner, but if the attempt does not remediate the issue and the concern is with the mentor or mentee, **Step 2** of the grievance process should be initiated. If the concern or grievance is with the Regional Mentoring Chair and the Step 1 attempt to remediate was not successful, the mentor or mentee should **skip Step 2** and advance to **Step 3** of the grievance process.

**Step 2**- If the concern or grievance is not successfully remediated through Step 1 of the process, the mentor or mentee with the concern or grievance should complete a grievance form (add link here) and email it to the Regional Mentoring Chair to attempt remediation. The Regional Mentoring Chair should work to adequately resolve the issue, but if the attempt is unsuccessful, the mentor or mentee should advance to **Step 3** of the grievance process.

**Step 3**- If the concern or grievance is not successfully remediated through the first phases of the grievance process, the mentor or mentee with the concern should initiate the final phase of the process. The mentor or mentee should indicate that Steps 1-3 were initiated on the grievance form and forward it to the DESE Director of School Counseling in order to attempt remediation. The DESE Director of School Counseling will work with all parties involved to remediate the issue.