

# Missouri Comprehensive Guidance Program:

## ***A Manual for Program Development, Implementation, Evaluation and Enhancement***

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**Missouri Department of Elementary and Secondary Education**

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**FOREWORD**

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Effective school guidance and counseling programs impact thousands of Missouri students each year. Such vital services, an integral part of each school's educational program, must be designed to address the individual needs of students in their pursuit of successful school experiences.

Research has demonstrated that, in order to provide maximum program benefits that will positively affect all students, school counselors must implement comprehensive developmental guidance services.

The *Missouri Comprehensive Guidance Program—A Manual for Program Development, Implementation, Evaluation and Enhancement* provides administrators and counselors with guidelines for implementation and accountability as they deliver the best possible services to students, parents/guardians, and the community.

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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 in schools. For guidance, the reform and improvement process has required a reconceptualization of guidance from a position/services orientation to a comprehensive guidance 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 services has now become a comprehensive program that is an equal partner with other programs in education.

## Three Premises

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

**Guidance is a program.** Its characteristics are similar to other programs in education and include the following:

- Student grade level expectations (GLE's) (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

**Guidance programs are developmental and comprehensive.** They are developmental in that guidance activities are conducted on a regular, planned, and systematic basis to assist students to achieve guidance 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 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.

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

## Organization of the Manual

The manual is comprised of seven sections:

### **Section I**

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

### **Section II**

- Description of the three major elements of the Missouri Comprehensive Guidance 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 Career Education

### **Section VI**

- Guidance and Special Education

### **Section VII**

- Professional Development



## Who Should Read This Manual?

A goal of this manual is to inform professional school counselors, administrators, and educational staff about and involve them in the development, implementation, management and evaluation of comprehensive school guidance 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, professional school counselors, and other educational staff members.

## Important Points to Remember

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

- A comprehensive guidance program is a complete guidance 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 program is not an add-on to be added on top of the rest of the duties for which professional school counselors are currently responsible. Instead, it is the guidance program, and it contains 100% of the activities and services that professional 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 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 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.
- The job of putting a comprehensive guidance 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 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. Little was said then about the contributions of guidance and the work of professional 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 state of Missouri also recognized the important contributions professional 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 Program (MCGP) in 1984 based on the work of Gysbers and Moore (1975, 1981). The goal of the MCGP was to refocus and redirect guidance activities and to develop guidance and the work of professional school counselors in the schools within a program structure.

The first version of the MCGP 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 MCGP. While this field-testing was taking place, work also was underway to extend the MCGP to the elementary school level. Over 300 professional school counselors and administrators participated in this process. This work was completed by 1988, allowing training on the full K-12 MCGP to begin in 1988. This initial training ended in 1998. During this time period, professional school counselors and administrators in 441 out of 525 school districts across Missouri received training on how to implement MCGP in their local school districts. Training for professional school counselors and administrators continues today through new personnel workshops and comprehensive guidance in-service workshops conducted yearly across Missouri.





*Missouri Comprehensive Guidance* .....



## What Is the Purpose of the Missouri Comprehensive Guidance Program?

The structure of the MCGP helps school districts plan, design, implement, evaluate, and enhance comprehensive, developmental, and systematic guidance programs in kindergarten through grade 12. The purpose of the MCGP 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 programs in which professional school counselors devote full time to guidance and counseling, thereby reaching 100% of their students and enhancing:

- Student academic performance
- Student achievement of guidance program grade level expectations
- Individual planning resulting in the development and 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
- Program accountability through a comprehensive evaluation process (Program + Personnel = Results) that focuses on full program implementation, appropriate personnel evaluation, and student outcomes using relevant school/student data.

## What Is the Definition of the Missouri Comprehensive Guidance Program?

The comprehensive guidance 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 professional 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, personal/social, and career development as well as helping create 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 Curriculum - structured group and classroom presentations
- Individual Planning - appraisal, development of Personal Plans of Study, and successful post-secondary transitions.
- Responsive Services - individual counseling, small-group counseling, consultation, and referral



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- 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 Program for Local School Districts?

When comprehensive guidance programs are fully implemented in local school districts using the MCGP as a guide, what benefits can be expected for students, parents/guardians, teachers, the community, boards of education, administrators, and professional 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
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world
- Increases opportunities for professional school counselor-student interaction
- Develops a system of long-range planning for students



## *Benefits for Parents/Guardians*

- Enhances students' academic performance
- 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/professional school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance program

## *Benefits for Teachers*

- Contributes to a team effort to enhance students' academic performance
- Provides relevant guidance curriculum ideas
- Encourages teachers' input
- Establishes the professional school counselor as a resource/consultant
- Encourages positive, collaborative working relationships
- Defines the role of professional school counselors as educators

## *Benefits for the Community*

- Encourages input from business, industry, labor, and other community partners
- Provides increased opportunities for collaboration among professional school counselors and business, industry, labor, and other community partners
- Enhances the role of the professional school counselor as a resource person
- Increases opportunities for business, industry, labor, and other community partners to actively participate in the total school program



- Enhances students’ academic performance
- 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
- Encourages greater school-community interaction
- Meets the guidance standards found in the Missouri School Improvement Program
- Provides a rationale for including a comprehensive guidance program in a school system
- Provides program information to district patrons
- Provides a basis for determining funding allocations
- Provides ongoing data relative to the attainment of student competencies through the comprehensive guidance program

### *Benefits for Administrators*

- Enhances students’ academic performance
- Provides a clearly defined role and job description for professional school counselors
- Provides a way to supervise and evaluate professional school counselors
- Encourages administrative input and involvement
- Provides a way to meet Missouri School Improvement Program standards for guidance
- Provides structure for the comprehensive guidance program
- Provides a means of accountability through comprehensive guidance program evaluation

... *A Manual for Program Development, Implementation, Evaluation, and Enhancement*



- Enhances the image of the comprehensive guidance program in the community
- Promotes the professional school counselor as a resource/consultant

### *Benefits for Professional School Counselors*

- Provides state-level assistance in the comprehensive guidance program implementation process
- Places guidance in the mainstream of the local curriculum planning process
- Provides clearly defined roles
- Reduces and strives to eliminate non-guidance activities while retaining fair-share responsibilities
- Offers the opportunity to reach all students
- Provides a tool for program management and evaluation
- Outlines clearly defined responsibilities for helping students master guidance competencies
- Addresses the guidance program standards found in the Missouri School Improvement Program
- Enhances student academic performance

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

Comprehensive guidance programs in Missouri – implemented by professional 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 5 years has shown that when professional school counselors have the time, resources, and structure of a comprehensive guidance 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 programs as judged by professional 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).

Professional school counselors in Missouri (430 counselors representing 255 school districts across the state) who rated their guidance 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 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 programs with relevant student outcomes such as achievement and attendance. This study found that in those schools which had more fully implemented guidance programs:

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

## What Resources Are Available to Assist Local School Districts?

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

- The Guidance and Placement Services 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:
  - *Guidelines for Performance Based Professional School Counselor Evaluation*

... *A Manual for Program Development, Implementation, Evaluation, and Enhancement*



(<http://www.dese.mo.gov/divteachqual/profdev/Counselorscoirected2.pdf>)

- *Using the Guidelines for the Performance Based Professional School Counselor Evaluation* (narrated PowerPoint presentation) <http://ucmconnect.ucmo.edu/p43268944/>
  
- The Missouri Center for Career Education (T.R. Gaines 302, Central Missouri State University, Warrensburg, MO [660- 54-8768] <http://missouricareereducation.org/>)  
The following resources may be accessed and obtained from the center
  - On-line Manual
  - Guidance Content Standards and Grade Level Expectations
  - Guidance learning activities
  - Mentoring information and material
  - Calendar of professional development activities
  - Lending library of guidance 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)
  
- Instructional Materials Laboratory (2316 Industrial Drive, Columbia, MO 65202) [1-800-669-2465] <http://www.impl.coe.missouri.edu>. The following materials may be obtained:
  - The Comprehensive Guidance Program Curriculum Resource Kit (“The Box”), including the manual for Elementary (K-4 and 4-6), Middle/Junior High (6-9), and High School (9-12)
  
- SuccessLink (1111 Madison St. Suite 4, Jefferson City, MO. 65101[888-636-4395], <http://www.successlink.org/>)
  - On-line data base of guidance learning activities and activities for other curricular areas



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## SECTION II

# MISSOURI COMPREHENSIVE GUIDANCE PROGRAM: AN OVERVIEW

The Missouri Comprehensive Guidance Program (MCGP) 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 participation in the district's comprehensive guidance program. The organizational framework contains six structural components and four program components. Suggested allocations of the professional 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

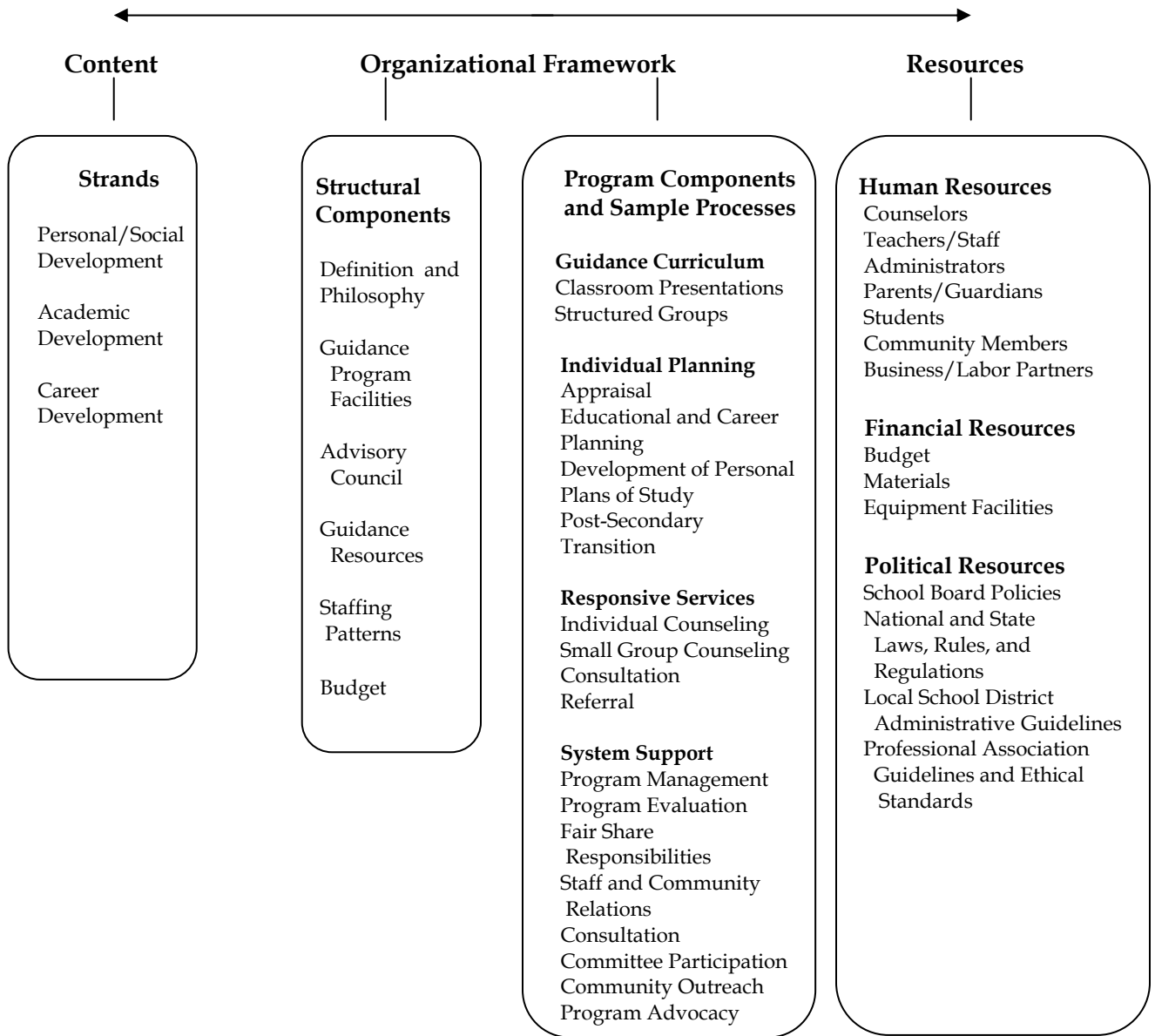
One of the assumptions upon which the MCGP is based is that there is guidance content that all students should have the opportunity to learn. (See Appendix A.) In the MCGP, guidance content is expressed as grade level expectations that students need to acquire along with the grade level expectations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



Figure II-1

Missouri Comprehensive Guidance Program

Elements



	<b>Suggested Use of Counselor Time (Percentage Rate)</b>		
	Elementary School	Middle/Junior High School	High School
Guidance Curriculum	35-45	25-35	15-25
Individual 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 counselor's time should be devoted to the implantation, delivery, and management of the guidance program.**



## *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

## *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

## Organizational Framework

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

### *Six Structural Components*

The six structural components are an important part of the organizational framework of the MCGP 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 program facilities, (c) advisory council, (d) guidance resources, (e) staffing patterns, and (f) budget.

### *Program Definition and Philosophy*

The definition of a comprehensive guidance program identifies the centrality of guidance 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 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 Program Facilities*

To implement a comprehensive guidance program, a guidance center should be established in each building of the district. The guidance 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 center are:

- A well-organized display of guidance 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 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. 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 a building or district-wide career education advisory council.

## *Guidance Resources*

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

## *Staffing Patterns*

For a comprehensive guidance program to function fully and effectively, adequate staffing is required. This means that the minimum state standard for professional school counselor-to-student ratio must be met. The minimum standard requires one professional school counselor for every 401-500 students in grades K-12. However, the desirable standard is one professional school counselor for every 301-375 students in grades K-12. If a district has more than one professional school counselor, a head professional 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 professional school counselors or directors so that they can manage the comprehensive guidance program effectively. Finally, and most importantly,



adequate secretarial/clerical support personnel must be assigned to the comprehensive guidance program to ensure effective program delivery.

## *Budget*

The guidance 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 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 program are grouped into four interactive program components: (a) guidance curriculum, (b) individual 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 program – the student competencies – is delivered through the activities and services of these three components. The guidance curriculum is designed to be the center of the developmental/preventative part of a comprehensive guidance program and thus contains the bulk of the activities to assist students in achieving guidance appropriate grade level expectations. At the same time, however, it is important to remember that the activities and services of the individual planning and responsive services components also provide many opportunities for students to achieve guidance appropriate grade level expectations contained in the content element of the MCGP. 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 program as well as the other educational programs of a district.

## *Guidance Curriculum*

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

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



- **Structured Groups** - Professional school counselors conduct structured groups such as career days in the guidance center or other school facilities.
- **Classroom Presentations** - Professional school counselors – working collaboratively with educational staff members – teach, teach in teams, and assist in teaching guidance curriculum activities in classrooms.

Guidance 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 [www.missouricareereducation.org](http://www.missouricareereducation.org). 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 standards and grade level expectations.

Also, it is important to work closely with teachers to organize where and when guidance 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 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 planning component in a comprehensive guidance program is needed.

The foundation for individual planning is established during the elementary school years through guidance 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 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 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 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’ postsecondary personal, educational, and occupational goals. The individual planning component provides time for regular individual work with students as well as group sessions focusing on individual student planning. Guidance 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 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 planning activities help all students to plan, monitor, and manage their academic, personal/social, and career development. Within this component, activities are designed to help students evaluate their educational, occupational, 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 professional 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 planning is implemented through such strategies as the following:

- **Appraisal** - Professional 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 Occupational Planning** - Professional 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** - Professional 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 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.

## *Responsive Services*

Should professional 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 curriculum and individual planning components.

Parent/guardian involvement with and participation in the activities of this component are critical in helping students overcome barriers to their personal/social, academic and career development achievement. Parent/guardian involvement may include referring their children for assistance, working with professional 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** - Professional 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** - Professional 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 professional school counselors provide to help parents/guardians, teachers, and administrators address the educational, social, and/or emotional needs of students.
- **Referral** - Professional school counselors are familiar with 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 curriculum and individual 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 professional 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, professional 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 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 professional school counselors? The answer to these questions is yes! Thus, a comprehensive guidance program requires a system support component. . The administration and management activities of a district’s comprehensive guidance 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 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 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 responsibilities are tasks such as these that professional 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 professional school counselors above and beyond those assigned to other staff members, these activities are considered non- guidance responsibilities. For further explanations of non-guidance responsibilities, see Section III, pages III-60-65.
- **Professional Development** - Professional 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 program through newsletters, local media, and/or school-community presentations.
- **Consultation** - Professional school counselors consult 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 program.
- **Community Outreach** - Community outreach activities are designed to help professional school counselors gain knowledge about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may require professional 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 Professional School Counselor Evaluation* which can be accessed using the following link: <http://www.dese.mo.gov/divteachqual/profdev/Counselorscorrected2.pdf>. **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 3 for detailed information on results evaluation.



## Suggested Distribution of Total Professional School Counselors' Time

Appropriate use of a professional school counselor's time is crucial in developing and implementing a district's comprehensive guidance program. The four program components provide the structure for judging appropriate allocation of the professional school counselor's time. One criterion to use in making such judgment is the concept of program balance. The guidance curriculum, individual planning, and responsive services program components represent the direct services professional 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 professional 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 professional school counselors' time is the direct services to students and parents/guardians through the program components of guidance curriculum, individual 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 professional school counselors' time across the program components. For example, at the elementary level, more of the professional school counselors' time may be spent working in the guidance curriculum with less time spent on individual 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 professional 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 professional school counselors should spend their time on fully implementing the guidance program. Remember that this includes the fair-share responsibilities found in the system support component. Professional school counselors and administrators who participated in field-testing the MCGP recommended the suggested time percentages seen in Figure II-1 on page II-11.

## Resources

### *Human Resources*

The human resources of a district's comprehensive guidance program — professional school counselors, teachers, administrators, parents/guardians, students, community members,



and business and labor partners – all have roles to play in the guidance program. Although professional 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 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 program.

## *Financial Resources*

Appropriate and adequate financial resources are critical to the success of a comprehensive guidance program. The financial resource categories required for a program include budget, materials, equipment, and facilities. A budget for the guidance 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 activities across the four program components can be fully implemented. Well-designed guidance facilities in each building organized to meet the needs of the guidance program are also required.

## *Political Resources*

The political resources of a comprehensive guidance 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 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 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 professional 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 professional school counselors deliver through a comprehensive guidance program to students, parents/guardians, and the community.



Figure II -

Missouri Comprehensive Guidance Program Components			
<p><b>Guidance Curriculum</b> Provides guidance content in a systematic way to all students K-12</p> <p><b>Purpose</b> Student awareness, skill development, and application of skills needed in everyday life</p> <p><b>Areas and Activities Addressed</b></p> <ul style="list-style-type: none"> <li>• Career Development               <ul style="list-style-type: none"> <li>-Career Awareness</li> <li>-Career Exploration</li> </ul> </li> <li>• Personal/Social Development               <ul style="list-style-type: none"> <li>-Self-Concept</li> <li>-Conflict Resolution</li> <li>-Personal Responsibilities</li> <li>-Peer Friendship</li> <li>-Decision-Making Skills</li> <li>-Substance Abuse Prevention Program</li> <li>- Cross-Cultural Understandings</li> </ul> </li> <li>• Academic Development               <ul style="list-style-type: none"> <li>-Study Skills</li> <li>-Developing Personal Plans of Study</li> <li>-Pre-employment Skills</li> <li>-Job Preparation</li> <li>-Post-Secondary Decision Making</li> </ul> </li> </ul> <p><b>Counselor's Role</b></p> <ul style="list-style-type: none"> <li>• Structured Groups</li> <li>• Classroom Presentations</li> </ul>	<p><b>Individual Planning</b> Assists students in planning, monitoring, and managing their academic, personal/social and career development</p> <p><b>Purpose</b> Development and use of Personal Plans of Study</p> <p><b>Topics Addressed</b></p> <ul style="list-style-type: none"> <li>• Course Selection</li> <li>• Transitioning:               <ul style="list-style-type: none"> <li>Grade to Grade</li> <li>School to School</li> <li>School to Career</li> </ul> </li> <li>• Multiple-Year Planning</li> <li>• Financial Aid</li> <li>• Knowledge of Career Opportunities</li> <li>• Career Awareness</li> <li>• Interest Inventories</li> <li>• Career Shadowing</li> <li>• Work Habits</li> <li>• Setting Personal Goals</li> <li>• Decision-Making Skills</li> </ul> <p><b>Counselor's Role</b></p> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Education and Career Planning</li> <li>• Transitions</li> </ul>	<p><b>Responsive Services</b> Addresses the immediate needs and concerns of students</p> <p><b>Purpose</b> Prevention, intervention</p> <p><b>Topics Addressed</b></p> <ul style="list-style-type: none"> <li>• Academic Concerns</li> <li>• School-related Concerns               <ul style="list-style-type: none"> <li>-Tardiness</li> <li>-Absences and Truancy</li> <li>-Misbehavior</li> <li>-School-avoidance</li> <li>-Dropout Prevention</li> </ul> </li> <li>• Relationship Concerns</li> <li>• Physical/Sexual/Emotional Abuse</li> <li>• Grief/Loss/Death</li> <li>• Substance Abuse</li> <li>• Family Issues</li> <li>• Sexuality Issues</li> <li>• Coping with Stress</li> </ul> <p><b>Counselor's Role</b></p> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Small-Group Counseling</li> <li>• Consultation</li> <li>• Referral</li> </ul>	<p><b>System Support</b> Includes program, staff, and school support activities and services</p> <p><b>Purpose</b> Program delivery and support</p> <p><b>Topics Addressed</b></p> <ul style="list-style-type: none"> <li>• Guidance Program, Development and Management</li> <li>• Parent/Guardian Education</li> <li>• Teacher/Administrator Consultation</li> <li>• School Improvement Planning</li> <li>• Counselor Professional Development</li> <li>• Research and Publishing</li> <li>• Community Outreach</li> <li>• Public Relations</li> <li>• Fair-Share Responsibilities               <ul style="list-style-type: none"> <li>-Bus Duty</li> <li>-Playground Duty</li> <li>-Class/Club Sponsorship</li> <li>-Taking Tickets at Sporting Events</li> </ul> </li> </ul> <p><b>Counselor's Role</b></p> <ul style="list-style-type: none"> <li>• Program Management</li> <li>• Fair-Share Responsibilities</li> <li>• Professional Development</li> <li>• Staff and Community Relations</li> <li>• Consultation</li> <li>• Committee Participation</li> <li>• Community Outreach</li> <li>• Evaluation</li> </ul>



## SECTION III

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

The challenge that districts face is how to make the transition from their current organizational structure for guidance to a comprehensive guidance program based on the Missouri Comprehensive Guidance Program (MCGP). 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 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 professional 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 activities and services.
- 2. Designing** - In the design phase of the transition process, the tasks are to develop a comprehensive guidance 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 program for the district is implemented. This involves gaining adoption of the program by the board of education and removing non-guidance tasks from professional school counselors' duties so that they can conduct the necessary duties of the district's comprehensive guidance 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 program.

## Planning

### *Getting Organized: Year 1*

The getting organized part of planning begins with the district's decision to develop and implement a comprehensive guidance 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 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 program. This is a district-wide committee charged with the responsibility for coordinating the guidance 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 professional 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 department serves as chair.

The responsibilities of the district steering committee include the following:

- Becoming knowledgeable about the Missouri Comprehensive Guidance 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 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 professional school counselors as well as others to accomplish the work to be done to fully implement a comprehensive guidance 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 program. The council provides support, offers advice, reviews present activities, and encourages new activities to meet the goals of the district’s comprehensive guidance 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. 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 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 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 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 program for the district and by authorizing the development and implementation of the program, the board of education

- Authorizes the administration to provide professional school counselors with the time and resources to develop and implement a comprehensive guidance 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 professional 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 professional school counselors to perform the tasks they are assigned in the current program. 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 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 professional 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 professional 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 curriculum, (b) individual planning, (c) responsive services, (d) system support, and (e) non-guidance activities. The goal for this activity is for the professional 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 professional school counselors are currently responsible for, categorized by the four program components and non-guidance activities.

This exercise provides all professional 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. Identify the starting and ending time for the analysis based on the school schedule. The analysis can begin at any time as long as it is conducted for a full school year.
2. Use the 15-minute time intervals and task analysis form (Appendix B). Begin collecting data on Monday, the first week. The next week collect data on Tuesday. On the third week, collect data on Wednesday. On the fourth week, collect data on Thursday, and on the fifth week, collect data on Friday. Beginning with the sixth week, repeat the process for a full school year.
3. Use the time and task analysis form selected to keep track of the actual time professional school counselors currently spend in activities in each program component plus non-guidance activities. Note that the form has a time block for before school, after school, and evening activities conducted as part of the program.
4. Use the Guidelines for Categorizing Guidance 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 category, write in the actual non-guidance 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.
5. 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.
6. 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.
7. 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 program. These factors/trends may include the following:

- Who the current program is actually serving
- Existing resources (personnel, equipment, materials, and facilities)
- Guidance activities presently in place, including those directed by professional school counselors and those directed by others
- Staff expertise that may be helpful in conducting a district's comprehensive guidance program activities
- Attitudes of faculty, staff, and students toward the district's current guidance 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 professional 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 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 program. These factors/trends may include the following:

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

## Designing

### *Developing and Writing the District’s Desired Comprehensive Guidance Program: Years 2 and 3*

The designing phase of the transition process is the time to design the district’s comprehensive guidance program as it should be. Two documents need to be prepared. The first document is the district’s comprehensive guidance 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 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 program technical manual. The work of this phase of the transition process includes conducting the Missouri Comprehensive Student Needs Survey to help determine the focus of the guidance curriculum. See Appendix F for the Missouri Comprehensive Student Needs Survey.

### *Student Needs Assessment*

The Missouri Department of Elementary and Secondary Education has defined *need* as students’ identified perceptions of those guidance content standards for which they need help in mastering. Through the needs assessment process, professional school counselors identify the guidance contents standards that students, staff, and parents/guardians rank as priorities. A



needs assessment is one basis for the selection of student grade level expectations that will form the content of the district's comprehensive guidance program. Other bases include the professional judgment of professional school counselors and the advice and counsel of the advisory council. The needs assessment provides one basis for the selection of guidance program activities to be included in the guidance curriculum, individual 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 Student Needs Survey, see Appendix F for a sample needs assessment.

## Document I: A Sample District's Comprehensive Guidance Program Technical Manual Outline

The next step in the design phase is to develop a district-wide comprehensive guidance program technical manual to be used by professional school counselors. It should include at least the following sections: Introduction, content standards, grade level expectations, structural components, program components, job descriptions, , and ethical standards and local school board policy. In addition, it should include a comprehensive evaluation plan comprised of program implementation review, performance based professional school counselor evaluation and results based evaluation.

It is important to remember that the written district's comprehensive guidance program developed in the design phase is the desired district's 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 program as it currently exists in the district.

### *Section I-Introduction*

The introduction is a brief description of the district's comprehensive guidance 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 program and the important work of professional school counselors and the other professionals involved. This part of the narrative should show how the guidance program connects to and supports the district's Comprehensive School Improvement Plan (CSIP).



## Section II - Content Standards and Grade Level Expectations

This section of the manual lists the content standards in priority order as determined by the needs assessment process. It also identifies those grade level expectations that have been chosen by the guidance staff that will be the focus of the program

## 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 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 professional school counselor-student ratio, and present the operational budget for the program.

### Figure III-1 Sample Definition

*The district’s comprehensive guidance program is an integral part of the district’s total educational program. It is developmental by design and includes sequential activities organized and implemented by professional 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, personal/social, and career 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 Curriculum - structured group and classroom presentations*
- *Individual 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 program is an important and integral part of the overall educational process. Because students develop emotionally, socially, and educationally, the district's guidance program must address the issue of total growth and development. Growth and learning are developmental; therefore, guidance must be developmental and sequential. The need for guidance 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 program is for all students, responding to their developmental needs as well as to their immediate concerns and problems.*



## Section IV - Program Components

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

*Guidance Curriculum.* The district’s guidance curriculum is outlined here by identifying and describing the content standards, grade level expectations, and topics covered in each grade. The student needs assessment process described earlier provides information that helps prioritize the standards and the grade level expectations for the 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 professional school counselor’s time required to conduct the guidance curriculum for elementary, middle school and high school should be listed in this section.

*Individual Planning.* In this section of the manual, a full description of the student’s individual planning process is presented. This should include the Personal Plans of Study that professional school counselors use to facilitate student planning, and the ways parents/guardians are involved. For example, if professional 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 professional school counselor’s time required to achieve the goals of individual 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 professional 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 professional 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 professional 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 professional school counselor’s time for system support, by levels, should be listed in this section.



## Section V - Job Descriptions

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

### *Section VI – Guidelines for Performance-Based Professional School Counselor Supervision and Evaluation*

The state of Missouri *Guidelines for Performance-Based Professional School Counselor Evaluation* standards is 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 professional school counselors. The forms and procedure for these purposes are included as Appendix H. The *Guidelines* can also be found on the Department of Elementary and Secondary Education's website at <http://www.dese.mo.gov/divteachqual/profdev/Counselorscorrected2.pdf>. In addition, a narrated PowerPoint training module for principals that describes how to use the *Guidelines* can be found at <http://ucmconnect.ucmo.edu/p43268944/>

### *Section VII - Ethical Standards and School Board Policy*

To remind professional school counselors and administrators of the ethical guidelines under which professional 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 program in this section. See the Missouri School Board Association's policy for guidance located in Appendix J as a guideline for the development of the local school board policy.



*Document II:  
A Sample District's Comprehensive  
Guidance 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  
Program into Full Operation: Years 3 and 4*

This is the transition phase in which the district's comprehensive guidance 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 activities so that professional 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 program.

*Reassignment of Non-guidance Duties*

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

Budget constraints in many districts may preclude the instantaneous reassignment of non-guidance duties. To ensure that the transition to a fully implemented comprehensive guidance program is made systematically, however, it is critical that a written non-guidance 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 professional school counselors developed the ideas that follow for reassignment consideration. They identified non-guidance 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 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
  - Professional school counselors are not substitute teachers. On an occasional basis, however, professional school counselors could conduct guidance 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 professional 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 program's function. However, it is appropriate for professional 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. Professional 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.
  - Professional 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.
  - Professional 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
  - Professional school counselors should not function as case managers for students with special needs.
  - Professional 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.



- Professional school counselors could take part in staffing 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 professional 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 professional 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 professional school counselors, but it is their responsibility to plan and develop the master schedule.
- B. Acting as the principal of the day
- The professional 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 functions. However, it is appropriate for professional 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 professional 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 Professional School Counselors to Fully Implement the District's Comprehensive Guidance Program*

Using locally identified priorities, professional 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 professional 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 program. Master calendars enable professional school counselors to organize their time to meet students' needs and to communicate the goals of the district's comprehensive guidance program to students, staff, parents/guardians, and the community. Master calendars help to integrate the district's guidance program with other school activities and encourage total staff involvement.

Based on the master calendars for each level, professional 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 program. The weekly planner may also be used as a self-checking device to determine how effectively professional 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 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 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 program and the operational implications of approving it (e.g., budget, reassignment of non-guidance 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 program overview
- A proposed implementation plan that includes multiyear steps and time lines for full implementation; resource needs such as additional staff, facilities, equipment, materials; guidelines for the reassignment of non-guidance 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, 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 program, as an official educational program of the district as well as a plan to implement it including the reassignment of non-guidance activities.
- A board policy that guides the district's comprehensive guidance program. See Appendix J

## *Remove Barriers That Impede Progress*

Making transitions always requires negotiating barriers, especially when people and change are involved. The transition to a district comprehensive guidance 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.

Professional school counselors can learn from the experiences of others who have been involved in implementing comprehensive guidance programs. Approximately 300 professional school counselors and administrators 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. Counselors' job responsibilities do not allow 100% involvement in the guidance 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 program.
8. Some teachers are resistant to relinquish time for classroom guidance activities.
9. There is a lack of communication.



**Missouri Comprehensive Guidance** .....

The same professional 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.

*Provide Public Information*

After the board of education has officially approved the district’s comprehensive guidance 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

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

“Demonstrating accountability through the measured effectiveness of the delivery of the guidance program and the performance of the guidance staff helps ensure that students, parents/guardians, teachers, administrators, and the general public will continue to benefit from quality comprehensive guidance programs” (Gysbers & Henderson, 2006). 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 guidance program. **Personnel evaluation** focuses on the professional 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 program has to be approached from three perspectives: program evaluation, personnel evaluation, and results evaluation.

### *Program Evaluation*

Guidance *program evaluation* asks two questions. First, is there a written guidance program in the school district? Second, is the written guidance 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. It may be found on the web at [www.missouricentercareereducation.org](http://www.missouricentercareereducation.org). It’s 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 program.



Figure III-3 – Program Standards

**6.9 Guidance is an integral part of the instructional program.**

1. A district-wide guidance 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 curriculum is in place and is systematically reviewed and revised modifications to the guidance 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 curriculum.
3. An individual 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 program.

### *Personnel Evaluation*

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

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



5. The professional school counselor uses professional communication and interaction with the school community.
6. The professional school counselor fulfills professional responsibilities.

Guidance program personnel evaluation is based directly on their job descriptions and should have two parts: formative (ongoing) and summative (end) evaluations. The performance-based professional school counselor evaluation form identifies the performance areas to be supervised and evaluated. For each area of responsibility — guidance curriculum, individual 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 Professional School Counselor Evaluation* document lists the professional school counselor's performance standards and criteria with descriptors, which are needed to be an effective professional school counselor delivering a comprehensive guidance program. The document also provides formative and summative evaluation forms. It can be downloaded at the DESE website:

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

To assist administrators in evaluating school counselors, a narrated PowerPoint presentation describing the use of the Guidelines is available at <http://ucmconnect.ucmo.edu/p43268944/>. School counselors are encouraged to work with their administrators in using the *Guidelines*

## *Results Evaluation*

Having established that a guidance program is fully functioning in a school district through program evaluation and having established through personnel evaluation that school counselors and other guidance 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.



### *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 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 programs are doing, not PROVE that something is being done or not being done. Gathering useful data and using it in meaningful ways can strengthen the impact that a comprehensive guidance 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 4-year plan of study

Process data is 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 counselors information on the extent that the guidance program is reaching all students and 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 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 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 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 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 program

## *Conducting Results Based Evaluation*

In 2005 the Guidance and Placement Section of the Division of Career Education 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 (PRBE). 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 professional 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 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 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 activities. Sometimes uncluttered graphs or charts can be used effectively.

## Enhancing

### *Redesigning the Comprehensive Guidance 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 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 program emerges. Evaluation data regarding the effectiveness of the district’s comprehensive guidance 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 program. The following examples illustrate program changes that might be indicated as a result of the evaluation process.

- **Professional school counselor time allocation** - The time that the professional 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 professional 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 program.
- **Non-guidance activities** - The evaluation data might show that the district’s comprehensive guidance program is not yet fully implemented because of non-guidance activities assigned to the professional school counselor. In order to more fully implement the district’s comprehensive guidance program, consideration needs to be given to non-guidance activity reassignment.
- **Professional 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 professional school



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counselor/student ratios in order to fully implement the district’s comprehensive guidance program.

- **Clerical support** - Evaluation results may indicate that the comprehensive guidance program requires the addition of clerical support in order to free up the professional school counselor’s time to more fully implement the district’s comprehensive guidance 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 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. Instead, the redesign process involves making internal changes, such as program content, activities, and time allocations. In addition, it is important to remember that in all phases, annual reports to the Board of Education are required to fully inform them of any changes planned for the district’s comprehensive guidance program.



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## SECTION IV

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

One characteristic of an effective comprehensive guidance program is that it represents a districtwide 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 program. Their involvement in the work that precedes the actual implementation of the program will help make it relevant to 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:

- It is important to maintain student involvement throughout each phase of the district's transition to a fully implemented comprehensive guidance program.
- The student needs assessment process is one way to gain students' input; a second way is through planning. Consider the following strategies:
  - 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 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 program might help other students who are considering dropping out.



Actively maintaining students' involvement in all phases of the district's comprehensive guidance program demonstrates a commitment to a program that is for all students. Some ideas to accomplish this include the following:

- 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 planning process.

## Involving Administrators

Administrative support is critical to the full implementation of the district's comprehensive guidance program. Without it, professional 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 professional school counselors take responsibility for initiating and maintaining ongoing and frequent communication with administrators. When involving administrators, the professional school counselors should keep in mind that administrators have multiple programs to oversee and manage.

If the comprehensive guidance program is to be a priority in administrators' minds as building and district operational decisions are made, professional school counselors must make sure administrators have a thorough understanding of the district's comprehensive guidance program, how the program helps accomplish the overall mission of the district, and what they can do to support the district's comprehensive guidance program. A narrated overview of the Missouri Comprehensive Guidance Program is available to inform administrators about its nature and structure.

It can be found at: <http://ucmconnect.ucmo.edu/p40725355/>. Below are some key areas in which the administrator and counselor can work together to help ensure that the comprehensive guidance program is fully implemented within a school and district.



*Commitment*

**ADMINISTRATOR’S ROLE**

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

**COUNSELOR’S ROLE**

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

*Time*

**ADMINISTRATOR’S ROLE**

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

**COUNSELOR’S ROLE**

Provide administrators with a list of non-guidance duties that the professional school counselors now assume. Meet with administrators to identify and determine alternative ways of assigning non-guidance 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 program, considering that individual and group counseling as well as guidance curriculum and individual planning activities are involved.

**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 program.

**COUNSELOR’S ROLE**

Identify the resources and materials that are needed to fully implement the district’s comprehensive guidance program. Submit 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 professional school counselors' job descriptions and supervise and evaluate professional school counselors using the performance-based professional school counselor evaluation process that the Missouri Department of Elementary and Secondary Education has recommended. See Appendix G.

### **COUNSELOR'S ROLE**

Be sure administrators are aware of and having a working knowledge concerning the professional school counselor performance-based evaluation process. Work with administrators in developing professional 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 narrated PowerPoint presentation that describes this process can be found at <http://ucmconnect.ucmo.edu/p43268944/>

## *Program Evaluation*

### **ADMINISTRATOR'S ROLE**

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

### **COUNSELOR'S ROLE**

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

## Involving Teachers

It is important that all teachers are informed about the district's comprehensive guidance 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 volunteer to participate in each phase of the program.

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

The following are ideas for involving teachers in each phase of the change process.



### *Phase I – Planning:*

- Develop a communication system (e.g. weekly bulletins, systematically “making the rounds” on a regular basis).
- Promote the benefits of the district’s comprehensive guidance 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 staff development to prepare them for their involvement in the district’s comprehensive guidance program.
- Inform teachers when the field-testing of specific aspects of the program will be conducted and seek their input.
- Inform everyone about the student needs assessment process and how they will be involved in completing and using the parent/guardian-teacher form.
- Communicate the results of the student needs assessment and the parent/guardian-teacher results.
- 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 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 staff development activities for those who will be involved in implementing specific aspects of the program (e.g., guidance learning activities).
- Identify student needs as perceived by teachers and relate the student needs to competency statements and to the subject areas in which they can be addressed.
- Work (as appropriate) with teachers to develop guidance curriculum activities/units.
- Publish a list of the guidance 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 presentation. 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 postactivity behavior of students to give you data regarding the success of the program.

### *Phase V – Enhancing:*

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

## 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' opinion, the supporters, dissidents, and seemingly apathetic.
- Plan ways to gain parents/guardians' thoughts/suggestions for the program and for parent/guardian involvement. Consider holding invitational discussion groups or evening meetings about alternative ways to gain parent/guardian involvement. Use the parent/guardian-teacher needs assessment to tap parents/guardians' perceptions of student needs. Provide time for parents/guardians to provide information about their expertise/special interests. (One district found 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.



## Involving the Business and Labor Community

The involvement of people from the working community is important from two perspectives. They 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 working 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 of the business and labor community on the advisory council and in the classroom as resources.
- Develop news releases to send to area businesses and organizations describing the potential and activities of the district’s comprehensive guidance program
- Talk with employers about the district’s guidance program and seek their support and involvement.
- Plan student displays at a variety of work sites.
- Volunteer to attend meetings of service organizations to talk about the district’s guidance program.
- Plan ways to recognize the involvement of members of the working community who are involved in the district’s guidance program.

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

### Final Points in Working with Others

- Be visible and involved with others.
- Recognize participation in the district’s guidance program.
- Share information about the district’s guidance program through newsletters and websites.
- Provide special recognition for things well done.
- Be a salesperson for the program – any program needs selling.

Encourage the participation of all, but don’t be discouraged if everyone does not immediately volunteer to be involved. Keep the door open for all to participate; until they all do become involved, focus on working with those who are ready for involvement.



## SECTION V

### STUDENTS WITH DISABILITIES

A school district's comprehensive guidance 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 Rehabilitation Act.

#### Personnel Standards for Special Education Funded Positions

To achieve the goals of the Missouri Comprehensive Guidance 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 professional school counselors. Professional 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.

Professional 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 professional school counselors are qualified to deliver specific special education services.

The portion of time that the professional 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 professional 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 at [www.dese.state.mo.gov.us/divspeced/](http://www.dese.state.mo.gov.us/divspeced/).



## Professional School Counselors' Responsibilities with Students with Disabilities within the District Comprehensive Guidance Program

The professional school counselor has the responsibility to provide the district's comprehensive guidance program to all students, including students with disabilities. It is incumbent upon the professional school counselor to adapt as needed the activities and services provided in the comprehensive guidance program to meet the needs of all students.

If a professional school counselor is asked to provide services for special education students outside of the scope of the comprehensive guidance 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 professional school counselor spends delivering special education services will not/cannot be counted toward the personnel ratios required for fully implementing the district's comprehensive guidance program for all students.

### Frequently Asked Questions

***What is the Professional School Counselor's role in cognitive assessment?***

Cognitive testing is not part of comprehensive guidance. It is not the professional school counselor's role to administer tests of cognitive abilities. Missouri state certification requirements for professional 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 professional school counselor in Care Teams/Teacher-Support Teams?***

Coordinating and facilitating Care Teams/Teacher-Support Teams is not the sole responsibility of the professional school counselor. Any educational professional can convene Care Teams/Teacher-Support Teams, including professional school counselors. The local school district determines the professional school counselor's role in these teams. If a professional 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.

***What can be done to assist professional school counselors who have special education responsibilities in fully implementing the comprehensive guidance program?***

The professional school counselor's primary responsibility is to fully implement the district's comprehensive guidance 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 professional 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 professional 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 program.

***What is the professional school counselor's role in providing counseling services as a related service on IEPs?***

The Missouri Comprehensive Guidance Program does not include on-going counseling/therapy services to students. Many districts do not approve of professional 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 professional school counselor to provide on-going counseling services.

If a professional 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 professional 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 program.

***Does a professional 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 professional school counselor is not specifically mentioned as a member of this team, but s/he may be included.

***Does a professional 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



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- 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 professional school counselors be case managers for students with disabilities?***

The only time a professional school counselor can be a case manager for students with disabilities is if s/he is certified in an area of special education. If a professional 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 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 professional 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 program.



## SECTION VI

### CAREER EDUCATION 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 Bureau of Labor Statistics, 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. By the year 2000, only 15% of the nation's jobs were available to unskilled workers. Sixty-five percent of jobs require education beyond high school but less than a 4-year college or university degree. 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 Program provides a foundation to support initiatives emphasizing career exploration planning and decision making. As the primary implementer of comprehensive guidance programs, professional school counselors become important partners/collaborators in the educational process. The career development grade level expectations that are present in the Missouri Comprehensive Guidance Program can be used to facilitate career awareness, exploration planning, decision making, and preparation.

In an effort to ensure opportunities for students, professional school counselors need to be aware of current career and technical education initiatives. By being aware of these career and technical education initiatives, professional 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 Career Education 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 plays key roles.



## *Carl D. Perkins Vocational and Applied Technology Act*

This act provides funds to establish articulated Programs of Study that provide students with “a nonduplicative sequence of progressive studies leading a post-secondary experience. Programs of study are the foundation for developing the Personal Plan of Study that will guide students through their high school years and is one of the primary functions of the individual planning process.

### *Tech Prep*

Tech Prep reinforces career paths and career clusters for career exploration and planning. Its purpose is to prepare an academically and technically competent workforce. In Missouri, Tech Prep provides leadership in developing articulated 2-year secondary and 2- or more year postsecondary education programs (2 + 2+ 2) that

- Integrates academic and career education instruction that uses work-based and work-site learning where appropriate
- Builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through contextual academics and integrated instruction in a coherent, nonduplicative sequential course of study
- Provides technical preparation in at least one of the following: arts and communications, business, management and technology, and natural resources
- Leads to the completion of an associate or a baccalaureate degree, postsecondary certificate, or 2- or more year apprenticeship program in a specific career field
- Leads to placement in related employment or to further education

Tech Prep and Guidance are natural partners in efforts to guide students toward developing rigorous and meaningful plans of study that lead students to a successful post-secondary transition into higher education or the workforce.

### *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:

- Increase significantly the mathematics, science, communication, problem solving, and technical achievement of more students to 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 professional 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 System” in place. As defined by HSTW, the “guidance system” incorporates key components of the Individual Planning Process associated with the Missouri Comprehensive Guidance Program.

### *The A+ Schools program*

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 program is key to a successful A+ program. Counselors need to work with students to ensure that they are taking course work 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.

### *Career Clusters*

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. Helping students understand how they can use career clusters to make meaningful educational and career decisions is an important part of the career planning process and a key activity within a comprehensive guidance program. Information about career clusters can be found at the career clusters national website at: [www.careerclusters.org](http://www.careerclusters.org).

### *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 program. Additional information can be found at [www.missouriconnections.org](http://www.missouriconnections.org)



## Collaborating to Enhance Education Through Career and Technical Education Initiatives via the Comprehensive Guidance Program

The Missouri Comprehensive Guidance 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. Professional 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 Program with the Perkins Act, Tech Prep, A+ Schools, and High Schools That Work and Missouri Connections? Simply stated, the career development focus of the Missouri Comprehensive Guidance 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 then to mature naturally into a career choice.

With proper guidance, 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 Program, all professional school counselors are also performing the comprehensive guidance 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 professional 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 career education initiatives such as the Perkins Act, Tech Prep, 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 professional school counselors to be cognizant of and involved in current and future career education initiatives in order to provide maximum educational opportunities for all students.



## SECTION VII

### PROFESSIONAL DEVELOPMENT

Counselors have opportunities for high quality professional development activities to strengthen their knowledge and skills to implement, evaluate, and enhance comprehensive guidance programs in their districts. The Guidance and Placement Section at DESE, the Missouri School Counselor Association (MSCA), Colleges and Universities, and national/state organizations such as the American School Counselor Association, Association for Career and Technical Education (ACTE), Mo. ACTE, High Schools that Work and Tech Prep, National Association of College Admission Counselors (NACAC) and MoACAC, ACT and the College Board provide a variety of professional development opportunities for school counselors.

#### *Mentoring*

Through a partnership with the Division of Career and Technical Education 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 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 <http://missouricareereducation.org/pd/mentoring/forcounselor.html> or by calling Guidance and Placement at 573.751.7966.

#### *DESE Sponsored Workshops*

Each year the Missouri Department of Elementary and Secondary Education sponsor a number of professional development opportunities for school counselors. Building Bridges sponsored by the Division of Career Education is traditionally held in the fall, and the Pathways Conference sponsored by the Missouri Department of Elementary and Secondary Education's Leadership Academy and traditionally held in the spring often has workshops that are relevant to school counselors. Guidance and Placement will periodically hold regional training opportunities for school counselors and new initiatives and refinements to the guidance program warrant.

The Missouri Center for Career Education ([www.mcce.org](http://www.mcce.org)) hosts the "Guidance e-Learning Center in which a variety of on-line professional development opportunities can be found. It is in the process of development and content will continually be added.



## *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. Additional information may be found at its website: [www.schoolweb.missouri.edu/MSCA](http://www.schoolweb.missouri.edu/MSCA)

## *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
- 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 CTE programs, including Guidance and Placement. 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](http://www.mo-acte.org)



## *Other National and State Organizations*

List below are other national 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](http://www.schoolcounselor.org)
- Association for Career and Technical Education:  
[www.acteonline.org](http://www.acteonline.org)
- National Tech Prep Network: <http://www.cord.org/ntpn>
- High Schools That Work:  
<http://www.sreb.org/programs/hstw/hstwindex.asp>
- Making Middle Grades Work:  
<http://www.sreb.org/programs/MiddleGrades/MiddleGradesindex.asp>
- National Association for College Admission Counselors:  
[www.nacacnet.org](http://www.nacacnet.org)
- Missouri Association for College Admission Counselors:  
<http://www.moacac.org>
- ACT: [www.act.org](http://www.act.org)
- College Board: [www.collegeboard.com](http://www.collegeboard.com)



Appendix A  
Content Standards and  
Grade Level Expectations



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

<b>Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>			
<b>Concept</b>	<b>GLE-K</b>	<b>GLE-1</b>	<b>GLE-2</b>
<b>A. Self-Concept</b>	a. Identify basic feelings.	a. Identify a variety of feelings.	a. Express a variety of feelings.
<b>B. Balancing Life Roles</b>	a. Identify personal roles in the family.	a. Identify personal roles in the school.	a.. Identify personal roles in the community.
<b>C. Citizenship and contribution within a diverse community</b>	a. Identify character traits needed for different situations.	a. Recognizing personal character traits.	a. Compare and contrast character traits needed for different situations.
<b>Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>			
<b>A. Quality relationships</b>	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>B. Respect for Self and Others</b>	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.
<b>C. Personal Responsibility in Relationships</b>	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.
<b>Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies</b>			
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	a. Identify safe/unsafe situations.	a. Identify personal safety strategies.	a. Apply personal safety strategies as they relate to different situations.
<b>C. Coping Skills</b>	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 Program Content Standards Grade Level Expectations (GLE)  
Strand PS: Personal and Social Development**

<b>Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>			
<b>Concept</b>	<b>GLE-3</b>	<b>GLE-4</b>	<b>GLE-5</b>
<b>A. Self-Concept</b>	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>B. Balancing Life Roles</b>	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.
<b>C. Citizenship and contribution within a diverse community.</b>	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.
<b>Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>			
<b>A. Quality relationships</b>	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>B. Respect for Self and Others</b>	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.
<b>C. Personal Responsibility in Relationships</b>	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.
<b>Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies</b>			
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	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.
<b>C. Coping Skills</b>	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 Program Content Standards Grade Level Expectations (GLE)  
Strand PS Personal and Social Development**

<b>Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>			
<b>Concept</b>	<b>GLE-6</b>	<b>GLE-7</b>	<b>GLE-8</b>
<b>A. Self-Concept</b>	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>B. Balancing Life Roles</b>	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.
<b>C. Citizenship and contribution within a diverse community</b>	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.
<b>Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>			
<b>A. Quality relationships</b>	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>B. Respect for Self and Others</b>	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.
<b>C. Personal Responsibility in Relationships</b>	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.
<b>Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies</b>			
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	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.
<b>C. Coping Skills</b>	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 Program Content Standards Grade Level Expectations (GLE)  
Strand: PS Personal and Social Development**

<b>Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>				
<b>Concept</b>	<b>GLE - Grade 9</b>	<b>GLE - Grade 10</b>	<b>GLE - Grade 11</b>	<b>GLE-Grade 12</b>
<b>A. Self-Concept</b>	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>B. Balancing Life Roles</b>	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.
<b>C. Citizenship and contribution within a diverse community.</b>	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
<b>Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>				
<b>A. Quality Relationships</b>	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>B. Respect for Self and Others</b>	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.
<b>C. Personal Responsibility in Relationships</b>	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.
<b>Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies</b>				
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	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.
<b>C. Coping Skills</b>	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 Program  
Content Standards Grade Level Expectations (GLE)  
Strand AD: Academic Development Grades K-2**

<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>			
<b>Concept</b>	<b>GLE- Grade K</b>	<b>GLE- Grade 1</b>	<b>GLE- Grade 2</b>
<b>A. Life-long Learning</b>	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>B. Self-management for Educational Achievement</b>	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.
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	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.
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Educational Plans</b>			
<b>A. Educational Planning for Life-long Learning</b>	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 Program  
Content Standards Grade Level Expectations (GLE)  
Strand AD: Academic Development Grades 3-5**

<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>			
<b>Concept</b>	<b>GLE- Grade 3</b>	<b>GLE- Grade 4</b>	<b>GLE- Grade 5</b>
<b>A. Life-long Learning</b>	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>B. Self-management for Educational Achievement</b>	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.
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	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.
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Educational Plans</b>			
<b>A. Educational Planning for Life-long Learning</b>	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 Program  
Content Standards Grade Level Expectations (GLE)  
Strand AD: Academic Development Grades 6-8**

<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>			
<b>Concept</b>	<b>GLE- Grade 6</b>	<b>GLE- Grade 7</b>	<b>GLE- Grade 8</b>
<b>A. Life-long Learning</b>	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>B. Self-management for Educational Achievement</b>	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.
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	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.
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Educational Plans</b>			
<b>A. Educational Planning for Life-long Learning.</b>	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 Program  
Content Standards Grade Level Expectations (GLE)  
Strand AD: Academic Development**

<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>				
<b>Concept</b>	<b>GLE - Grade 9</b>	<b>GLE - Grade 10</b>	<b>GLE - Grade 11</b>	<b>12<sup>th</sup> Grade</b>
<b>A. Life-long Learning</b>	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>B. Self-management for Educational Achievement</b>	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.
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>				
<b>A. Transitions</b>	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.
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Educational Plans</b>				
<b>A. Educational Planning for Life-long Learning</b>	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 Program  
Content Standards Grade Level Expectations (GLE)  
Strand CD: Career Development**

<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.</b>			
<b>Concept</b>	<b>GLE - Kindergarten</b>	<b>GLE - Grade 1</b>	<b>GLE - Grade 2</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work Changes</b>	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.
<b>C. Respect for All Work</b>	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.
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.</b>			
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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.
<b>Big Idea 9: CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>			
<i>A. Personal Skills for Job Success</i>	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>B. Job Seeking Skills</b>	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 Program Content Standards Grade Level Expectations (GLE)  
Strand CD: Career Development**

<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.</b>			
<b>Concept</b>	<b>GLE - Grade 3</b>	<b>GLE - Grade 4</b>	<b>GLE - Grade 5</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work Changes</b>	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.
<b>C. Respect for All Work</b>	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.
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.</b>			
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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.
<b>Big Idea 9: CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>			
<i>A. Personal Skills for Job Success</i>	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>B. Job Seeking Skills</b>	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 Program Content Standards Grade Level Expectations (GLE)  
Strand CD: Career Development**

<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.</b>			
<b>Concept</b>	<b>GLE - Grade 6</b>	<b>GLE - Grade 7</b>	<b>GLE - Grade 8</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work Changes</b>	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.
<b>C. Respect for All Work</b>	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.
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.</b>			
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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.
<b>Big Idea 9: CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>			
<b>A. Personal Skills for Job Success</b>	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>B. Job Seeking Skills</b>	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 Program Content Standards Grade Level Expectations (GLE)  
Strand: CD Career Development**

<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.</b>				
<b>Concept</b>	<b>GLE - Grade 9</b>	<b>GLE - Grade 10</b>	<b>GLE - Grade 11</b>	<b>GLE-Grade 12</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work Changes</b>	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.
<b>C. Respect for All Work</b>	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.
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.</b>				
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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.
<b>Big Idea 9: CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>				
<b>A. Personal Skills for Job Success</b>	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>B. Job Seeking Skills</b>	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 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 Curriculum form the foundation for learning in the Academic Development and Career Development Strands. The Big Ideas and Comprehensive Guidance 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 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 STANDARDS AND CONCEPTS***

##### ***Big Idea1/CG 1      Understanding self as an individual and as a member of diverse local and global communities***

**Concepts:** PS 1/CG 1 A. Self concept  
PS 1/CG 1 B. Balancing life’s roles  
PS 1/CG 1 C. 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 Idea2/CG 2      Interacting with others in ways that respect individual and group differences***

**Concepts:** PS 2/CG 2 A      Quality relationships  
PS 2/CG 2 B      Respect for self and others  
PS 2/CG 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 3/CG 3      Applying personal safety skills**

<b>Concepts:</b>	PS 3/CG 3 A	Safe and healthy choices
	PS 3/CG 3 B	Personal safety of self and others
	PS 3/CG 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 8<sup>th</sup> 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.



**Big Idea4/CG 4      *Applying skills needed for educational achievement***

**Concepts:**      AD 4/CG 4 A Lifelong learning  
                         AD 4/CG 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 Idea5/CG 5      *Applying the skills of transitioning between educational levels***

**Concept:**      AD 5/CG 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 Idea6/CG 6      *Developing and monitoring personal educational plans.***

**Concept:**      AD 6/CG 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 8<sup>th</sup> 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 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: Responsibility taking, 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.

***Big Idea7/CG7Applying career exploration and planning skills in the achievement of life career goals***

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

**Major Points:** \* Career exploration \* Individual 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 Idea8/CG 8 Knowing where and how to obtain information about the world of work and post-secondary training/education.***

- Concepts:**
- A. Career decision making
  - 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 Idea9/CG9Applying employment readiness skills and the skills for on-the-job success***

- Concepts:**
- CD 9/CG 9 A Personal skills for job success
  - CD 9/CG 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

In October of each year school districts will report to DESE in core data the time professional school counselors in each school building spent the previous school year conducting guidance curriculum, individual planning, responsive services, system support and non-guidance activities. To obtain this data, each professional school counselor in the district will conduct an annual time and 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 program. 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](http://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 Curriculum:** The guidance curriculum provides guidance content based on the guidance 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 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 Curriculum.
  
- B. **Individual Planning:** The focus of individual 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 planning can be done with individual students, with small groups of students, in student/parent conferences and workshops.

Remember individual 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 Planning. The following are examples of individual planning activities:

- a. 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
  - i. Enrollment of new students
- b. Reviewing and Revising Personal Plans of Study with students individually or in small groups
  - i. Course advisement and selection
  - ii. Schedule revision based on identified need
- c. Personal Plans of Study conferences with students and parents
  - i. Post-high school planning
  - ii. Retention conferences



- d. Preparing for individual 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:
- a. Individual Counseling: Regularly scheduled individual counseling sessions with students.
  - b. Small Group Counseling: Regularly scheduled small group counseling sessions. The focus is on small group **counseling** and not on guidance curriculum or individual planning activities.
  - c. Consultation: Conferences/workshops with teachers, administrators, parents, other professional school staff, or community agency personnel about individual student behaviors.
  - d. Referral: The referral process includes such activities as:
    - i. Referral paperwork
    - ii. Initial and on-going consultation with parents and other professional staff
    - iii. Initial and on-going contact with referral agencies
    - iv. Activities relating to the re-entry process
    - v. On-going monitoring of student re-adjustment
    - vi. Preparation for Responsive Services Activities
- D. System Support: System Support includes those activities that support the implementation and delivery of the comprehensive guidance program as well as other educational programs in the school and/or district. System support includes such activities as:
- a. Guidance program evaluation activities
  - b. School and community committees
  - c. Program advocacy activities including presentations to staff, parents and community
  - d. Professional development activities
  - e. 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: The Missouri Comprehensive Guidance Program cannot be fully implemented if school counselors are involved in non-guidance duties. Non-guidance duties are duties other than fair share that counselors may currently be performing but are NOT part of the district's comprehensive guidance program. These activities take time away from school counselors' ability to fully implement the program. As such the Missouri Comprehensive Guidance Program does not support



the inclusion of non-guidance activities as school counselor responsibilities. These activities are grouped as follows:

- a. Supervisory Duties
  - i. Coordinating and monitoring school assemblies
  - ii. Hall duty, cafeteria/playground supervision, bus loading and unloading supervision, and restroom supervision
  - iii. Chaperoning school functions and athletic event supervision
  - iv. Substitute teaching
- b. Clerical Duties
  - i. Selling lunch tickets
  - ii. Collecting and mailing out progress reports and deficiency notices
  - iii. Paper work involved in 504 Plans, student assistance teams and other special programs that could be performed by clerical staff
  - iv. Maintaining permanent records and handling transcripts
  - v. Monitoring attendance
  - vi. 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.
  - vii. Completing the paperwork related to changing students' schedules
- c. Administrative Duties
  - i. Developing and updating the student handbook
  - ii. Developing and updating course guides
  - iii. Developing the master schedule
  - iv. Acting as the principal of the day
  - v. Administering discipline
- d. 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 counselors should also be involved on a "fair share" basis. The following steps will assist counselors in determining how to categorize time spent in the testing process:

- i. Figure out how much time, on average, a teacher spends involved in the testing process.
- ii. Calculate how much time you spend involved in the same testing process
- iii. 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

**II. Conducting The Time/Task Analysis**

- A. All professional school counselors in each building 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 program activities within the four components as well as any non-guidance 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 program activities conducted before and after school. An electronic version of this form can be found at <http://missouricareereducation.org/curr/cmd/guidanceplacementG/dlMCGP.php?file=TimeTaskAnalysis.doc>.
- C. Special Considerations: The following are not counted in the time/task analysis:
  - i. Duty free lunch
  - ii. Personal breaks
  - iii. Doctor's appointments

**III. Analyzing and Reporting the Data Locally**

- A. Each counselor is reported for each building
- B. If and when questions arise regarding the categorization of activities, contact the district designee. If there is no district designee contact DESE at 573.751.0857 or [bragg.stanley@dese.mo.gov](mailto:bragg.stanley@dese.mo.gov)

**IV. Submitting Data to DESE**

- A. Reporting the Data
  - i. The data will be reported in minutes
  - ii. Data will be reported twice. In October, Total minutes will be recorded as it is currently recorded. In the spring, results of the time/task analysis will be reported to the district's core data office.
- B. Gathering data for submission
  - i. The district's designee will collect and report the data to the core data office
- C. Reporting before and after school activities
  - i. Core data is limited to the district's contract day.
- D. Time in minutes is averaged in each of the program components over the 10 survey days



<b>Counselor Time &amp; Task Analysis Form 30 minute</b>					
<b>Time</b>	<b>Guidance Curriculum</b>	<b>Individual Planning</b>	<b>Responsive Services</b>	<b>System Support</b>	<b>Non-guidance Activities</b>
7:00-7:15a.m.					
7:15-7;30a.m.					
7:30- 7:45a.m.					
7;45-8:00a.m.					
8:00 -8:15a.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.					
9:15-9:30am					
9:30-9:45 am					
9:45-10:00 am.					
10:00-10:15 am					
10:15-10:30 am.					
10:30-10:45 am.					
10:45-11:00 am					
11:00am-11:15 am					
11:15-11:30 am					
11:30-11:45 am					
11:45-12:00 pm.					
12:00-12:15 pm					
12:15-12:30 p.m.					
12;30-12:45p.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 pm					
2:15-2:30 pm					
2:30-2:45 pm					
2:45-3:00 pm					
3:00-3:15 pm					
3:15-3:30 pm					
3:30-3:45 pm					
3:45-4:00 pm					



	Guidance Curriculum	Individual Planning	Responsive Services	System Support	Non-guidance 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:	



<b>Counselor Time &amp; Task Analysis Form 30 minute</b>					
<b>Time</b>	<b>Guidance Curriculum</b>	<b>Individual Planning</b>	<b>Responsive Services</b>	<b>System Support</b>	<b>Non-guidance Activities</b>
7:00-7:15a.m.					
7:15-7;30a.m.					
7:30- 7:45a.m.					
7;45-8:00a.m.					
8:00 -8:15a.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.					
9:15-9:30am		15			
9:30-9:45 am		15			
9:45-10:00 am.		15			
10:00-10:15 am		15			
10:15-10:30 am.		15			
10:30-10:45 am.		15			
10:45-11:00 am		15			
11:00am-11:15 am		15			
11:15-11:30 am					
11:30-11:45 am			15		
11:45-12:00 pm.			15		
12:00-12:15 pm			15		
12:15-12:30 p.m.	15				
12;30-12:45p.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 pm				15	
2:15-2:30 pm				15	
2:30-2:45 pm					15
2:45-3:00 pm					15
3:00-3:15 pm				15	
3:15-3:30 pm				15	
3:30-3:45 pm				15	
3:45-4:00 pm				15	
	<b>Guidance Curriculum</b>	<b>Individual Planning</b>	<b>Responsive Services</b>	<b>System Support</b>	<b>Non-guidance Activities</b>
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:	



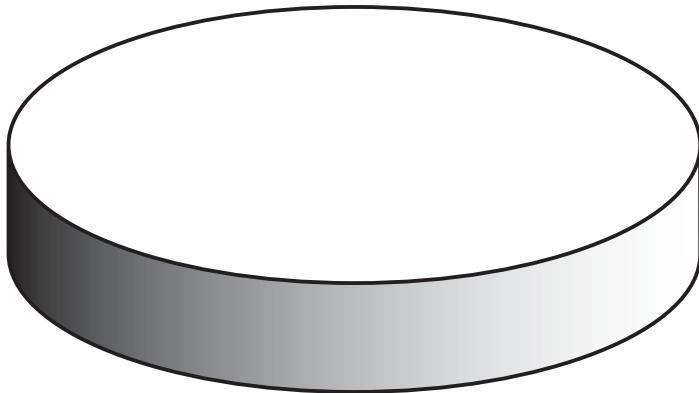
## Appendix C

### Suggested Distributions of School Counselor Time



## SUGGESTED DISTRIBUTIONS OF SCHOOL COUNSELOR TIME

### Time Distribution Elementary Level



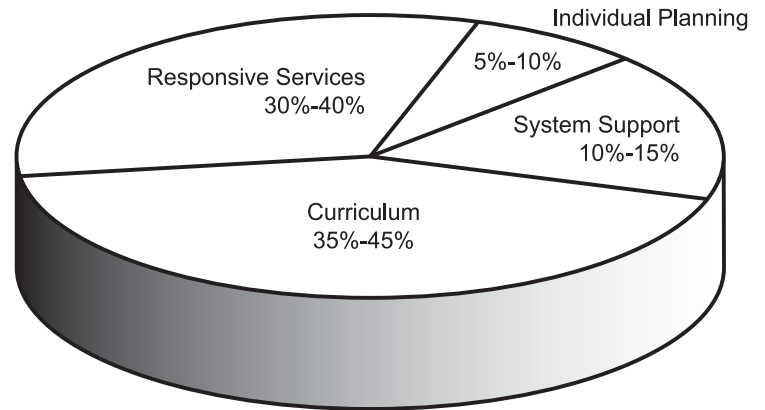
Current District Program Percentages

#### Current District Program Percentages:

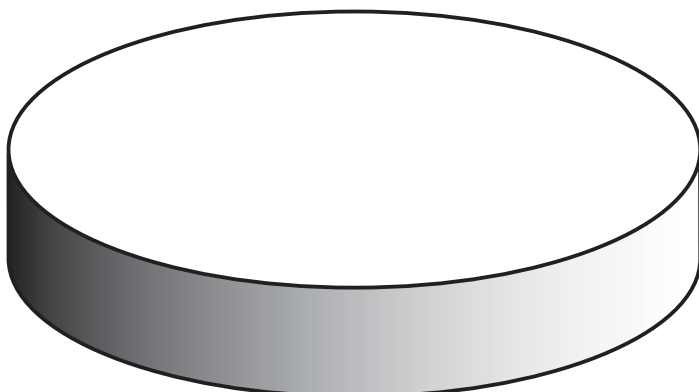
- \_\_\_\_\_ Guidance curriculum
- \_\_\_\_\_ Individual planning
- \_\_\_\_\_ Responsive services
- \_\_\_\_\_ System support
- \_\_\_\_\_ Non-guidance

#### State-Suggested Percentages:

- 35%-45% Guidance curriculum
- 5%-10% Individual planning
- 30%-40% Responsive services
- 10%-15% System support
- 0% Non-guidance



State Suggested Percentages



Desired District Program Percentages

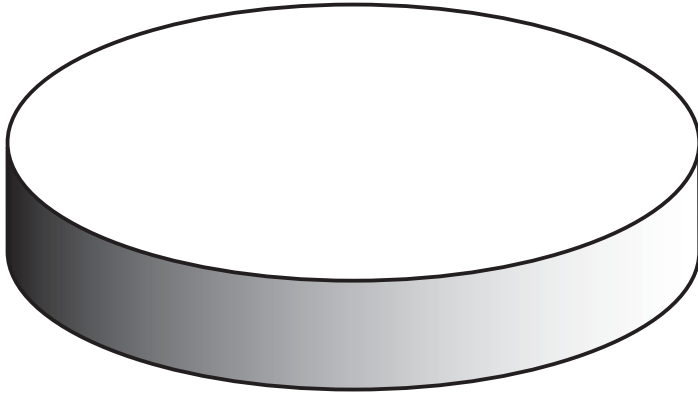
#### Desired District Program Percentages:

- \_\_\_\_\_ Guidance curriculum
- \_\_\_\_\_ Individual planning
- \_\_\_\_\_ Responsive services
- \_\_\_\_\_ System support
- \_\_\_\_\_ Non-guidance



# TIME DISTRIBUTION

## Middle School/Junior High Level



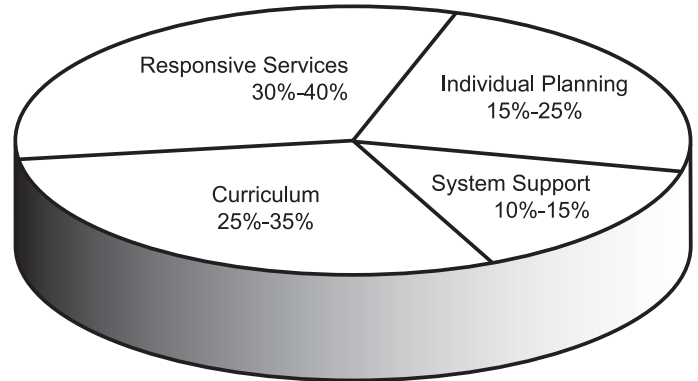
Current District Program Percentages

### Current District Program Percentages:

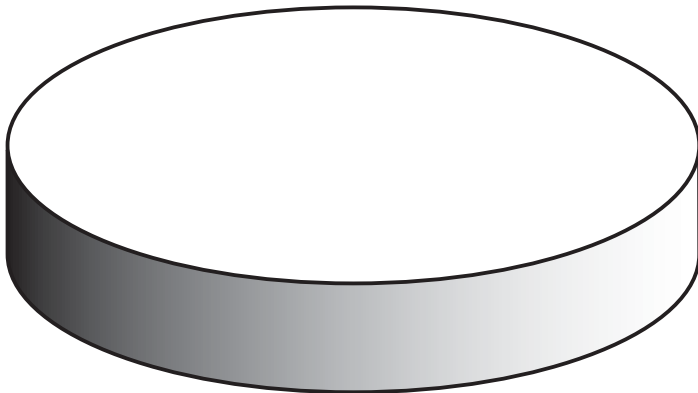
- \_\_\_ Guidance curriculum
- \_\_\_ Individual planning
- \_\_\_ Responsive services
- \_\_\_ System support
- \_\_\_ Non-guidance

### State-Suggested Percentages:

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



State Suggested Percentages



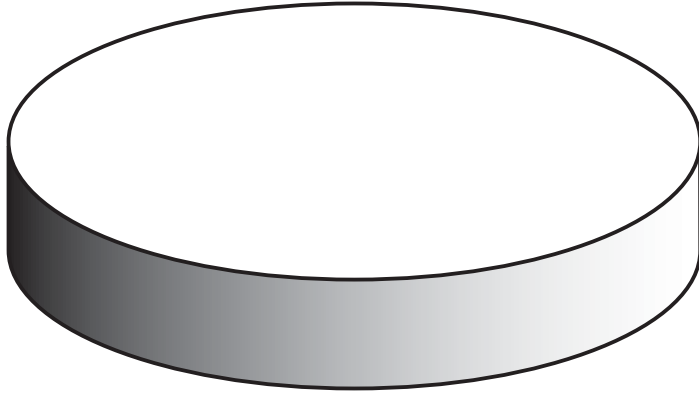
Desired District Program Percentages

### Desired District Program Percentages:

- \_\_\_ Guidance curriculum
- \_\_\_ Individual planning
- \_\_\_ Responsive services
- \_\_\_ System support
- \_\_\_ Non-guidance



## Time Distribution High School Level



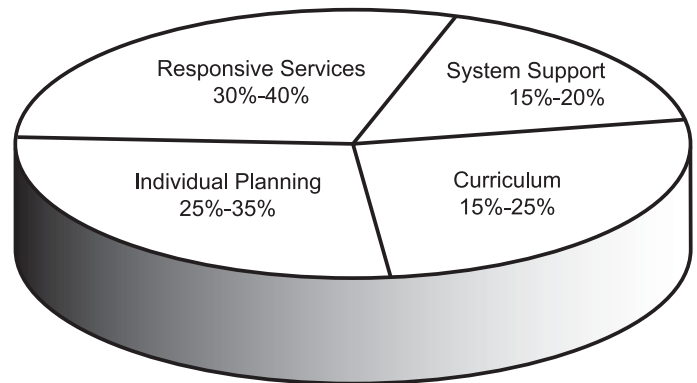
Current District Program Percentages

### Current District Program Percentages:

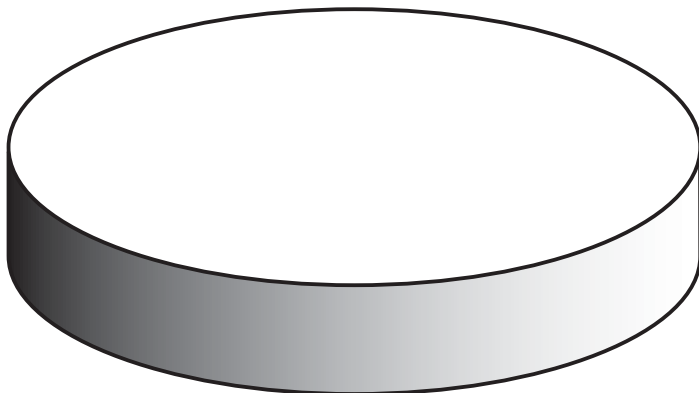
- \_\_\_\_\_ Guidance curriculum
- \_\_\_\_\_ Individual planning
- \_\_\_\_\_ Responsive services
- \_\_\_\_\_ System support
- \_\_\_\_\_ Non-guidance

### State-Suggested Percentages:

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



State Suggested Percentages



Desired District Program Percentages

### Desired District Program Percentages:

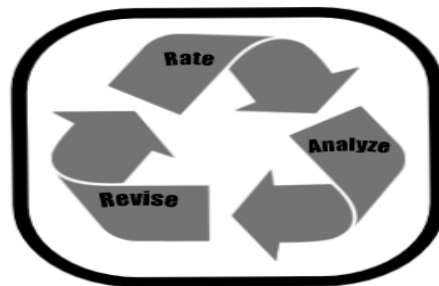
- \_\_\_\_\_ Guidance curriculum
- \_\_\_\_\_ Individual planning
- \_\_\_\_\_ Responsive services
- \_\_\_\_\_ System support
- \_\_\_\_\_ Non-guidance



Appendix D  
Internal Improvement Review



# MISSOURI COMPREHENSIVE GUIDANCE PROGRAM



*Internal Improvement Review  
Enhancing your Program*

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



**INTRODUCTION**

A statewide study in 2005 found that, in schools that had more fully implemented comprehensive guidance programs, there was a measurable positive impact on student achievement as well as on attendance and discipline issues. (Lapan, Gysbers & Kayson, 2005) An issue raised from this study was that, in order to show accountability for comprehensive guidance 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 can have on relevant student outcomes such as those mentioned previously. This concern about the degree of implementation is one that has been in existence for quite some time.

In order to attempt to help deal with this concern, the Internal Improvement Review (IIR) document was developed by the Guidance and Placement Section Staff in the Division of Career Education with input and revisions suggested by Counselor Educators from a majority of the colleges and universities having approved school counselor education programs, members of the Missouri State Guidance Advisory Board, members of the Missouri School Counselor Association and professional school counselors throughout the state.

The IIR is intended to enable a building/district guidance department to realistically determine the degree to which the Missouri Comprehensive Guidance Program has been implemented. The completion of the IIR by the building/district is on a voluntary basis. 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 program. This will result in a positive impact on the achievement of its students as well as allowing the building/district to gauge how closely it is following Missouri School Improvement Program (MSIP) Guidance Standards.



## **COMPLETING THE IIR**

It is recommended that the IIR be filled out by a professional school counselor and an administrator, either principal, superintendent or district designee, working together. This enables the administrator to be more aware of the extent to which the comprehensive guidance program is being implemented in his or her building/district.

The IIR, which begins with the Overview, has been divided into five sections that, in turn, have each been divided into elements considered necessary for the successful implementation of the Missouri Comprehensive Guidance Program Standards in a building/district.

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 program for that element. The scale runs from 1 for minimal implementation to 4 for full implementation. The scale 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 quantity. 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 for each section to help in determining the rating given. While these sources are not exhaustive, they should help raters to arrive at a number representative of the level of implementation for both items and sections.



**ANALYSIS OF THE IIR RESULTS**

To aid in utilization of this scale, **four** descriptors are listed to denote levels of implementation. **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.

The scores for each element, each section, and the complete IIR can then be used to help determine the extent to which the building/district has implemented the Missouri Comprehensive Guidance Program. A scoring summary table allows the element, section and total score to be entered so that results can then be analyzed and strengths and areas in which to consider improvement identified. A sample of an improvement plan has been attached to consider for use or modification when undertaking the improvement process.



Section 1- 6.9.1 Program Overview					
Element	4- Full Implementation	3- Substantial Implementation	2- Moderate Implementation	1- Minimal/No Implementation	Score for Element
A. Comprehensive guidance program objectives are aligned with the district and building CSIP goals and student performance data.	Comprehensive guidance program objectives are <b>fully</b> aligned with <b>both</b> the district and building CSIP goals and student performance data.	Comprehensive guidance program objectives are <b>partially</b> aligned with <b>both</b> the district and building CSIP goals and student performance data.	Comprehensive guidance program objectives are <b>partially</b> aligned with <b>either</b> the district and building CSIP goals <b>or</b> student performance data.	Comprehensive guidance program objectives are <b>not aligned</b> with the district and building CSIP goals and student performance data.	_____
B. The comprehensive guidance program overview includes a written definition, philosophy, and relevant school board policy related to guidance programs.	The comprehensive guidance program overview includes <b>all</b> of the following: 1. A written definition 2. A philosophy 3. A relevant school board policy related to guidance programs.	The comprehensive guidance program overview includes <b>two</b> of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	The comprehensive guidance program overview includes <b>one</b> of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	The comprehensive guidance program overview includes <b>none</b> of the following: 1. A written definition; 2. A philosophy; 3. A relevant school board policy related to guidance programs.	_____
C. The comprehensive guidance program overview fully describes both structural and program components.	The comprehensive guidance program overview <b>fully</b> describes <b>both</b> structural and program components.	The comprehensive guidance program overview <b>fully</b> describes <b>either</b> structural <b>or</b> program components.	The comprehensive guidance program overview <b>partially</b> describes <b>either</b> structural <b>or</b> program components.	The comprehensive guidance program overview <b>does not describe</b> structural and program components.	_____
D. The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with structural and program components of the comprehensive guidance program.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with the structural and program components of the comprehensive guidance program at <b>all</b> levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with the structural <b>and</b> program components of the comprehensive guidance program at <b>most</b> levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with the structural and program components of the comprehensive guidance program at <b>one</b> level.	The comprehensive guidance program overview <b>does not contain</b> job descriptions for professional school counselors that are consistent with the structural and program components of the comprehensive guidance program.	_____
<b>Section 1- 6.9.1 Program Overview</b>					



Missouri Comprehensive Guidance .....

Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
E. The comprehensive guidance program contains identified instructional objectives/ learner objectives that reflect the latest standards and grade level expectations (GLE).	The comprehensive guidance program contains identified instructional objectives/ learner objectives that reflect the latest standards and grade level expectations (GLE) at <b>all</b> levels.	The comprehensive guidance program contains identified instructional objectives/ learner objectives that reflect the latest standards and grade level expectations (GLE) at <b>most</b> levels.	The comprehensive guidance program contains identified instructional objectives/ learner objectives that reflect the latest standards and grade level expectations (GLE) at <b>one</b> level.	The comprehensive guidance program does not contain identified instructional objectives/ learner objectives that reflect the latest standards and grade level expectations (GLE).	_____
F. Professional school counselors delivering guidance services receive regular training on ethical standards outlined by American School Counselor Association (ASCA) and the American Counseling Association (ACA).	Professional school counselors delivering guidance services receive <b>yearly</b> training on ethical standards outlined by American School Counselor Association (ASCA) and the American Counseling Association (ACA).	Professional school counselors delivering guidance services receive training <b>every other year</b> on ethical standards outlined by American School Counselor Association (ASCA) and the American Counseling Association (ACA).	Professional school counselors delivering guidance services receive <b>infrequent</b> training on ethical standards outlined by American School Counselor Association (ASCA) and the American Counseling Association (ACA).	Professional school counselors delivering guidance services receive <b>no</b> training on ethical standards outlined by American School Counselor Association (ASCA) and the American Counseling Association (ACA).	_____
G. The comprehensive guidance program contains a written evaluation plan.	The comprehensive guidance program contains a written evaluation plan that includes <b>all</b> of the following areas: 1. Program 2. Personnel 3. Results	The comprehensive guidance program contains a written evaluation plan that includes <b>two</b> of the following areas: 1. Program 2. Personnel 3. Results	The comprehensive guidance program contains a written evaluation plan that includes <b>one</b> of the following areas: 1. Program 2. Personnel 3. Results	The comprehensive guidance program contains a written evaluation plan that includes <b>none</b> of the following areas: 1. Program 2. Personnel 3. Results	_____
H. The Guidance Advisory Council Takes an active role in the implementation of the comprehensive guidance program.	The Guidance Advisory Council performs <b>all</b> of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the comprehensive guidance program.	The Guidance Advisory Council performs <b>two</b> of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the comprehensive guidance program.	The Guidance Advisory Council performs <b>one</b> of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the comprehensive guidance program.	The Guidance Advisory Council performs <b>none</b> of the following actions: 1. Meets at least twice a year 2. Reviews all pertinent information 3. Makes recommendations for the comprehensive guidance program.	_____



Section 1- 6.9.1 Program Overview					
Element	4- Full Implementation	3- Substantial Implementation	2- Moderate Implementation	1- Minimal/No Implementation	Score for Element
I. The comprehensive guidance program is revised as needed.	The comprehensive guidance program is revised as needed <b>each</b> year as a result of <b>both</b> reviewing and analyzing guidance program evaluations and advisory council input	The comprehensive guidance program is revised as needed <b>each</b> year as a result of <b>either</b> reviewing and analyzing guidance program evaluations <b>or</b> through advisory council input	The comprehensive guidance program is revised as needed <b>every other</b> year as a result of <b>either</b> reviewing and analyzing guidance program evaluations <b>or</b> through advisory council input	The comprehensive guidance program <b>is not</b> revised as needed <b>at least every other year</b> .	_____
J. Comprehensive guidance program evaluation includes consideration of students' attainment of learner objectives and the effectiveness of implementation of the program.	Comprehensive guidance program evaluation includes consideration of students' attainment of learner objectives and the effectiveness of implementation of the program as measured by <b>all</b> of the following: 1. Process data 2. Perceptual data 3. Results data	Comprehensive guidance program evaluation includes consideration of students' attainment of learner objectives and the effectiveness of implementation of the program as measured by <b>two</b> of the following: 1. Process data 2. Perceptual data 3. Results data	Comprehensive guidance program evaluation includes consideration of students' attainment of learner objectives and the effectiveness of implementation of the program as measured by <b>one</b> of the following: 1. Process data 2. Perceptual data 3. Results data	Comprehensive guidance program evaluation <b>does not</b> include consideration of students' attainment of learner objectives and the effectiveness of implementation of the program as measured by: 1. Process data 2. Perceptual data 3. Results data	_____
K. The guidance staff is responsible for the design and implementation of the comprehensive guidance program.	The guidance staff is <b>fully</b> responsible for the design and implementation of the comprehensive guidance program.	The guidance staff is <b>largely</b> responsible for the design and implementation of the comprehensive guidance program.	The guidance staff is <b>minimally</b> responsible for the design and implementation of the comprehensive guidance program.	The guidance staff <b>is not</b> responsible for the design and implementation of the comprehensive guidance program.	_____



Missouri Comprehensive Guidance .....

Section 1- 6.9.1 Program Overview					
Element	4- Full Implementation	3- Substantial Implementation	2- Moderate Implementation	1- Minimal/No Implementation	Score for Element
L. Comprehensive guidance evaluation results are reported to identified stakeholders of the comprehensive guidance program.	Comprehensive guidance evaluation results are reported to <b>all</b> identified stakeholders of the comprehensive guidance program.	Comprehensive guidance evaluation results are reported to <b>most</b> identified stakeholders of the comprehensive guidance program.	Comprehensive guidance evaluation results are reported to <b>a few</b> identified stakeholders of the comprehensive guidance program.	Comprehensive guidance evaluation results <b>are not</b> reported to identified stakeholders of the comprehensive guidance program.	_____
M. Evaluation results are used to determine priorities for the comprehensive guidance program.	Evaluation results are used on <b>a continuous basis</b> to determine priorities for the comprehensive guidance program.	Evaluation results are used on <b>an infrequent basis</b> to determine priorities for the comprehensive guidance program.	Evaluation results are <b>seldom</b> used to determine priorities for the comprehensive guidance program.	Evaluation results are <b>not</b> used to determine priorities for the comprehensive guidance program.	_____
N. Action plans have been developed for comprehensive guidance program improvement, based on program evaluation results.	Action plans used for comprehensive guidance program improvement determined by program evaluation results, include <b>all</b> 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 comprehensive guidance program improvement determined by program evaluation results, include <b>four</b> 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 comprehensive guidance program improvement determined by program evaluation results, include <b>two</b> 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 <b>not</b> used for comprehensive guidance program improvement.	_____
O. 100% of the counselor(s) time is spent on implementing the Comprehensive Guidance Program in the district.	<b>100%</b> of the counselor(s) <b>FTE time</b> as noted by Position Code 50 on Core Data Screen 20 is spent on implementing the Comprehensive Guidance Program in the district.	<b>95%</b> of the counselor(s) <b>FTE time</b> as noted by Position Code 50 on Core Data Screen 20 is spent on implementing the Comprehensive Guidance Program in the district.	<b>90 %</b> of the counselor(s) <b>FTE time</b> as noted by Position Code 50 on Core Data Screen 20 is spent on implementing the Comprehensive Guidance Program in the district.	<b>Less than 90%</b> of the counselor(s) <b>FTE time</b> as noted by Position Code 50 on Core Data Screen 20 is spent on implementing the Comprehensive Guidance Program in the district.	_____
				<b>Total Score for Section 1- 6.9.1 Program Overview→</b>	_____
					<b>Total Score</b>



Section 2-6.9.2- Curriculum					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
A. The comprehensive guidance curriculum reflects the most recently developed standards and grade level expectations.	The comprehensive guidance curriculum, at <b>all</b> levels, reflects the most recently developed standards and grade level expectations.	The comprehensive guidance curriculum, at <b>most</b> levels, reflects the most recently developed standards and grade level expectations.	The comprehensive guidance curriculum, at <b>few</b> levels, reflects the most recently developed standards and grade level expectations.	The comprehensive guidance curriculum <b>does not</b> reflect the most recently developed standards and grade level expectations.	_____
B. Students participate in classroom and group guidance curriculum activities.	<b>All</b> students participate in classroom and group guidance curriculum activities.	<b>At least 85%</b> of the students at all levels participate in classroom and group guidance curriculum activities.	<b>50-84%</b> of the students at all levels participate in classroom and group guidance curriculum activities.	<b>Less than 50%</b> of the students at all levels participate in classroom and group guidance curriculum activities.	_____
C. The comprehensive guidance curriculum is articulated.	The comprehensive guidance curriculum is articulated through <b>all</b> grade levels.	The comprehensive guidance curriculum is articulated through <b>most</b> grade levels.	The comprehensive guidance curriculum is articulated through a <b>few</b> grade levels.	The comprehensive guidance curriculum <b>is not</b> articulated.	_____
D. Student data and needs survey results are used to establish priorities for grade level expectations for comprehensive guidance curriculum activities.	Student data and needs survey results are used to establish priorities for grade level expectations for comprehensive guidance curriculum activities at <b>all</b> grade levels.	Student data and needs survey results are used to establish priorities for grade level expectations for comprehensive guidance curriculum activities at <b>most</b> grade levels.	Student data and needs survey results are used to establish priorities for grade level expectations for comprehensive guidance curriculum activities at <b>a few</b> grade levels.	Student data and needs survey results are <b>not</b> used to establish priorities for grade level expectations for comprehensive guidance curriculum activities.	_____
E. Regularly scheduled classroom comprehensive guidance program curriculum visits are noted on school calendars.	Regularly scheduled classroom comprehensive guidance program curriculum visits are noted on school calendars for <b>the entire year</b> .	Regularly scheduled classroom comprehensive guidance program curriculum visits are noted on school calendars <b>each semester</b> .	Regularly scheduled classroom comprehensive guidance program curriculum visits are noted on school calendars for <b>a quarter</b> .	Regularly scheduled classroom comprehensive guidance program curriculum visits are <b>not noted</b> on school calendars.	_____
F. Comprehensive guidance program curriculum effectiveness is evaluated and revised as needed.	Comprehensive guidance program curriculum effectiveness is evaluated and revised as needed on an <b>annual</b> basis.	Comprehensive guidance program curriculum effectiveness is evaluated and revised as needed every <b>other year</b> .	Comprehensive guidance program curriculum effectiveness is evaluated and revised <b>infrequently</b> .	Comprehensive guidance program curriculum effectiveness <b>is not</b> evaluated and revised as needed.	_____



*Missouri Comprehensive Guidance* .....

Section 2-6.9.2- Curriculum					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
G. The comprehensive guidance program curriculum is based on needs assessment information and reflects the characteristics of the building/district.	The comprehensive guidance program curriculum is <b>fully based</b> on needs assessment information and reflects the characteristics of the building/district.	The comprehensive guidance program curriculum is <b>largely based</b> on needs assessment information and reflects the characteristics of the building/district.	The comprehensive guidance program curriculum is <b>minimally based</b> on needs assessment information and reflects the characteristics of the building/district.	The comprehensive guidance program curriculum is <b>not based</b> on needs assessment information and <b>does not</b> reflect the characteristics of the building/district.	_____
H. Comprehensive guidance program budget planning includes provisions for different types of resources that assist students in achieving comprehensive guidance grade level expectations.	Comprehensive guidance program budget planning includes provisions for <b>all</b> of the following: 1. an overall program budget 2. equitable access by all 3. guidance staff/student ratios at or below MSIP standards 4. facilities for individual, small and large group use 5. professional development activities for professional school counselors 6. communications equipment (i.e. computers) 7. other equipment and materials sufficient to assist students in achieving grade level expectations.	Comprehensive guidance program budget planning includes provisions for at least <b>five</b> of the following: 1. an overall program budget 2. equitable access by all 3. guidance staff/student ratios at or below MSIP standards 4. facilities for individual, small and large group use 5. professional development activities for professional school counselors 6. communications equipment (i.e. computers) 7. other equipment and materials sufficient to assist students in achieving grade level expectations.	Comprehensive guidance program budget planning includes provisions for at least <b>three</b> of the following: 1. an overall program budget 2. equitable access by all 3. guidance staff/student ratios at or below MSIP standards 4. facilities for individual, small and large group use 5. professional development activities for professional school counselors 6. communications equipment (i.e. computers) 7. other equipment and materials sufficient to assist students in achieving grade level expectations.	Comprehensive guidance program budget planning includes provisions for <b>two or less</b> of the following: 1. an overall program budget 2. equitable access by all 3. guidance staff/student ratios at or below MSIP standards 4. facilities for individual, small and large group use 5. professional development activities for professional school counselors 6. communications equipment (i.e. computers) 7. other equipment and materials sufficient to assist students in achieving grade level expectations.	_____
<b>Section 2- 6.9.2 Curriculum</b>					_____
				<b>Total Score for Section 2- 6.9.2 Curriculum</b> →	_____
					Total Score



<b>Section 3- 6.9.3 Individual Planning</b>					
<b>Element</b>	<b>4- Full Implementation</b>	<b>3- Substantial Implementation</b>	<b>2- Moderate Implementation</b>	<b>1- Minimal/No Implementation</b>	<b>Score for Element</b>
A. Individual planning activities have been implemented to help students.	Individual planning activities have been implemented that help students at <b>all</b> levels.	Individual planning activities have been implemented that help students at <b>most</b> levels.	Individual planning activities have been implemented that help students at <b>a few</b> levels.	Individual planning activities <b>have not been</b> implemented to help students.	_____
B. Individual planning activities of various kinds are used to help students.	Activities have been developed to help students do <b>all</b> of the following: 1. Review their abilities, interests, skills and achievement; 2. Plan personal, educational and occupational goals; 3. Transition to different levels in school.	Activities have been developed to help students do <b>two</b> of the following: 1. Review their abilities, interests, skills and achievement; 2. Plan personal, educational and occupational goals; 3. Transition to different levels in school.	Activities have been developed to help students do <b>one</b> of the following: 1. Review their abilities, interests, skills and achievement; 2. Plan personal, educational and occupational goals; 3. Transition to different levels in school.	Activities <b>have not</b> been developed to help students do <b>any</b> of the following: 1. Review their abilities, interests, skills and achievement; 2. Plan personal, educational and occupational goals; 3. Transition to different levels in school.	_____
C. Individual planning assists students in developing 4-6 year Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning assists <b>all</b> students in developing 4-6 year Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning assists <b>most</b> students in developing 4-6 year Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning assists <b>a few</b> students in developing 4-6 year Personal Plans of Study that are formalized no later than the end of the eighth grade year.	Individual planning <b>does not</b> assist students in developing 4-6 year Personal Plans of Study that are formalized no later than the end of the eighth grade year.	_____
D. Individual planning includes developmentally appropriate activities at elementary, junior high/middle school, high school as applicable in various areas.	Individual planning includes developmentally appropriate activities at elementary, junior high/middle school, high school as applicable in <b>all</b> of the following areas: <b>1. Assessment</b> <b>2. Advisement</b> <b>3. Placement</b>	Individual planning includes developmentally appropriate activities at elementary, junior high/middle school, high school as applicable in <b>two</b> of the following areas: <b>1. Assessment</b> <b>2. Advisement</b> <b>3. Placement</b>	Individual planning includes developmentally appropriate activities at elementary, junior high/middle school, high school as applicable in <b>one</b> of the following areas: <b>1. Assessment</b> <b>2. Advisement</b> <b>3. Placement</b>	Individual planning <b>does not</b> include developmentally appropriate activities at elementary, junior high/middle school, high school as applicable in <b>any</b> of the following areas: <b>1. Assessment</b> <b>2. Advisement</b> <b>3. Placement</b>	_____



Missouri Comprehensive Guidance .....

Section 3- 6.9.3 Individual Planning					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
E. Individual planning includes individual and/or group guidance sessions to give assistance to students and parents/guardians in different areas.	Individual planning includes individual and/or group guidance sessions to give assistance to all students , and parents/guardians when appropriate, in <b>all</b> of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next 3. Using standardized test results effectively.	Individual planning includes individual and/or group guidance sessions to give assistance to all students , and parents/guardians when appropriate, in <b>two</b> of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next 3. Using standardized test results effectively.	Individual planning includes individual and/or group guidance sessions to give assistance to all students , and parents/guardians when appropriate, in <b>one</b> of the following: 1. Educational and career planning 2. Making transitions from one grade level to the next 3. Using standardized test results effectively.	Individual planning <b>does not include</b> individual and/or group guidance sessions to give assistance to all students and parents/guardians when appropriate.	_____
F. Individual planning information is systematically disseminated by various means.	Information is disseminated by <b>all</b> of the following: 1. Information with letter of explanation sent home 2. Large group meetings 3. Small group meetings 4. Individual meetings with parent/student 5. Postings on school website	Information is disseminated by <b>three</b> of the following: 1. Information with letter of explanation sent home 2. Large group meetings 3. Small group meetings 4. Individual meetings with parent/student 5. Postings on school website	Information is disseminated by <b>two</b> of the following: 1. Information with letter of explanation sent home 2. Large group meetings 3. Small group meetings 4. Individual meetings with parent/student 5. Postings on school website	Information is disseminated by <b>one or none</b> of the following: 1. Information with letter of explanation sent home 2. Large group meetings 3. Small group meetings 4. Individual meetings with parent/student 5. Postings on school website	_____
G. Individual planning information, including a Personal Plan of Study when appropriate, is given to students and parents/guardians for review on a regular basis.	Individual planning information, including a Personal Plan of Study when appropriate, is given to students and parents/guardians for review on a <b>yearly</b> basis.	Individual planning information, including a Personal Plan of Study when appropriate, is given to students and parents/guardians for review <b>every other year</b> .	Individual planning information, including a Personal Plan of Study when appropriate, is <b>rarely</b> given to students and parents/guardians for review.	Individual planning information, including a Personal Plan of Study when appropriate, <b>is not</b> given to students and parents/guardians for review.	_____



Section 3- 6.9.3 Individual Planning					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
H. Students and parents/guardians receive appropriate information about requirements at subsequent levels in the students' education.	<u>All</u> students and parents/guardians receive appropriate information about requirements at subsequent levels in the students' education.	<u>Most</u> students and parents/guardians receive appropriate information about requirements at subsequent levels in the students' education.	<u>A few</u> students and parents/guardians receive appropriate information about requirements at subsequent levels in the students' education.	Students and parents/guardians <u>do not</u> receive appropriate information about requirements at subsequent levels in the students' education.	_____
I. Personal Plans of Study for students are actively used during their high school experience. <b><u>(FOR HIGH SCHOOL ONLY)</u></b>	Personal Plans of Study for students are reviewed and revised as needed <u>annually</u> during high school.	Personal Plans of Study for students are reviewed and revised as needed <u>every other year</u> during high school.	Personal Plans of Study for students are reviewed and revised <u>once</u> during high school.	Personal Plans of Study for students <u>are not reviewed and revised</u> during high school.	_____
J. Individual planning activities utilize career paths and/or career clusters to help students with their educational and career planning.	Individual planning activities at <u>all</u> levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities at <u>most</u> levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities at <u>a few</u> levels utilize career paths and/or career clusters as appropriate to help students with their career planning.	Individual planning activities <u>do not</u> utilize career paths and/or career clusters as appropriate to help students with their career planning.	_____
				<b>Total Score for Section 3 - 6.9.3 Individual Planning</b> →	_____
					Total Score



Section 4-6.9.4- Responsive Services					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
A. Students who are experiencing problems that might be interfering with their healthy development can readily access professional school counselors.	<b>All</b> students who are experiencing problems that might be interfering with their healthy development can readily access professional school counselors.	<b>Most</b> students who are experiencing problems that might be interfering with their healthy development can readily access professional school counselors.	<b>A few</b> students who are experiencing problems that might be interfering with their healthy development can readily access professional school counselors.	Students who are experiencing problems that might be interfering with their healthy development <b>cannot</b> readily access professional school counselors.	_____
B. Counseling services are available within school to all students experiencing problems that might be interfering with their personal/social, academic or career development.	<b>All</b> 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	<b>Two</b> 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	<b>One</b> 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	<b>None</b> 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	_____
C. Consultation is utilized to assist all students who are experiencing problems that might be interfering with their healthy development.	Consultation with <b>all of the following</b> is utilized as appropriate to assist students who are experiencing problems that might be interfering with their healthy development: 1. Teachers 2. Parents/guardians 3. Administrators 4. Other school-based personnel 5. Community based mental health professionals	Consultation with <b>three of the following</b> is utilized as appropriate to assist students who are experiencing problems that might be interfering with their healthy development: 1. Teachers 2. Parents/guardians 3. Administrators 4. Other school-based personnel 5. Community based mental health professionals	Consultation with <b>two of the following</b> is utilized to assist students who are experiencing problems that might be interfering with their healthy development: 1. Teachers 2. Parents/guardians 3. Administrators 4. Other school-based personnel 5. Community based mental health professionals	Consultation with <b>one or none of the following</b> is utilized to assist students who are experiencing problems that might be interfering with their healthy development: 1. Teachers 2. Parents/guardians 3. Administrators 4. Other school-based personnel 5. Community based mental health professionals	_____



Section 4-6.9.4- Responsive Services					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
D. An up to date written list of referral services is available to students, and their parents/guardians, who are experiencing problems that might be interfering with the student's healthy development.	An up to date written list of referral services is available to <b>all</b> students, and their parents/guardians, who are experiencing problems that might be interfering with the student's healthy development.	An up to date written list of referral services is available to <b>most</b> students, and their parents/guardians, who are experiencing problems that might be interfering with the student's healthy development.	An up to date written list of referral services is available to <b>a few</b> students, and their parents/guardians, who are experiencing problems that might be interfering with the student's healthy development.	An up to date written list of referral services <b>is not</b> available to students, and their parents/guardians, who are experiencing problems that might be interfering with the student's healthy development.	_____
E. Students, teachers, and parents/guardians are encouraged to make use of identified referral sources as is appropriate.	Students, teachers, and parents/guardians <b>are consistently</b> encouraged to make use of identified referral sources as is appropriate.	Students, teachers, and parents/guardians <b>are sporadically</b> encouraged to make use of identified referral sources as is appropriate.	Students, teachers, and parents/guardians <b>are seldom</b> encouraged to make use of identified referral sources as is appropriate.	Students, teachers, and parents/guardians <b>are not</b> encouraged to make use of identified referral sources as is appropriate.	_____
F. Professional school counselors collaborate with other school personnel in utilizing multiple procedures to systematically identify students at risk and implement strategies to decrease their level of risk.	Professional school counselors collaborate with other school personnel in utilizing <b>three or more</b> of the following procedures to systematically identify students at risk and implement strategies to decrease their level of risk. 1. Periodic Screening 2. Teacher Referral 3. Student self-referral 4. Parent referral	Professional school counselors collaborate with other school personnel in utilizing <b>two</b> of the following procedures to systematically identify students at risk and implement strategies to decrease their level of risk. 1. Periodic Screening 2. Teacher Referral 3. Student self-referral 4. Parent referral	Professional school counselors collaborate with other school personnel in utilizing <b>one</b> of the following procedures to systematically identify students at risk and implement strategies to decrease their level of risk. 1. Periodic Screening 2. Teacher Referral 3. Student self-referral 4. Parent referral	Professional school counselors <b>do not collaborate</b> with other school personnel in utilizing procedures to systematically identify students at risk and implement strategies to decrease their level of risk.	_____



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Section 4-6.9.4- Responsive Services					
Element	4- Full Implementation	3- Substantial Implementation	2- Moderate Implementation	1- Minimal/No Implementation	Score for Element
G. Counselors actively participate in activities involving building/district crisis management plans.	Counselors actively participate in <b>all</b> of the following activities involving building/district crisis management plans : 1. Planning 2. Revision as needed 3. Implementation	Counselors actively participate in <b>two</b> of the following activities involving building/district crisis management plans : 1. Planning 2. Revision as needed 3. Implementation	Counselors actively participate in <b>one</b> of the following activities involving building/district crisis management plans : 1. Planning 2. Revision as needed 3. Implementation	Counselors <b>do not</b> actively participate in activities involving building/district crisis management plans.	_____
H. Responsive Services activities include referral and follow-up procedures.	Responsive Services activities include <b>both</b> of the following: 1. Effective and clear referral procedures 2. Effective and clear follow-up procedures.	Responsive Services activities include <b>one</b> of the following: 1. Effective and clear referral procedures 2. Effective and clear follow-up procedures.	Responsive Services activities include <b>vague</b> referral procedures and/or follow-up procedures.	Responsive Services activities <b>do not include</b> referral or follow-up procedures.	_____
I. Guidance personnel receive training on appropriate local, state and federal laws and procedures to ensure confidentiality of <b>all</b> student records.	Guidance personnel receive <b>yearly</b> training on appropriate local, state and federal laws and procedures to ensure confidentiality of <b>all</b> student records.	Guidance personnel receive training <b>every two years</b> on appropriate local, state and federal laws and procedures to ensure confidentiality of <b>all</b> student records.	Guidance personnel receive <b>infrequent</b> training on appropriate local, state and federal laws and procedures to ensure confidentiality of <b>all</b> student records.	Guidance personnel receive <b>no</b> training on appropriate local, state and federal laws and procedures to ensure confidentiality of <b>all</b> student records.	_____
				<b>Total Score for Section 4- 6.9.4 Responsive Services→</b>	<b>_____</b> <b>Total Score</b>



Section 5-6.9.5-System Support					
Element	4- Full Implementation	3- Substantial Implementation	2- Moderate Implementation	1- Minimal/No Implementation	Score for Element
A. Professional school counselors implement their program through consultation.	Professional school counselors <b>consult</b> with <b>all</b> of the following: 1. Building and district administrators 2. Teacher/department heads 3. Parents/guardians 4. Students	Professional school counselors <b>consult</b> with <b>three</b> of the following: 1. Building and district administrators 2. Teachers/department heads 3. Parents/guardians 4. Students	Professional school counselors <b>consult</b> with <b>two</b> of the following: 1. Building and district administrators 2. Teachers/department heads 3. Parents/guardians 4. Students	Professional school counselors <b>consult</b> with <b>one or none</b> of the following: 1. Building and district administrators 2. Teachers/department heads 3. Parents/guardians 4. Students	_____
B. Professional school counseling services are supported by various program management activities.	Professional school counseling services <b>are supported by all</b> of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Case consultations 3. Relevant in-service meetings	Professional school counseling services <b>are supported by at least two</b> of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Case consultations 3. Relevant in-service meetings	Professional school counseling services <b>are supported by one</b> of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Case consultations 3. Relevant in-service meetings	Professional school counseling services are <b>not supported by any</b> of the following program management activities: 1. Regularly scheduled guidance staff meetings 2. Case consultations 3. Relevant in-service meetings	_____
C. Professional school counselors promote the comprehensive school guidance program to various segments of the community(e.g., businesses)	Professional school counselors <b>consistently</b> promote the comprehensive school guidance program to various segments of the community(e.g., businesses)	Professional school counselors <b>occasionally</b> promote the comprehensive school guidance program to various segments of the community(e.g., businesses)	Professional school counselors <b>rarely</b> promote the comprehensive school guidance program to various segments of the community(e.g., businesses)	Professional school counselors <b>do not</b> promote the comprehensive school guidance program to various segments of the community(e.g., businesses)	_____



Missouri Comprehensive Guidance .....

Section 5-6.9.5-System Support					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
D. The district's comprehensive guidance program is supported by various groups.	The district's comprehensive guidance program is supported by <b>all</b> of the following: 1. Building and district administrators 2. Teachers and other school personnel. 3. Parents/guardians 4. Community groups and organizations	The district's comprehensive guidance program is supported by <b>two</b> of the following: 1. Building and district administrators 2. Teachers and other school personnel. 3. Parents/guardians 4. Community groups and organizations	The district's comprehensive guidance program is supported by <b>one</b> of the following: 1. Building and district administrators 2. Teachers and other school personnel. 3. Parents/guardians 4. Community groups and organizations	The district's comprehensive guidance program <b>is not</b> supported by various groups.	_____
E. Professional school counselors participate in appropriate professional development activities.	Professional school counselors <b>consistently</b> participate in appropriate professional development activities.	Professional school counselors <b>occasionally</b> participate in appropriate professional development activities.	Professional school counselors <b>rarely</b> participate in appropriate professional development activities.	Professional school counselors <b>do not</b> participate in appropriate professional development activities.	_____
F. Professional school counselors regularly serve on appropriate committees within the district.	Professional school counselors <b>consistently</b> serve on appropriate committees within the district.	Professional school counselors <b>occasionally</b> serve on appropriate committees within the district.	Professional school counselors <b>rarely</b> serve on appropriate committees within the district.	Professional school counselors <b>do not</b> serve on appropriate committees within the district.	_____
G. The comprehensive guidance program is integrated with other educational programs within the district.	The comprehensive guidance program is <b>fully</b> integrated with other educational programs within the district.	The comprehensive guidance program is <b>substantially</b> integrated with other educational programs within the district.	The comprehensive guidance program is <b>partially</b> integrated with other educational programs within the district.	The comprehensive guidance program <b>is not</b> integrated with other educational programs within the district.	_____
H. Professional School Counselors spend little to no time performing non-guidance tasks. (e.g., clerical duties such as record keeping and excusing absences, performing disciplinary actions, acting as principal, acting as substitute teacher, etc.)	Professional School Counselors spend <b>no time</b> performing non-guidance tasks. (e.g., clerical duties such as record keeping and excusing absences, performing disciplinary actions, acting as principal, acting as substitute teacher, etc.)	Professional School Counselors spend <b>5% or less of their time</b> performing non-guidance tasks. (e.g., clerical duties such as record keeping and excusing absences, performing disciplinary actions, acting as principal, acting as substitute teacher, etc.)	Professional School Counselors spend <b>6-10% of their time</b> performing non-guidance tasks. (e.g., clerical duties such as record keeping and excusing absences, performing disciplinary actions, acting as principal, acting as substitute teacher, etc.)	Professional School Counselors spend <b>more than 10% of their time</b> performing non-guidance tasks. (e.g., clerical duties such as record keeping and excusing absences, performing disciplinary actions, acting as principal, acting as substitute teacher, etc.)	_____



Section 5-6.9.5-System Support					
Element	4-Full Implementation	3-Substantial Implementation	2-Moderate Implementation	1-Minimal/No Implementation	Score for Element
I. Professional School Counselors spend the majority of their comprehensive guidance program time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	Professional School Counselors spend <b>85% or more</b> of their comprehensive guidance program time involved in direct student services (i.e. in Curriculum, Individual Planning or System Responsive Services).	Professional School Counselors spend <b>70-84%</b> of their comprehensive guidance program time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	Professional School Counselors spend <b>50-69%</b> of their comprehensive guidance program time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	Professional School Counselors spend <b>less than 50 %</b> of their comprehensive guidance program time involved in direct student services (i.e. in Curriculum, Individual Planning or Responsive Services).	_____
J. Professional school counselors participate in fair-share responsibilities.	Professional school counselors participate in fair-share responsibilities <b>in the same proportion</b> as other staff members.	Professional school counselors participate in fair-share responsibilities in a <b>slightly greater proportion</b> than other staff members.	Professional school counselors participate in fair-share responsibilities in a <b>substantially greater proportion</b> than other staff members.	Professional school counselors participation in fair-share responsibilities <b>exceeds by a great margin</b> , the proportion assigned to other staff members.	_____
K. School Counselors in the building/district are appropriately certificated for their current level of practice.	<b>All</b> School Counselors in the building/district hold <b>Lifetime, Initial or Career Student Services certification</b> for their current level of practice.	<b>Most</b> of the School Counselors in the building/district hold <b>Lifetime, Initial or Career Student Services certification</b> for their current level of practice.	One or more of School Counselors in the building/district hold <b>Provisional Student Services certification</b> for their current level of practice.	One or more of the School Counselors in the building/district hold <b>Temporary Student Services certification</b> for their current level of practice.	_____
L. An evaluation of the Comprehensive Guidance Program is conducted on a regular basis.	An evaluation of the Comprehensive Guidance Program is conducted <b>every year</b> .	An evaluation of the Comprehensive Guidance Program is conducted at <b>least every other year</b> .	An evaluation of the Comprehensive Guidance Program is conducted <b>on an infrequent basis</b>	An evaluation of the Comprehensive Guidance Program is <b>not</b> conducted	_____
M. Counselors have time included in their weekly schedule for management of the comprehensive guidance program.	Counselors <b>consistently</b> have time included in their weekly schedule for management of the comprehensive guidance program.	Counselors <b>occasionally</b> have time included in their weekly schedule for management of the comprehensive guidance program.	Counselors <b>rarely</b> have time included in their weekly schedule for management of the comprehensive guidance program.	Counselors <b>do not have</b> time included in their weekly schedule for management of the comprehensive guidance program.	_____



*Missouri Comprehensive Guidance .....*

<b>Section 5-6.9.5-System Support</b>					
<b>Element</b>	<b>4-Full Implementation</b>	<b>3-Substantial Implementation</b>	<b>2-Moderate Implementation</b>	<b>1-Minimal/No Implementation</b>	<b>Score for Element</b>
N. Time and Task Analysis of comprehensive guidance program activities is conducted on a regular basis.	Time and Task Analysis of comprehensive guidance program activities is conducted <b><u>on at least five random days each semester.</u></b>	Time and Task Analysis of comprehensive guidance program activities is conducted <b><u>on less than five random days each semester.</u></b>	Time and Task Analysis of comprehensive guidance program activities is conducted <b><u>on five random days for one semester.</u></b>	Time and Task Analysis of comprehensive guidance program activities is conducted <b><u>on less than five random days for one semester.</u></b>	_____
				<b>Total Score for Section5- 6.9.5 System Support</b>	_____ Total Score



Overview	Curriculum	Individual Planning	Responsive Services	System Support
Rubric Score	Rubric Score	Rubric Score	Rubric Score	Rubric Score
A=	A=	A=	A=	A=
B=	B=	B=	B=	B=
C=	C=	C=	C=	C=
D=	D=	D=	D=	D=
E=	E=	E=	E=	E=
F=	F=	F=	F=	F=
G=	G=	G=	G=	G=
H=	H=	H=	H=	H=
I=		I= (HS ONLY)	I=	I=
J=		J=		J=
K=				K=
L=				L=
M=				M=
N=				N=
O=				
TOTAL= _____	TOTAL= _____	TOTAL= _____	TOTAL= _____	TOTAL= _____

Section Totals	Possible score (# of elements in the section rubric multiplied by 4)	Obtained score (Sum of scores on section rubric circled by rater(s))	Percentage of Implementation (Obtained/Possible multiplied by 100)
Section 1- Overview	(15 X 4) =60		_____/60 X 100 = _____
Section 2- Curriculum	(8 X 4) =32		_____/32 X 100 = _____
Section 3- Individual Planning	(10 X 4) = 40 IF HS (9 X 4) = 36 IF EL OR JH/MS		_____/40 X 100 = _____ IF HS _____/36 X 100== _____ IF EL OR JH/MS
Section 4- Responsive Services	(9 X 4) = 36		_____/36 X 100 = _____
Section 5-System Support	(14 X 4) = 56		_____/56 X 100 = _____
Total	(56 X 4) = 224 IF HS (55X 4)= 220 IF EL OR JH/MS		_____/224 X 100 = _____ IF HS _____/220 X 100 = _____ IF EL OR JH/MS



## Possible Sources to consult for determination of level of Implementation of Missouri Comprehensive Guidance 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 Program manual; Advisory Council Meeting Minutes; Job Descriptions for counselors, Performance Based Professional School Counselor Evaluation form

**Section 2= 6.9.2-GUIDANCE CURRICULUM:** Guidance curriculum guides; Guidance curriculum scope and sequence; Teachers'/counselors unit and lesson plans; Yearly master calendar for guidance; Curriculum materials

**RESOURCES:** Needs assessment results; Demographic data; Theoretical basis of program; Board policy for guidance; District CSIP; Master calendar of activities; Counselor calendars and activity logs; Counselor/student ratios; Itemized guidance budgets; Inventories; Written procedures and regulations

**Section 3= 6.9.3-INDIVIDUAL PLANNING:** Individual planning system guides; Guidance lesson plans; Career guidance center schedule of activities; Sample 4-6 year plans; Test results and memos/handouts showing effective use of data; 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; 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:** 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 service offerings; Documentation supporting parent involvement effort; Copies of advocacy materials used to promote program

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



**COMPREHENSIVE GUIDANCE PROGRAM INTERNAL IMPROVEMENT REVIEW**  
**IMPROVEMENT PLAN**

Target for Improvement: Section \_\_\_\_\_ Element \_\_\_\_\_

Basis for Selection (Include appropriate data): \_\_\_\_\_

Goal: \_\_\_\_\_

Action(s) To be taken	Person Responsible	Beginning Date	Ending Date	Resource(s) Needed	Result of Action(s) Include beginning and ending data as appropriate
A.					
B.					
C.					
D.					

**Final result of action(s) taken:**



Appendix E  
Sample Guidance Program Evaluation Surveys



## Sample Surveys

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

1. A look at the guidance program from the student point of view
2. A look at the guidance program from the teachers' point of view
3. A look at the guidance program from the 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 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	
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**WAYS IN WHICH YOU MET WITH A COUNSELOR:** About how many times has a counselor met with you in each of the following ways?

	<u>Since Winter Vacation</u>	<u>For the Entire School Year</u>
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	_____	_____



<u>SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR</u>	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 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?								

<u>SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR</u>	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 on a personal, private issue?								



**Missouri Comprehensive Guidance** .....

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

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

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## A Look at the Guidance Program From the 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?

	<u>Percent of Student Body</u>	<u>Number of Times per Student</u>
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	_____	_____

<u>SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR</u>	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 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												



**Missouri Comprehensive Guidance** .....

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.)						Very Much	Quite a Bit	Some what	Very Little	Not Reall y
	6	5	4	3	2	1					
.. .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 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?

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

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**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

	<u>Occurrence</u>			<u>Helpfulness</u>			
<b>Counselors (using the Guidance Curriculum) ..</b>							
... 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 curriculum delivery.	Y	U	N	++	+	-	--
... train teachers in guidance curriculum delivery.	Y	U	N	++	+	-	--
... directly teach the guidance curriculum.	Y	U	N	++	+	-	--
<b>Counselors (using the Individual Planning System) ...</b>							
... conduct group guidance sessions.	Y	U	N	++	+	-	--
... insure accurate and meaningful interpretation of tests and other appraisal results.	Y	U	N	++	+	-	--



	<u>Occurrence</u>			<u>Helpfulness</u>			
... 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	++	+	-	--
<b>Counselors (using Responsive Services) -</b>							
... 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	++	+	-	--



**Counselors (providing Support Services to other programs) ...**

	<u>Occurrence</u>			<u>Helpfulness</u>			
... maintain ongoing efforts for better integration of guidance 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 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 program, what would it be?

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Appendix F  
Needs Survey  
For  
Curriculum Planning

Note: The Assessment Resource Center is developing a machine scorable version of the Needs Assessment for Curriculum Planning. It is tentatively scheduled to be published in December of 2007



Date:

Dear Parent:

In order to meet Missouri Comprehensive Guidance and Missouri School Improvement Program guidelines, the \_\_\_\_\_ Counseling Department conducts a Student Needs Survey every three years. The results of this survey help us to determine guidance curriculum and planning needs for our students.

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 PROGRAM  
STUDENT NEEDS 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 - 2<sup>nd</sup> most important choice, etc.

Students my age need to:

\_\_\_ Know about themselves and how they can be a helpful member of a group. (CG1)

\_\_\_ Know how to be successful in school. (CG4)

\_\_\_ know and use skills that will help them to be safe and healthy. (CG3)

\_\_\_ Know how to use good work habits and skills at school. (CG9)

\_\_\_ Know what school skills will help them when they grow up. (CG 7)

\_\_\_ Know how to set goals and plan to help themselves be successful in school. (CG6)

\_\_\_ Know what is expected of them when they change grade levels. (CG5)

\_\_\_ Know about many kinds of jobs and how people learn to do their jobs. (CG 8)

\_\_\_ Know how to interact with others in ways that show respect for all people. (CG2)



MISSOURI COMPREHENSIVE GUIDANCE PROGRAM
STUDENT NEEDS SURVEY
Middle School: Grades 6-8

Student

Parent

6 7 8 9

Teacher/School Staff

Radio button options for each grade

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

Table with 5 columns: Most Important Need, 2nd Most Important Need, 3rd Most Important Need, 4th Most Important Need, 5th Most Important Need. Each column contains a list of numbers 1 through 9.



**MISSOURI COMPREHENSIVE GUIDANCE PROGRAM  
STUDENT NEEDS SURVEY**

High School: Grades 9-12

Student

Parent

9    10    11    12

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 2<sup>nd</sup> box, etc.

**Students this age need to:**

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

Most Important Need	2 <sup>nd</sup> Most Important Need	3 <sup>rd</sup> Most Important Need	4 <sup>th</sup> Most Important Need	5 <sup>th</sup> 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 PROGRAM
STUDENT NEEDS 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. (CG1)
\_\_\_ need to know how to interact with others in ways that show respect for all people. (CG 4)
\_\_\_ need to know and use skills that will help them to be safe and healthy. (CG 3)
\_\_\_ need to know how to be successful in school. (CG9)
\_\_\_ need to know what is expected of them when they change grade levels. (CG 7)
\_\_\_ need to know how to set goals and plan to help themselves be successful in school. (CG6)
\_\_\_ need to know what school skills will help them when they grow up. (CG5)
\_\_\_ need to know about many kinds of jobs and how people learn to do their jobs. (CG8)
\_\_\_ need to know how to use good work habits and skills at school. (CG2)

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

### Performance Based Standards For 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 Professional 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 29-33 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 professional school counselor implements the Guidance Curriculum Component through the effective use of instructional skills and planning.**

**Criterion 1:** The professional school counselor teaches guidance units effectively.

**Criterion 2:** The professional school counselor encourages **staff** involvement to ensure the effective implementation of the guidance curriculum.

**Standard 2: The professional school counselor implements the Individual Planning 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 professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

**Criterion 4:** The professional 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 professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.**

**Criterion 5:** The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

**Criterion 6:** The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

**Criterion 7:** The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.

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

**Criterion 8:** The professional school counselor implements and evaluates a comprehensive and balanced guidance program in collaboration with school staff.

**Criterion 9:** The professional school counselor provides support for other school programs.

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

**Criterion 10:** The professional school counselor demonstrates positive interpersonal relations with students.



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

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

**Standard 6: The professional school counselor fulfills professional responsibilities.**

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

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

Criterion 15: The professional 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 Job Description (adapted from Columbia Public Schools)

### **Primary Functions**

As a member of the Guidance Department, the counselor is to provide and implement a comprehensive guidance 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 program on relevant student outcomes.

### **Major Job Responsibilities for Building Counselors**

1. Implements the guidance 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 program.
8. Pursues professional growth.

### **Key Duties**

1. Implements the guidance curriculum: Conducts guidance 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 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 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 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 Coordinator

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

#### Duties

1. Assumes primary responsibility for developing, implementing and evaluating a district-wide comprehensive guidance 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 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 personnel.
5. Collaborates with other programs and departments as necessary to fully implement the comprehensive guidance 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 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 programs.
14. Informs counselors of key district communications regarding student programs and issues as they relate to the comprehensive guidance program.
15. Confers with central office on key guidance and student issues.
16. Prepares and administers the guidance program budget.
17. Presents an annual report to the Board of Education on the district's comprehensive guidance 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 Professional School Counselor Evaluation*. It contains the procedures and suggested forms for conducting performance based evaluations for school counselors. The link to the *Guidelines*:

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

To see a PowerPoint presentation for administrators on how to use the *Guidelines*, go to the Guidance e-Learning Center at [www.mcce.org](http://www.mcce.org)



## Appendix I

### Codes of Ethics

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 Code of Ethics adopted by the American Counseling Association can be found at the following link:

<http://www.counseling.org/Counselors/>



# American School Counselor Association Ethical Standards for School Counselors

Revised June 26, 2004

## Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socio-economic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and 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 counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools, and communities, as well as to ones self and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

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## A.1. Responsibilities to Students

*The professional school counselor:*

- a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.
- c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- d. Is responsible for keeping informed of laws, regulations, and policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

## A.2. Confidentiality

*The professional school counselor:*

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared disclosure statement.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
- c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.
- d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.
- e. Protects the confidentiality of counsees records and releases personal data only according to prescribed law's and school policies. Student information maintained in computers is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a



**Missouri Comprehensive Guidance** .....

high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.



### A.3. Counseling Plans

*The professional school counselor:*

works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

### A.4. Dual Relationships

*The professional school counselor:*

avoids dual relationships which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

### A.5. Appropriate Referrals

*The professional school counselor:*

makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counsees retain the right to discontinue the counseling relationship at any time.

### A.6. Group Work

*The professional school counselor:*

screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

### A.7. Danger to Self or Others

*The professional school counselor:*



informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.

## A.8. Student Records

*The professional school counselor:*

maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

## A.9. Evaluation, Assessment, and Interpretation

*The professional school counselor:*

- a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation which may differ from that required in more traditional assessments.
- b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.
- c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.
- d. Uses 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.

## A.10. Computer Technology

*The professional school counselor:*

- a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that:
  1. computer applications are appropriate for the individual needs of the counselee;
  2. the counselee understands how to use the application; and
  3. follow-up counseling assistance is provided. Members of under represented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.



- b. Counselors who communicate with counsees via internet should follow the NBCC Standards for WebCounseling.

## A.11. Peer Helper Programs

*The professional school counselor:*

has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

## B. Responsibilities to Parents

### B.1. Parent Rights and Responsibilities

*The professional school counselor:*

- a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee's maximum development.
- b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counsees effectiveness and welfare.
- c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

### B.2. Parents and Confidentiality

*The professional school counselor:*

- a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
- b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.
- c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.



## C. Responsibilities to Colleagues and Professional Associates

### CI. Professional Relationships

*The professional school counselor:*

- a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.
- b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and optimally utilizes related professions and organizations to whom the counselee may be referred.

### C.2. Sharing Information with Other Professionals

*The professional school counselor:*

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.
- b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
- c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.



## D. Responsibilities to the School and Community

### D.1. Responsibilities to the School

*The professional school counselor:*

- a. Supports and protects the educational program against any infringement not in the best interest of counselees.
- b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the schools mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
- c. Delineates and promotes the counselors role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail her or his effectiveness in providing programs and services.
- d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.
- e. Assists in developing:
  1. curricular and environmental conditions appropriate for the school and community;
  2. educational procedures and programs to meet the counselees developmental needs; and
  3. a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

### D.2. Responsibility to the Community

*The professional school counselor:*

collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.



## E. Responsibilities to Self

### E.1. Professional Competence

*The professional school counselor:*

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.
- b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.
- c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

### E.2. Multicultural Skills

*The professional school counselor:*

understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

## F. Responsibilities to the Profession

### F.1. Professionalism

*The professional school counselor:*

- a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselees identity.
- d. Adheres to ethical standards of the profession. other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.



- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

## FI. Contribution to the Profession

*The professional school counselor:*

- a. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.
- b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

## G. Maintenance of Standards

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

- 1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.
- 2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
- 3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA, and ASCA Ethics Committee.
- 4. 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
- 5. The ASCA Ethics Committee is responsible for educating--and consulting with--the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, co the Executive Director, American School Counselor Association. 801 North Fairfax, Suite 310, Alexandria, VA 22314.



## H. Resources

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA, (5999 Stevenson Ave., Alexandria, VA 22034) I-800-347-6647 [www.counseling.org](http://www.counseling.org).

American School Counselor Association. (1997). The national standards for school counseling programs. Alexandria, VA. (801 North Fairfax Street. Suite 310, Alexandria, VA 22314) 1-800-306-4722 [www.schoolcounselor.org](http://www.schoolcounselor.org).

American School Counselor Association. (1998). Position Statements. Alexandria. VA.

American School Counselor Association. (1998). Professional liability insurance program. (Brochure). Alexandria, VA.

Arrendondo. Toperek, Brown, Jones, Locke, Sanchez. and Stadler. (1996). Multicultural counseling competencies and standards. *Journal of Multicultural Counseling and Development*. Vol. 24, No. 1. See American Counseling Association.

Arthur. (IL. and Swanson. CD. (1993). Confidentiality and privileged communication. (1993). See American Counseling Association.

Association for Specialists in Group Work (1989). Ethical Guidelines for group counselors. (1989). Alexandria, VA. See American Counseling Association.

Corey. G. Corey. MS. and Callanan. (1998). *Issues and Ethics in the Helping Professions*. Pacific Grove, CA: BrookaCole. (BrookaCole, 511 Forest Lodge Rd., Pacific Grove, CA 93950) [www.thomson.com](http://www.thomson.com).

Crawford. R. (1994). Avoiding counselor malpractice. Alexandria. VA. See American Counseling Association.

Forrester-Miller. IA. and Davis. TE. (1996). *A practitioner's guide to ethical decision making*. Alexandria, VA, See American Counseling Association.

Herlihy. B. and Corey, G. (1996). *ACA ethical standards casebook*. Fifth ed. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey. G. (1992). *Dual relationships in counseling*. Alexandria, VA. See American Counseling Association.



Huey, W.C. and Remley, T.P. (1988). Ethical and legal issues in school counseling. Alexandria, VA, See American School Counselor Association.

Joint Committee on Testing Practices. (1988), Code of fair testing practices in education. Washington, DC: American Psychological Association. (1200 17th Street, NW, Washington, DC 20036) 202-336-5500

Mitchell, R.W (1991). Documentation in counseling records. Alexandria, VA. See American Counseling Association.

National Board for Certified Counselors. (1998). National board for certified counselors: code of ethics. Greensboro, NC. (3 Terrace Way, Suite D, Greensboro, NC 27403-3660) 336-547-0607 [www.nbcc.org](http://www.nbcc.org).

National Board for Certified Counselors. (1997). Standards for the ethical practice of webcounseling. Greensboro, NC,

National Peer Helpers Association. (1989). Code of ethics for peer helping professionals. Greenville, NC P.O. Box 2684, Greenville, NC 27836. 919-522-3959. [nphaorg@aol.com](mailto:nphaorg@aol.com)

Salo, M. and Schumate, S (1993) Counseling minor clients. Alexandria, VA. See American School Counselor Association.

Stevens-Smith, P. and Hughes, M. (1993). Legal issues in marriage and family counseling. Alexandria, VA. See American School Counselor Association.

Wheeler, N. and Bertram, B. (1994). Legal aspects of counseling: avoiding lawsuits and legal problems. (Videotape). Alexandria, VA. See American School Counselor Association.

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly. March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998 and adopted on June 25, 1998.

6/25/98



Appendix J  
Missouri State School Board Association  
Policy Guideline  
for  
Student Guidance and Counseling



# MISSOURI STATE SCHOOL BOARD ASSOCIATION POLICY GUIDELINE STUDENT GUIDANCE AND COUNSELING

The district's comprehensive guidance 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 FIELD(DistrictCommonName) guidance program will adhere to the standards of the Missouri Comprehensive Guidance 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

### The Overview: Columbia public Schools K-12 Guidance Program

Appendix K provides an example of a comprehensive guidance 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 programs and to distribute the overview to their district patrons.



# The Overview:

## Columbia Public Schools Comprehensive Guidance Program



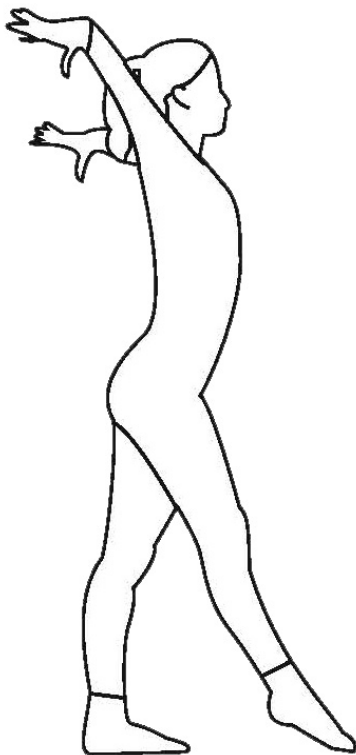
Spring 2006



## Columbia Public Schools Comprehensive Guidance Program

The Columbia Public School District believes that the Comprehensive Guidance Program is an essential and integral part of the overall educational process kindergarten through grade twelve. The guidance 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 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 benefit of the Program’s guidance activities and services at all levels, K-12, including the Career Center.

### What is the Comprehensive Guidance Program?



Guidance 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 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 Program activities and services are delivered through the following four Program components:

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



- **Individual 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 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 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

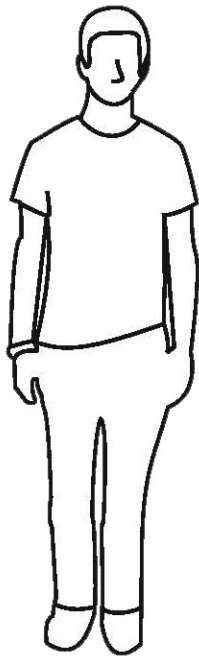
## How are the Activities and Services of the Program Organized?

At the elementary level, the Comprehensive Guidance 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 Programs focus on the rapidly changing needs of developing adolescents. The Comprehensive Guidance 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 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 Curriculum consists of guidance 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 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 PLANNING

In the Individual 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 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  
Work Skills

Explore  
(Pre-ACT)

PLAN  
(Pre-ACT)

Values Inventories  
Study Skills

Interest & Study Skills

Interest &



**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**

Course Selection  
Building Orientation  
Building Expectations

**School to Postsecondary**

Postsecondary School Selection  
Financial Aid/Scholarships  
Resumes/Applications

**School to Career**

Interest Assessments  
Intern/Apprenticeships  
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 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**

Academic Performance

**Teachers & Other Educators**

Academic Performance

**Community Agencies**

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:

<b>Personal</b>	<b>Behavioral</b>	<b>Academic</b>	<b>Crisis</b>
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:

<b>Socialization</b>	<b>Career Exploration</b>	<b>Stress Management</b>
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 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 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 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 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 assess the effectiveness of the Guidance Program of the Columbia Public School District and to provide methods for systematic improvement of the Program, the Guidance Department uses the Comprehensive Guidance Program Evaluation system (program + personal = results). This allows for a variety of evaluation methods for all

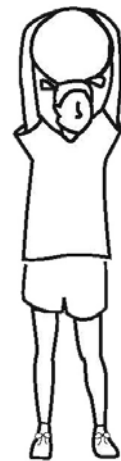


components of the District's Guidance Program, such as activities log/calendar; school counselor/teacher administered curriculum evaluation, office logs and surveys, and personnel evaluation.

**School-Community Guidance Advisory Committee:** The School-Community Guidance 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 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 Procedural Handbook.



## Summary

The Columbia Public Schools' Guidance 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**

**Prepared by**

**Carolyn Roof, Elementary Guidance Coordinator**

**Ann Landes, Secondary Guidance Coordinator**

**Columbia Public School**



## Appendix L

### Beyond Barriers to Solutions: Actions That Promote Progress



## BEYOND BARRIERS TO SOLUTIONS: ACTIONS THAT PROMOTE PROGRESS

### 1. *Barrier: Counselor's Job Responsibilities Do Not Allow 100% Involvement in the Guidance Program.*

- Role has not been defined.
- Role is ambiguous; too many people demand counselor's time.
- Comprehensive guidance program is add-on to all other duties.
- Non-guidance duties are still assigned to the counselor.
- Non-guidance duties have been added;
- Comprehensive guidance program has been added, but nothing has been taken away.
- There is no time to plan for program.
- 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 activities and provide a report to the principal so he or she is aware of the actual time these take away from the guidance program.
- Make others aware of non-guidance time and what it does to the comprehensive guidance program.
- Work with the principal to prioritize responsibilities.
- Work with the advisory council and steering committee to identify alternative means to address non-guidance 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. 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 program requirements.
- Administrators are apathetic about the guidance program.
- Administrator adds non-guidance responsibilities (e.g., substituting, recess duty, lunch duty, computer, data entry, 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 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 a clerical staff (instead of another counselor) 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 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 counselors are resistant to comprehensive role.
- Some parents are resistant to some of the topics covered.

**Possible Solutions:**

**To Staff Resistance:**

- Educate the school staff regarding reasons for change in counselor’s role. Include counselor’s responsibilities, benefits of program to students (and teachers) relationship to core competencies and key skills and academic curriculum areas.
- Solicit help of administrators in communicating expectations for staff involvement in comprehensive guidance program.
- Be persistent. Changes in attitude take time and patience.
- Conduct staff development activities.
- Involve faculty or steering committee.

**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 another could be responsible for interpretation.



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

***To Parent/Special Interest Group Resistance:***

- Know community and support base.
- Educate 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 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 expectation that responsive services are top priority.
- Parents/students who might come unannounced or in a crisis fear that counselors will be unavailable.
- The *Manual* does not allow for flexibility for crisis times.
- Parents expect service on demand.

***Possible Solutions:***

NOTE: The *Missouri Comprehensive Model Guidance 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 the counselor responds each day/week. Use this information to schedule open office hours.
- Adopt a school policy, based on the district's philosophy of guidance for all students, regarding the counselor's responsibility for more than crisis cases. (This could be a part of the counselor's job description.)
- Take control of time; include specific times for drop-ins in 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 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 development for the comprehensive guidance 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, money for drug-free schools has been used to hire a crisis counselor and Medicaid has 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 program a part of the district and/or building budget priorities.
- Increase public awareness of the resource needs of education and the cost per child of accomplishing programs.
- Become politically active; conduct more public relations activities with state legislature regarding funding needs.

**For Materials:**

- Use MOVIEW materials as a resource; they are inexpensive and high quality.
- Seek free and inexpensive materials.
- Network and share materials with other districts.



***For Space:***

- Go on a “space walk.” Look for places that could be rearranged and used for various purposes. One 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.
- Be creative; go outdoors.

***For Staff Development:***

- Network with counselors in other districts, visit their schools, and initiate “Share Days.”
- Attend district MSCA meetings. Ask for time to discuss the comprehensive guidance program.
- Develop an area support group of counselors who are implementing the program.
- Start a support group for teachers; plan a Share Day for teachers.

***For Clerical Support:***

- Use volunteers when appropriate.
- Use “Green Thumb” participants.
- Use student aides to answer the phone, do nonconfidential filing, and manage the resource library.
- Use a special services-funded aide to help with special services record keeping.

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

- Increased demands of special services keep counselors from being able to implement the comprehensive guidance program.
- Counselors are responsible for all parent contacts.
- Counselor coordinates the IEP process.

***Possible Solutions:***

- Determine the funding source for counseling positions. If a percentage of the counseling position is funded by special education funds, this will affect the percentage of time to be spent with special services programs.
- When counselor’s job description is developed, address appropriate special services involvement within the “100% of counselor’s time to guidance” framework.



- Discuss the counselor’s role with the special services director. Clarify expectations, limitations, and priorities regarding counselor’s role in special services.
- Separate counseling and guidance from special services.
- Counselors’ expertise should be used but not overrated. (Counselors are not the only people who can perform some of the special services tasks currently assigned to them.)
- Include special services as a local program component. Allot a percentage of time to it.
- Emphasize the importance of the *Manual* and adhere to it. Seek administrative support.
- Work to develop co-ops that employ a diagnostic team for several districts.
- Provide counselors “comp time” for overtime spent with special services.
- Include special services activities in the published schedule.

**8. *Barrier: Some Teachers Are Resistant to Relinquishing Time for Classroom Guidance Activities.***

- Some teachers resent time lost from instruction.
- There is resistance to adding guidance to the curriculum (especially at the high school level).
- The curriculum is so compact that we are unable to do classroom guidance.
- Teachers see counselor-led classroom guidance learning activities as a “break time” for them.

***Possible Solutions:***

- Educate teachers through in-service and public relations activities about the comprehensive guidance program and their role in the program.
- Emphasize positives of the preventive approach.
- Work with those who are eager to be involved. Publicize successes and recognize classroom teachers’ contributions.
- Seek administrative support and encouragement for classroom guidance.
- 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 can be related to the subject area and topics being discussed.
- Establish a spirit of cooperation and common purpose through one-to-one contacts with teachers.
- Encourage a district policy defining the teacher's role in classroom presentations. For example, the teacher is expected to be present during the counselor's lesson and to follow through with concepts after lesson.
- Encourage the inclusion of a comprehensive guidance program in teacher preparation programs.

**9. *Barrier: Lack of Communication***

- There is a lack of communication among buildings in the district.
- There is a lack of staff understanding about comprehensive guidance.
- There is an existing mind-set about how guidance is defined (response services only) and it's difficult to overcome.
- The community doesn't see guidance as important.
- The comprehensive guidance program is unclear to community and staff.
- There is a lack of respect for counseling and guidance.

***Possible solutions:***

- Stage a media blitz regarding the comprehensive guidance program.
- Promote the idea of our program and program ownership by involving many groups in each phase of program development.
- 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 program newsletter reporting the activities of the program.
- Reeducate various groups about the changing counselor's role and the benefits of the comprehensive guidance 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.



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- Develop an in-house communication vehicle (e.g., bulletins, newsletter for teachers).
- Become a salesperson 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 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 counselor devoted to the delivery of the program: Curriculum, Individual Planning, Responsive Services, and System Support. Counselors may also indicate the number of blocks devoted to non-guidance 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 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 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 %	
Curr						
Ind. Plan						
Res. Ser						
Sys. Sup						
Non Guid						



## APPENDIX N

### The Big Five Statistical Tools for School Counselors

This appendix describes 5 basic statistical tools counselors may use in conducting results based evaluation. Skill in using these 5 concepts will make any presentation on results based evaluation a meaningful one.



### The “Big Five” Stat 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. Means** – 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

$$\text{Mean} = \text{Sum/the total number of scores} = 50/10 = 5$$

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. Standard deviation** - 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	<u>1</u>		<u>1</u>
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. Percentages** – 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. Correlations** – 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.

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)		
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

Mean of X = 13

Mean of Y = 21

Sum of XY = 9.2

SD of X = 2.5

SD of Y = 3.0



Correlation  $r = \text{Sum of the XY cross products divided by the number of pairs of scores}$   $r = 9.2/10 = .92$

**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. T-test** – 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 do 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

$$\text{Degrees of freedom} = (N1 - 1) + (N2 - 1) = 4 + 7 = 11$$

$$t = \frac{7.6 - 7.0}{1.62} = \frac{0.6}{1.62} = .37$$

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?

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(Answer)  $p > .05$