

## SECTION IV

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

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

#### Involving Students

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

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



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

## Involving Administrators

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

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

## Learning More About the MCGCP

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

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

### Commitment

#### **ADMINISTRATOR'S ROLE**

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

#### **SCHOOL COUNSELOR'S ROLE**

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

## Time

### **ADMINISTRATOR'S ROLE**

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

### **SCHOOL COUNSELOR'S ROLE**

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

## Facilities

### **ADMINISTRATOR'S ROLE:**

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

### **SCHOOL COUNSELOR'S ROLE**

Work with administrators to identify appropriate facilities.

## Budget

### **ADMINISTRATOR'S ROLE**

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

### **SCHOOL COUNSELOR'S ROLE**

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

## Performance-Based Evaluation

### **ADMINISTRATOR'S ROLE**

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

### **SCHOOL COUNSELOR'S ROLE**

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



## Program Evaluation

### ADMINISTRATOR'S ROLE

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

### SCHOOL COUNSELOR'S ROLE

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

## Involving Teachers

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

### Phase I – Planning:

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

### Phase II – Designing:

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

### Phase III – Implementing:

- Involve teachers in the presentation to the board.



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

### Phase IV – Evaluating:

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

### Phase V – Enhancing:

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

## Teachers and the Guidance and Counseling Curriculum

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

## Learning More about the MCGCP

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



## Involving Parents/Guardians

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

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

## Involving the Community

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

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



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

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

### Final Points in Working with Others

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

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