SECTION III
MAKING THE TRANSITION TO A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM:
HOW TO PLAN, DESIGN, IMPLEMENT, EVALUATE, AND ENHANCE A DISTRICT'S COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

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

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

PLANNING THE PROGRAM

Getting Organized: Year 1

The getting organized part of planning begins with the district's decision to develop and implement a comprehensive guidance and counseling program. Once this decision is made, a number of tasks have to be completed during the first year. These tasks include:
- Appointing the district's steering committee and advisory council
- Gaining the board of education's and the district administrators' support and their authorization to develop and implement the district's comprehensive guidance and counseling program.

Appointing a District Steering Committee

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

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

The responsibilities of the district steering committee include the following:

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

Appointing an Advisory Council

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

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

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

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

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

Gaining Assurances from the Board of Education

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

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

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

Assessing the Current Program: Years 1 and 2

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

Conducting an Initial Time and Task Analysis

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

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

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

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

Conducting an Internal Factors/Trends Analysis

This analysis examines factors/trends inside the schools of a district that may impact the development and management of the district's comprehensive guidance and counseling program. These factors/trends may include the following:
- Who the current program is actually serving
- Existing resources (personnel, equipment, materials, and facilities)
- Guidance and counseling activities presently in place, including those directed by school counselors and those directed by others
- Staff expertise that may be helpful in conducting a district's comprehensive guidance and counseling program activities
- Attitudes of faculty, staff, and students toward the district's current guidance and counseling activities
- The school/district's Comprehensive School Improvement Plan (CSIP)

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

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

Conducting an External Factors/Trends Analysis

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

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

DESIGNING THE PROGRAM

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

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

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

Guidance Planning Survey

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

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

PROGRAM DEVELOPMENT: PART I

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

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

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

MISSOURI COMPREHENSIVE GUIDANCE AND COUNSELING

TECHNICAL MANUAL OUTLINE

TECHNICAL MANUAL SECTION I

Introduction

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

TECHNICAL MANUAL SECTION II

Content Standards and Grade Level Expectations

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

TECHNICAL MANUAL SECTION III

Structural Components

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

Figure III-1: Sample Definition

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

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

Figure III-2: Sample Philosophy

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

TECHNICAL MANUAL SECTION IV

Program Components

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

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

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

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

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

TECHNICAL MANUAL SECTION V

Job Descriptions

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

TECHNICAL MANUAL SECTION VI

Guidelines for Performance-Based
School Counselor Supervision and Evaluation

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

TECHNICAL MANUAL SECTION VII

Ethical Standards and School Board Policy

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

PROGRAM DEVELOPMENT: PART II

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

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

IMPLEMENTING AND MANAGING

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

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

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

Reassignment of Non-Guidance and Counseling Duties

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

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

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

Supervisory Duties

A. Coordinating and monitoring school assemblies
- This is an administrative function and is not viewed as a part of guidance and counseling program responsibilities.
B. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision
- These duties could be shared equally among all staff.
- Teachers could be assigned to some of these duties as a regular part of their schedules.
- Volunteers could assist with some of these tasks.
C. Chaperoning school functions and athletic event supervision
- These duties could be shared among the staff.
- Booster club members could assist staff with some of the athletic events.
- School staff could be paid extra to take on chaperoning duties.
D. Substitute teaching
- School counselors are not substitute teachers. On an occasional basis, however, school counselors could conduct guidance and counseling learning activities, particularly if teacher absences are known in advance.

Clerical Duties

A. Selling lunch tickets
- Office support staff or cafeteria staff should do this.
B. Collecting and mailing out progress reports and deficiency notices
- Sorting, stuffing, and mailing are clerical/secretarial functions. An individual could be hired on a temporary basis to handle sorting, stuffing, and mailing.
- Conferences with students regarding progress reports are school staff functions, which includes but should not be limited to school counselors.
C. Maintaining permanent records and handling transcripts
- Posting grades and test labels is a clerical duty. Part-time help could be hired if a full-time person is not available to handle these functions.
D. Monitoring attendance
- Accounting for daily attendance is not a guidance and counseling program's function. However, it is appropriate for school counselors to meet with students who have chronic attendance problems.
- Computer software packages are available to monitor attendance in a very efficient and effective manner.
E. Calculating grade point averages (GPAs), class ranks, or honor rolls
- Computer software packages are available to efficiently and effectively perform these tasks.
F. Developing and updating the student handbook
- This is an administrative function that the principal or assistant principal should perform.
G. Developing and updating course guides
- Department chairpersons (teaching staff) have the responsibility for developing course descriptions and course guides.

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

Special Programs and Services

A. Sponsoring class clubs and special programs
   - Sponsorship of these activities is a school staff function usually done on a voluntary basis. School counselors should not be expected to assume any more responsibility for these programs than any other person on the staff.
   - Programs such as the Missouri Scholars' Academy should be the responsibility of administrative personnel or a committee of school personnel.
B. Coordinating and administering the school testing program, which includes individual testing
   - The overall coordination and administration of the school testing program are the responsibilities of the administration.
   - Retired teachers could be hired to handle this responsibility.
   - School personnel could collaborate to accomplish the coordination and administration of the school-testing program.
   - School counselors assist in interpreting test data to teachers, administrators, parents/guardians, and the community; however, they should not be responsible for coordinating and administering the school-testing program.
   - School counselors use test data when working with students to help them monitor and manage their academic, personal/social, and career development.
   - School psychologists and school psychological examiners are the professionals who are qualified to do individual testing.
C. Completing and managing Individual Education Plans (IEPs) and meeting other special education requirements
   - School counselors should not function as case managers for students with special needs.
   - School counselors could be members of the team involved in the diagnostic aspects of the IEP. However, they should not be responsible for the development, implementation, and monitoring of the IEP or the Individualized Vocational Education Plan unless they are funded by special education or by vocational education funds.
   - School counselors could take part in staffings and conferences when appropriate but should not coordinate or chair the staffings, conferences, or IEP meetings.
D. Completing and managing 504 Plans
   - As with IEP's school counselors should not function as the case manager for 504 plans, but should be a part of the team when it is warranted. This would occur when a student on the caseload of a school counselor is in need of a 504 Plan.

Administrative Duties

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

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

C. Administering discipline

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

D. Managing schedule changes

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

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

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

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

Conducting the Yearly Time/Task Analysis

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

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

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

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

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

In order to maximize the board presentation, focus should be on how the program contributes to overall student success including academic achievement, college and career readiness, as well as the school district's mission and comprehensive school improvement plan. Outcomes of the board's approval process should include the following:
- Approval of the district's comprehensive guidance and counseling program, as an official educational program of the district as well as a plan to implement it including the reassignment of non-guidance and counseling activities.
- A board policy that guides the district's comprehensive guidance and counseling program. See Appendix J for MSBA Sample Policy.

Remove Barriers That Impede Program Progress

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

School counselors can learn from the experiences of others who have been involved in implementing comprehensive guidance and counseling programs. Approximately 300 school counselors and administrators in Missouri were asked to identify the barriers they had faced in their work toward full implementation. Their responses were grouped into the nine categories listed below:
1. School Counselors' current job responsibilities do not allow for 100% involvement in the guidance and counseling program.
2. There is a lack of administrative support.
3. The counselor-to-student ratio is too high.
4. Various groups resist the program.
5. Classroom involvement interferes with immediate response to crises.
6. There is a lack of resources.
7. Special services programs take time away from the comprehensive guidance and counseling program.
8. Some teachers are resistant to relinquish time for classroom guidance and counseling activities.
9. There is a lack of communication among school counselor, teachers, and administrators.

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

Advocate for the Program

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

EVALUATING THE PROGRAM

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

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

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

Program Evaluation

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

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

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

Figure III-3: Program Standards

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

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

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

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

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

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

Personnel Evaluation

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

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

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

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

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

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

Results Evaluation

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

Three Types of Data

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

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

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

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

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

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

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

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

Results over Time

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

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

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

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

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

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

Conducting Results Based Evaluation

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

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

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

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

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

Summarize findings in a brief, written report or PowerPoint presentation. Be clear, concise, and use charts and graphs where appropriate. Be sure to include:
- A statement of the problem
- What you did in response to this problem (intervention)
- What you found out
- Using these results data, what do you plan to do to improve the intervention?

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

Developing Results Evaluation Reports

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

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

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

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

ENHANCING THE PROGRAM

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

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

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

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

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

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

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