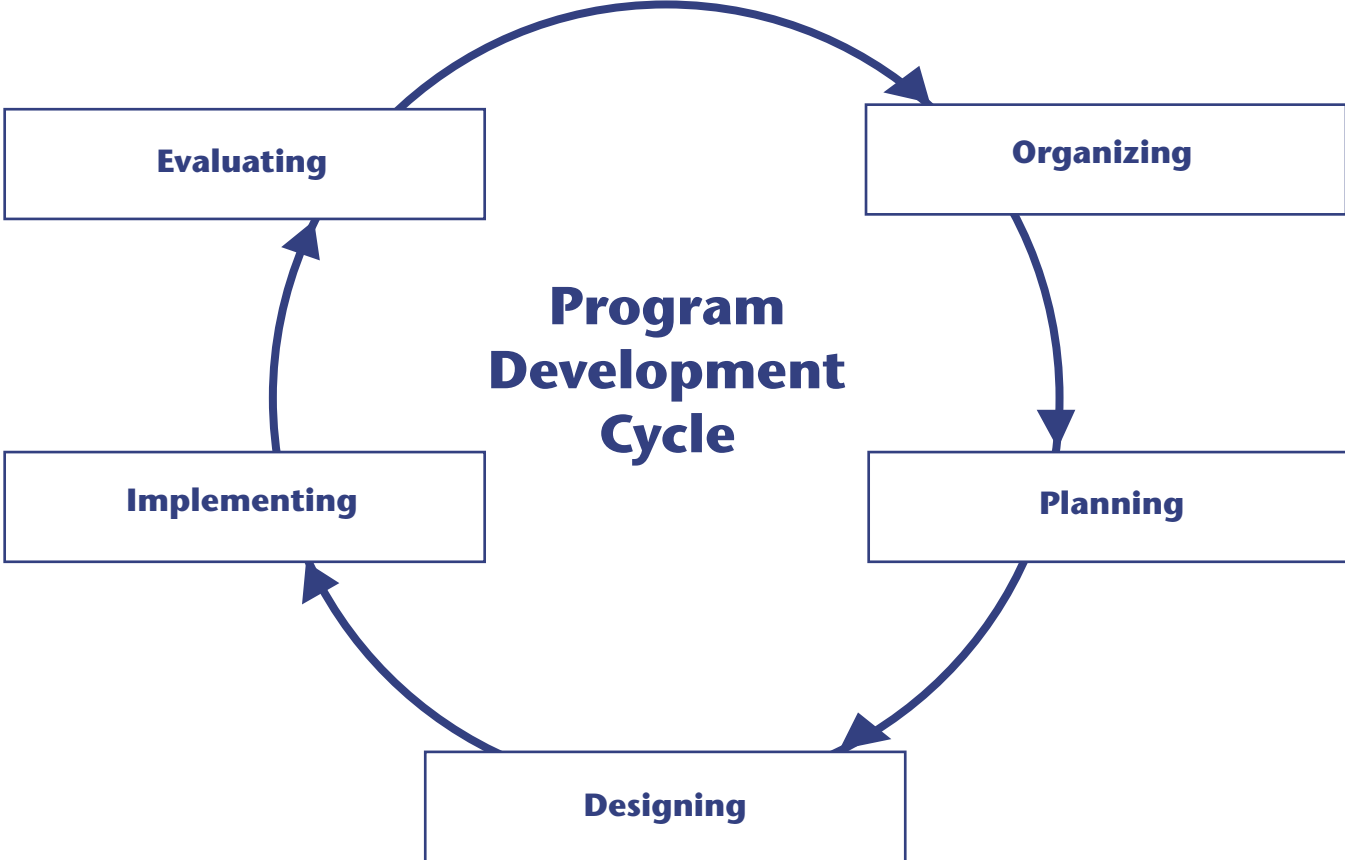


SECTION V

A Process for Implementing a Comprehensive, Developmental Guidance and Counseling Program

FIGURE 4



A Texas Comprehensive, Developmental Guidance and Counseling Program Model in a district or school must be designed to meet locally identified needs and goals and to make optimal use of available resources. Implementing a developmental guidance and counseling program means different things depending on situations at the local level; it might mean developing a new program, strengthening an existing program, or redirecting existing resources into a revamped program. A process for tailoring the program model to suit a local situation is outlined in this section. The process is presented as a Program Development Cycle which requires five separate steps – organizing, planning, designing, implementing, and evaluating. These steps are illustrated and highlighted.

Each of the suggested steps is important and should be taken; however, varying the order or taking some steps simultaneously may better suit a district's or school's needs. An outline of the steps is presented first followed by a brief description of each step.

The Program Development Cycle

1. ORGANIZING

- a. Commit to action
- b. Identify leadership for the program improvement efforts

2. PLANNING

- a. Adopt the developmental guidance and counseling program model and the program development process to be used
- b. Assess the current program

3. DESIGNING

- a. Establish the desired program design
- b. Publish the program framework
- c. Plan the transition to the desired program
- d. Develop and implement a master plan for changed implementation

4. IMPLEMENTING

- a. Make program improvements
- b. Make appropriate use of the school counselors' competencies

5. EVALUATING

- a. Evaluate the developmental guidance and counseling program

FIGURE 5

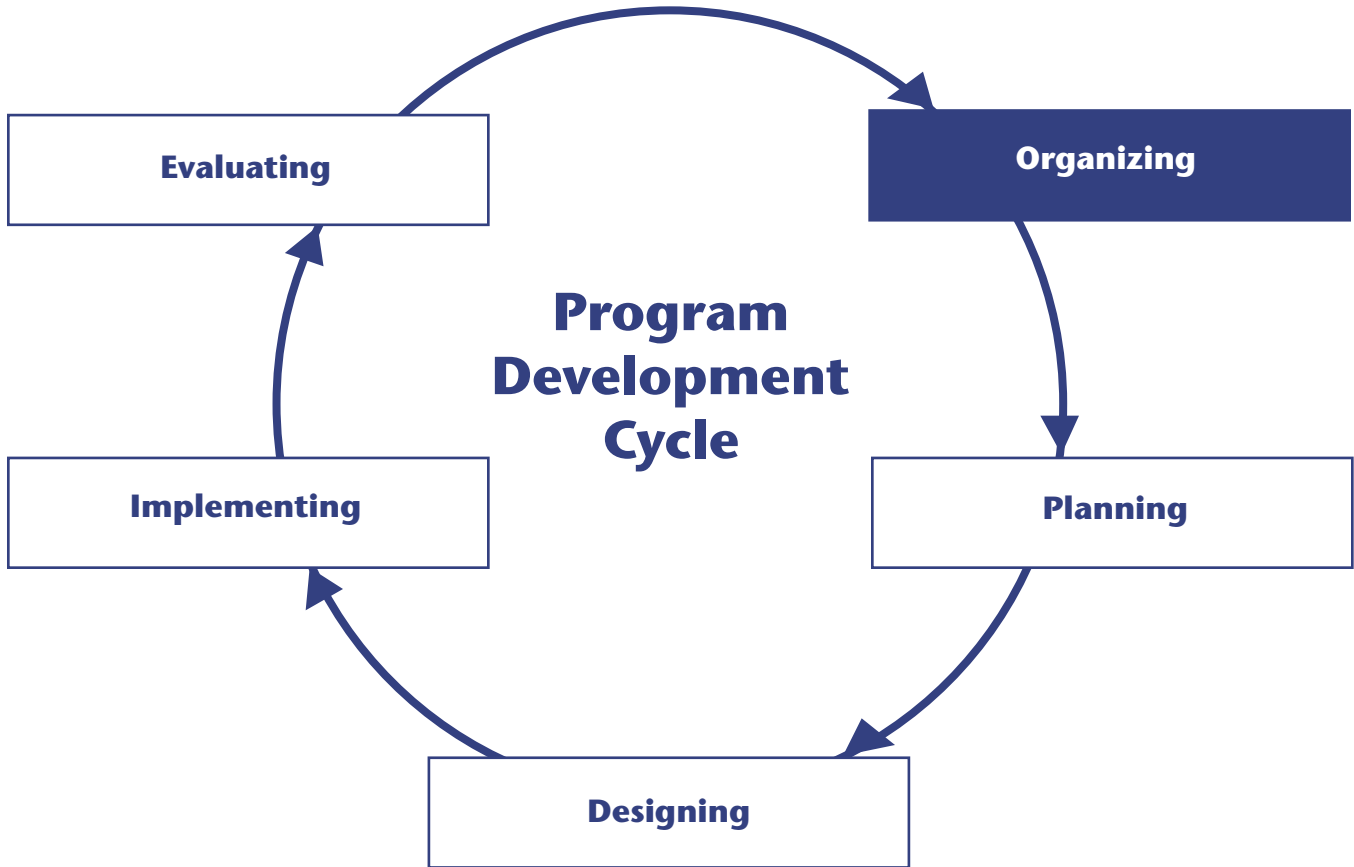


Figure Summary

1. ORGANIZING

- a. Commit to action
- b. Identify leadership for the program improvement efforts

1. Organizing

a. Commit to action

For change to occur, a commitment to action must be made by both administrative and counselor leaders. If district-wide changes are sought, the school board, the school district's top-level management, and the guidance staff must support the efforts and decisions that will cause changes. If building-level changes are sought, the principal and the counselors must concur that improvement is desirable. In order to implement the process the outline follows, counselors and their administrators must have made a decision to study and improve the guidance program.

If there are as yet no counselors at a local site, the administrator may be forced to lead the efforts alone. It may be advisable for the school/district to invite an available guidance and counseling resource person to assist: counselor educators from universities or guidance consultants from the educational service centers or the Texas Education Agency.

b. Identify leadership for the program improvement efforts

Those who will be most affected by the potential changes and those who have an investment in the guidance program should lead the program improvement process.

A steering committee must be formed, as directed by TEC § 33.005, to guide the guidance program development process, to make recommendations about the program that would be best for the district/school, and to lead implementation of the suggested program improvements.

At the district level, the steering committee should include central office administrators of instruction and guidance, the superintendent or a designee, and administrators of special programs who use or support the guidance program (e.g., career and technology, special and/or compensatory programs). At the district level, campus counselors and principals should be represented as well. All of the counselors and some of the other administrators should be involved in task groups as the program development process unfolds. At the building level the site-based committee should include the principal, the counselor(s), teacher-leaders, other specialists, parents and students.

FIGURE 6

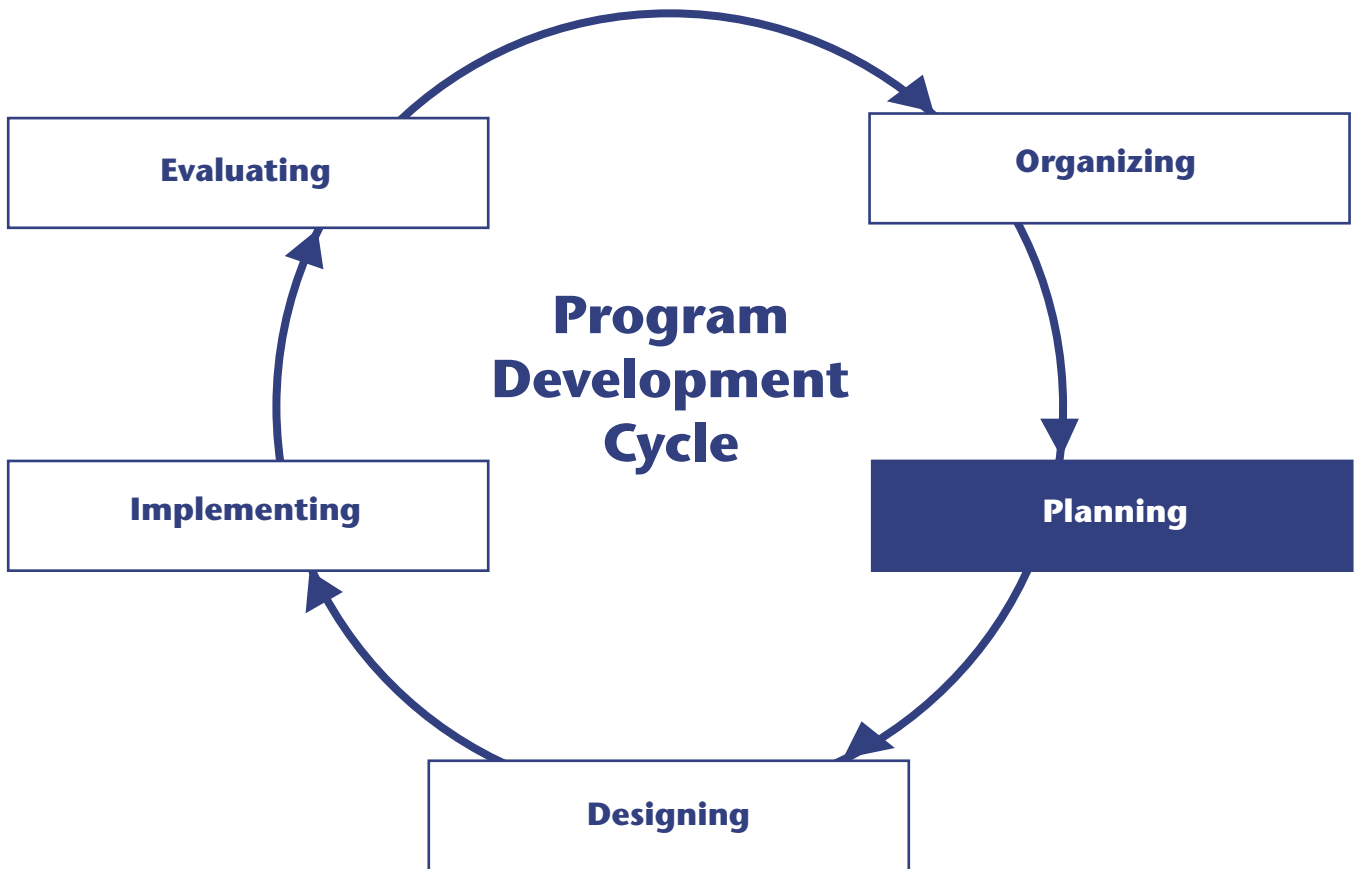


Figure Summary

2. PLANNING

- a. Adopt the developmental guidance and counseling program model and the program development process to be used
 - Study the program model, including the content areas
 - Select locally appropriate content areas and goals
 - Develop locally appropriate statements of
 - definition
 - rationale
 - underlying assumptions
 - Understand the four components which comprise the delivery system:
 - guidance curriculum
 - responsive services
 - individual planning
 - system support
 - Plan the program development process
- b. Assess the current program
 - Conduct a thorough assessment of the current program

2. Planning

- a. Adopt the developmental guidance and counseling program model and the program development process to be used.

The program model described in Section II needs to be well understood by those charged with the responsibility of designing its implementation in the local setting.

1) Study the program model, including the content areas

Steering committee members should study the Texas Comprehensive, Developmental Guidance and Counseling Program Model; its philosophical basis and the model for organization of the delivery system (the 4 components).

2) Select locally appropriate content areas and goals

This step begins the process of specifying locally relevant content for the local guidance program. The Texas Comprehensive, Developmental Guidance and Counseling Program model suggests seven content areas as the foundation for the program. These provide a baseline for specifying local guidance program content.

- Self-confidence
- Motivation to achieve
- Decision-making, goal-setting, planning, and problem-solving skills
- Interpersonal effectiveness
- Communication skills
- Cross-cultural effectiveness
- Responsible behavior

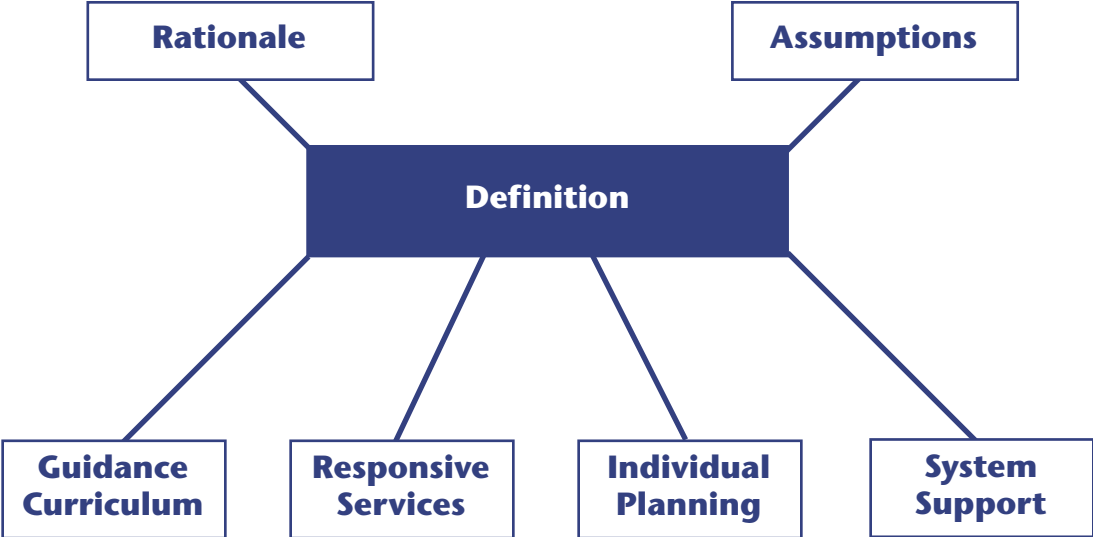
Some suggested related goals and competency indicators for each grade span are presented in Section IV. As guidance program development efforts get underway, a thorough understanding of the broad scope of the program goals, competencies and outcomes for student achievement is needed. Adoption or adaptation of the Scope and Sequence presented in Section IV or creation of a new one is appropriate. In this process, specific outcomes and objectives will be determined, based on the priorities established for the program.

3) Develop locally appropriate statements of

- definition
- rationale
- underlying assumptions

The program **definition** includes identification of the populations to be served through the program (students, parents, teachers, administrators), the basic content of the program (content areas and goals), and the organization of the program delivery system (guidance curriculum, responsive services, individual planning system, and system support).

FIGURE 7



The **rationale** for the program results from understanding the students' and community's needs. At the district level these may be generalized; at the campus level, they will be more specific. At this point, assessments of needs may be made by professional judgment, by opinions provided by representatives of the school community, and by the priorities of the current program.

The rationale for enhancing the guidance program may also be included. Statements about the problems with the current approach to guidance and counseling and the anticipated benefits of a different approach can be made.

The **assumptions** which undergird the operation of the program need to be made clear. These might include recognition of the school counselors' professional training, background, and competencies, in addition to their teaching experience. A statement should be included as to the basic contributions that the guidance program and the school counselors make to students' growth and development.

The conditions required for effective implementation should be spelled out. The resources required for effective program implementation should be outlined. In planning to implement a developmental guidance and counseling program for a campus or district, the parameters for appropriations of resources should be stated. Knowing the resources currently available makes the design process more realistic; it also provides the baseline from which to seek expanded resources, if needed. Resources include:

- guidance department staff
- administrative commitment
- parents
- program and staff development opportunities
- business partners
- community resources
- budget
- materials, supplies, and equipment
- facilities

The rationale and assumptions behind the Texas Comprehensive, Developmental Guidance and Counseling Program model are provided in Section I: *The Basis for the Texas Comprehensive, Developmental Guidance and Counseling Program*.

- Understand the four components which comprise the delivery system:
 - guidance curriculum
 - responsive services
 - individual planning
 - system support

In order to design a locally relevant program, it is imperative that the program development leaders understand the definitions of the components, as described in Section II, The Texas Comprehensive, Developmental Guidance and Counseling Program model. The program components also need to be understood by the groups represented by the steering committee so that their input may be solicited at critical points in the program improvement process. One of the responsibilities of the program development leaders is to educate their constituents regarding the program model and, ultimately, the implementation plans.

- Anticipate the process and timeline that program renovation will entail

Although they will be committed to working to ensure that the right design is established, that the needed changes are made, planning, designing, implementing, and evaluating an improved program requires time and hard work. The committee members need to be aware of the process from the outset. To design or re-design a developmental guidance and counseling program, the timeframe should be anticipated in the four phases as follows:

1. Organizing and Planning
2. Designing
3. Begin Improved Implementation
4. Begin Evaluation

The actual length of time it will take to complete each of the phases depends on the size of the program being developed and the resources available to do the program development work. In large districts, the process has taken as much as a year per phase; in small units (e.g., one campus or a small district), less time is required if the resources are committed to the process.

b. Assess the current program

- Conduct a thorough study of the current program

Whether the program development effort is being conducted to create a new program or to strengthen or redirect an existing program, this step must be taken. Even in schools or districts without counselors, guidance is provided for students.

This step entails determining the actual design of, the established priorities in, and the resources available to the current guidance program. Begin with a study of the written guidance plan and of the actual implementation of the program. Data should be gathered in light of the developmental guidance and counseling program model to facilitate comparison with data describing the desired program design. That is, identify the allocation of resources to each of the four program components and the priorities established within each component. These data also facilitate the identification of resources currently allocated to the program, and are also useful as improvement decisions are made.

This can be accomplished with a needs assessment given to survey the needs and attitudes of parents, students, teachers, administrators, business partners and the community. Through this data, the input is gathered and utilized to design an appropriate program.

Examples of useful data to be gathered and analyzed.

Useful Data	Data Collection Method
Results attained	Activity review
Activities conducted	Activity review
Populations served (e.g., students, parents, teachers, other school staff)	Survey
Use of counselor's time and talent	Time/task study
Responsibilities of other personnel	Job descriptions
Budget	Budget study
Materials & Equipment	Inventory
Facilities	Inventory

FIGURE 8

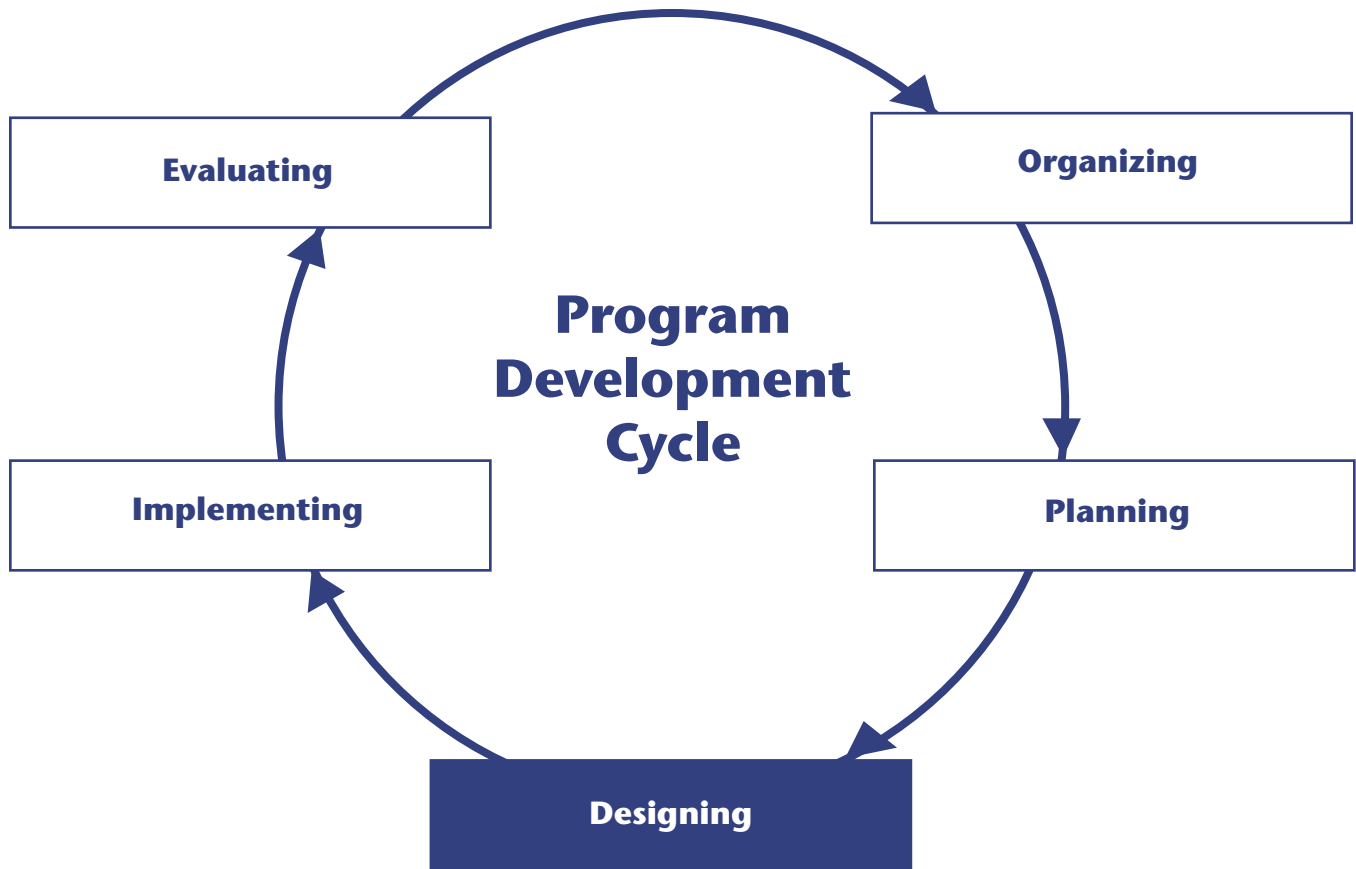


Figure Summary

3. DESIGNING

- a. Establish the desired program design
 - Assess student and community needs
 - Define the program specifically and set priorities
 - Quantify the desired program balance
- b. Publish the program framework
- c. Plan the transition to the desired program.
 - Compare/contrast the current program with the desired program both quantitatively and qualitatively
 - Establish goals for change
- d. Develop and implement a master plan for changed implementation

3. Designing

a. Establish the desired program design

- Assess student and community needs

This step is the center of the local program development process

The design for the local program should be based on a knowledge of the students' and community's needs and in consideration of the current and potential resources available for program implementation. Data that are useful here are those gathered in the campus and district improvement planning process. Student data to be gathered in the development of campus improvement plans include:

Demographic data:

ethnicity, language, socioeconomic scale, economic disadvantage, mobility rate, special program enrollments, parental levels of education, single parents, neighborhood makeup, immigration patterns, homelessness

Student achievement data:

test scores, mastery of essential elements, dropout rate, promotions/retentions, patterns of student grades

Student conduct data:

discipline, attendance, participation in extracurricular and cocurricular activities, follow-up studies

- Define the program specifically and set priorities

Quantitative and qualitative design decisions need to be made. The **quantitative** design states numerically what the shape of the program should be. It depicts the quantity of resources that should be allocated to each component, to each content area, to each subset of populations served; it typically speaks to the use of the counselors' time.

The **qualitative** design describes the substance of each of the program factors; specifically, to design the program qualitatively, the following must be stated:

Component:

descriptive definition for each; statement of priorities within each

Content:

competencies, outcomes and objectives; priorities established for each grade level

Populations:

students/category (e.g., developmental, prevention, intervention), adults (e.g., teachers, parents, administrators, other specialists); priorities for service established

Staff Responsibilities:

staff/category and competencies; priorities established for use of competencies

Activities:

list of specific activities/components that represent the minimum level of service

Preliminary activities are essential to establishing program priorities. A suggested format for determining priorities is presented.

Preliminary Activities	Program Priorities
<p>Student Competency Development</p> <ul style="list-style-type: none">• List needed student competencies. Specify expected student results <p>Program Balance</p> <ul style="list-style-type: none">• Define the student and adult populations served• Determine the desired balance between program components• Specify minimum expectations for activities done within each component <p>Counselor's Responsibilities</p> <ul style="list-style-type: none">• Re-define/reaffirm counselors' job descriptions• Re-define/reaffirm job descriptions of other guidance program personnel	<ul style="list-style-type: none">• Establish priorities for content domains and student goals, expected results by grade span, outcomes by grade level• Establish priorities for populations served: students and adults• Establish priorities for program delivery• Establish priorities within each component:<ul style="list-style-type: none"><i>curriculum:</i> most needed results by grade level<i>responsive services:</i> most relevant, recurrent topics<i>individual planning:</i> most timely results/activities at priority grade levels<i>system support:</i> most needed activities and programs making best use of counselors' professional skills• Establish priorities for best use of the counselors' skill time• Establish priorities for others' skill time

- Quantify the desired program balance

Philosophical priorities are implemented through the allocation of resources. Resources are finite and it seems that students', parents', teachers', and others' needs for the services are infinite. Thus, it is important to establish a concrete and measurable guide for the allocation of often scant guidance program resources. Graphs in Section II of this guide provide the recommendations regarding program balance and a worksheet for displaying decisions made at the local level.

The quantitative design provides the program parameters. This design brings together the counselor-to-student ratio and the allocation of program resources. At the end of this subsection samples are provided which exemplify the impact of ratio and program resource allocation on program implementation. Examples illustrate what can be expected at the elementary, middle/junior high, and high school levels from counselors with student loads of 1:350, 1:500 and 1:1000, in implementation of the recommended program balance.

b. Publish the program framework

The district-wide program description provides a framework for the development of individual campus programs. The campus program should be designed to meet identified local needs within the district framework. At the building level, the local program description and design should be in written form. Sections II, III, and IV of this guide provide the framework for the State program. The document should include the rationale, assumptions, and definition of the program, describe the qualitative and quantitative designs of the program, and the job descriptions for the various guidance program staff members. The more concrete it is, the more useful it is to all staff involved in the guidance program. It replaces its predecessor, the guidance program plan. The substeps in this step are self-explanatory:

- Write
- Print
- Get administrative/Board approval
- Distribute*

c. Plan the transition to the desired program

- Compare/contrast the current program with the desired program both quantitatively and qualitatively.

Through the data collected regarding the current program, quantitative information is available about the program balance and about the use of counselors' time. Qualitative information is available about the students served, the outcomes attained, and about the use of counselors' talent. Through the designing process, comparative information has become available. The gaps between the two programs (the actual and the envisioned) need to be identified. The graphs in Section II provide a means for displaying the quantitative designs of both the current program and the desired program designs. Comparing and contrasting the qualitative designs should be done also.

* *Distribute to counselors, teachers, parents, principals, others with an interest/investment in the guidance program.*

- Establish goals for change.

It is in the areas where there are contrasts between the current and the desired program designs that goals for change are needed. The goals will emerge in both the quantitative and the qualitative comparisons. These goals, when met, should mean the program has become the envisioned program.

d. Develop and implement a master plan for changed implementation

- List tasks to be done to attain implementation.
- Identify allocated or additional human, financial and/or political resources needed to effect changes, for example, improvements in:

Human Resources

- Counselor-to-student ratios
- Clerical assistance
- Other professional personnel

Financial Resources

- Supplies, materials, and equipment budgets
- Facilities development
- Extended contracts; improved salaries
- Funding for special emphases

Political Resources

- Advisory committee
- Updated policies and procedures

- Develop a realistic time line for accomplishing the tasks and meeting the resource needs.

This time frame may entail short- and long-term goals, e.g.,

- 1-Year Plan
- 3- Year Plan
- 5-Year Plan

FIGURE 9

Sample Quantified Program Designs High School (Grades 9 - 12)

Bringing Together Program Balance Percentages + Counselor: Student Ratios

ASSUMPTIONS:

Average class size: 1:25
Average teacher: student ratio = 1:20
55-minute periods
7 periods/day (“activity slots”)
35 slots/week = 100 percent of student access time

DESIRED PROGRAM BALANCE:

Guidance Curriculum	20 percent	7 Activity Slots
Responsive Services	31.4 percent	11 Activity Slots
Individual Planning	31.4 percent	11 Activity Slots
System Support	17.1 percent	6 Activity Slots

STUDENT LOAD RATIO: 1 COUNSELOR: 350 STUDENTS

Guidance Curriculum:

$350/25 = 14$ classes of students in student load
 $14 \text{ classes}/8 \text{ activity slots} = .6$ lessons per week
1.75 weeks for 1 lesson @
3 + lessons per 6 weeks

Responsive Services:

6 slots for groups of 9 = 54
5 slots for individuals Total = 5
= 59 students = 16.8 percent/350

Individual Planning (-traditional 1:1 model):

10 slots/week x 36 weeks = 360 slots/year (19800 minutes)
 $19800/350 = 56$ minutes/student/year

System Support:

Counselor-Teacher ratio = 1:17.5

ANY STUDENT LOAD:

Individual Planning:

10 activity slots/week x 36 weeks = 360 slots/year
 $360/4$ grade levels = 90 activity slots grade level/year
 $90/6$ 6-weeks = 15 activity slots/grade level/6 weeks

System Support:

6 activity slots/week = 330 minutes/week = 66 minutes/day

Figure 9 (Continued)

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 500 STUDENTS

Guidance Curriculum:

$500/25 = 20$ classes of students in student load
20 classes 8 activity slots = .4 lessons per week
2.5 weeks for 1 lesson @
2 + lessons per 6 weeks

Responsive Services:

6 slots for groups of 9 = 54
5 slots for individuals = 5
Total = 59 students = 11.8 percent/500

Individual Planning (-traditional 1:1 model):

10 slots/week x 36 weeks = 360 slots/year (19800 minutes)
19800/500 = 39 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:25

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 1000 STUDENTS

Guidance Curriculum:

$1000/25 = 40$ classes of students in student load
40 classes/8 activity slots = .2 lessons per week
5 weeks for 1 lesson @
1 + lessons per 6 weeks

Responsive Services:

6 slots for groups of 9 = 54
5 slots for individuals = 5
Total = 59 students = 5.9 percent/1000

Individual Planning (-traditional 1:1 model):

10 slots/week x 36 weeks = 360 slots/year (19800 minutes)
19800/1000 = 19.8 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:50

FIGURE 10

Sample Quantified Program Designs Middle School/Junior High (Grades 6 - 8)

Bringing Together Program Balance Percentages + Counselor: Student Ratios

ASSUMPTIONS:

Average class size: 1:25
Average teacher: student ratio = 1:20
45 minute periods
8 periods/day (“activity slots”)
40 slots/week = 100 percent of student-access time

DESIRED PROGRAM BALANCE:

Guidance Curriculum	35 percent	14 Activity Slots
Responsive Services	35 percent	14 Activity Slots
Individual Planning	20 percent	8 Activity Slots
System Support	10 percent	4 Activity Slots

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 350 STUDENTS

Guidance Curriculum:

$350/25 = 14$ classes of students in student load
14 classes/14 activity slots = 1 lesson per week
1 week for 1 lesson @ 6 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 56
7 slots for individuals = 7
Total = 63 students = 18 percent/350

Individual Planning (-traditional 1:1 model):

8 slots/week x 36 weeks = 288 slots/year (12960 minutes)
 $12960/350 = 37$ minutes/student/year

System Support:

Counselor-Teacher ratio = 1:17.5

ANY STUDENT LOAD:

Individual Planning:

8 activity slots/week x 36 weeks = 288 slots/year
288/3 grade levels = 96 activity slots/grade level/year
96/6 6-weeks = 16 activity slots/grade level/6 week

System Support:

4 activity slots/week = 180 minutes/week = 36 minutes/day

FIGURE 10 (continued)

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 500 STUDENTS

Guidance Curriculum:

500/25 = 20 classes of students in student load
20 classes/14 activity slots = .7 lessons per week
1.5 weeks for 1 lesson @
4 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 56
7 slots for individuals = 7
Total = 63 students = 12.6 percent/500

Individual Planning (-traditional 1:1 model):

8 slots/week x 36 weeks = 288 slots/year (12960 minutes)
12960/500 = 25 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:25

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 1000 STUDENTS

Guidance Curriculum:

1000/25 = 40 classes of students in student load
40 classes/14 activity slots = .35 lessons per week
3 weeks for 1 lesson @
2 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 63
7 slots for individuals = 7
Total = 63 students = 6.3 percent/1000

Individual Planning (-traditional 1:1 model):

8 slots/week x 36 weeks = 288 slots/year (12960 minutes)
12960/1000 = 12 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:50

FIGURE 11

Sample Quantified Program Designs Elementary School (Grades Pre-K - 5)

Bringing Together Program Balance Percentages + Counselor: Student Ratios

ASSUMPTIONS:

- Average class size: 1:22
- Average teacher: student ratio = 1:20
- 30 minute activity slots
- 14 activity slots/day
- 70 slots/week = 100 percent of student access time

DESIRED PROGRAM BALANCE:

Guidance Curriculum	40 percent	28 Activity Slots
Responsive Services	40 percent	28 Activity Slots
Individual Planning	10 percent	7 Activity Slots
System Support	10 percent	7 Activity Slots

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 350 STUDENTS

Guidance Curriculum:

- $350/22 = 16$ classes of students in student load
- $16 \text{ classes}/28 \text{ activity slots} = 1.75$ lessons per week

Responsive Services:

- 14 slots for groups of 7 or 8 = 108
- 14 slots for individuals = 14
- Total = 122 students = 35 percent/350

Individual Planning:

- $7 \text{ slots/week} \times 36 \text{ weeks} = 252 \text{ slots/year (7560 minutes)}$
- $7560/350 = 21 \text{ minutes/student/year}$

System Support:

- Counselor-Teacher ratio = 1:17.5

ANY STUDENT LOAD:

Individual Planning:

- $7 \text{ activity slots/week} \times 36 \text{ weeks} = 252 \text{ slots/year}$
- $252/5 \text{ grade levels (1-5)} = 50 \text{ activity slots/grade level/year}$
- $50/6 \text{ 6-weeks} = 8 \text{ activity slots/grade level/6 weeks}$

System Support:

- $7 \text{ activity slots/week} = 210 \text{ minutes/week} = 42 \text{ minutes/day}$

FIGURE 11 (continued)

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 500 STUDENT

Guidance Curriculum:

$500/22 = 23$ classes of students in student load
 $23 \text{ classes}/28 \text{ activity slots} = 1.2$ lessons per week

Responsive Services:

14 slots for Groups of 7 or 8	= 108
14 slots for individuals	= 14
Total	= 122 students = 24 percent/500

Individual Planning:

$7 \text{ slots/week} \times 36 \text{ weeks} = 252 \text{ slots/year (7560 minutes)}$
 $7560/500 = 15 \text{ minutes/student/year}$

System Support:

Counselor-Teacher ratio = 1:25

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 1000 STUDENTS

Guidance Curriculum:

$1000/22 = 45$ classes of students in student load
 $45 \text{ classes}/28 \text{ activity slots} = .6$ lessons per week
1 + weeks for 1 lesson @
3+ lessons per 6 weeks

Responsive Services:

14 slots for groups of 7 or 8	= 108
14 slots for individuals	= 14
Total	= 122 students = 12 percent/1000

Individual Planning:

$7 \text{ slots/week} \times 36 \text{ weeks} = 252 \text{ slots/year (7560 minutes)}$
 $7560/1000 = 7.6 \text{ minutes/student/year}$

System Support:

Counselor-Teacher ratio = 1:50

FIGURE 12

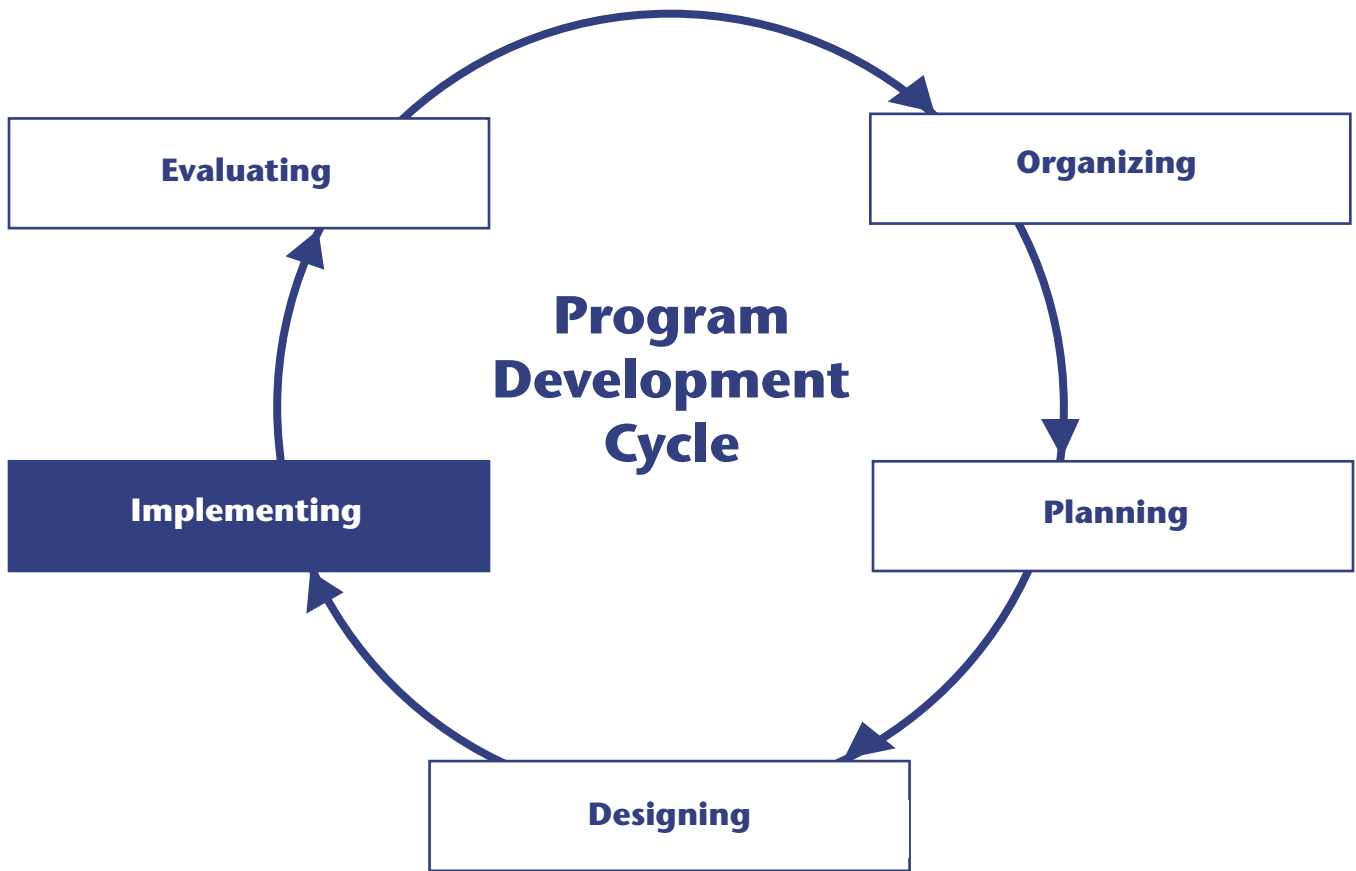


Figure Summary

4. IMPLEMENTING

- a. Make program improvements
 - Systematize the improvement process
 - Design high priority activities

- b. Make appropriate use of the school counselors' competencies
 - Emphasize the appropriate job description
 - Provide staff development for counselors, teachers, parents, administrators and others
 - Evaluate counselors based on their performance
 - Encourage professional growth

4. Implementing

a. Make program improvements

- Systematize the improvement process.

An annual planning process is a useful way to keep energies focused on program improvement and to assist in monitoring changed program implementation.

Guidance Program Improvement Plans which address the established goals, can stand alone or be included as part of the school improvement plans.

Annual Program Plans should be established for the implementation of the guidance and counseling program. Yearly, monthly, and weekly calendars provide for the delivery of the developmental guidance program as well as counseling services and help to ensure proper program balance.

- Design-needed, high-priority activities.

With newly established priorities and evidenced gaps in program delivery, activities will need to be developed and conducted in improvement/expansion of the guidance program. These new activities should be:

- carefully planned,
- based on the needs assessment information and the program goals, and
- have clearly stated objectives which guide students toward desired outcomes.

b. Make appropriate use of the school counselors' competencies

- Emphasize the appropriate job description necessary to conduct the developmental guidance and counseling program (Step 5; & Section III).
- Provide staff development for counselors.

Include other guidance program personnel to enhance their ability to deliver the developmental guidance and counseling program. Some demands on school counselors' expertise are emphasized in the developmental guidance and counseling program. Opportunities should be provided to assist counselors and others to renew/upgrade their knowledge and skills in the following areas, for example:

- group counseling with adolescents
- career development assistance
- systematic consultation with parents and teachers
- curriculum development
- evaluation
- special populations: substance abusers, potential and recovered dropouts, adolescent parents
- gang pressures/involvement
- harassment issues

- Evaluate counselors based on their performance within the developmental guidance and counseling program and according to their specific job assignment (Section VI). Administrators should also be held accountable for their management of the developmental guidance and counseling program and evaluation of the performance of the guidance staff.
- Encourage professional growth.

FIGURE 13

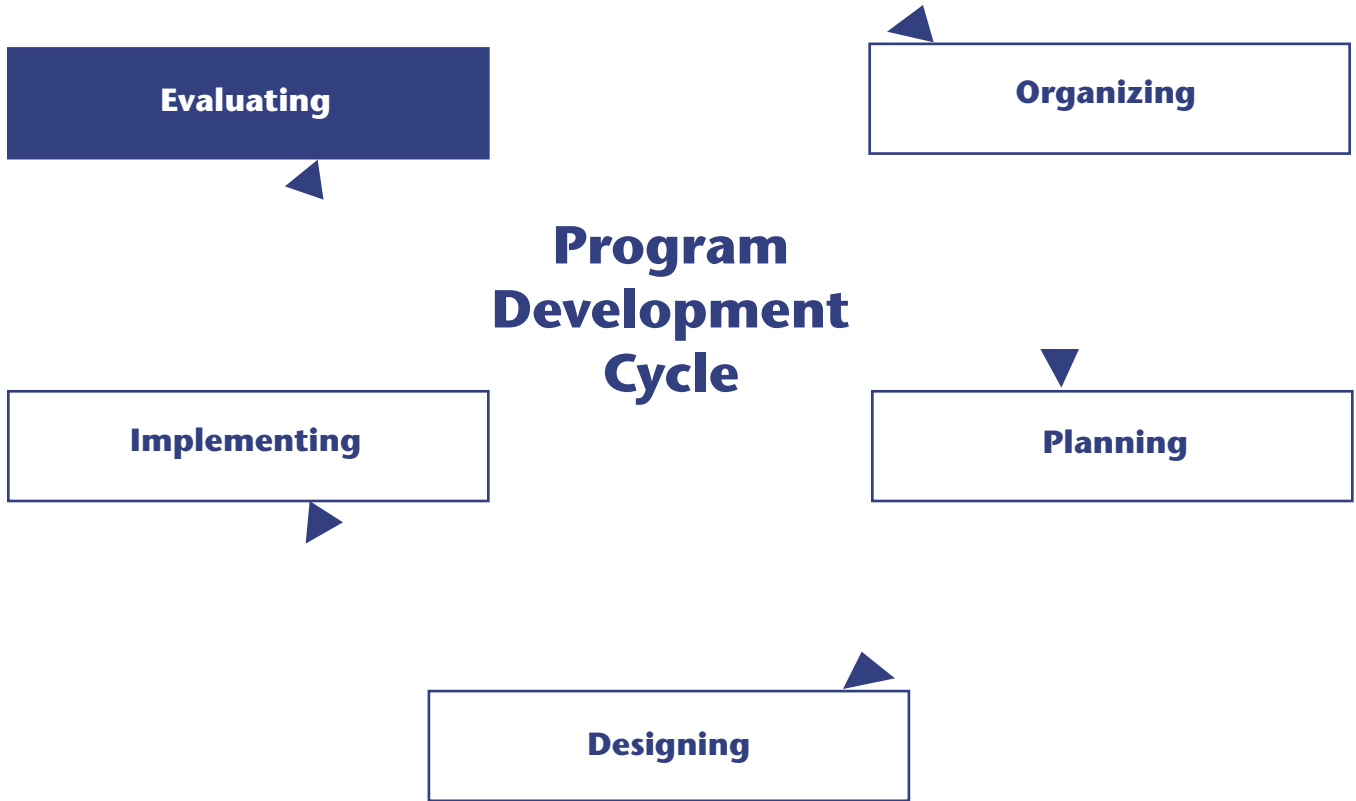


Figure Summary

5. EVALUATING

- a. Evaluate the developmental guidance and counseling program
 - Evaluate the changes made
 - Evaluate the program design
 - Evaluate the implementation
 - Evaluate the professional school counseling staff

- b. Evaluate the developmental guidance and counseling program

Evaluation begins the program renewal cycle. Evaluation will suggest modifications that need to be made and highlight items which should not be changed. Approaches for evaluating the changes made, the design and implementation of the developmental guidance and counseling program, and the professional school counseling staff are suggested in Section VI.

FIGURE 14

Comprehensive, Developmental Guidance and Counseling Program Implementation Checklist

Organizing and Planning

Organizing

_____ 1. Administrators, counselors and the school staff commit to action

_____ 2. Form and convene the steering committee

Planning

_____ 3. Adopt the Comprehensive, Developmental Guidance and Counseling Program model and the program development process to be used

- Study the program model, including the content areas
- Develop locally appropriate statements of
 - definition
 - rationale
 - underlying assumptions
- Understand the four components which comprise the delivery system:
 - guidance curriculum
 - responsive services
 - individual planning
 - system support
- Plan the program development process

_____ 4. Conduct a thorough assessment of the current program

Designing

Designing

- _____ 5. Establish the desired program design
 - Assess student and community needs
 - Define the program specifically and set priorities
 - Quantify the desired program balance
- _____ 6. Publish the program framework
- _____ 7. Plan the transition to the desired program
 - Compare/contrast the current program with the desired program both quantitatively and qualitatively
 - Establish goals for change
- _____ 8. Develop and implement a master plan for changed implementation

Implementing

Implementing

- _____ 9. Make program improvements
 - Systematize the improvement process
 - Specify the design needed, noting high priority activities
- _____ 10. Make appropriate use of the school counselors' competencies
 - Emphasize the appropriate job description
 - Provide staff development for counselors
 - Evaluate the counselors based on their performance
 - Encourage professional growth

Evaluating

Evaluating

- _____ 11. Evaluate the program
 - Evaluate the changes made
 - Evaluate the program design
 - Evaluate implementation
 - Evaluate the professional school counseling staff