

# Developing & Managing

## Your School Guidance & Counseling Program

⌘ Fifth Edition ⌘

by

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# Developing & Managing Your School Guidance & Counseling Program

☞ Fifth Edition ☞

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☞ To School Counselors and Their Leaders ☞



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# Preface

- ☞ One of the most fundamental obligations of any society is to prepare its adolescents and young adults to lead productive and prosperous lives as adults. This means preparing all young people with a solid enough foundation of literacy, numeracy, and thinking skills for responsible citizenship, career development, and lifelong learning. (Harvard Graduate School of Education, 2011, p. 1)

As we enter the second decade of the 21st century, the United States continues to undergo substantial changes in its occupational, social, and economic structures. Occupational and industrial specialization continue to increase dramatically. Increasing size and complexity are the rule rather than the exception, often creating job invisibility and making the transition from school to work and from work to further education and back again more complex and difficult.

Social structures and social and personal values also continue to change and become more diverse. Emerging social groups are challenging established groups, asking for equality. People are on the move, too, from rural to urban areas and back again and from one region of the country to another in search of economic, social, and psychological security. Our population is becoming increasingly diverse.

All of these changes are creating substantial challenges for our children and adolescents. A rapidly changing work world and labor force; violence in the home, school, and community; divorce; teenage suicide; substance abuse; and sexual experimentation are just a few examples. These challenges are not abstract aberrations. These challenges are real, and they are having and will have a substantial impact on the personal–social, career, and academic development of our children and adolescents.

## *Responding to Challenges*

In response to these and other continuing societal and individual needs and challenges, educational leaders and policymakers are in the midst of reforming the entire educational enterprise (National Association of Secondary School Principals, 2004; No Child Left Behind Act of 2001; Race to the Top, 2011; Zhao, 2009). Guidance and counseling in the schools also continues to undergo reform, changing from a position-services model to a comprehensive program firmly grounded in principles of human growth and development. This change makes guidance and counseling in the schools an integral part of education and an equal partner with the overall instruction program, focusing on students' academic, career, and personal–social development.

Traditionally, however, guidance and counseling was not conceptualized and implemented in this manner because, as Aubrey (1973) suggested, guidance and counseling was seen as a support service lacking a content base of its own. Sprinthall (1971) made this same point when he stated that the practice of guidance and counseling has little content and that guidance and counseling textbooks usually avoid discussion of a subject matter base for guidance and counseling programs.

If guidance and counseling is to become an equal partner in education and meet the increasingly complex needs of individuals and society, our opinion is that guidance and counseling must conceptually and organizationally become a program with its own content base and structure. This call is not new; many early pioneers issued the same call. But the call was not loud enough during the early years, and guidance and counseling became a position and then a service with an emphasis on duties, processes, and techniques. The need and the call continued to emerge occasionally thereafter, however, but not until the late 1960s and early 1970s did it reemerge and become visible once more in the form of a developmental comprehensive program.

This is not to say that developmental guidance and counseling was not present before the late 1960s. What it does mean is that by the late 1960s the need for attention to aspects of human development other than “the time-honored cognitive aspect of learning subject matter mastery” (Cottingham, 1973, p. 341) had again become apparent. Cottingham (1973) characterized these other aspects of human development as “personal adequacy learning” (p. 342). Kehas (1973) pointed to this same need by stating that an individual should have opportunities “to develop intelligence about his [or her] self—his [or her] personal, unique, idiosyncratic, individual self” (p. 110).

### *Reconceptualization of Guidance and Counseling*

The next step in the evolution of guidance and counseling was to establish guidance and counseling as a comprehensive program—a program that is an integral part of education with a content base and organizational structure of its own. In response to this need, Gysbers and Moore (1981) published a book titled *Improving Guidance Programs*. It presented a content-based, kindergarten through 12th-grade comprehensive guidance and counseling program model and described the steps to implement the model. The first, second, third, and fourth editions of our current book built on the model and implementation steps presented in *Improving Guidance Programs* and substantially expanded and extended the model and implementation steps. This fifth edition expands and extends the model and steps even further, sharing what has been learned through various state and local adoption and adaptations since 2006.

### *Organization of This Book*

Five phases of developing comprehensive guidance and counseling programs are used as organizers for this book. The five phases are planning (Chapters 1–4), designing (Chapters 5 and 6), implementing (Chapters 7–9), evaluating (Chapter 10), and enhancing (Chapter 11). In several chapters, ways to attend to the increasing diversity of school populations and the roles and responsibilities of district- and building-level guidance and counseling leaders are highlighted. The appendixes offer examples of forms and procedures used by various states and school districts in the installation of comprehensive guidance and counseling programs. Also included as an appendix are the ethical standards of the American School Counselor Association (ASCA) and the Multicultural Counseling Competencies of the Association for Multicultural Counseling and Development (Arredondo et al., 1996; Sue, Arredondo, & McDavis, 1992).

## **Part I: Planning**

Chapter 1 traces the evolution of guidance and counseling in the schools from the beginning of the 20th century. The changing influences, emphases, and structures from then until



now are described and discussed in detail. The emergence of comprehensive guidance and counseling programs is highlighted. Having an understanding of the evolution of guidance and counseling in the schools and the emergence of developmental comprehensive programs is the first step toward improving your school's guidance and counseling program. Chapter 2 is based on this understanding and focuses on the issues and concerns in planning and organizing for guidance and counseling program improvement. Chapter 3 then presents a model guidance and counseling program based on the concept of life career development; it is organized around four basic elements. Chapter 4, the last chapter in the planning phase, discusses the steps involved in finding out how well your current program is working and where improvement is needed.

## **Part II: Designing**

Chapter 5 begins the designing phase of the program improvement process and focuses on designing the program of your choice. Issues and steps in selecting the desired program structure for your comprehensive program are presented. Chapter 6 describes the necessary tasks required to plan the transition to a comprehensive guidance and counseling program.

## **Part III: Implementing**

Chapter 7 presents the details of beginning a new program in a school or district, and Chapter 8 emphasizes the details of managing and maintaining the program. Chapter 9 first looks at how to ensure that school counselors have the necessary competence to develop, manage, and implement a comprehensive guidance and counseling program and then highlights counselor supervision procedures.

## **Part IV: Evaluating**

Comprehensive guidance and counseling program evaluation is discussed in detail in Chapter 10. Program evaluation, personnel evaluation, and results evaluation are featured, with attention given to procedures for each.

## **Part V: Enhancing**

Chapter 11 focuses on the use of data gathered from program, personnel, and results evaluation and from needs assessments to redesign and enhance a comprehensive guidance and counseling program that has been in place for a number of years. The chapter uses actual data gathered in a school district and describes in detail the way this school district built on the guidance and counseling program foundation it had established in the early 1980s to update and enhance its program to meet continuing and changing student, school district, and community needs.

## ***Who Should Read This Book***

A goal of this book is to inform and involve all members of a kindergarten through 12th-grade guidance and counseling staff in the development and management of comprehensive school guidance and counseling programs. Although specific parts are highlighted for guidance and counseling program leaders (central or building-level directors, supervisors, coordinators, department heads) and school administrators, the information provided is im-

portant for all to know and use. In addition, this book is designed for practitioners already on the job as well as for counselors-in-training and administrators-in-training. It can and should be used in preservice education as well as in-service education.

### *The Fifth Edition: What Is New?*

All of the chapters in the fifth edition have been reorganized and updated to reflect current theory and practices. A more complete theory base for comprehensive guidance and counseling programs is provided, along with updated examples of the contents of various components of comprehensive guidance and counseling programs drawn from many state models and from the ASCA (2005) National Model. New information and practical ideas and methods have been added to assist school counselors and school counselor leaders in better understanding the issues involved in developing and managing comprehensive school guidance and counseling programs.

Increased attention is given in this fifth edition to the important topic of diversity. Increased attention is also given to expanded discussions of whom school counselors' clients are and the range of issues they present. Also, increased attention is given to helping school counselors and their leaders be accountable for the work they do and for evaluating and reporting the impact of their programs' activities and services on students' academic, career, and personal and social development. In addition, increased attention is given to the issues and challenges that the leaders of comprehensive guidance and counseling programs face in an increasingly complex educational environment.

Finally, a new section, Your Progress Check, is found at the end of each chapter. This feature allows you to check the progress you are making as you move through the planning, designing, implementing, evaluating, and enhancing phases of change.

### *Concluding Thoughts*

Some readers may think that guidance and counseling program improvement is a simple task requiring little staff time and few resources. This is not true. Substantial work can be completed during the first several years but, with the necessary resources available to ensure successful implementation, at least 4 to 5 years are usually required. To carry the program through the enhancement phase may require an additional 5 years. Then we recommend an ongoing program improvement process.

Moreover, the chapter organization may lead some readers to think that guidance and counseling program improvement activities follow one another in a linear fashion. Although a progression is involved, some of the activities described in Chapters 2 through 10 may be carried out concurrently. This is particularly true for the evaluation procedures described in Chapter 10, some of which are carried out from the beginning of the program improvement process throughout the life of the program. The program enhancement process follows evaluation and connects back to the beginning, but at a higher level, as program redesign unfolds. Thus, the process is spiral, not circular. Each time the redesign process unfolds, a new and more effective guidance and counseling program emerges.

Finally, it is important to understand that a comprehensive guidance and counseling program, as described in the chapters that follow, provides a common language for the program elements that enable students, parents, teachers, administrators, school board members, and school counselors in a school district to speak with a common voice when they describe what a program is. They all see the same thing and use the same language to describe the program's framework. This is the power of common language, whether the program is in a small or large rural, urban, or suburban school district. Within the basic

framework at the local district level, however, the guidance knowledge and skills (competencies) students are to learn, the activities and services to be provided, and the allocations of school counselor time are tailored specifically to student, school, and community needs and local resources. This provides the flexibility and opportunity for creativity for the personnel in every school district to develop and implement a comprehensive guidance and counseling program that makes sense for their districts. We are convinced that without the common language for the program elements and the obligation to tailor it to fit local school districts, guidance and counseling and the work of school counselors will be lost in the overall educational system and, as a result, will continue to be marginalized and seen as a supplemental activity that is nice to have, but not necessary.

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# Acknowledgments

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He has received many awards, most notably the National Career Development Association's Eminent Career Award in 1989, the American School Counselor Association's Mary Gehrke Lifetime Achievement Award in 2004, the William T. Kemper Award for Excellence in Teaching in 2002, the Governor's Award for Excellence in Teaching in 2004, the Faculty/Alumni Award from the University of Missouri in 1997, and the Distinguished Faculty Award from the University of Missouri in 2008.

Gysbers was editor of *The Career Development Quarterly* from 1962 to 1970; president of the National Career Development Association, 1972–1973; president of the American Counseling Association, 1977–1978; and vice president of the Association of Career and Technical Education, 1979–1982. He was the editor of *The Journal of Career Development* from 1978 until 2006.

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ment; enhancing roles of school counselors through supervision, staff leadership, and meaningful school counselor performance evaluation; creating systemic change through collaborative program development; and counselor supervision. She and Dr. Gysbers have also coauthored *Leading and Managing Your School Guidance Program Staff* (1998), *Comprehensive Guidance Programs That Work—II* (1997), and *Implementing Comprehensive School Guidance Programs: Critical Issues and Successful Responses* (2002). She wrote “The Theory Behind the ASCA National Model,” included in *The ASCA National Model* (2nd ed.). She is coauthor with Larry Golden of *Case Studies in School Counseling* (2007). She is the author of *The New Handbook of Administrative Supervision in Counseling* (2009). She has authored or coauthored 30 articles or chapters. She wrote *The Comprehensive Guidance Program for Texas Public Schools: A Guide for Program Development, Pre-K–12th Grade* (1990, 2004, in press) under the auspices of the Texas Education Agency and the Texas Counseling Association and *Guidelines for Developing Comprehensive Guidance Programs in California Public Schools* (1981) with D. Hays and L. Steinberg.

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Henderson has been a member or chair of numerous committees and held leadership positions within the California Counseling Association, Texas Counseling Association, American School Counselor Association, Association for Counselor Education and Supervision, and American Counseling Association. She has been president of the Texas Counseling Association (1992–1993), Texas Association for Counselor Education and Supervision (1988–1989), and Texas Career Development Association (1995–1996).