

HISTORY OF MISSOURI'S COMPREHENSIVE SCHOOL COUNSELING

Describe the rationale/need for developing a curriculum framework for your state.

The rationale/need began with an awareness that local, state and national educational reform efforts did not address the development of non-academic skills required of all students' success—the skills that school counselors emphasized in their work.

To address this need, we began with a vision of what graduating students needed to know, understand and be able to do (in addition to academic skills) in order to be successful. We applied basic, universal domains of human development and the factors that facilitate and block that development. From there, the curriculum framework was developed.

Describe the process for developing the curriculum--who was involved, what resources did you utilize, how did you develop/map/crosswalk lessons, how long did it take?

The development of the actual curriculum (sample classroom lessons for each aspect of the curriculum framework) began in 2004 and the first phase was completed in 2009; however, this was preceded by many years of creating materials that led to the need to develop a resource of sample strategies for full implementation of the Missouri Comprehensive School Counseling Program components (see accompanying historical timeline).

Prior to the creation of the writing team, a meeting was held with Missouri Department of Elementary and Secondary Education's Assistant Commissioner for Curriculum and Instruction and the coordinator of the K-12 academic curriculum areas to introduce the idea that the comprehensive 'guidance' school counseling program should be a part of the Department's academic curriculum efforts/materials. This was a risk as the individuals making the pitch for the integral role of MCGP were not DESE employees. The meeting was successful!!!

The Comprehensive Guidance (School Counseling) Program Writing Team members utilized the ASCA Standards and the Missouri Show-Me Standards (and subsequent iterations) to crosswalk units and lessons. This process resulted in developing awareness among users that there is an inter-relationship of the ASCA Model and the Show-Me Standards and the Missouri Comprehensive Guidance (School Counseling) Program Curriculum Framework. In turn, it gave users "talking points" for conversations with classroom teachers, school administrators and school boards.

How long did it take? Depending upon your perspective, 40+ years (or 5 years, or forever) because development is on-going.

What has been the response/utilization of the curriculum?

Excellent! One example is the fact that the first day the classroom curriculum was active on-line, the Missouri Center for Career Education server was overloaded. The national response is reflected in one beginning school counselor's unsolicited response at a national meeting that

she used one of the lessons during a supervisory visit; her supervisor said it was the best lesson she had seen.

Many states have implemented the Missouri “model” and the curriculum has been used internationally as well.

Most important is the data gathered in a state-wide study demonstrating the effectiveness of full implementation.

If you could do it over again, what might you do differently or what are the next steps?

We trusted the process, took risks, believed in the program and built on available resources at each step of the way.

Next steps include continuing to review, revise, renew existing materials to assure they are relevant to the needs of today’s school counselors. DESE continues to fund and facilitate a state writing team that ensures materials are rigorous and relevant.

What recommendations or helpful tips do you have for other states or districts that want to create their own curriculum?

1. *Involvement & visible support of leadership/decision-makers.*
If a state initiative is the goal, it is mandatory that a strong working relationship with the state elementary/secondary education agency be in place. It is not enough that a state grant be awarded to a group. The on-going success of the Missouri Program is due in large part to the ACTIVE involvement of the Missouri Department of Elementary and Secondary Education in EVERY aspect of the development, including participation in team work meetings. The same principle applies to local districts and/or individual school initiatives.
2. *Involvement/visible support of the State School Counselor Association.*
Leadership of the state association must be actively involved in the process through writing team membership or attendance at meetings of the writing team. The Missouri School Counselor Association (MSCA) leadership provided valuable support for the process through first-hand knowledge of the team’s work. The collaboration between DESE and MSCA is one vision one voice!
3. *Active involvement of counselor educators on the writing team.*
When counselor educators are involved in the process of developing the classroom curriculum, they are more likely to understand the vision and, thus, prepare counselors-in-training to believe in/carry on the comprehensive school counseling program. Missouri is the only state to our knowledge that has a strong relationship of DESE/MSCA/and Counselor Educators.

Recruitment of diverse dedicated and successful counselors/content experts/visionaries representing each of the regions of the state to serve on the Writing Team. Include rising stars as well as experienced shining stars as members. MSCA provided input during the selection of the original Writing Team members.

- Understand that, in the beginning, team members may not have a shared vision of the depth of meaning of a comprehensive school counseling program for all K-12 students. Take time to establish common understanding of what ASCA describes as “One Vision. One Voice.”
- Prepare members for leadership in their own schools & districts.
- Trust the Process and don’t rush the Process!! Arriving at “One Vision. One Voice” is messy and frustrating. If one does not believe in the challenge of the process, the final outcome will not be representative of all ideas.
- Stay apprised of changing needs of school counselors by developing on-going mechanisms for reviewing, revising, renewing the comprehensive school counseling program—at the state and local levels. For example, each phase of the on-going development of the Missouri Comprehensive School Counseling program included listening to the needs of school counselors currently working in the field.
- Maintain enthusiasm by assuring that successful school counselors are sharing their experiences through presentation at state conferences and through publishing their work in various media.

FROM VISION TO REALITY: A BRIEF REVIEW OF THE DEVELOPMENT OF THE MISSOURI COMPREHENSIVE SCHOOL COUNSELING PROGRAM

*Adapted from a document: From Vision to Reality Progress is Being Made
Missouri Comprehensive Guidance Program Update: Development of Materials
By Carolyn S. Magnuson & Carolyn S. Roof, Co-facilitators of DESE/MCCE Writing Team, 2008*

The Vision: *A Comprehensive School Counseling Program is fully-implemented in each of Missouri’s K-12 Districts. The knowledge, skill and understanding embedded in the curriculum of the K-12 Comprehensive Guidance Program are valued as vital to the life success of every student.*

No discussion of the history of Missouri’s Comprehensive School Counseling Program (MCSCP) would be complete without recognizing the role of the Missouri Department of Elementary & Secondary Education (DESE) in the implementation of K-12 Comprehensive Programs in EVERY Missouri school district. In the beginning, Norman Gysbers & his University of Missouri colleague, Earl Moore, Jr. had a vision and a framework; however, the early and continuing success of the MCSCP, was possible because of the fiscal and personnel support provided by DESE.

While DESE’s fiscal and personnel support were (and are) important to the on-going development of the program, the ultimate success is dependent upon the close relationship of

DESE, the Missouri School Counselor Association (MSCA) and Missouri's counselor educators. This long-term, three-way partnership has provided the momentum for the renewal and continuation of the MCSCP. The Program continues state-wide with DESE fiscal and personnel support, MSCA provides workshops for new & experienced school counselors and the counselor educators provide preparation for school-counselors-in-training.

The following are key points in the on-going evolution of the Missouri Comprehensive School Counseling Program (n.b.,: "Missouri Comprehensive Guidance Program" is used in the timeline; the program name was changed to "Missouri Comprehensive School Counseling Program" in June 2016 per legislative mandate).

EARLY HISTORY 1970-2004

The 1960s and early 1970s witnessed calls to reformulate guidance and counseling from an ancillary service to a comprehensive program equal and complimentary with other programs in our schools. Early in 1970 Dr. Gysbers worked with the states of California and Wisconsin to develop state guides to integrate career development into the school curriculum. Then in 1971 Dr. Gysbers was awarded a grant from United States Department of Education titled "Cooperative State Implementation Workshop for Curriculum-Involved Career Development Guidance and Counseling." Notice the focus on career development. This was the emphasis because the funding came from federal funds in Vocational Education. In fact, most of the early efforts to change guidance and counseling from an ancillary service to a mainstream program emphasized career development because the funding for these efforts came from vocational education legislation.

The focus of the grant was to help all states to develop and use state and local guides for career guidance, counseling, and placement. To accomplish this purpose a national conference was held in St Louis in early 1972 with representatives all states attending. One of the outcomes of the conference was a decision to go beyond career only and focus on a full comprehensive program for guidance and counseling (now school counseling). In 1974 Dr. Gysbers along with Earl Moore edited a document titled "Career Guidance, Counseling, and Placement: Elements of an Illustrative Program Guidance"

This guide contained the first outline of a comprehensive guidance and counseling program as well as a plan to develop, implement, and evaluate it. Included were student outcomes K-3, 4-6, 7-9, and 10-12 organized around the headings of Self Knowledge and Interpersonal Skills, Life Roles, Settings, and Events, Life Career Planning Knowledge and Skills, and Basic Studies and Occupational Preparation. Also included were sample curriculum activities for each of these headings.

- **Mid-1970s:** Before there was a "Missouri Comprehensive School Counseling Program", there was the "Missouri Career Education Delivery System". Federal and State money was

available to develop Career Education programs in local schools. *(During this time, the University of Missouri and the Missouri Department of Elementary & Secondary Education worked hand in hand in the development and implementation of materials. This close working relationship has continued through the present.)*

ACTIVITIES:

- A manual for implementation of K-12 Career Education programs developed
- Train-the-Trainer workshops were held with follow-up consultation with individual district classroom teachers & counselors
- Personal Social, Academic Development & Career Development classroom curriculum materials and a Process & Procedures manual developed
- This process laid the foundation for the next step

In 1981, Dr. Gysbers along with Earl Moore published a book titled "Improving Guidance Programs." In this book they outlined the basic structure of school counseling program as it exists today. It contained information about how to develop, manage, and evaluate a program including information about developing a curriculum and lists of student outcomes organized around the titles Self Knowledge and Interpersonal Skills, Life Roles, Settings and Events, and Life Career Planning. It also included an organizing framework to include Structural Components (definition, rationale, assumptions) and Program Components (Guidance Curriculum, Individual Planning, Responsive Services, System Support).

- **Late-1970s-Early 80s:** Missouri Comprehensive Guidance Program was born.
 - Implementation materials/procedures were developed:
 - An implementation manual for the Comprehensive Guidance Program
 - A needs assessment based on vocational education competencies was developed
"The Box" (a series of K -12 implementation strategies)
 - Train the Trainer workshops continued
 - DESE formed an on-going State Advisory Committee (members include representatives of active school counselors, MSCA, counselor educators and school administrators)

Counselor educators representing each of the DESE approved K-12 school counselor preparation programs, DESE and MSCA representatives were brought together for conversations about new developments, to address concerns and plan future actions to enhance Missouri Comprehensive Guidance Programs.

In 1982-1983, DESE decided to fund improvements in school counseling. The information in the book "Improving Guidance Programs" served as the basis for the new framework for school counseling. In 1982, Dr. Gysbers conducted a workshop for the St Joseph School District using the ideas in the book. This work and the material in the book served as ideas for the initial model for changing school counseling from the traditional position approach to a comprehensive program. In 1984, the first statewide conference was held for secondary schools in Columbia Missouri to introduce these new ideas. Between 1984 and 1988 work

continued on the model and an elementary section was introduced so that in 1988 all levels were included in the workshops that followed.

This material is taken from the history section of the new manual. The first version of the program was designed for secondary schools. It was field tested in selected secondary schools from 1984 and 1988. During this time, the development and field-testing processes involved numerous task forces that provided direction concerning the content, structure, and Implementation of the program. While this field testing was taking place, work also was underway to extend the program to the elementary school level. Over 300 school counselors and administrators participated in this process. This work was completed by 1988, allowing for training on the full K-12 program to begin in 1988. The training process ended in 1998. During this time, school counselors and administrators in 441 out of 525 school districts across Missouri received training on how to implement the program in their local school districts.

Between 1988 and 1998 work was ongoing to continue to improve and add to the program and the supporting materials. Per Dr. Norm Gysbers, "I know that work was ongoing to improve the curriculum. I am not sure when the decision occurred to put the curriculum materials in the boxes but I know it was a very popular move."

- **Mid 1980s-2000:** Development Continued
 - 1984: First Carl Perkins Act passed
 - Implementation manual revised
 - Program Evaluation Materials Developed (PROBE- Partnership for Results Based Evaluations)
 - Professional Development Workshops for school counselors held regionally each year
 - Counselor Educators, DESE and MSCA representatives continue to meet two times a year for conversations about new developments, to address concerns and plan future actions.
- **2001-2002:** Competency Review
 - Representatives of each MSCA district reviewed the competencies developed in the 1980's for relevance, omissions and overall adequacy of content.
- **2002-2003:** Results Reviewed/Changes Proposed
 - The results of the competency evaluation/review, the standards of the National Career Development Association and the ASCA Model were used to develop the first draft of the category and competency revisions.
 - Groups of Professional School Counselors, Counselor Educators, The State Advisory Council and other interested individuals, reviewed the draft of the revised categories and competencies.
- **2003-2004:** Terminology Changed/Validation of New C.G. Standards and Terminology
 - The language of the Missouri Comprehensive Guidance Program framework was aligned with the language of the DESE Curriculum & Instruction Framework.

The curriculum writing team process for the Missouri Model has evolved over time. One of the main components of the original curriculum was a box of lesson plans arranged by standard.

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM WRITING TEAM 1999-PRESENT

- **2000-2001:** A small committee made up of a Counselor Educators, one School Counselor, one elementary and one secondary school Counseling Coordinator and the Missouri Department of Elementary and Secondary Education (DESE) Director of the Guidance and Placement Section
- **2002-2003:** Surveyed school counselors across the state to gain feedback about the current MCGCP Competencies before starting the revisions.
- **2004-2005: Guidance Curriculum Framework and Sample Career Development Strategies Developed**
 - The Comprehensive Guidance Program Curriculum Writing Team was formed in September of 2004. The group included Professional School Counselors, counselor educators, DESE Guidance and Placement personnel and MCCE personnel.
 - Writing Team developed K-12 Grade Level Expectations (GLE) for each of the 12th Grade Outcomes. The team developed units and lessons for the Career Development Strand
 - A field-test of these materials occurred during the spring and fall of 2005.
- **2005-2006: CG Content Standards/GLEs Introduced/Sample Academic and Personal/Social Development Strategies**
 - CG Content Standards and GLEs debuted at the 2005 MSCA Fall Conference.
 - Comprehensive Guidance Curriculum Writing Grant received funding for 2005-2006
 - During the second phase, the writing team developed Units and Lessons for Academic Development and Personal and Social Development.
 - The sample Comprehensive Guidance Curriculum Units and Lessons made available on the DESE website.
- **2006-2007: Terminology Change/Curriculum Rolled Out/Electronic Access/Responsive Services/Individual Planning Initiative:**
 - The Comprehensive Guidance Program Curriculum Framework/Sample Curriculum Strategies was topic of fall 2006 DESE Guidance and Placement Regional Workshops.
 - Responsive Services initiatives identified and development begun: School-Wide Critical Incident/Emergency Management Plan, Referral Process, Small Group Counseling Module and Sample K-12 Small Group Units and Sessions and Consultation and Collaboration.
 - Sub-group of writing team began development of materials for the MCGP Individual Planning component.

- **2007-08: Responsive Services Initiative/Individual Planning:**
 - Writing team continued development, review and finalization of materials for the Responsive Services Component:
 - School-Wide Critical Incident/Emergency Management Guide (to complement National/State/Local/School District emergency management systems;
 - A Guide for the Responsive Services Referral Process
 - Responsive Services Small Group Counseling Module and Sample Small Group Units and Sessions K-12. Sub-group continued the development of K-12 Individual Planning materials.

- **2008-09: Responsive Services/Systems Support Initiatives**
 - Completion of the Responsive Services and Systems Support components:
 - K-12 Small Group Counseling Units and Sessions
 - Outside Referral
 - An Individual Counseling module and strategies
 - A Systems Support module
 - Summer 2009 - Presented our work at the ASCA Conference

- **2010-11: Started to Review and Revised MCSCP Online Materials (Five Year Review)**
 - Reviewed and Revised Big Ideas and Grade Level Expectations (GLEs) K-12
 - Reviewed and Revised Big Ideas and GLEs in Career Dev. Activities K-12
 - Reviewed and Revised Big Ideas and GLEs in Academic Dev. Activities K-12
 - Reviewed and Revised Big Ideas and GLEs in Personal/Social Dev. Activities K-12

- **2011-12: Develop the DESE Template for each Unit K-12**
 - Develop the DESE Template for the Career Development Units K-12
 - Develop the DESE Template for the Academic Development Units K-12
 - Develop the DESE Template for the Personal/Social Development Units K-12

- **2012-13: Review and Revise MCSCP Online Materials**
 - MCSCP Manual Revision
 - Review and Revised Career Development Units and Lessons K-12
 - Review and Revised Academic Development Units and Lessons K-12

- **2013-14: Review and Revise MCSCP Online Materials**
 - Review and Revised Personal/Social Development Units and Lessons K-12
 - Develop a Curriculum Index for Personal/Social Development K-12
 - Develop a Curriculum Index for Academic Development K-12
 - Develop a Curriculum Index for Career Development K-12
 - Develop Individual Student Planning Rubrics K-12
 - Start Small Group Review of Content K-12

- **2014-15: Review and Revise MCSCP Online Materials**

- Review and Revise Referral Process Guide
 - Review and Revise Referral PowerPoint Presentation
 - School Wide Crisis Planning Guide
 - School Wide Crisis Planning PowerPoint Presentation
 - Small Group Counseling Module
 - Complete Small Group Review of Content K-12
 - Review and Revise Individual Student Planning Guide
- **2015-2016: Review and Revise MCSCP Online Materials**
 - Language Change Social/Emotional in Curriculum and Small Groups K-12
 - Language Change ASCA Mindset and Behavior Curr. and Small Groups K-12 (SE/AD/CD)
 - Review and Revise Individual Student Planning PowerPoint
 - Review, Revise and Finalize the Internal Improvement Review Document
 - Review and Revised the MCSCP Manual
 - Finalize the School Counselor Performance Evaluation Materials
- **2016-17: Review and Revise MCSCP Online Materials**
 - Review DESE Website Language Change because of HB 2845 (Guidance to School Counseling)
 - Language Changes in all documents on the website K-12 because of HB 2845
 - Finalize the MCSCP Manual (Reduced from 250 plus pages to 50 plus pages)
 - Developed Student Learning Objectives Handbook
 - Developed Sample Student Learning Objectives Exemplars (Elem., MS, HS)
 - Developed MCSCP PowerPoint
 - Developed Program + Personnel = Results PowerPoint
 - Developed Consultations PowerPoint
 - Developed Curriculum, Responsive Services, System Support PowerPoint