

Kentucky School Counselors:
An Evaluation of Characteristics, Practices, and Effectiveness

March 2009

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Since the inception of No Child Left Behind, great effort has been made to measure student outcomes on academic variables. Little attention, however, has been paid to measuring the impact of student support programs, such as comprehensive school counseling programs (CSCPs). CSCPs are designed to direct the roles of school counselors toward the promotion of student's academic, career, and personal-social development (Sink, Akos, Turnbull, & Mvududu, 2008). Very little is known about CSCPs in Kentucky or even the level of implementation of school counseling programs in Kentucky schools.

Studies have been conducted in several states in an effort to determine the role of CSCPs in supporting student development. For example, a statewide evaluation conducted in Utah found that students attending schools with highly implemented CSCPs had positive outcomes on student achievement, including enrolment in advanced science and math courses and higher ACT scores (Utah State Office of Education, 2000). In Missouri, schools with highly implemented CSCPs students reported higher grades, felt better prepared for the future, received more information about careers and colleges, and reported a more positive school climate (Lapan, et. al, 1997). Finally, researchers in Washington found that students in highly implemented CSCPs performed better on state assessments and norm-referenced tests (Sink & Stroh, 2003). The present study will add to the existing data on the role of school counseling programs in supporting the development of Kentucky students. Furthermore, it is believed that this information will provide schools and legislators with much needed information on the valuable roles that school counselors play in the development and advancement of students.

Research Questions

As stated earlier, very little is known about the status of school counseling in the state of Kentucky. The purpose of this multi-year study is to gain a better understanding of the work of Kentucky school counselors by examining the following:

Year 1

1. What are the characteristics of Kentucky school counselors?
 - a. Degrees and training
 - b. Level of certification (provisional, standard, non-certified)
 - c. Number of 'directors of guidance' within the state
 - d. Rank level
 - e. Where they received their training
 - f. Type of training received
 - g. Years of service
 - h. Annual professional development hours
 - i. Ethnicity
 - j. Gender
 - k. Number of school counselors that hold teacher certification
 - l. Membership in professional school counseling organizations (e.g. KSCA and ASCA)
2. What roles do Kentucky school counselors play in their schools?
 - a. How do school counselors define their role within their school
 - b. What are their student case loads
 - c. How much time do they spend in direct contact with students
 - d. Grade levels school counselors serve (single, multiple, etc.)
3. What are the daily functions of Kentucky school counselors as measured by the School Counselor Activity Rating Scale (SCARS)?
4. What are stakeholder beliefs about Kentucky school counselors (stakeholders include teachers and principals)?
5. What are the differences/similarities of roles of Kentucky school counselors based on demographic variables (e.g., rural, suburban, urban schools)?

Year 2

1. Where do Kentucky schools rate in regards to the level of implementation of the American School Counseling Association (ASCA) National Model (e.g., the level of implementation of CSCPs as low, middle, high, or non-existent)?
2. What impact do school counseling programs, based on the different levels of CSCP implementation, have on students' academic, social/emotional, and career development as measured by school database information (e.g., grades, attendance, behavior referrals, state assessment scores, norm-reference test scores, etc.)?
3. What role does level of implementation of CSCPs play in impacting student outcomes (e.g., achievement, personal/social development, and career development/decision-making)?

Instrumentation/Data

School Counselor Activity Rating Scale (SCARS): The SCARS, developed by Scarborough (2005), measures how school counselors actually spend their time and how they would prefer to spend their time in job-related activities. Individual activities or the major interventions of a comprehensive developmental school counseling program (Counseling, Consultation, Curriculum, Coordination) may be examined. In addition, "other duties" commonly performed by school counselors may also be assessed (see Appendix A).

CSCP Stakeholder Surveys: The CSCP Stakeholder Surveys, developed by the Center for School Counseling Outcome Research (2000), are used to collect perception data from school counseling program stakeholders. These surveys are available in administrator, counselor, and teacher versions. In addition, they are available in elementary, middle and high school levels (see Appendix B).

School Counseling Program Implementation Survey: The SCPIS was developed by Elsner and Carey (2000) to help schools conduct a quick audit of their program. With only 18 questions, the survey helps identify key areas of comprehensive school counseling program implementation (see Appendix C).

ASCA Readiness Assessment: This tool has been developed by the Center for School Counseling Outcome Research (2000) to help school counselors and administrators assess their district's readiness to implement the ASCA National Model, and to determine areas that will need to be addressed to successfully implement the National Model (see Appendix D).

Student Level Data

Academic Achievement: Student school records will be used to collect data on grades, state and national achievement test scores, attendance, disciplinary records, and course-taking patterns.

Achievement data will be collected for all students in all schools. (See attached data templates).

Demographic Variables: School records will be used to measure student racial/ethnic group.

School records will also be used to determine student gender, special education status, eligibility for free/reduced lunch, and English Language Learner status. Student migration into and out of the target schools will also be monitored. Demographic data will be gathered for all students in all schools.

Subject Recruitment, Confidentiality, and Data Collection

Participants will be recruited through a list of Kentucky school counselors, school principals and teachers in the state of Kentucky. These lists will be obtained through the Kentucky Department of Education. All Kentucky school counselors will be contacted and will be asked to participate in the survey. A random sample of 200 principals and 200 teachers at the elementary, middle, and high school levels will be approached to complete the CSCP Stakeholder Surveys.

All surveys, administered through Survey Monkey, will be sent to participants via their school-based e-mail address in which a link will be provided for the participants to access that redirects them from their e-mail to the Survey Monkey site. Potential participant's e-mails will be known and accessible only to the primary investigator. A list of all e-mail addresses will be located on a password protected computer. In addition, hard copies of surveys will be mailed to potential participants depending on the response rate to the initial e-mail attempt. Therefore, if

the response rate for any group (counselors, principals, teachers) is below 50%, hard copies will be mailed. For any surveys sent through the U.S. Postal Service, participants will be given a self-addressed stamped envelope to mail completed surveys back to the primary investigator.

Although participants will be asked to put their school's name on the survey, they will not be *required* to put their school's name on the survey. The purpose for putting the school's name on the survey is to provide information for the year 2 portion of the study (e.g., schools level of CSCP implementation). In addition, they will not be asked to put their name on the surveys. Participants will be given the opportunity to receive one of three \$50 amazon.com gift cards for their participation. If they would like to be included in the drawing for the gift card, upon completion of the surveys, they will be instructed to send their name and address to the primary investigator. This information will not be connected to their completed survey(s).

During Year 2 of the study, schools will be chosen for participation based on their geographic location (e.g., rural, suburban, urban). In addition, schools, identified by participants during year one administration of the study will be highly considered because matching year one and year two data will allow for more data comparisons.

Participant's confidentiality will be protected in that the names of schools will not be published and schools will be identified only by their geographic location (urban, suburban, rural) and/or level of CSCP implementation.

Methodology

Data will be evaluated at various levels; both basic and advanced statistical applications will be conducted to evaluate data. At the advanced level hierarchical linear modeling (HLM) will be implemented. HLM is a regression technique that takes into consideration the hierarchical

nature (students, schools, school districts, etc.) of educational data (Bryk & Raudenbush, 1992). HLM addresses the complex interplay of the multiple social layers which exist in schools, and is a useful way to address the inaccurate assumptions of independence that exist in any educational research context (Osborne, 2000).

HLM will be used to compute coefficients and standard t statistics to test the relationships between school-level predictors (size, SES, and SC model implementation) and the student outcomes. Analysis of whether the between-school variables have a significant impact on the regression slopes between student characteristics and student outcomes will be computed in HLM.

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About the Primary Investigator:

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Appendix A

The School Counselor Activity Rating Scale

Developed by: Janna L. Scarborough, Ph.D., NCC, NCSC,

Ratings:

1 = I never do this; I would prefer to never do this

2 = I rarely do this; I would prefer to rarely do this

3 = I occasionally do this; I would prefer to occasionally do this

4 = I frequently do this; I would prefer to frequently do this

5 = I routinely do this; I would prefer to routinely do this

Counseling Activities

- Counsel with students regarding personal/family concerns
- Counsel with students regarding school behavior
- Counsel students regarding crisis/emergency issues
- Counsel with students regarding relationships (e.g., family, friends, romantic)
- Provide small group counseling addressing relationship/social skills
- Provide small group counseling for academic issues
- Conduct small groups regarding family/personal issues (e.g., divorce, death)
- Conduct small group counseling for students regarding substance abuse issues (own use or family/friend use)
- Follow-up on individual and group counseling participants
- Counsel students regarding academic issues

Consultation Activities

- Consult with school staff concerning student behavior
- Consult with community and school agencies concerning individual students
- Consult with parents regarding child/adolescent development issues
- Coordinate referrals for students and/or families to community or education professionals (e.g., mental health, speech pathology, medical assessment)
- Assist in identifying exceptional children (special education)
- Provide consultation for administrators (regarding school policy, programs, staff and/or students)
- Participate in team / grade level / subject team meetings

Curriculum Activities

- Conduct classroom activities to introduce yourself and explain the counseling program to all students
- Conduct classroom lessons addressing career development and the world of work
- Conduct classroom lessons on various personal and/ or social traits (e.g., responsibility, respect, etc.)
- Conduct classroom lessons on relating to others (family, friends)
- Conduct classroom lessons on personal growth and development issues
- Conduct classroom lessons on conflict resolution
- Conduct classroom lessons regarding substance abuse
- Conduct classroom lessons on personal safety issues

Coordination Activities

- Coordinate special events and programs for school around academic, career, or personal/social issues (e.g., career day, drug awareness week, test prep)
- Coordinate and maintain a comprehensive school counseling program
- Inform parents about the role, training, program, and interventions of a school counselor within the context of your school
- Conduct or coordinate parent education classes or workshops
- Coordinate school-wide response for crisis management and intervention
- Inform teachers / administrators about the role, training, program, and interventions of a school counselor within
 - the context of your school.
- Conduct or coordinate teacher in-service programs
- Keep track of how time is being spent on the functions that you perform
- Attend professional development activities (e.g., state conferences, local in-services)
- Coordinate with an advisory team to analyze and respond to school counseling program needs
- Formally evaluate student progress as a result of participation in individual/group counseling from student, teacher and/or parent perspectives
- Conduct needs assessments and counseling program evaluations from parents, faculty and/or students

- Coordinate orientation process / activities for students

“Other” Activities

- Participate on committees within the school
- Coordinate the standardized testing program
- Organize outreach to low income families (i.e., Thanksgiving dinners, Holiday families)
- Respond to health issues (e.g., check for lice, eye screening, 504 coordination)
- Perform hall, bus, cafeteria duty
- Schedule students for classes
- Enroll students in and/or withdraw students from school
- Maintain/Complete educational records/reports (cumulative files, test scores, attendance reports, drop-out reports)
- Handle discipline of students
- Substitute teach and / or cover classes for teachers at your school

1 = strongly disagree **2 = disagree** **3 = neither agree nor disagree** **4 = agree** **5 = strongly agree**

The School Counselors have the necessary resources to do their jobs effectively; i.e. clerical staff, computers, etc. 1 2 3 4 5

The School Counselors participate in relevant professional development that improves effectiveness on a yearly basis. 1 2 3 4 5

I believe parents feel satisfied with the work School Counselors are doing. 1 2 3 4 5

School Counselors **do not** work with teachers to provide classroom guidance curriculum. 1 2 3 4 5

The School Counselors provide important services to the students. 1 2 3 4 5

Provisions are made for School Counselors to provide group guidance activities for students, including topics such as bullying, peer pressure, conflict resolution, etc. 1 2 3 4 5

The School Counselors are **not** viewed as an integral part of the student's educational experience. 1 2 3 4 5

The School Counselors believe students can succeed. 1 2 3 4 5

The School Counselors are effective advocates for students. 1 2 3 4 5

Please list what you believe to be the most important activities of the School Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?

Thank you again for taking the time to complete this survey.

1 = strongly disagree **2 = disagree** **3 = neither agree nor disagree** **4 = agree** **5 = strongly agree**

The School Counselors have the necessary resources to do their jobs effectively; i.e. clerical staff, computers, etc. 1 2 3 4 5

I believe students feel comfortable meeting with the School Counselors. 1 2 3 4 5

The School Counselors provide important services to the students. 1 2 3 4 5

I believe parents feel satisfied with the work School Counselors are doing. 1 2 3 4 5

School Counselors **do not** work with teachers to provide classroom guidance curriculum. 1 2 3 4 5

The School Counselors participate in relevant professional development that improves effectiveness on a yearly basis. 1 2 3 4 5

Provisions are made for School Counselors to provide group guidance activities for students. 1 2 3 4 5

The School Counselors are **not** viewed as an integral part of the student's educational experience. 1 2 3 4 5

The School Counselors believe students can succeed. 1 2 3 4 5

The School Counselors are effective advocates for students. 1 2 3 4 5

Please list what you believe to be the most important activities of the School Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?

Thank you again for taking the time to complete this survey.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

The School Counselors provide important services to the students. 1 2 3 4 5

I believe parents feel satisfied with the work School Counselors are doing. 1 2 3 4 5

School Counselors **do not** work with teachers to provide classroom guidance curriculum. 1 2 3 4 5

The School Counselors provide important information to parents and students about services outside of the school setting. 1 2 3 4 5

The School Counselors work as a liaison between all parties involved in students' education. 1 2 3 4 5

The School Counselors are **not** viewed as an integral part of students' educational experience. 1 2 3 4 5

The School Counselors believe students can succeed. 1 2 3 4 5

The School Counselors are effective advocates for students. 1 2 3 4 5

Please list what you believe to be the most important activities of the School Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?

Thank you again for taking the time to complete this survey.

K-5 School Counselor Survey School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Counseling Program, including guidance and adjustment counseling. Please note that the term "School Counselor" refers to the Guidance and School Adjustment Counselors. All responses will be kept confidential.

Name _____ School _____

What is your job title? _____

Please circle the response that best answers each question.

How many years have you worked at this school? < 1 1-5 6-10 11-20 21+

How many other School Counselors are working in your school? 1 2 3 4 5 6 Not Sure

How many students are assigned to each Counselor? < 250 250-350 350-450 450+ Not Sure

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

There are clearly defined job descriptions for the School Counselors. 1 2 3 4 5

There are clearly defined goals for the School Counseling Program. 1 2 3 4 5

The goals of the School Counseling Program are **not** consistent with the school mission. 1 2 3 4 5

The School Counselors have the necessary resources to do their jobs effectively; i.e. clerical staff, computers, etc. 1 2 3 4 5

The expectations of the School Counselors are clearly defined and reasonable. 1 2 3 4 5

Teachers and other staff work cooperatively with the School Counselors. 1 2 3 4 5

The School Counseling Program **does not** help to enhance the academic achievement of all students. 1 2 3 4 5

School Counselors are supported by the administration in the school. 1 2 3 4 5

Provisions are made for School Counselors to provide group guidance activities for students, including topics such as bullying, peer pressure, conflict resolution, etc. 1 2 3 4 5

The School Counselors help students to develop socially and emotionally. 1 2 3 4 5
1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

I believe students feel comfortable meeting with the School Counselors. 1 2 3 4 5

The School Counselors spend a significant amount of time managing crisis situations. 1 2 3 4 5

The School Counselors **do not** work with teachers to provide classroom guidance curriculum. 1 2 3 4 5

The School Counselors provide orientation information and services to help students transition to middle school. 1 2 3 4 5

I believe parents feel satisfied with the work School Counselors are doing. 1 2 3 4 5

The School Counselors participate in relevant professional development that improves effectiveness on a yearly basis. 1 2 3 4 5

The School Counselors work as a liaison between all parties involved in student's education. 1 2 3 4 5

The School Counselors **are not** viewed as an integral part of the student's educational experience. 1 2 3 4 5

The School Counselors believe students can succeed. 1 2 3 4 5

The School Counselors are effective advocates for students. 1 2 3 4 5
 Please list what you believe to be the most important activities of the School Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?

Thank you again for taking the time to complete this survey.

Middle School Counselor Survey School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Counseling Program, including guidance and adjustment counseling. All responses will be kept confidential.

Name _____ School _____

What is your job title? _____

Please circle the response that best answers each question.

How many years have you worked at this school? < 1 1-5 6-10 11-20 21+

How many other School Counselors are working in your school? 1 2 3 4 5 6 Not Sure

How many students are assigned to each Counselor? < 250 250-350 350-450 450+ Not Sure

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

There are clearly defined job descriptions for the School Counselors. 1 2 3 4 5

There are clearly defined goals for the School Counseling Program. 1 2 3 4 5

The goals of the School Counseling Program are **not** consistent with the school mission. 1 2 3 4 5

The School Counselors have the necessary resources to do their jobs effectively; i.e. clerical staff, computers, etc. 1 2 3 4 5

The expectations of the School Counselors are clearly defined and reasonable. 1 2 3 4 5

Teachers and other staff work cooperatively with the School Counselors. 1 2 3 4 5

School Counselors are supported by the administration in the school. 1 2 3 4 5

The School Counselors help students to develop socially and emotionally. 1 2 3 4 5

The School Counseling Program **does not** help to enhance the academic achievement of all students. 1 2 3 4 5

Provisions are made for School Counselors to provide group guidance activities for students, including career information and education. 1 2 3 4 5

I believe students feel comfortable meeting with the School Counselors. 1 2 3 4 5
1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

The School Counselors spend a significant amount of time managing crisis situations. 1 2 3 4 5

The School Counselors **do not** work with teachers to provide classroom guidance curriculum. 1 2 3 4 5

School Counselors are provided with supervision and support. 1 2 3 4 5

The School Counselors provide orientation information and services to help students transition to high school. 1 2 3 4 5

I believe parents feel satisfied with the work School Counselors are doing. 1 2 3 4 5

The School Counselors participate in relevant professional development that improves effectiveness on a yearly basis. 1 2 3 4 5

The School Counselors work as a liaison between all parties involved in student's education. 1 2 3 4 5

The School Counselors are **not** viewed as an integral part of the student's educational experience. 1 2 3 4 5

The School Counselors believe students can succeed. 1 2 3 4 5

The School Counselors are effective advocates for students. 1 2 3 4 5
 Please list what you believe to be the most important activities of the School Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?

Thank you again for taking the time to complete this survey.

High School Counselor Survey School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Counseling Program, including guidance and adjustment counseling. All responses will be kept confidential.

Name _____ School _____

What is your job title? _____

Please circle the response that best answers each question.

How many years have you worked at this school? < 1 1-5 6-10 11-20 21+

How many other School Counselors are working in your school? 1 2 3 4 5 6 Not Sure

How many students are assigned to each Counselor? < 250 250-350 350-450 450+ Not Sure

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

There are clearly defined job descriptions for the School Counselors. 1 2 3 4 5

There are clearly defined goals for the School Counseling Program. 1 2 3 4 5

The goals of the School Counseling Program are **not** consistent with the school mission. 1 2 3 4 5

The School Counseling Program **does not** help to enhance the academic achievement of all students. 1 2 3 4 5

The School Counselors have the necessary resources to do their jobs effectively; i.e. clerical staff, computers, etc. 1 2 3 4 5

The expectations of the School Counselors are clearly defined and reasonable. 1 2 3 4 5

Teachers and other staff work cooperatively with the School Counselors. 1 2 3 4 5

School Counselors are supported by the administration in the school. 1 2 3 4 5

I believe students feel comfortable meeting with the School Counselors. 1 2 3 4 5

The School Counselors help students to develop socially and emotionally. 1 2 3 4 5

Provisions are made for School Counselors to provide group guidance activities for students. 1 2 3 4 5

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

The School Counselors spend a significant amount of time managing crisis situations. 1 2 3 4 5

The School Counselors **do not** work with teachers to provide classroom guidance curriculum. 1 2 3 4 5

School Counselors are provided with supervision and support. 1 2 3 4 5

The School Counselors are able to meet the needs of all students. 1 2 3 4 5

I believe parents feel satisfied with the work School Counselors are doing. 1 2 3 4 5

The School Counselors participate in relevant professional development that improves effectiveness on a yearly basis. 1 2 3 4 5

The School Counselors work as a liaison between all parties involved in student's education. 1 2 3 4 5

The School Counselors are **not** viewed as an integral part of the student's educational experience. 1 2 3 4 5

The School Counselors believe students can succeed. 1 2 3 4 5

The School Counselors are effective advocates for students. 1 2 3 4 5

Please list what you believe to be the most important activities of the School Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?

Thank you again for taking the time to complete this survey.

Appendix C

School Counseling Program Implementation Survey

Please rate each statement below in terms of the degree to which it is currently implemented in your School's School Counseling program. Circle your response using the following Rating Scale:

1 = Not Present; 2 = Development in Progress; 3 = Partly Implemented; 4 = Fully Implemented

- | | | | | |
|---|---|---|---|---|
| 1. A written mission statement exists and is used as a foundation by all counselors. | 1 | 2 | 3 | 4 |
| 2. Services are organized so that all students are well served and have access to them. | 1 | 2 | 3 | 4 |
| 3. The program operates from a plan for closing the achievement gap for minority and lower income students. | 1 | 2 | 3 | 4 |
| 4. The program has a set of clear measurable student learning objectives and goals are established for academics, social/personal skills, and career development. | 1 | 2 | 3 | 4 |
| 5. Needs Assessment's are completed regularly and guide program planning. | 1 | 2 | 3 | 4 |
| 6. All students receive classroom guidance lessons designed to promote academic, social/personal, and career development. | 1 | 2 | 3 | 4 |
| 7. The program ensures that all students have academic plans that include testing, individual advisement, long-term planning, and placement. | 1 | 2 | 3 | 4 |
| 8. The program has an effective referral and follow-up system for handling student crises. | 1 | 2 | 3 | 4 |
| 9. School counselors use student performance data to decide how to meet student needs. | 1 | 2 | 3 | 4 |
| 10. School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps. | 1 | 2 | 3 | 4 |
| 11. School counselor job descriptions match actual duties. | 1 | 2 | 3 | 4 |
| 12. School counselors spend at least 80% of their time in activities that directly benefit students. | 1 | 2 | 3 | 4 |
| 13. The school counseling program includes interventions designed to improve the school's ability to educate all students to high standards. | 1 | 2 | 3 | 4 |
| 14. An annual review is conducted to get information for improving next year's programs. | 1 | 2 | 3 | 4 |
| 15. School counselors use computer software to: | | | | |
| access student data | 1 | 2 | 3 | 4 |
| analyze student data | 1 | 2 | 3 | 4 |
| use data for school improvement | 1 | 2 | 3 | 4 |
| 16. The school counseling program has the resources to allow counselors to complete appropriate professional development activities. | 1 | 2 | 3 | 4 |

17. School counseling priorities are represented on curriculum and education committees. 1 2 3 4
18. School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement. 1 2 3 4

Appendix D
ASCA Readiness Assessment

DEMOGRAPHIC INFORMATION

1. Which Best Describes You? 2. What setting do you work in? 4. What is the approximate enrollment for the district?

- Elem. School Counselor
- Middle School Counselor
- High School Counselor
- Central Admin/Superintendent
- Building Admin/Principal
- District Guidance Director/Supervisor
- High School Guidance Director/Supervisor
- Community Member/Parent
- Teacher
- Other
- College Student
- Public School District
- Private / Charter
- I do not work in a school
- Other

Less than 1000

- Between 1000 and 2000
- Between 2000 and 3000
- Between 3000 and 5000
- Between 5000 and 10000
- Between 10000 and 20000
- Between 20000 and 50000
- Greater than 50000

3. Where is the district located?

- Urban
- Suburban
- Rural
- Do not work in a school

5. Have you completed this survey previously?

- No
- Yes

ASCA Readiness Survey

A. Community Support

1 - The school board recognizes that school counseling is an important component of all students' public education

Like My District Somewhat Like My District Not Like My District

2 - The school board believes school counselors can play an influential role in closing the achievement gap

Like My District Somewhat Like My District Not Like My District

3 – Parents understand the intended benefits of the school counseling program

Like My District Somewhat Like My District Not Like My District

4 – Parents support the school counseling program

Like My District Somewhat Like My District Not Like My District

5 – Students believe the school counseling program is an important resource

Like My District Somewhat Like My District Not Like My District

6 – Teachers at all levels appreciate the importance of the school counseling program

Like My District Somewhat Like My District Not Like My District

7 – Teachers at all levels collaborate with school counselors in meeting school counseling program goals and objectives

Like My District Somewhat Like My District Not Like My District

8 – School counselors are recognized by teachers for their expertise in issues that have an impact on teaching and learning

Like My District Somewhat Like My District Not Like My District

9 – Parents from all racial/ethnic and socioeconomic backgrounds believe school counseling can be an important source of help for all children

Like My District Somewhat Like My District Not Like My District

10 – Influential business and community leaders are familiar with and support the school counseling program

Like My District Somewhat Like My District Not Like My District

11 – Community leaders would be eager to be active participants on a school counseling advisory board

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B. Leadership

1 – The superintendent believes the school counseling program is an essential component of the districts educational mission

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2 – The superintendent believes the school counseling program can help support students academic achievement

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3 - The school counseling program has a full time, district level leader who is respected by the superintendent, principals, and school counselors

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4 – The superintendent commits resources to support school counseling program development

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5 - The district's school counseling leader knows the principles of standards-based reform and can communicate the relationships between school counseling activities and student learning outcomes

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6 - The district's school counseling leader knows how to initiate and coordinate systemic change in the school counseling program

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7 – The majority of principals believe school counselors ought to be engaged in developmental and preventative activities

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8 – The majority of principals believe school counselors ought to be involved in helping students achieve academically

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9 – The majority of principals would be receptive to redefining school counselor activities

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10 – The majority of principals would be receptive to creating yearly plans with school counselors

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11 – The majority of principals would be willing to commit resources to alleviate school counselors from routine clerical/administrative duties so they can devote at least 80 % of their time to activities directly benefiting students

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C. Guidance Curriculum

1 – The school counseling program operates from a set of student learning objectives that have measurable student outcomes

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2 – The school counseling program operates from a set of student learning objectives that are grouped by grade or grade cluster

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3 – The school counseling program operates from a set of student learning objectives grounded in both the ASCA National Standards and local norms

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4 – The school counseling program operates from a set of student learning objectives connected to the district's academic curricula

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D. Staffing/Time use

1 – School counselor workload is consistent with needs of an ASCA National Model program

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2 – School counselors spend at least 80 % of their time in activities that directly benefit students

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3 – School counselors spend at least 25% of their time in educational activities that promote student development and prevent problems

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4 – School counselors spend less than 30 % of their time responding to crises, emergencies, and delivering mental health counseling

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5 – School counselors do not spend an inordinate amount of time on routine clerical tasks

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E. School Counselors' Beliefs and Attitudes

1 – In general, school counselors are open to change

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2 – In general, school counselors believe it is important to adopt the ASCA National Model

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3 – In general, school counselors believe they should be responsible for helping all students achieve academically

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4 – In general, school counselors believe it is important to demonstrate

how students are different as a consequence of guidance interventions

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5 – In general, school counselors believe it is important to collect outcome data in order to be able to modify interventions

Like My District Somewhat Like My District Not Like My District

6 – In general, school counselors agree on a mission statement that establishes the school counseling program as an essential educational program that is designed to serve all students

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7 – In general, school counselors are willing to devote the time to learn new skills

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8 – In general, school counselors believe it is important that they serve as advocates for underserved students

Like My District Somewhat Like My District Not Like My District

F. School Counselors' Skills

1 – School counselors are competent in a wide range of interventions

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2 – School counselors understand the individual and systemic factors associated with poor academic achievement and the achievement gap

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3 – School counselors are familiar with the principles of standards-based educational reform and can identify the relationships between school counseling activities and student performance

Like My District Somewhat Like My District Not Like My District

4 – School counselors can identify evidence-based interventions that enhance academic achievement, career development and personal/social development

Like My District Somewhat Like My District Not Like My District

5 – School counselors know how to be effective advocates for underserved students

Like My District Somewhat Like My District Not Like My District

6 – School counselors can measure how students are different as a consequence of their interventions

Like My District Somewhat Like My District Not Like My District

7 – School counselors can use institutional data to describe current problems and set goals

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8 – School counselors use technology to effectively access needed student data

Like My District Somewhat Like My District Not Like My District

9 – School counselors use technology effectively to accomplish routine clerical tasks effectively

Like My District Somewhat Like My District Not Like My District

10 – School counselors use technology effectively to communicate with students, parent and colleagues

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11 – School counselors are recognized as leaders in their schools

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12 – School counselors can establish goals and benchmarks for school counseling in their own schools

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13 – School counselors can document their impact on students for principals, school committees, and the community

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G. District Resources

1 – The district's school counseling program has developed or adopted a set of instruments, referenced to the student learning objectives, to measure student change in academic development, career development, and personal/social domains

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2 – The district provides school counselors with regular institutional data reports in user friendly form in order to facilitate monitoring students and defining problems

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3 – The district has a school counselor performance evaluation system that evaluates counselor effectiveness in a broad range of activities

4 – The district has a school counselor performance evaluation system based upon professional performance standards

- | | Like My District | Somewhat Like My District | Not Like My District |
|--|------------------|---------------------------|----------------------|
| 5 – The district has a school counselor performance evaluation system connected to meaningful professional development | Like My District | Somewhat Like My District | Not Like My District |
| 6 – The district has a system for ensuring all school counselors have access to developmental supervision and practice | Like My District | Somewhat Like My District | Not Like My District |
| 7 – The district is committed to providing professional development to help school counselors develop skills necessary for the implementation of the ASCA National Model | Like My District | Somewhat Like My District | Not Like My District |
| 8 – The district school counseling leader has implemented a system for monitoring the ongoing outcomes and continuously improving programs in each school | Like My District | Somewhat Like My District | Not Like My District |
| 9 – The district school counseling leader has implemented a system for periodic program evaluation for the entire school counseling program | Like My District | Somewhat Like My District | Not Like My District |
| 10 – The district school counseling leader has implemented a system for coordinating school counseling program activities | Like My District | Somewhat Like My District | Not Like My District |
| 11 – The district school counseling leader has implemented a system ensuring good communication and information sharing across the school counseling program. | Like My District | Somewhat Like My District | Not Like My District |