

**Appendix H**  
**Counselor Questionnaire**

---

1. Indicate the number of full-time and part-time counselors assigned to high school (9-12) students at your school.

		Full-time counselors
--	--	----------------------

		Part-time counselors
--	--	----------------------

2. Of those assigned, indicate the number of counselors that are certified as high school (9-12) counselors.

		Full-time counselors certified as high school counselors
--	--	--

		Part-time counselors certified as high school counselors
--	--	--

3. Please indicate how long you have been a:

- school counselor for any grades K-12
- school counselor for high school (9-12)

4. Do you have an undergraduate or graduate degree in:

- |                                   | Yes                   | No                    |
|-----------------------------------|-----------------------|-----------------------|
| a. Psychology                     | <input type="radio"/> | <input type="radio"/> |
| b. School counseling              | <input type="radio"/> | <input type="radio"/> |
| c. Education                      | <input type="radio"/> | <input type="radio"/> |
| d. Social science                 | <input type="radio"/> | <input type="radio"/> |
| e. Physical or biological science | <input type="radio"/> | <input type="radio"/> |

5. Which of the following best describes your entry into the counseling profession?

- I became a school counselor immediately after college
- I was first a teacher, prior to becoming a school counselor
- I was in another education-related profession prior to becoming a school counselor
- I was another type of counselor
- I was in a noneducation-related profession, prior to becoming a school counselor
- Other, please specify: *(for field test only)*

**6. Please rank the extent to which the following goals are currently emphasized by the counseling program in your school (“1” indicates the goal with the most emphasis, “2” indicates the second most emphasis, and so on through “4” for the goal with the least emphasis.)**

**Rank**

- a. \_\_\_\_ Help students plan and prepare for their work roles after high school
- b. \_\_\_\_ Help students with personal growth and development
- c. \_\_\_\_ Help students plan and prepare for postsecondary schooling
- d. \_\_\_\_ Help students improve their achievement in high school

**7. What percentage of students meet with counselors...?**

- a. at the beginning of the school year
- b. at least once a term
- c. at the end of the school year
- d. by student special request
- e. by counselor special request

**8. Which of the following activities are offered to students in this school? (select all that apply)**

- School courses in career decision making
- Occupational information units in subject-matter courses
- Exploratory work experience programs (e.g., co-op, workstudy, EBCE)
- Career days/nights
- Vocational oriented assemblies and speakers in classes
- Job site visits (field trips)
- School arranged tours of postsecondary institutions
- Job shadowing (extended observations of a worker)
- Simulations (e.g., Singer, SRA Job experience kits)
- Administering and interpreting tests for career planning purposes (e.g., interest inventories, vocational aptitude tests)
- Group counseling sessions
- Training in job seeking skills
- Use of non-computerized career information resources
- Use of computerized career information resources
- Access to college catalogs

**9. Does the school’s counseling staff consult with teachers regarding students’:**

- |                                     | <b>Yes</b> | <b>No</b> |
|-------------------------------------|------------|-----------|
| a. Future course placement.....     | O.....     | O.....    |
| b. Mid-year course changes .....    | O.....     | O.....    |
| c. Remediation/tutoring needs ..... | O.....     | O.....    |
| d. Discipline .....                 | O.....     | O.....    |

- e. Participation in enrichment programs ...O.....O
- f. College preparation .....O.....O

**X1. Who in the school has primary responsibility for dealing with individual students posing discipline problems?**

- Counseling staff
- School principal
- Assistant principal
- Other (please specify): \_\_\_\_\_

**10a. Are students in your school required to have a high school graduation plan?**

- Yes
- No

**10b. If Yes, can this plan be modified or updated throughout students' high school years?**

- Yes
- No

**11a. Which of the following best describes how counselors are assigned to students at this school?**

- a. Counselors are assigned to a specific grade level (e.g., a 9th grade counselor)
- b. Counselors are assigned to an incoming class of 9th graders and remain with them throughout their high school years (e.g., a counselor for the class of 2009)
- c. Counselors are assigned to a group of students whose last names fall within a slice of the alphabet (e.g., all students with last names from "A to D")
- d. Other (please specify)\_\_\_\_\_

**11b. On average, how many students are assigned to a counselor at this school? [verbatim]**

**11c. Does your school have one or more counselors whose primary responsibility is: [Yes/No]**

- a. Assisting students with college readiness, selection, and applications?
- b. Assisting students with preparation for and placement into the workforce?

**12a. Does your school’s professional counseling staff assist with transitioning 8th grade students into high school? (Yes=continue/No – skip to 12c).**

**12b. In which of the following ways does your school’s professional counseling staff assist with transitioning 8th grade students into high school? [select all that apply]**

- a. Presenting information to 8th grade students and/or parents/guardians about high school courses and registration
- b. Assisting individual 8th grade students with selecting 9th grade courses based upon their interests and prior achievement
- c. Placing 8th grade students into 9th grade courses based on school/district placement policies

**12c. What practices does the school engage in to assist students with the transition from high school to college? [select all that apply]**

- Holding/participating in college fairs
- Consulting with postsecondary school representatives about requirements and qualifications sought
- Encouraging students to visit colleges
- Offering special programs that help students plan or prepare for college, such as Upward Bound, college scholarships
- Other (please specify):\_\_\_\_\_ [field test only]

**13. How does the school assist students with the transition from high school to work? (Mark all that apply)**

- Offering internships with local employers
- Holding/participating in job fairs
- Arranging school/classroom presentations by local employers
- Offering career awareness activities
- Other (please specify):\_\_\_\_\_ [field test only]

**14. For a typical student, which of the following influence his/her placement into 9th grade mathematics/science? (Mark all that apply)**

	<b>Math</b>	<b>Science</b>
a. Recommended by middle school counselor	<input type="radio"/>	<input type="radio"/>
b. Recommended by high school counselor	<input type="radio"/>	<input type="radio"/>
c. Recommended by middle school mathematics/science teacher	<input type="radio"/>	<input type="radio"/>
d. Based on courses taken/achievement in middle school courses	<input type="radio"/>	<input type="radio"/>
e. Based on results of end-of-year/end-of-course exams	<input type="radio"/>	<input type="radio"/>
f. Based on results of placement tests	<input type="radio"/>	<input type="radio"/>
g. Selected by student and/or parent/guardian	<input type="radio"/>	<input type="radio"/>
h. Other (please specify):_____ [field test only]	<input type="radio"/>	<input type="radio"/>

**15. Which of the following typically factor into counselor recommendations for mathematics/science courses for students entering 10th, 11th, and 12th grade? (Mark all that apply)**

	<b>Math</b>	<b>Science</b>
a. Prior grades	<input type="radio"/>	<input type="radio"/>
b. End-of-year/end-of-course exams	<input type="radio"/>	<input type="radio"/>
c. Placement tests	<input type="radio"/>	<input type="radio"/>
d. Previous year's mathematics/science teacher recommendation	<input type="radio"/>	<input type="radio"/>
e. Student and/or parent/guardian preference	<input type="radio"/>	<input type="radio"/>
f. Master schedule considerations	<input type="radio"/>	<input type="radio"/>
g. Other (please specify): _____ <i>[field test only]</i>	<input type="radio"/>	<input type="radio"/>

**16. Does your school have a mathematics pre-requisite for entry into advanced science courses (e.g., chemistry, physics)?**

- Yes, all advanced science courses do  
 Yes, some advanced science courses do  
 No, none of the advanced science courses do

**17. If Yes, in which of the following ways can a student not meeting this pre-requisite enroll in the course? [select all that apply]**

- Teacher approval  
 Counselor approval  
 Principal approval  
 Parental request for waiver  
 There is no way the student can enroll in the course  
 Other (please specify): \_\_\_\_\_ *[field test only]*

**18. Does your school offer summer school enrichment courses that allow students to get ahead (e.g., a geometry class that would allow a student taking algebra in 9th grade to take calculus in the 12th grade)?**

- Yes  
 No

**19. If a student fails a mathematics competency test, which of the following options are available to the student at the school and which are required of the student?**

	<b>Available</b>	<b>Required</b>
a. Retaking the test	<input type="radio"/>	<input type="radio"/>
b. Taking remedial classes in deficient subject areas	<input type="radio"/>	<input type="radio"/>
c. Repeating classes in deficient subject areas	<input type="radio"/>	<input type="radio"/>
d. Completing a general competency test preparation class	<input type="radio"/>	<input type="radio"/>
e. Tutoring	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |
|--|-----------------------|-----------------------|
| f. Individualized academic program                           | <input type="radio"/> | <input type="radio"/> |
| g. Summer school   | <input type="radio"/> | <input type="radio"/> |
| h. Referral to an alternative or continuing education school | <input type="radio"/> | <input type="radio"/> |

**20. Does your school have any programs to:**

- |  | <b>Yes</b>            | <b>No</b>             |
|--|-----------------------|-----------------------|
| a. Encourage students who might not be considering college to do so?                               | <input type="radio"/> | <input type="radio"/> |
| b. Encourage underrepresented students to pursue mathematics/science                               | <input type="radio"/> | <input type="radio"/> |
| c. Inform parents/guardians about mathematics/science higher education and/or career opportunities | <input type="radio"/> | <input type="radio"/> |

**21. Is there a vocational-technical program offered at your school?**

- Yes  
 No

**22. Which of the following steps does this school take for students who need extra assistance in mathematics/science?**

- |   | <b>Math</b>           | <b>Science</b>        |
|---|-----------------------|-----------------------|
| a. Tutoring is available to low achieving students during the regular school day  | <input type="radio"/> | <input type="radio"/> |
| b. Instructional aides or specialists work in classrooms to provide assistance to low-achieving students  | <input type="radio"/> | <input type="radio"/> |
| c. Instructional aides provide low-achieving students with pull-out instruction during the regular school day   | <input type="radio"/> | <input type="radio"/> |
| d. Additional support is provided to low-achieving students outside the regular school day (e.g., before- or after-school tutoring or special programs, summer school programs) | <input type="radio"/> | <input type="radio"/> |
| e. Other (please specify): _____ <i>[field test only]</i>   | <input type="radio"/> | <input type="radio"/> |

**23. Which of the following are available in this school to support and encourage gifted students in mathematics and science? (Mark all that apply)**

- Technology and software to support curriculum specifically to meet the needs of the gifted students
- Instructional specialists work in classrooms to provide enrichment to high achieving students
- Instructional aides provide gifted students with pull-out instruction during the regular school day
- Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon
- Scholarships for gifted students to attend special events or classes
- Summer activities/programs appropriate for gifted students
- Other (please specify): \_\_\_\_\_ *[field test only]*

**24. Which of the following options are available for students to take science, technology, engineering, or mathematics courses not offered by your school? (Mark all that apply)**

- Independent study
- On-line courses
- Courses at another traditional high school in the district
- Courses at a local career/technical school
- Courses at a local community college
- Courses at a nearby 4-year college/university
- Other (please specify): \_\_\_\_\_ [field test only]

**25. Indicate the extent to which you agree or disagree with each of the following statements:**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
a. Teachers in this school set high standards for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers in this school set high standards for students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers in this school believe all students can do well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers in this school have given up on some students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers in this school care only about smart students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers in this school expect very little from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers in this school work hard to make sure all students are learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**26. Indicate the extent to which you agree or disagree with each of the following statements:**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
a. Counselors in this school set high standards for students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Counselors in this school believe all students can do well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Counselors in this school have given up on some students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Counselors in this school care only about smart students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Counselors in this school expect very little from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Counselors in this school work hard to make sure all students are learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**27. Indicate the extent to which you agree or disagree with each of the following statements:**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
a. The principal in this school sets high standards for students' learning	○	○	○	○
b. The principal in this school believes all students can do well	○	○	○	○
c. The principal in this school has given up on some students	○	○	○	○
d. The principal in this school cares only about smart students	○	○	○	○
e. The principal in this school expects very little from students	○	○	○	○
f. The principal in this school works hard to make sure all students are learning	○	○	○	○

**X2. What is the highest or culminating math/science course that a college-bound student would be expected to take at your school? (Mark one in each column)**

Highest expected mathematics

- Algebra II
- Trigonometry and/or Analytic Geometry
- Precalculus
- Calculus, or AP or IB calculus
- Other Advanced Mathematics (please specify\_\_\_\_)

Highest expected science

- Advanced biology
- Chemistry I or Physics I
- Chemistry II or Physics II
- AP/IB biology, physics or chemistry
- Other advanced science (please specify\_\_\_\_)