

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

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

Full-time counselors

Part-time counselors

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

Full-time counselors certified as high school counselors

Part-time counselors certified as high school counselors

**3. (11b) On average, how many students are assigned to a counselor at this school?  
[verbatim]**

Students assigned to a counselor

**4. (11a) Which of the following best describes how counselors are assigned to students at this school? Counselors are assigned...**

- a. to a specific grade level (e.g., a 9th grade counselor).
- b. to an incoming class of 9th graders and remain with them throughout their high school years (e.g., a counselor for the class of 2012).
- 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. in another way. (please specify) \_\_\_\_\_ *[field test only]*

**5. (7) What percentage of students meet with counselors...?**

- a. at the beginning of the school year?
- b. at least once a term (e.g., semester or trimester)?
- c. at the end of the school year?
- d. by student special request?
- e. by counselor special request?

**6. (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 or tutoring needs .....      | O.....     | O.....    |
| d. Discipline .....                         | O.....     | O.....    |
| e. Participation in enrichment programs ... | O.....     | O.....    |
| f. College preparation .....                | O.....     | O.....    |

**7. (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): \_\_\_\_\_ *[field test only]*

**8. (10a) Are students in your school required to have a plan, such as a high school graduation (or individual learning) plan?**

- Yes → Go to Q9
- No → Skip to Q10

**9. (10b) Can the high school graduation plan be modified or updated throughout students’ high school years?**

- Yes
- No

**10. (12a) Does your school’s professional counseling staff assist with transitioning 8th grade students into high school?**

- Yes → Go to Q11
- No → Skip to Q12

**11. (12b) In which of the following ways does your school’s professional counseling staff assist with transitioning 8th grade students into high school? [Check all that apply]**

- a. Presenting information to 8th grade students or parents 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 or district placement policies

d. Other (please specify) \_\_\_\_\_ *[field test only]*

**12. (11c) Does your school have one or more counselors whose primary responsibility is...**

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a. Assisting students with college readiness, selection, and applications?   | <input type="radio"/> | <input type="radio"/> |
| b. Assisting students with preparation for and placement into the workforce? | <input type="radio"/> | <input type="radio"/> |

**13. (12c) What practices does the school engage in to assist students with the transition from high school to college? [Check all that apply]**

- Holding or 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, or AVID
- Other (please specify): \_\_\_\_\_ *[field test only]*

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

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

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

- Yes
- No

**16. (8) Which of the following activities are offered to students in this school? (Check 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 or nights
- Vocational oriented assemblies and speakers in classes
- Job site visits (field trips)

- Job shadowing (extended observations of a worker)

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

- 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
- School arranged tours of postsecondary institutions

**18. (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 or 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"/> |

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

- Technology and software to support curriculum specifically to meet the needs of the high-achieving students
- School staff work with classroom teachers to provide enrichment to high achieving students
- High-achieving students receive pull-out instruction during the regular school day
- Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon
- Scholarships for high-achieving students to attend special events or classes
- Summer activities or programs appropriate for high-achieving students
- Other (please specify): \_\_\_\_\_ *[field test only]*
- None of the above

**20. (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

**21. (22) Which of the following steps does this school take for students who need extra assistance in mathematics and 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. School staff work with classroom teachers to provide assistance to struggling students	<input type="radio"/>	<input type="radio"/>
c. Struggling students receive 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"/>

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

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

**23. (14) For a typical student, which of the following influence his/her placement into 9th grade mathematics and science? (Check 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 teacher	<input type="radio"/>	<input type="radio"/>
d. Recommended by middle school 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 O O
- g. Selected by student and/or parent/guardian O O
- h. Other (please specify): \_\_\_\_\_ *[field test only]* O O

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

- |   | Math | Science |
|---|------|---------|
| a. Prior grades   | O    | O       |
| b. Placement tests  | O    | O       |
| c. Previous year’s mathematics teacher recommendation     | O    | O       |
| d. Previous year’s science teacher recommendation         | O    | O       |
| e. Student and/or parent/guardian preference              | O    | O       |
| f. Master schedule considerations                         | O    | O       |
| g. Other (please specify): _____ <i>[field test only]</i> | O    | O       |

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

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\_\_\_\_)

**26. (16) Do any of the advanced science courses (for example, chemistry or physics) in your school have a mathematics pre-requisite?**

- Yes, all advanced science courses do → Go to Q27
- Yes, some advanced science courses do → Go to Q27
- No, none of the advanced science courses do → Skip to Q28

**27. (17) In which of the following ways can a student not meeting this pre-requisite enroll in the course? [Check all that apply.]**

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

**28. (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?**

	Required	Available,	Not
but not available			
		required	
a. Retaking the test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Taking remedial classes in deficient subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Repeating classes in deficient subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Completing a general competency test preparation class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Individualized academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Summer school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Referral to an alternative or continuing education school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29. (6) Please rank the extent to which the following goals are currently emphasized by the counseling program in your school**

	1=Most emphasis	2=Second most emphasis	3=Third most emphasis	4=Least emphasis
a. Help students plan and prepare for their work roles after high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Help students with personal growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Help students plan and prepare for postsecondary schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Help students improve their achievement in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. (25) Indicate the extent to which you agree or disagree with each of the following statements about the teachers in your school. Teachers in this school...**

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

**31. (26) Indicate the extent to which you agree or disagree with each of the following statements about the counselors in your school. Counselors in this school...**

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

**32. (27) Indicate the extent to which you agree or disagree with each of the following statements about your school's principal. The principal in this school...**

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

**33. (3) Please indicate how long you have been a school counselor...**

- a. for any grades K through 12.
- b. for high school grades 9 through 12.

**34. (4) Do you have an undergraduate or graduate degree in:**

- |                                    | <b>Yes</b>            | <b>No</b>             |
|------------------------------------|-----------------------|-----------------------|
| 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"/> |

**35. (5) Which of the following best describes your entry into the counseling profession?**

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