



Appendix E
Sample Guidance and Counseling Program
Evaluation Surveys
for
Teacher, Student, and Counselor

Sample Surveys

The following surveys provide perceptual data from students, teachers, and school counselors regarding the guidance and counseling program. There are three surveys:

1. A look at the guidance and counseling program from the student point of view
2. A look at the guidance and counseling program from the teachers' point of view
3. A look at the guidance and counseling program from the school counselor's point of view

These sample surveys are designed for middle school on up but may be adapted as a school sees fit for any grade level.

By quantifying responses and utilizing an EXCEL Spreadsheet, data can be created that will summarize and chart responses for analysis purposes. Schools are encouraged to do this.

A Look at the Guidance and Counseling Program From the Student's Point of View

INSTRUCTIONS: Circle one category in each of the three demographic areas in the box below.

GRADE: 6 7 8 9 10 11 12 **GENDER:** Female Male **ETHNICITY:** Native American Asian Black Hispanic White

WAYS IN WHICH YOU MET WITH A SCHOOL COUNSELOR:

About how many times has a counselor met with you in each of the following ways?

	<u>Since Winter Vacation</u>	<u>For the Entire School Year</u>
Classroom presentations by a counselor	_____	_____
Small-group meetings with a counselor	_____	_____
One-on-one meetings with a counselor	_____	_____
Student/parent/counselor conferences	_____	_____
Student/teacher/counselor conferences	_____	_____
Meetings with a counselor and someone from outside the school	_____	_____



SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR	HAS A COUNSELOR MET WITH YOU TO...			IF IT HAPPENED, WAS IT HELPFUL?				
	Yes	Unsure	No	Very Much	Quite a Bit	Some what	Very Little	Not Really
..help manage your feelings?								
..provide guidance and counseling so you can make good decisions?								
..guide you in taking responsibility for your educational planning?								
..assist you in setting goals and making plans?								
..help you in accepting the consequences of your decisions?								
..help you manage changes?								
..aid in understanding others' behaviors?								
..help you take responsibility for your behavior?								
..help you cope with peer relationships?								
..set challenging educational goals?								
..help establish personal goals?								
..make available information on educational opportunities?								
SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR	HAS A COUNSELOR MET WITH YOU TO...			IF IT HAPPENED, WAS IT HELPFUL?				
	Yes	Unsure	No	Very Much	Quite a Bit	Some what	Very Little	Not Really
..help you select specific high school courses reflecting your educational goals?								
..assist in making plans for achieving short-, intermediate, and long-term goals?								
..relate jobs to interests, skills, values, and education?								
..assist in career and/or vocational planning?								
..discuss the importance of time management?								
..talk about peer pressure?								
..address health-related problems?								
..help with behavior problems?								
..aid in explaining test results?								
..help you to deal with feelings of grief and/or loss?								
..give you information on community agencies and/or resources?								
..provide help when you were experiencing academic difficulty?								
..just listen?								
..help you deal with stress?								
..coordinate conferences between your parents and school staff?								
..help you deal with a drug and/or alcohol problem?								
..offer guidance and counseling on a personal, private issue?								



YOUR CLOSING THOUGHTS:

What was the one service or topic of discussion that was most beneficial or helpful to you?

YOUR CLOSING THOUGHTS:

Overall, is the high school guidance and counseling program meeting your needs?

YES UNSURE NO Why?



A Look at the Guidance and Counseling Program From the School Counselor's Point of View

STUDENT CONTACT: Over the course of the school year, of the total student body, about what percent did you meet with in each of the following ways (to the nearest 5%)? To the nearest tenth (X.X times) about how many times did you meet with the average student in each of the following ways?

	<u>Percent of Student Body</u>	<u>Number of Times per Student</u>
Classroom presentations by a counselor	_____	_____
Small-group meetings with a counselor	_____	_____
One-on-one meetings with a counselor	_____	_____
Student/parent/counselor conferences	_____	_____
Student/teacher/counselor conferences	_____	_____
Meetings with a counselor and someone from outside the school	_____	_____

SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR

FOR THE STUDENTS FOR WHOM YOU WERE ASSIGNED HOW MANY DID YOU MEET TO...	(See scale below.)					WAS IT HELPFUL TO THE STUDENTS?				
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	6	5	4	3	2	1	Very Much	Quite a Bit	Some what	Very Little	Not Really
...help manage your feelings?											
...provide guidance and counseling so you can make good decisions?											
...guide you in taking responsibility for your educational planning?											
...assist you in setting goals and making plans?											
...help you in accepting the consequences of your decisions?											
...help you manage changes?											
...aid in understanding others' behaviors?											
...help you take responsibility for your behavior?											
...help you cope with peer relationships?											
...set challenging educational goals?											
...help establish personal goals?											
...make available information on educational opportunities?											

6 = All/virtually all 5 = Most 4 = Quite a few 3 = Some/more than just a few 2 = Only a handful, or so 1 = None/virtually none

<u>SERVICES PROVIDED OR TOPICS DISCUSSED BY A COUNSELOR</u>	<u>FOR THE STUDENTS FOR WHOM YOU WERE ASSIGNED HOW MANY DID YOU MEET TO...</u>						<u>WAS IT HELPFUL TO THE STUDENTS?</u>				
	(See scale below.)						Very Much	Quite a Bit	Some what	Very Little	Not Really
	6	5	4	3	2	1					
.. .help you select specific high school courses reflecting your educational goals?											
.. .assist in making plans for achieving short, intermediate, and long term goals?											
.. .relate jobs to interests, skills, values, and education?											
.. .assist in career and/or vocational planning?											
.. .discuss the importance of time management?											
.. .talk about peer pressure?											
.. .address health-related problems?											
.. .help with behavior problems?											
.. .aid in explaining test results?											
.. .help you to deal with feelings of grief and/or loss?											
.. .give you information on community agencies and/or resources?											
.. .provide help when you were experiencing academic difficulty?											
.. .just listen?											
.. .help you deal with stress?											
.. .coordinate conferences between your parents and school staff?											
.. .help you deal with a drug and/or alcohol problem?											
.. .offer guidance and counseling on a personal, private issue?											
6 = All/virtually all 5 = Most 4 = Quite a few 3 = Some/more than just a few 2 = Only a handful, or so 1 = None/virtually none											

YOUR CLOSING THOUGHTS:

What was the one service or topic of discussion that was most beneficial or helpful to you?

YOUR CLOSING THOUGHTS:

Overall, is the high school guidance and counseling program meeting your needs?

YES UNSURE NO Why?

Using this coding scheme, circle your observations for each of the following statements.

Occurrence: Y = Yes, it occurred. U = Unsure if it occurred. N = No, it never occurred.
 Helpfulness (If it occurred, did it help the students?):
 ++ = Very Helpful + = Somewhat helpful - = Not very helpful -- = Not at all helpful

	<u>Occurrence</u>			<u>Helpfulness</u>			
School Counselors (using the Guidance and Counseling Curriculum)...							
... assist students in their personal development.	Y	U	N	++	+	-	--
... assist students in their social development	Y	U	N	++	+	-	--
... assist students in their career development.	Y	U	N	++	+	-	--
... assist students in their educational development.	Y	U	N	++	+	-	--
... help students function effectively with others in school.	Y	U	N	++	+	-	--
... are an integral part of the school community team.	Y	U	N	++	+	-	--
... have favorable interpersonal relations among the school staff.	Y	U	N	++	+	-	--
... have adequate physical facilities and equipment.	Y	U	N	++	+	-	--
... consult and coordinate with teachers in guidance and counseling curriculum delivery.	Y	U	N	++	+	-	--
... train teachers in guidance and counseling curriculum delivery.	Y	U	N	++	+	-	--
... directly teach the guidance and counseling curriculum.	Y	U	N	++	+	-	--
School Counselors (using the Individual Student Planning Services)...							
... conduct group guidance and counseling sessions.	Y	U	N	++	+	-	--
... insure accurate and meaningful interpretation of tests and other appraisal results.	Y	U	N	++	+	-	--



	Occurrence			Helpfulness			
... consult with those responsible for providing other career and educational information	Y	U	N	++	+	-	--
... collaborate with teachers in the development of Individual Planning System activities and procedures such as pre-registration and testing.	Y	U	N	++	+	-	--
... hold new-student orientation seminars.	Y	U	N	++	+	-	--
... disseminate information from special testing (e.g., PSAT, SAT, ASVAB).	Y	U	N	++	+	-	--
School Counselors (using Responsive Services)...							
... conduct group counseling.	Y	U	N	++	+	-	--
... plan interventions to anticipate recurring problems/situations faced by students due to their developmental stage.	Y	U	N	++	+	-	--
... collaboratively work with mental health specialists as needed.	Y	U	N	++	+	-	--
... maintain appropriate documentation and records as needed.	Y	U	N	++	+	-	--
... provide procedures whereby teachers can make referrals to the counseling office.	Y	U	N	++	+	-	--
... counsel individual students.	Y	U	N	++	+	-	--

School Counselors (providing System Support Services to other programs)...	Occurrence			Helpfulness			
	Y	U	N	++	+	-	--
... maintain ongoing efforts for better integration of guidance and counseling program goals with district goals.	Y	U	N	++	+	-	--
... help in informing school community of the program mission, purposes, and services available.	Y	U	N	++	+	-	--
... manage the guidance and counseling program competently and appropriately.	Y	U	N	++	+	-	--
... demonstrate professionalism.	Y	U	N	++	+	-	--
... guide individuals and groups of students through the development of educational and career plans.	Y	U	N	++	+	-	--
... consult with parents to enhance their relationship with their children.	Y	U	N	++	+	-	--
... consult with teachers to enhance their work with students.	Y	U	N	++	+	-	--
... coordinate with community personnel to bring together resources for students.	Y	U	N	++	+	-	--
... use an effective referral process for assisting students and others to use special programs and services.	Y	U	N	++	+	-	--
... participate in the standardized testing program.	Y	U	N	++	+	-	--
... interpret tests and other appraisal results to students.	Y	U	N	++	+	-	--
... adhere to ethical, legal)and professional standards.	Y	U	N	++	+	-	--

ONE FINAL THOUGHT:

If you could make one change that would most improve the guidance and counseling program, what would it be?
