EXPLORATORY WORKSHEET
for the
SCHOOL COUNSELING PROGRAM
HCE 686 School Counseling Internship

Directions: For each of the questions, jot down words or phrases which best summarize the school's approaches or responses to each of the issues.

I. PROGRAM MANAGEMENT
1. Does the school counseling program have a comprehensive developmental school counseling program plan? Determine its use and response.
2. Does the program have a written philosophy or mission statement? Where is it publicized?
3. Does the guidance program have written objectives or outcomes? If yes, attach a copy.
4. How are guidance priorities determined?
5. What are the teachers', and administrators', and students' roles in the program?
6. What process is used for monitoring the progress toward meeting program goals?
7. What provisions are made for supervision of counselors?
8. What leadership roles are assumed by the counselor(s)?

II. CURRICULUM
1. Does the counselor help plan a guidance curriculum that is responsive to students' needs?
2. Is the guidance curriculum part of a comprehensive K-12 guidance curriculum?
3. Does the counselor provide resources to teachers for conducting supplementary guidance activities in the classroom?

III. COUNSELING
1. What type of counseling is provided for students in this school setting?
   a. academic  b. personal  c. career  d. other:
2. How does the counselor work with teachers in regard to classroom problems and special needs of students? Other staff?
3. What type of group counseling is done in this setting? What are the major issues?
4. Is there sufficient time for counseling?
5. Describe how students make appointments for counseling?

IV. INFORMATION SERVICES
1. Does the counselor or an administrator establish Master Schedules?
2. Does the counselor assist students with course selection?
3. Does the counselor aid students with schedule changes?
4. Who maintains and houses the cumulative records?

V. CAREER-VOCATIONAL-POST-SECONDARY
1. Does the program provide career guidance as a regular part of its service?
2. How are users aided in finding and using relevant occupational information?
3. Identify the vocational programs that are accessible to students in the district.
4. What provisions are made to familiarize the students with various occupations through field trips, online resources, career days, training programs, classes, etc.?
5. What provisions are made for providing college planning & financial aid information?
6. What are the provisions made for placement of non-college bound students?
7. How are resource persons from colleges, universities, vocational schools, military, chambers
of commerce, and various occupations made available to students?
8. How are teachers assisted in relating their subject matter to career development?

VI. STUDENT ASSESSMENT
1. Who coordinates the district-wide assessment program?
2. Who is the person responsible for coordinating the assessment program at your site?
3. What types of tests are administered by the school? (Circle)
   a. interest  b. achievement  c. aptitude  d. learning style
   e. intelligence  f. personality & social development  g. screening instruments (for
   L.D., pre-school, reading, etc.)  h. Other: ____________________________
4. How often are students tested?
5. How are tests interpreted to students, parents, teachers, administrators?
6. How are the test results used?
7. How is testing information integrated into the guidance department's efforts to promote self
   awareness, academic readiness, and career development?

VII. CONSULTATION AND COORDINATION
1. What provisions are made for consulting with parents?
2. What guidelines are followed in consulting with teachers?
3. How are student assistance teams and RTI procedures coordinated with the staff?
4. How does the program coordinate with state social and health agencies?
5. What agencies are primarily used to assist students?
6. What other specialists may be contacted?
7. Describe the extent of counselor involvement with the identification and placement of
   students with special needs.

VIII. PUBLIC RELATIONS AND COMMUNICATIONS
1. Is there any orientation program for teachers or students about the counseling program?
2. What are the primary initiatives for publicizing and communicating about guidance and
   counseling services and programs?
3. How are students, teachers and the public involved in contributing to policy-making regarding
   the program?
4. What other types of public relations activities are performed relative to counseling and
   guidance services in this school?

IX. DATA COLLECTION, RESEARCH, and EVALUATION
1. Is there an evaluation procedure for determining the effectiveness of the guidance program?
2. What data or information is collected about various groups of students at this school
   (i.e., drop-outs, students with disabilities, scholarship winners, abuse cases, etc.)?
3. What are the provisions for follow-up studies of graduates and dropouts?
4. What factors have contributed to the success of the guidance program?
5. How is data used in determining program priorities?

X. PROFESSIONAL DEVELOPMENT
1. What kind of supervision is provided for school counselors?
2. How does the school encourage the counselor to participate in advanced training in
   counseling or other professional development activities?
3. In which local, state and national professional organizations does the program’s counselor(s)
   attend and actively participate?
4. Does the counselor participate in or plan in-service training activities for the school or the
   district? How is this done?
5. How are professional ethics concerning pupil-counselor relations addressed in the school?

XI. MISCELLANEOUS
1. What is the counselor-to-student ratio?
2. Are the number of persons on the counseling staff considered adequate for the school/district?
3. Are the guidance facilities and budget considered adequate to meet student needs?
4. Are any administrative tasks assigned to the counselor (such as administrative, supervisory, discipline)?

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