



APPENDIX

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How many is enough?

The size of the group to be surveyed generally determines the size of the sample.

Standard sampling practice is to include all members of a particular group if the number in the group is 100 or under. For example, if 4th, 8th and 11th graders are going to be surveyed each year and the number of students in each of these grades is 100 or under, all of the students in each grade should be surveyed.

If the group size is 400-600, about 50% should be chosen through the application of a sampling technique. For larger groups, 20% of the total number of the group is an appropriate size. With 1,500 or more in the group, a sample size of 300 is considered adequate. For example, if a high school graduating class consists of 1,500 a sample of 300 of the students in the class should be adequate to generalize the results.

Several different sampling techniques may be applied to data collection for the same needs survey. For example, to avoid the complexities of surveying every high school student in a particular school system, sampling may be used. However, at the same high school, all of the teachers- obviously fewer in number, may be surveyed.

A serious consideration in determining “how many is enough” is the number of non-respondents. While students can be a “captive” audience to complete survey forms, their parents and even the teachers may not be. Selecting the 300 parents of the 300 students (selected from the graduating class of 1,500) may not be effective if only 50 parents return the survey forms. Therefore, the likelihood of return needs to be a factor in determining “how many is enough”.

Which sampling technique?

The way to determine who comprises the sample depends on a number of factors, such as the availability of and access to the individuals in the representative group, the availability of resources to use in the selection of the sample, and the technical expertise of those involved in the data collection. Several basic sample techniques are possibilities.

Systematic Sampling

How?

- π A list of the members of the target population is compiled.
- π A name on the list is chosen as a starting point.
- π Every nth name, depending on the desired sample size, is selected for inclusion in the sample.

Advantages?

- π Simple

Disadvantages?

- π The sample may not be representative because of the ordering of the original list. Not everyone has an equal chance of being selected.

Example: An alphabetical list of all 4th graders is compiled. An arbitrary name is chosen as the starting point, with every nth name becoming a member of the sample.

Simple Random Sampling

How? It involves using the random number table (available in most advanced math books and statistics research textbooks).

A list is compiled of the eligible participants in each group.

Each name is assigned a sequential number, beginning with 0.

Pointing to a number on the random number table and matching the digits to the appropriate name on the list select the first name.

Beginning with that chosen number, the names included in the sample until the desired number is satisfied are those whose numbers match the sequential listing of numbers on the random number table.

Advantages?

Simple, but takes more time and effort than systematic sampling.

Disadvantages?

Subgroups within the target population may not be represented in the simple random sample.

Stratified Random Sampling

How? Used when representation within a particular sample is necessary.

Proportional random sampling allows for the sample to be taken using simple random sampling for each of the subgroups (for example, male and female), according to their representation proportionately to the entire group.

Equal allocation stratified sampling is used when the same percent of the group members is selected from each group, using simple random sampling, regardless of the total size of the group.

Advantages?

Sample represents each subgroup.

Disadvantages?

May be difficult to determine characteristics of individuals to appropriately classify them in specific strata.

Cluster Sampling

How? May be especially useful for school districts with multiple buildings at multiple grade levels or with specific purposes.

Entire groups, not individuals, are selected to participate in the data collection.

Simple random sampling is applied to the representative “clusters” to select the clusters in which all members will participate.

Advantages?

Efficient for large numbers.

Do not need names of individuals.

Disadvantages?

The increased likelihood over other sampling techniques of risking a less representative sample than desired.

Example: A school district with multiple primary school buildings, each with a large number of teachers, may list the names of the primary schools, sequentially number each school on the list,

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and use simple random sampling to select the desired number of school buildings. Every teacher in the chosen school buildings becomes a participant in the study.

The results of the needs assessment are one basis for the selection of standards, competencies and indicators that will form the content of the district's school counseling program. The professional judgment of the school counselor and the advice and counsel of the Advisory Council, along with school data (attendance, dropout, graduation rates, etc.) design the program.



Elementary School Counselor Management Agreement (Counselor/Principal Agreement)

School Year _____ School _____ Date _____
Counselor _____

PROGRAMMATIC DELIVERY

The school counselor/counselors will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

- _____ % of my time delivering guidance curriculum
- _____ % of my time with individual student planning
- _____ % of my time with responsive services
- _____ % of my time with system support

Lessons will be delivered in the academic, career and personal/social domain.
Programs and services presented and available to staff include:

Programs and services presented and available to parents include:

Programs and services presented and available to the community include:

The school counselor will be available to individual students/parents/teachers at the following times:

PROFESSIONAL DEVELOPMENT

The school counselor/counselors will participate in one or more of the following professional development activities:

- ___ Once a month district meetings for counselors ___ Yearly state conference
- ___ Yearly national conference ___ Classes and/or workshops
- ___ Other. Explain _____

PROFESSIONAL COLLABORATION

- ___ Weekly meeting with the administration ___ Present something to the faculty monthly
- ___ Monthly meeting with grade level teams ___ Twice a year meeting with advisory council
- ___ Other _____

Counselor signature & date

Principal signature & date



Secondary School Counselor Program Management Agreement (Counselor/Principal Agreement)

School Year _____ School _____ Date _____

STUDENT ACCESS:

Students will access the school counselor by:

- a. Grade level c. Domain e. By academy/pathway
- b. Alpha listing d. No caseload (See any counselor) f. (Other) please specify

SCHOOL COUNSELOR OF THE DAY

Our counseling program will will not implement counselor of the day.

DOMAIN RESPONSIBILITIES

Looking at your site needs/strengths, counselors will be identified as the domain counselors for the following areas:

Academic domain:

Career domain:

Personal/social domain:

Rationale for decision:

PROGRAMMATIC DELIVERY

The school counseling teams will spend approximately the following time in each component area to ensure the delivery of the school counseling program?

- _____ % of time delivering guidance curriculum
- _____ % of time with individual student planning
- _____ % of time with responsive services
- _____ % of time with system support

SCHOOL COUNSELOR AVAILABILITY

The school counseling department be open for student/parent/teacher access from _____ to _____

The department will manage the division of hours by:

The career center will be open from _____ to _____

The department will manage the division of hours by:

Programs and services presented and available to parents include:

Example: counseling department newsletter, parenting classes, parent information night



Programs and services presented and available to staff includes:

Example: department liaison, topical information workshops (child abuse, ADD, etc.)

Community liaisons, programs and services will include:

SCHOOL COUNSELORS WILL BE COMPENSATED FOR EXTRA WORK HOURS (BEYOND WORKDAY) BY?

- | | | |
|---|--|--|
| <input type="checkbox"/> Extra duty pay (fund?) | <input type="checkbox"/> Comp time | <input type="checkbox"/> Principal/counselor negotiation |
| <input type="checkbox"/> Flex schedule | <input type="checkbox"/> Per union regulations | <input type="checkbox"/> No option for this |

MATERIALS AND SUPPLIES

What materials and supplies are necessary for the implementation of the school counseling program:

The following funding resources support the school counseling program:

PROFESSIONAL DEVELOPMENT

The school counseling team will participate in the following professional development:

PROFESSIONAL COLLABORATION

The school counseling department will meet weekly/monthly:

- | | |
|--|--|
| <input type="checkbox"/> As a counseling department team | <input type="checkbox"/> With administration |
| <input type="checkbox"/> With the school staff (faculty) | <input type="checkbox"/> With subject area departments |
| <input type="checkbox"/> With the advisory council | |

OFFICE ORGANIZATION

Responsibilities for the support services provided the counseling team will be divided among the support services staff:

The school counseling assistant will: _____

The registrar will: _____

The clerk will: _____

The receptionist will: _____

Volunteers will: _____

Others will: _____

Lead counselor signature & date

Principal signature & date



Job Description
Elementary School Counselor

Functions

Primary

The professional school counselor provides a comprehensive guidance and counseling program for students in the elementary grades. The school counselor coordinates activities to address the needs of the students; consults and collaborates with teachers, staff and parents/guardians to support student success; and supports other elementary school educational programs consistent with the school counselor management agreement.

Major Job Responsibilities

Implement the elementary guidance curriculum: Conduct guidance learning activities in the classroom based on the academic, career and personal/social domains to facilitate the infusion of guidance as integrated to the total education curricula.

Provide Individual Student Planning activities: Provide orientation activities for students new to the school; participate in orientation programs for parents/guardians and students; assist students in the transition from elementary to middle/junior high school; inform students and their parents/guardians of test results and their implication for educational planning; provide resources and information to assist in career awareness and career exploration activities.

Provide Responsive Services by facilitating small groups and counseling individual students with specific needs: Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self-concept development, academic concerns, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, child abuse, substance abuse, depression/suicide, and sexuality.

Consult and collaborate with teachers, staff and parents/guardians regarding the developmental needs of students: Participate in building level child study teams; facilitate conferences with teachers, students, and parents/guardians; assist other school staff in the placement of students and assist families in addressing school related issues.

Refer students, as needed, to district and community resources in consultation with their parents/guardians: Consult and coordinate the referral process with district personnel including school psychologists, social workers, nurses, administrators, and other community resources.



Provide Systems Support by coordinating and conducting activities that contribute to the effective operation of the school consistent with the approved school counseling program:

Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; conduct professional development /inservice programs for faculty; provide opportunities for parent education programs; participate with the administration and faculty as a team member in building and district committees.

Evaluate and revise the building guidance and counseling program utilizing the Program Audit: Conduct the Program Audit and review the results with staff and administration. Modify the guidance and counseling program based on the results of the audit to improve student success.

Participate in professional development: Actively participate in local, state and national professional associations that foster the development and improvement of school counseling; read professional journals; attend workshops and conferences, and continue coursework.

In order to carry out a comprehensive guidance and counseling program, the following allocation of time is recommended:

Time Distribution for Elementary School Counselors

Guidance Curriculum	30 - 40%
Individual Student Planning	5 - 10%
Responsive Services	30 - 40%
Systems Support	15 - 20%
Non-Guidance	0%

Job Description

Middle/Junior School Counselor

Primary Function

The professional school counselor provides a comprehensive guidance and counseling program for students in the middle grades. The school counselor coordinates activities to address the needs of the students: consults and collaborates with teachers, staff and parents/guardians to support success; and supports other middle/junior high school educational programs consistent with the school counselor management agreement.

Major Job Responsibilities

Implement the middle/junior high school guidance curriculum: Conduct guidance learning activities in the classroom based on the academic, career, and personal/social domains to facilitate the infusion of guidance as integrated to the total education curricula.

Provide individual Student Planning Activities: Provide orientation activities for students new to the school; participate in orientation programs for parents/guardians and students; assist students in the transition from middle/junior high school to high school; inform students and their parents/guardians of test results and their implication for educational planning; provide resources and information to assist in career exploration activities.

Provide Responsive Services by facilitating small groups and counseling individual students with specific needs: Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the middle/junior high school level may include self-concept development, academic concerns, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, child abuse, substance abuse, depression/suicide, and sexuality.

Consult and collaborate with teachers, staff and parents/guardians regarding the developmental needs of students: Participate in building level child study teams; facilitate conferences with teachers, students, parents/guardians; assist other school staff in the placement of students and assist families in addressing school related issues.

Refer students, as needed, to district and community resources in consultation with their parents/guardians: Consult and coordinate the referral process with district personnel including school psychologist, social workers, nurses, administrators and community resources.

Provide Systems Support by coordinating and conducting activities that contribute to the effective operation of the school consistent with the approved school counseling program:



Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; conduct professional development/in-service programs for faculty; provide opportunities for parent education programs; participate with the administration and faculty as a team member in building and district committees.

Evaluate and revise the building guidance and counseling program utilizing the Program Audit: Conduct the Program Audit and review the results with staff and administration. Modify the guidance and counseling program based on the results of the audit to improve student success.

Participate in professional development: Actively participate in local, state and national professional associations that foster the development and improvement of school counseling; read professional journals; attend workshops and conferences, and continue coursework.

In order to carry out a comprehensive guidance and counseling program, the following allocation of time is recommended:

**Time Distribution for
Middle/Junior School
Counselor**

Guidance Curriculum	20 – 30%
Individual Student Planning	15 – 25%
Responsive Services	30 - 40%
Systems Support	15 – 20%
Non-Guidance	0%



Job Description
High School Counselor

Primary Functions

The professional school counselor provides a comprehensive guidance and counseling program for students in the high school grades. The school counselor coordinates activities to address the needs of the students; consults and collaborates with teachers, staff and parents/guardians to support student success; and supports other high school educational programs consistent with the school counselor management agreement.

Major Job Responsibilities

Implement the high school guidance curriculum: Conduct guidance learning activities in the classroom based on the academic, career and personal/social domains to facilitate the infusion of guidance as integrated to the total education curricula.

Provide Individual Student Planning activities: Provide orientation activities for students new to the school; participate in orientation programs for parents/guardians and students; assist students in the transition from middle/junior high school to high school and high school to post secondary training/education; inform students and their parents/guardians of test results and their implication for educational planning; provide resources and information to assist students developing and updating their individual Education Development Plan (EDP), evaluating their status for graduation; and implementing their post secondary educational or career plans.

Provide Responsive Services by facilitating small groups and counseling individual students with specific needs: Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the high school level may include self-concept development, academic concerns, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, child abuse, substance abuse, depression/suicide, and sexuality.

Consult and collaborate with teachers, staff and parents/guardians regarding the developmental needs of students: Participate in building level child study teams; facilitate conferences with teachers, students, and parents/guardians; assist other school staff in the placement of students and assist families in addressing school related issues.

Refer students, as needed, to district and community resources in consultation with their parents/guardians: Consult and coordinate the referral process with district personnel including school psychologists, social workers, nurses, administrators, and other community resources.



Provide Systems Support by coordinating and conducting activities that contribute to the effective operation of the school consistent with the approved school counseling program:

Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; conduct professional development /inservice programs for faculty; provide opportunities for parent education programs; participate with the administration and faculty as a team member in building and district committees.

Evaluate and revise the building guidance and counseling program utilizing the Program Audit: Conduct the Program Audit and review the results with staff and administration. Modify the guidance and counseling program based on the results of the audit to improve student success.

Participate in professional development: Actively participate in local, state and national professional associations that foster the development and improvement of school counseling; read professional journals; attend workshops and conferences, and continue coursework.

In order to carry out a comprehensive guidance and counseling program, the following allocation of time is recommended:

Time Distribution for High School Counselors

Guidance Curriculum	15 – 25%
Individual Student Planning	25 – 35%
Responsive Services	25 – 35%
Systems Support	15 – 20%
Non-Guidance	0%