

## 5.5 School Counselor Activities Rating (Counselor)

**Time:** 1 hour

### Instructions

**Step 1:** Directions: Rate each of the 13 counselor activities in the table below for both Importance and the Time you believe counselors spend on this activity as either **“High”** or **“Low.”** Rate each answer.

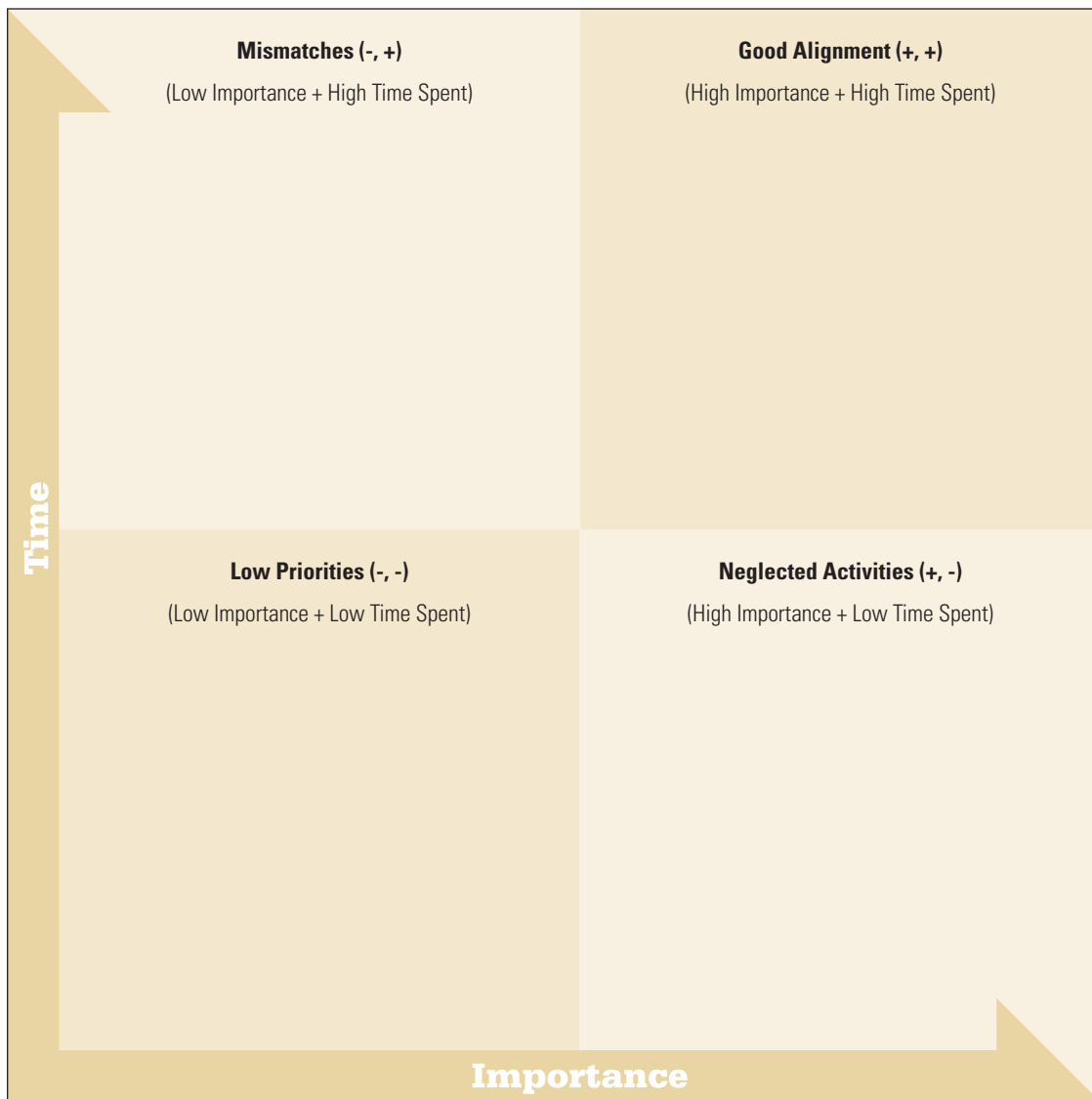
**“High” (+)** is defined as *of significant value and engagement.*

**“Low” (-)** is defined as *not of significant value or engagement.*

	Rating
Low Importance + High Time Spent	-, +
High Importance + High Time Spent	+, +
Low Importance + Low Time Spent	-, -
High Importance + Low Time Spent	+, -

Activity	Importance	Time Spent	Rating
1. Using vertical teaming to ensure that students entering high school are prepared to enroll in rigorous and challenging course work			
2. Developing schoolwide strategies to increase the number of students enrolled in honors and/or advanced courses (such as AP, IB or dual enrollment)			
3. Implementing schoolwide strategies to increase graduation rates in the school			
4. Helping to promote student personal growth and social development			
5. Helping to create a college-going culture within the school			
6. Helping students with career planning			
7. Advocating for schoolwide strategies that address equity and access issues for underserved students			
8. Helping parents and families of first-generation students learn about college and what it takes to get there			
9. Doing supportive administrative tasks such as clerical tasks and record keeping			
10. Serving as coordinator/facilitator for standardized tests given in the school			
11. Providing interpretation of test results that can be used in academic planning			
12. Doing scheduling tasks such as creating a master schedule, processing schedule changes and maintaining student transcript information			
13. Helping students in the college planning and application processes			

**Step 2:** Transfer each of your responses into the matching box in the grid below for further analysis of your responses.



**Step 3:** Reflection Questions

1. What observations can you make based on the placement of your responses? What surprises you? What causes you the most concern?
2. What responses would you like to be changed? Do you think you need to change?
3. What would you have to do differently in order to change the placement of the responses that need to be improved?
4. What knowledge and/or skills would you need to make the change?
5. How do you feel your responses impact student outcomes?
6. Can you make the changes you feel are necessary on your own or do you need the active support and engagement of your principal?

**Step 4:** Compare and contrast your responses with those of the counselor survey respondents.

<b>Time</b>	<p><b>Mismatches (-, +)</b> (Low Importance + High Time Spent)</p> <p>Serving as a coordinator/facilitator for standardized tests</p> <p>Doing supportive administrative tasks</p> <p>Doing scheduling tasks such as creating a master schedule, processing changes, and maintaining transcript information</p>	<p><b>Good Alignment (+, +)</b> (High Importance + High Time Spent)</p> <p>Helping promote student personal growth and social development</p> <p>Helping students in college planning/application process</p> <p>Helping students with career planning</p> <p>Helping create a college-going culture</p>
	<p><b>Low Priorities (-, -)</b> (Low Importance + Low Time Spent)</p> <p>Developing strategies to increase the number of students enrolled in honors/advanced courses</p> <p>Using vertical teaming to ensure students entering high school are prepared to enroll in rigorous and challenging courses</p> <p>Implementing strategies to increase graduation rates</p> <p>Providing interpretation of test results that can be used in academic planning</p>	<p><b>Neglected Activities (+, -)</b> (High Importance + Low Time Spent)</p> <p>Helping parents of families of first-generation students learn about college</p> <p>Advocating for strategies that address equity and access issues for underserved students</p> <p>Implementing strategies to increase graduation rates</p>
	<b>Importance</b>	

**Step 5:** After rating each of the 13 activities and placing them into the corresponding box above. Compare and contrast your responses with those of your peers and principal and discuss.

1. In which of the four focus areas is there the greatest similarity or discrepancy in Importance and Time Spent between your principal's chart and yours?
2. To what do you attribute the similarities and/or discrepancies?
3. In what ways do you believe these similarities and/or discrepancies impact your collective ability to meet your students' needs?


**Step 6:** Compare and contrast the Mismatches, Good Alignment, Low Priorities and Neglected Activities with your principal. Use the questions below to begin the conversation.

**Mismatches:** How can we create greater alignment in these areas?

**Good Alignment:** How can we capitalize on these areas and use them to help strengthen other areas?

**Low Priorities:** How can we work together to develop and continue to have a shared sense of high- and low-priority issues?

**Neglected Activities:** How can we engage in collaborative problem solving and decision making to address neglected areas that impact outcomes for our students?

**Step 7:** Given the identified Good Alignment, Mismatches, Low Priorities and Neglected Activities in both the principal and counselor responses, what needs to change in the way you interact and work together in order to increase academic achievement and outcomes for all students?

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