

Tool 25

# Counselor Interview

|                  |                 |
|------------------|-----------------|
| District/School: | Interviewee:    |
| Date:            |                 |
| Time:            | Interviewer(s): |

| Question # | Trait | Question  | Response |
|------------|-------|---|----------|
| 1          |       | Overall, how is _____ School doing?   |          |
| 2          |       | Is the school meeting the academic needs of all students?   |          |
| 3          | 2B2   | How are students evaluated and placed into intervention or enrichment classes?  |          |
| 4          | 7A1   | How do you identify students who are disconnected from other students and adults in the school, and what services are available to help these students? |          |
| 5          | 7B1   | What programs are in place to ensure that all students have a positive relationship with at least one adult in the school?                              |          |
| 6          | 7B2   | What programs are in place to teach social and group skills? Are all students a part of these programs?   |          |
| 7          | 7C1   | Which groups of students don't participate in extracurricular activities?   |          |
| 8          | 7C2   | How are students encouraged to be involved in extracurricular activities?   |          |
| 9          | 7D1   | What processes are in place to identify students who, due to academic, behavioral, emotional, or other issues, are at risk of not completing school?    |          |
| 10         | 7D2   | Are students at risk participating in engaging curricular and instructional programs rather than remediation and low-level courses?                     |          |

| Question # | Trait | Question  | Response |
|------------|-------|---|----------|
| 11         | 7D3   | Is there a school team that meets regularly to address the nonacademic needs of students at risk? If so, what kinds of data do the team members look at, and what kinds of actions or recommendations do they make? |          |
| 12         | 7E1   | What programs are in place to help students avoid at-risk behaviors? How do you know if they are effective?   |          |
| 13         | 7E2   | What programs are available for those students who don't respond to schoolwide programs to avoid at-risk behaviors?   |          |
| 14         | 7F1   | Secondary schools: What alternative options are available to help students complete challenging courses needed to graduate on time?   |          |
| 15         | 8E1   | How do students learn skills such as cooperation, responsibility, leadership, and helpfulness?  |          |
| 16         | 8F1   | How does the school discipline system provide meaningful recognition for positive student behavior?   |          |
| 17         | 8F3   | What processes are in place to identify and provide appropriate interventions for the most troubled or violent students?  |          |
| 18         | 8H1   | How do new and transfer students learn about the discipline policy?   |          |
| 19         | 8H4   | When students are in in-school or out-of-school suspension, how do they get their assignments?  |          |
| 20         | 8I1   | Describe the student behavior management and discipline program.  |          |
| 21         | 8I2   | What kinds of discipline offenses result in out-of-school suspensions?  |          |
| 22         | 8I3   | When students are suspended or expelled, are they able to complete credit-earning coursework?   |          |

REPRODUCIBLE

| Question # | Trait | Question  | Response |
|------------|-------|---|----------|
| 23         | 9C1   | How does this school involve families of all cultures in school activities?   |          |
| 24         | 9D4   | How does the school help families talk to their children about career and life goals and the importance of education in reaching those goals? |          |
| 25         |       | Is there anything you think we should know about but have not asked?  |          |