

# Discovered Facts Summary

## Working with Faculty and Staff

Following is a list of the facts you've discovered while **working with faculty and administrators**. Those highlighted in **green** are considered critical findings and should provide maximum assistance in focusing your change efforts. Those highlighted in **yellow** are considered significant findings as well. Non-highlighted facts are supportive.

<b>7</b>	<b>Tier 3 Taking Disproportionate % of Counselor's Time</b>
	Your review of time logs uncovers spiraling demand for counselor time for tier 3 students. Minutes of direct service currently averaging 22% of counselor daily time, and indirect service is almost 35%. They clarify by providing a growing list of indirect service requirements that includes a large number of program planning / coordinating tasks as well as professional development activities and more. So, that's more than half of every day dedicated to some level of support for tier three students alone. These numbers help you understand the frail nature of current tier one interventions and core instructional support.
<b>8</b>	<b>Tier 1 Programs Have All But Disappeared – Interruption Friction</b>
	Data suggests that Tier one interventions and core instruction are virtually non-existent. There is concern regarding pushback from teachers when counselors interrupt standards-based classes with school counseling lessons. Faculty perceive core instruction as interruptions to their scheduled lesson plans and do not participate in delivering any of it.
<b>10</b>	<b>No Significant Curriculum or Lesson Plan Updates Over the Past 5+ Years</b>
	Your investigation into the data uncovers the fact that no significant curriculum or lesson plan changes have been implemented in the last four years. There is a sense among faculty in general that things are not as bad as they may appear. They assert that each year's decline can be attributed to decreasing performance among incoming Freshmen and the inability of counselors to provide support to the growing number of marginal performers.