Faculty Perceptions of the Role of a School Counselor

by

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ABSTRACT

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School counseling should be based on teamwork between counselors, faculty, administration, parents, community members, and students. The effectiveness of a PK-12 guidance program is related to how well everyone works together to fulfill the needs of the students. In order to utilize the teamwork, all team members must have an understanding of the role and responsibilities of each member. However, there is often confusion on the role of a school counselor.

The purpose of this study was to investigate faculty members' perceptions of the role of a school counselor and the services provided in a small rural district in western

Wisconsin. This study examined the most important school counseling services, issues of the students, the areas of school counseling, and the strengths and weaknesses of the program.

The results of the study show that the counselor should focus on helping students with personal issues. The top three issues students face were identified as peer pressure, social interaction, and family issues. Finally, the results show that the counselor should focus on individual counseling or small group counseling. Overall, the faculty identified the appropriate role of a school counselor. In general, the faculty agreed that the counselor in their district is performing the necessary responsibilities. However, concern was expressed that the counselor has too many responsibilities and in the district elementary guidance requires more attention.

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CHAPTER ONE

Introduction

The role of a school counselor seems to be continuously changing and expanding. There are often differing views of what is included in school counselors' responsibilities and how they should best utilize their time and abilities. Specifically, there is an increase in demand for each counselor to be accountable for the services he/she is providing. Therefore, many counselors may need to define and defend their own positions within their districts.

There are several models to assist in defining school counselors' roles and responsibilities. However, each school will have its own culture and have different needs. Feedback from faculty, administration, parents, and students is essential to the success of a particular guidance program. For the purpose of this study, the researcher will focus on the feedback of faculty in defining the role of a school counselor.

Often times it seems that school faculty do not fully understand the role of the school counselor. Typically, teachers focus directly on their own class and individuals within their class. While on the other hand, counselors "tend to have a more holistic view of the school and its organization" (Clark & Amatea, 2004, p. 137). Overall, there is limited research on teachers' perceptions of the role of a school counselor (Clark & Amatea, 2004; Beesley, 2004). However, the research available appears consistent. The studies available have researched which school counseling services are most important and what teachers believe are the strengths and weaknesses of the school guidance programs in their districts.

In a study conducted by Clark and Amatea (2004), teachers identified fours areas of responsibilities for a school counselor: 1) communication and collaboration, 2) direct services to the students, 3) counselor visibility and involvement, and 4) knowledge about special students' needs. Communication and collaborations was an area discussed by 13 of the 23 teachers interviewed (Clark & Amatea, 2004). The teachers believe good communication and teamwork are essential. Teachers would like support and validation. Next, teachers stated they value direct service to the students. Direct services include individual counseling, small group counseling, and large group counseling. Specific areas to address in small groups were noted as life skills, social relationships, peer mediation, peer facilitation, and family issues. Areas suggested for large groups were problem solving, decision making, dealing with aggression, accepting of differences, building character, and establishing a positive learning environment. The third major theme teachers indicated as important was counselor visibility and school wide involvement of the counselor. This visibility is of importance among students as well as teachers. And the final area discussed by teachers was knowledge about special students' needs. Teachers would like counselors to provide students with resources and referrals (Clark & Amatea, 2004).

Another study conducted by Beesley (2004), looked at the teachers' perceptions of the strengths and weaknesses of school counselors within their district. There were four main areas of strength identified: 1) classroom guidance, 2) individual/group counseling, 3) consultation, and 4) coordination of special education services. On the other hand, there were also four areas of weakness identified: 1) career counseling, 2) academic planning/college preparation, 3) community referrals, and 4) public relations.

Within the two studies, there is a broad list of roles and responsibilities that teachers believe are most important for a school counselor to fulfill: communication and collaboration; direct services to the students including classroom guidance, individual/group counseling, career counseling, academic planning/college preparation; counselor visibility and involvement, coordination and knowledge about special students' needs, consultation, community referrals, and public relations (Clark & Amatea, 2004; Beesley, 2004). Even though this is an extensive list, it is not a complete list of the responsibilities placed on a school counselor. Some interesting omissions that teachers did not label as important school counselor responsibilities are scheduling, testing, lunch room duty, and recess duty. This finding is consistent with the belief of the American School Counselor Association (ASCA) National Model (2003) that states,

> Although school counselors are team players who understand fair-share responsibilities within a school system, they cannot be fully effective when taken away from essential counseling tasks to perform non-counseling activities such as scheduling, testing, classroom coverage, discipline, and clerical responsibilities (p. 3-4).

Obtaining teacher perception data within district could be helpful in lessening the amount of non-counseling activities that the counselor within the district will be asked to complete (Clack & Amatea, 2004).

Overall, school counseling programs should be based on teamwork. Although the school counselor should be in charge of the direction of the program, teacher and staff participation will increase the effectiveness of the program as well as help faculty members to understand the role and the responsibilities of the counselor. The

collaboration will benefit students by getting everyone on the same page and while working with the students. Additionally, if the faculty understands the role of the counselor they can defend the need for the school counselor position within their district.

Statement of the Problem

The purpose of this study will be to document faculty perceptions of the role of a school counselor in a PK-12 school setting. Data will be collected through a survey similar to a needs assessment survey given in prior years. The survey will be given to all staff in spring 2005 in a small rural school district in western Wisconsin.

Research Questions

This study will attempt to answer the following questions:

1. What are the faculty perceptions of the role of a PK-12 school counselor?

2. What do the faculty of a PK-12 school consider to be the most valuable services and programs provided by the school counselor?

Definition of Terms

For the purposes of the research the following terms require clarification.

Faculty. The individuals employed at a small rural school district in western Wisconsin during the 2004-2005 school year. Faculty will include teachers, administrators, pupil service staff, secretaries, custodians, lunchroom staff, and other individuals who work on a consistent basis in the school building.

Guidance Program and Services. A program headed up by school counselors responsible for "helping students acquire and apply life-long learning skills. [A school counseling program] employs strategies to enhance academic achievement, provide career awareness, develop employment readiness, encourage self-awareness, foster

interpersonal communication skills, and impart life-success skills to all students" (Hogan, 1998, p. 55).

Perception. Ideas, thoughts, beliefs, and opinions of another individual.

Role. The tasks and responsibilities taken on by the school counselor.

School Counselor. Person or persons responsible for coordinating the components of a school counseling program.

Assumptions and Limitations

There are several assumptions in this study. The researcher is assuming all faculty have an understanding of the role of the school counselor in the small rural school district in western Wisconsin. It is also assumed that the faculty will participate honestly and candidly in their opinions of the needs of the students and what programs and services will be of value to the students.

The limitations in the study include the district size and the survey instrument. The results from this study will represent the opinion and perceptions of faculty in a particular small rural school district and may not be generalized to other schools. The second limitation may be the change in the survey format from past needs assessments that were conducted at this school district. In the past, the needs assessment included questions related to the school psychologist as well as the school counselor. The survey used in this study was specific to the responsibilities of the school counselor.

CHAPTER TWO

Literature Review

This chapter will discuss the evolution of the role of the school counselor from the beginning to present day practices. The chapter will discuss the several movements throughout the evolution of school counseling including vocational guidance, educational guidance, and the humanistic era as well as the changes the movements impacted. In addition, the current school counseling programs models will be discussed. The chapter will conclude with a discussion on the lack of a definition of the role of a school counselor including the role confusion between counselors, teachers, administrators, parents, community members, and counseling education programs.

Teachers as Sole Guidance Providers

School guidance programs are believed to have begun in the United States in 1889 (Bauman, Siegel, Falco, Szymanski, Davis, & Seabolt, (2003). A man by the name of Jesse B. Davis, a Detroit school principal, presented a guidance curriculum that was to be utilized in the English classes at his school. This idea expanded in response to the growth of industrialization and urbanization; school counseling began to develop in a number of the larger cities throughout the United States in the late 1800's and early 1900's (Herr, 2002).

Vocational Guidance

In the early 1900's school counseling was referred to as vocational guidance. Vocational guidance focused on preparing students to enter the work force (Gysbers, 2001). The role of a vocational counselor was very similar to today's career counselors (Lambie & Williamson, 2004). Typically, vocational counselors were teachers appointed

by administration (Gysbers & Henderson, 2001). Additionally, they were still required to fulfill their teaching responsibilities without supplementary pay. Frank Parsons (1909), the father of vocational guidance, believed that "schools were too focused on 'book learning' rather than the needs of an industrial society" (as cited in Herr, 2002, p. 22). Parsons believed a "suitable vocational placement [was] based on a mutual beneficial match between the young person's aptitudes and abilities and an occupations' requirements and environment" (as cited in Lambie & Williamson, 2004, p. 125). Due to the Vocational Movement, the National Vocational Guidance Association (NVGA) was also formed during this time in Grand Rapids, Michigan and developed its first publication, the *Vocational Guidance Bulletin* (Herr & Shahnasarian, 2001). The NVGA eventually merged with the several other associations to form the American Personnel and Guidance Association (APGA), or today's American Counseling Association (ACA) (Lambie & Williamson, 2004).

Educational Guidance

In the early 1920's the focus shifted from vocational guidance to personal and educational guidance due to the mental hygiene movement, measurement movement, developmental studies of children, cumulative records, and progressive education (Gysbers, 2001). "Brewer (1918) defined educational guidance 'as a conscious effort to assist in the intellectual growth of an individual . . . Anything that has to do with instruction or with learning may come under the term educational guidance'" (Gysbers, 2001, p.98). It was during this time that John Dewey proposed that there are hierarchical stages of development (Lambie & Williamson, 2004). He suggested that children go through distinct stages, where at each stage they need developmentally appropriate

experiences. Dewey believed a school's role was to promote each student's cognitive, personal, social, and moral development. This movement resulted in a rise and push for personal counseling (Gysbers, 2001).

Organizational Structure for Guidance

In the 1930's and 1940's the clinical model for guidance continued. However, it was then that a new organizational structure for school counseling was established (Gysbers, 2001). This new structure was called pupil personnel work and included several roles within the schools: attendance officers, visiting teachers, school nurses, school physicians, and vocational counselors. With the beginning of guidance and counseling being offered within the schools, E. G. Williamson added to Parson's vocational guidance and created the trait and factor theory (Lambie & Williamson, 2004). The trait and factor theory suggests that students should find work by matching their understanding of themselves and knowledge of specific careers. He discussed his directive, counselor centered theory in a book entitled *How to Counsel Students* (1939).

With counselors now in the schools, two acts were passed to help support them: An Act to Provide for the Further Development of Vocational Education (1936) and Vocational Education Act (1946) (Gysbers, 2001). The acts made funds available for a federal office and state supervision of school counseling programs.

Humanistic Era

In the 1940's Carl Rodgers, the Father of Counseling, disagreed with the directive, counselor centered theory (Lambie & Williamson, 2004). Rodgers, on the other hand thought a "counselor should empathize with a clients' experience of the world and provide a safe environment that facilitates the client's movement toward self-

actualization; the counselor should assist clients in their growth process, improving their ability to cope with current problems and future challenges. . . [or in other words, counselor should] conceptualize clients as people rather than problems" (Lambie & Williamson, 2004, p. 126).

The focus of developmental guidance and counseling in the schools began in 1949, by a man by the name of Robert Mathewson (Bauman et al., 2003). Mathewson thought for the developmental interests of the students, teachers could not be alone in providing the students with necessary experiences. He said guidance programs are essential to improve student development. Ten years later, in 1959, James B. Conant agreed with the importance of school counselors (Herr, 2002). Conant believed there should be a full time school counselor for every 250 to 300 students in the high school (as cited in Herr, 2002, p. 227).

National Defense Education Act

School counseling also began to grow with the introduction of the American School Counselor Association (ASCA) in 1953 (Lambie & Williamson, 2004). Then, in 1958 the National Defense Education Act (NDEA) was passed in response to Sputnik being launched by the Soviet Union in 1957. The NDEA made funds available to employ school counselors, provide resources to develop guidance and counseling programs, and further educating current school counselors (Gysbers, 2001; Herr, 2002). The intention of the act was for counselors to "identify, guide, and support those students with high aptitudes in the areas of math and science so that they might become future technological innovators" (Lambie & Williamson, 2004, p. 127). In the 1960's the NDEA was amended and efforts were made to clarify the role and training of school counselors

(Beesley, 2004). These amendments also allowed funds to train elementary school counselors as well as secondary counselors.

Comprehensive Developmental School Counseling Program

Then during the 1970's and 1980's, administrators began cutting school counselor positions to save money (Beesley, 2004). Unfortunately, according to Boyer in 1983 (as cited in Herr, 2002) this was a time in which "Guidance should be significantly expanded. No counselor should have a caseload of more than one hundred students" (p. 230). Therefore, it was time to revamp the guidance and counseling programs. The role of the school counselor was expanded by the Educational Act for All Handicapped Children of 1975 which required free public education for all children (Lambie & Williamson, 2004). Once again, there was renewed interest in vocational guidance that came from legislation: the Carl D. Perkins Vocational Education Act of 1984 and the Amendments of 1990 and 1998 (Gysbers, 2001). From this came an organizational structure that focuses on career, personal-social, and academic development of students that in turn became the comprehensive developmental program approach. Some of the models developing from this approach are Myrick (1997) and Gysbers and Moore (1981) which was later refined by Gysbers and Henderson (2000) (Gysbers, 2001).

Current Models in School Counseling

There are several current models for school counseling practice which include the American School Counselor Association (1990), Wisconsin Developmental Guidance Model (WDGM) (Wisconsin Department of Public Instruction, 2003), Gysbers and Henderson (1994), and Myrick (1993). These models provide counselors with suggestions for emphasis, role definition, and time to be spent on each responsibility.

However, since the field is continuously changing it is essential to reevaluate the models and make changes or additions. School counseling is a field that will continue to change as students and society change. Most importantly, the needs of the students must be met.

The ASCA (2002) first takes a look at students' development needs. The ASCA (2002) believes counselors providing classroom guidance, individual student planning, responsive services, and system support can best meet these needs. To best help students, counselors should work together with parents, students, teachers, administrators, and the community (ASCA, 2002). Hogan (1998) emphasized the importance of administrators stating they should play a key role in the guidance program. Administrators should communicate, participate, and promote the guidance program (Hogan, 1998). With the aid of the above-mentioned groups, counselors are able to "enhance the learning process and promote academic achievement" (ASCA, 2002, p. 4). Hogan (1998) added that a complete school counseling program should be "developmental, systematic, sequential, clearly defined, accountability driven, proactive, and preventive" (p. 55).

The WDGM's (2003) competencies fit in well with the ASCA's (2002) goals. The WDGM is made up of nine competencies including: "(1) connecting family, school, and work, (2) solve problems, (3) understand diversity, inclusiveness, and fairness, (4) work in groups, (5) manage conflicts, (6) integrate growth and development, (7) direct change, (8) make decisions, and (9) set and achieve goals" (Wisconsin Department of Public Instruction, 2003, p. 1). Like the ASCA (2002), the WDGM (2003) agreed school counselors should provide curriculum, responsive services, individual counseling, and support services. Once again, there is a focus on developmental guidance in personal/social, educational, and career development. Hogan (1998) noted more specific

topics in the three areas of development saying a school counseling program should include "strategies to enhance academic achievement, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and impart life-success skills to all students" (p. 55). Between the ASCA (2002) and the WDGM (2003), school counselors have an outline for how to best develop their school counseling program to best meet the development needs of their students.

Gysbers and Henderson (1994) is a program consisting of the same four major elements utilized in the ASCA (2002) and the WDGM (2003): guidance curriculum, individual planning, responsive services, and system support (Burnham & Jackson, 2000). Guidance curriculum consists of groups, both small groups and classroom, and consultation. According to Gysbers and Henderson (1994), this element would require 15-45% of a counselor's time depending on which level(s) they work at (i.e. Elementary, Middle, or High School). Individual planning is made up of advising, assessment, placement, planning, and follow-up. These duties comprise of 5-35% of a counselor's time. Individual planning duties are especially time consuming at the high school level as the students are planning and preparing for post-secondary opportunities. Next, responsive services which includes prevention and intervention. Prevention and intervention can be through individual counseling, small group counseling, crisis counseling, referrals, and consultation. This component can range from 15-40% of a counselor's time. Finally, system support encompasses activities such as program evaluation, outcome research, management tasks, coordination, professional development, and supervision. These duties combined make up 10-25% of a counselor's

time. Gysbers (1996) added a recommendation for 80% of a counselor's time to be involved in direct services, thus allowing only 20% of time to indirect services.

Myrick (1993) also looked at direct and indirect services (Burnham & Jackson, 2000). This model consists of six interventions: individual counseling, small group counseling, classroom guidance, consultation, coordination, and peer facilitation. Approximately 5-15% of a counselor's time should be committed to individual counseling and a counselor generally will have a caseload of six to eight individual students. Small group counseling should consist of 10-25% of a counselor's time. Classroom guidance should take up only 7-8% of a counselor's time. Consultation, which includes working with parents, teachers, administrators, and community members, should only be 7% of a counselor's time. Coordination, which encompasses activities and events that the counselor becomes involved in, is considered an indirect service. Myrick does not assign a percentage of time to this intervention. However, he does state that these coordination roles are often better assigned to others. Lastly, peer facilitation or training students to help each other should consist of approximately 2-13% of a counselor's time.

Roles and Accountability of Current Counselors

For decades, school counselors have been asked to help be accountable for their profession. Does school counseling have an impact on students? Is school counseling producing positive results? Does the profession have a method of proving these results? These questions started to arise by the 1920's (Gysbers, 2004) and they continue still today. Today, legislators and administrators are asking for data, which validates that school counseling programs, and counselors add to student success and increase positive school behaviors (Borders, 2002). Whiston (2002) speaks to the concern of accountability

stating "unless more emphasis is placed on documenting the effectiveness of school counselors, school counseling programs can easily be eliminated in these times of budgetary constraints" (p. 155). Even in 1984 an article published in *The School Counselor* stated the school counselor was considered an endangered species (Sink, 2002). With the average school counselors earning $42,100 annually, districts are spending a significant amount on a service that has limited empirical data to prove its effectiveness (Whiston, 2002). In addition to limited empirical data, school administrators often times do not have an accurate view of the role and required skills of school counselors (Borders, 2002). Therefore, counselors are often experiencing increased counselor-student ratios that are now averaging 1:513 (Whiston, 2002). While at the same time, they have less time for guidance activities. The average counselors will spend 25% of their time on nonguidance activities. Therefore, school counselors need to learn to set boundaries to the tasks they will take on in order to be more effective (Paisley & McMahon, 2001).

Counselors should keep their focus on the students' academic, career, and personal/social needs. To do this, counselors will need to educate those around them of appropriate tasks and responsibilities they can fulfill. Also, in order to keep the school counselor positions, Sink (2002) suggests that improving the students' learning outcome should be included in a school counselor's job description. Furthermore, he suggests the alignment of guidance program goals with the school reform goals to emphasize the need of a school counselor within the school system. This seems to be in agreement with the American School Counselor Association National Standards (1997) that states:

It is apparent that school counseling programs support the school mission and

enhance the student learning. The primary goal of the school counseling program

is to enhance student achievement and accomplishment. The National Standards

for School Counseling Programs establish similar goals, expectations,

opportunities, and experiences for all students. . . Public awareness and support

for the role of school counselors and the function of the school counseling

program in supporting student learning is needed. School counseling is an integral

partner in the educational system (Campbell & Dahir, 1997, p. 4).

McLaughlin (1999) reiterates Campbell and Dahir (1997) stating the importance of not

restricting the role of a counselor. Martin (2002) agrees, stating that school counseling

must always focus on the changing needs of the student. She suggests eight requirements

of school counselors:

focus on improving student achievement, help children learn, understand and use

social advocacy skills to challenge the status quo, use data to affect change and

advocate for students, understand organizational change, become competent users

of technology, use their group and problem-solving skills, understand and be able

to operate in a diverse multicultural community (Martin, 2000, p.152).

Sears (2002) identifies similar new skills which counselors will need including assessing

and using data to identify barriers to students' learning, and leadership and advocacy

skills to promote change for the students' best interest. If counselors are able to fulfill

these roles and continue to evolve and adapt with our changing society, "guidance and

counseling are inseparable" (Sink, 2002, p. 158) which is an idea dating back of 1938

when Helen Heffernan (as cited in Sink, 2002) stated:

Education must take the child where he is and help him to make increasingly

more effective adjustments to his environment. The process by which education

helps children to become happy, wholesome, self-controlled, self-directed, and

socially minded persons is called guidance. The purpose of guidance and the

purpose of education are identical because education is guidance (p. 157).

CHAPTER THREE

Methodology

Once again the purpose of this study will be to document faculty perceptions of the role of a school counselor in a PK-12 school setting. This chapter will discuss in detail the selection and description of the subjects along with an explanation of the instrumentation. The procedures of data collection and the discussion of the analysis will be reviewed. Then, the chapter will conclude with the limitations of the study.

Selection of Subjects and Description

The subjects of this study consisted of faculty in a small rural school district in western Wisconsin. The school district is composed mostly of Caucasian students in low to middle-class socioeconomic status. All faculty members were asked and invited to participate in this study. The faculty members ranged in experience from one year to 20 plus years within the district. There were also faculty members from all three levels: elementary, middle, and high school.

Instrumentation

Prior to beginning the study, the instrument was submitted and approved by the UW-Stout Institutional Review Board. A copy of the letter of approval can be found in Appendix A.

A cover letter is included as a part of the instrument. The cover letter introduces the research, explains the study and its intentions, acknowledges that completion of the survey implies consent, discusses confidentiality, and allows for the right of the individual to withdraw from the study at any time. A copy of the cover letter is located in Appendix B.

The next portion of the instrument was the survey itself (Appendix C). The survey is designed to be similar to a needs assessment given in prior years. Slight adjustments were made to answer the research question: what are faculty perceptions of the role of a school counselor. The survey consists of three sections. The first section asks for minimal demographic information. The second section asks faculty to give their opinion on three questions regarding the role of the school counselor. The third section allows faculty members to respond freely to three questions. The complete survey is eight questions and will require approximately 5-15 minutes to compete. Because the original district instrument was altered for this study, there are no measures of validity or reliability provided.

Data Collection

The researcher has obtained permission from the elementary school principal and high school principal who is also the superintendent to conduct the research in this district. The surveys and cover letters were placed in each faculty member's mailbox in April 2005. The survey was then collected in an envelope that was placed near the mailboxes. Fifty-four surveys were distributed which accounted for all faculty within this small rural school district in western Wisconsin. Twenty-five surveys were collected.

Data Analysis

All appropriate descriptive statistics were run on the data. The majority of the data was nominal. Therefore, mode, percentages, and frequencies were appropriate. One question was ordinal. Therefore, calculating the median was appropriate.

Limitations

One limitation to the study was that the instrument has no reliability or validity measures. Another limitation is that the survey was distributed to faculty at a small rural school district in western Wisconsin and cannot be generalized to faculty perceptions in other school districts. In addition, not all surveys were returned. Therefore, the study only measured the opinions of the 25 faculty members in this small rural district in western Wisconsin. The faculty also may have filled out the survey only to benefit the researcher and the district. Lastly, the researcher is a counseling student and may be biased.

CHAPTER FOUR

Results

The purpose of this study was to document the perceptions that faculty members have of the role of a school counselor and the school counseling program. The survey given was similar to needs assessments given in the past in this small rural school district in western Wisconsin and was intended to be utilized as a needs assessment. Data was collected from faculty members in this district.

This chapter will give minimal demographic information of the participating subjects. The chapter will also include item analysis for each survey question. It will answer the research questions of the study. What are the faculty perceptions of the role of a PK-12 school counselor, and what do the faculty of a PK-12 school consider to be the most valuable services and programs provided by the school counselor?

Demographic Information

Fifty-four surveys were distributed to the faculty in their school district mailboxes in April 2005. The faculty was instructed to place completed surveys in a envelope placed by the mailboxes labeled "completed surveys." Twenty-five surveys were completed and returned to the envelope. This results in a 46% return rate.

The only demographic information asked was, "which level(s) do you spend the majority of time with, and how many years have you been employed in this district?" Out of the 25 surveys completed and returned, 11 people or 37.9% of the sample work with high school level students. Of the high school faculty responding seven people or 58.3% have worked in the district 1 to 10 years, two people or 16.7% have worked in the district for 10 to 20 years, and three people or

25% have worked in the district 20 plus years. Out of the 25 respondents, six people or 20.7% of the sample work with middle school level students. Of the middle school faculty responding four people or 66.7% have worked in the district 1 to 10 years, one person or 16.7% has worked in the district 10 to 20 years, and one person or 16.7% has worked in the district 20 plus years. Out of the 25 respondents, 12 people or 41% of the sample work with elementary level students. Of the elementary faculty responding six people of 54.5% have worked in the district 1 to 10 years, four people or 36.4% have worked in the district 10 to 20 years and one person has worked in the district 20 plus years. This amounts to a total of 16 people with one to ten years of experience in the district, four people with 10-20 years of experience in the district, and four people with 20 plus years of experience in the district. Several of the staff members work in more than one level.

Item Analysis

This section will include item analysis on each question in the survey. Item one states "Please rank the following areas in the order you feel they are most needed by the students with 1=most needed to 5=least needed." The areas are as follows: career issues, personal issues, alcohol or drug prevention, academic issues, and other. All 25 participants responded to this question. Career issues had a mean of 3.44. The majority of respondents answered with a "4" meaning this was not the most important area of school counseling. Two out of 25, however, did respond with a "1" identifying career issues as the most important area of school counseling. There was not a significant difference in

respondents' answers from elementary, to middle, to high school level or years of experience within the district.

The second area within question one was personal issues. All 25 participants responded to this question. Personal issues had a mean of 1.84. The mode was "1" with 14 participants stating this was the most important area of school counseling. However, there was a significant difference between the mean of the three levels. Elementary faculty had a mean of 1.08. Middle school faculty had a mean of 1.6. High school faculty had a mean of 2.27. There was no significant difference in the responses between faculty members with differing amounts of experience within the district.

The third area within question one was alcohol and drug prevention. All 25 participants responded to this question. Alcohol and drug prevention had a mean of 2.76. The mode was "3" which was the middle point of importance of the five areas. There was no significant difference in answers between the three different levels or years of experience within the district.

The fourth area within question one was academic issues. All 25 participants responded to this question. Academic issues had a mean of 2.52. This ranks academic issues as third when measured by mean. However, the mode is "2." There was no significant difference in responses between the three different levels or years of experience within the district.

The fifth and final area within question one was: other. All 25 participants responded to this question. However, only one respondent filled in other with anger management. The remaining twenty-four respondents did not fill it in, but

did rank it. The other category had a mean of 4.44. The mode was "5." The majority of respondents agreed that other areas of school counseling are the least needed. However, three respondents ranked other as "1." There was no significant difference in responses between the three different levels or years of experience within the district.

In order to compare each school counseling area to the other four areas,

several tables have been developed. Table 1 compares the means of the important

areas of school counseling. The "total" column is the mean of all 25 respondents.

The remaining three columns look at comparing each school level.

Table 1

Means of important areas of school counseling, By school levels 1=most needed 5=least needed				
Area of School Counseling	Total	Elementary Faculty	Middle School Faculty	High School Faculty
Career Issues	3.44	3.83	3.16	3.09
Personal Issues	1.84	1.08	1.67	2.27
Alcohol/Drug Prevention	2.76	3.08	2.83	2.82
Academic Issues	2.52	2.5	2.33	2.27
Other	4.44	4.58	5	4.54

Table 2 compares the means of the important areas of school counseling.

The "total" column is the mean of all 25 respondents. The remaining three

columns look at comparing years of experience.

Table 2

Means of important areas of school counseling, By years of experience 1=most needed 5=least needed				
Area of School Counseling	Total	1-10 years	10-20 years	20+ years
Career Issues	3.44	3.4	3.2	3.8
Personal Issues	1.84	1.8	1.4	2
Alcohol/Drug Prevention	2.76	2.8	2.6	3.3
Academic Issues	2.52	2.3	2.8	2.3
Other	4.44	4.7	5	3.8

Table 3 compares the modes of the important areas of school counseling. The "total" column is the mean of all 25 respondents. The remaining three columns look at comparing each school level.

Table 3

Modes of important areas of school counseling, By school levels 1=most needed 5=least needed				
Area of School Counseling	Total	Elementary Faculty Total	Middle School Faculty Total	High School Faculty Total
Career Issues	4	4	4	3
Personal Issues	1	1	1	2
Alcohol/Drug Prevention	3	2	4	4
Academic Issues	2	3	2	1
Other	5	5	5	5

Table 4 compares the modes of the important areas of school counseling. The "total" column is the mean of all 25 respondents. The remaining three columns look at comparing years of experience.

Table 4

Modes of important areas of school counseling, By years of experience 1=most needed 5=least needed				
Area of School Counseling	Total	1-10 years	10-20 years	20+ years
Career Issues	4	4	4	3
Personal Issues	1	1	1	1
Alcohol/Drug Prevention	3	3	3	3
Academic Issues	2	2	4	3
Other	5	5	5	5

Table 5 compares the medians of the important areas of school counseling.
The "total" column is the mean of all 25 respondents. The remaining three
columns look at comparing each school level.

Table 5

Medians of important areas of school counseling, By school levels 1=most needed 5=least needed				
Area of School Counseling	Total	Elementary Faculty	Middle School Faculty	High School Faculty
Career Issues	4	4	3.5	3
Personal Issues	1	1	1	2
Alcohol/Drug Prevention	3	3	3	3
Academic Issues	2	2.5	2	2
Other	5	5	5	5

Table 6 compares the medians of the important areas of school counseling.
The "total" column is the mean of all 25 respondents. The remaining three
columns look at comparing years of experience.

Table 6

Medians of important areas of school counseling, By years of experience 1=most needed 5=least needed				
Area of School Counseling	Total	1-10 years	10-20 years	20+ years
Career Issues	4	4	3	3.5
Personal Issues	1	1	1	1.5
Alcohol/Drug Prevention	3	3	2	3
Academic Issues	2	2	3	2.5
Other	5	5	5	4.5

Item two asks: What are the three most critical issues the students face? All 25 participants responded to this question. There were several different responses. The top three responses for all of the respondents combined were peer pressure with 19.4%, social interactions with 13.9%, and family issues with 12.5%. The top three responses for the high school faculty were peer pressure with 27.3%, drug and alcohol prevention with 15.2%, and academic choices with 12.1%. The top three responses for the middle school faculty were drug and alcohol prevention with 22.2%, social interaction with 16.7%, and family issues with 16.7% as well. The top three responses for the elementary faculty were peer pressure with 17.6%, social interaction with 14.7%, and family issues with 14.7% as well. The only different area expressed as high importance was personal problems. This was labeled an area of high importance by faculty with 10-20 years of experience within the district.

In order to compare each critical issues that faculty identified, Table 7 was created. This table compares the percentage of respondents identifying particular critical issues as critical. The "total percentage" column is the percentage of all 25 respondents. The remaining three columns look at comparing each school level.

Table 7

Responses to three most critical issues the students face, By school levels				
Critical Issues	Total percentage	Elementary Faculty Percentage	Middle School Faculty Percentage	High School Faculty Percentage
Peer Pressure	19.40%	17.60%	11.10%	27.30%
Social Interaction	13.90%	14.70%	16.70%	6.10%
Family Issues	12.50%	14.70%	16.70%	3%
Drug/Alcohol Prevention	11.10%	5.90%	22.20%	15.20%
Anger and Violence	5.60%	11.80%	5.60%	0%
Career planning	5.60%	5.80%	5.60%	6.10%
Academic choices	5.60%	2.90%	0%	12.10%
Self-Esteem	5.60%	5.90%	5.60%	6.10%
Personal problems	5.60%	8.80%	5.60%	6.10%
Succeeding academically	4.20%	0%	0%	9.10%
Lack of Resources	2.80%	0%	5.60%	3.00%
Sexual Issues	1.40%	0%	0%	3.00%
Self control	1.40%	2.90%	0%	0%
Understanding Differences	1.40%	2.90%	0%	0%
Work Ethic	1.40%	0%	0%	3%
Manners	1.40%	2.90%	0%	0%
Lack of Motivation	1.40%	2.90%	5.60%	0%

Table 8 compares the percentage of respondents identifying these issues as critical. The "total percentage" column is the percentage of all 25 respondents. The remaining three columns look at comparing years of experience.

Table 8

Responses to three most critical issues the students face, By years of experience				
Critical Issues	Total percentage	1 to 10 years	10 to 20 years	20+ years
Peer Pressure	19.4%	17.0%	26.7%	25.0%
Social Interaction	13.9%	12.8%	13.3%	8.3%
Family Issues	12.5%	10.6%	6.7%	16.7%
Drug/Alcohol Prevention	11.1%	10.6%	13.3%	8.3%
Anger and Violence	5.6%	6.4%	6.7%	8.3%
Career planning	5.6%	8.5%	6.7%	0.0%
Academic choices	5.6%	8.0%	6.7%	0.0%
Self-Esteem	5.6%	6.4%	0.0%	8.3%
Personal problems	5.6%	4.3%	13.3%	0.0%
Succeeding academically	4.2%	6.4%	0.0%	0.0%
Lack of Resources	2.8%	4.3%	0.0%	0.0%
Sexual Issues	1.4%	0.0%	0.0%	8.3%
Self control	1.4%	2.1%	0.0%	0.0%
Understanding Differences	1.4%	2.1%	0.0%	0.0%
Work Ethic	1.4%	0.0%	6.7%	0.0%
Manners	1.4%	0.0%	0.0%	8.3%
Lack of Motivation	1.4%	0.0%	5.6%	8.3%

Item three states: Please circle the three school counseling services you consider most important. The survey gave a number of choices: individual counseling, alcohol and other drug abuse prevention, classroom guidance-elementary level, classroom guidance- middle school level, classroom guidance-high school level, small group counseling, violence prevention, school to work/career planning, and other. All 25 participants responded to this question. None of the respondents chose to fill in the "other." The number one service identified by the respondents was individual counseling with 21.9%. This was followed by small group counseling with 15.1% and then a three-way tie with alcohol and other drug abuse prevention, classroom guidance- elementary level, and classroom guidance- middle school level all at 13.7%. When looking at each level the responses were fairly similar. At the high school level the number one response was individual counseling with 24.2%. This was followed by school to work/career planning with 21.2% and alcohol and other drug abuse prevention with 18.2%. At the middle school level the highest response was individual counseling with 25%. This was followed by classroom guidance- middle school level with 20% and small group counseling and alcohol and other drug abuse prevention both with 15%. At the elementary level the number one response was small group counseling with 21.6%. This was followed by individual counseling and classroom guidance-elementary level both with 18.9%. When looking at the question based on years of experience, the responses were similar and had no significant differences.

Table 9 compares the percentages of respondents labeling these school counseling services as most important. The "total percentage" column is the percentage of all 25 respondents. The remaining three columns look at comparing each school level.

Table 9

Responses to most important school counseling services, By school levels				
School Counseling Services	Total Percentage	Elementary School Faculty Percentage	Middle School Faculty Percentage	High School Faculty Percentage
Individual Counseling	21.90%	18.90%	25%	24.20%
Alcohol and Other Drug Abuse Prevention	13.70%	8.10%	15%	18.20%
Classroom Guidance - Elementary Level	13.70%	18.90%	5%	9%
Classroom Guidance - Middle School Level	13.70%	10.80%	20%	15.20%
Classroom Guidance - High School Level	2.70%	2.70%	5%	3%
Small Group Counseling	15.10%	21.60%	15%	9%
Violence Prevention	6.80%	10.80%	5%	0%
School to Work/Career Planning	12.30%	8.10%	10%	21.20%

Table 10 compares the percentages of respondents labeling these school counseling services as most important. The "total percentage" column is the percentage of all 25 respondents. The remaining three columns look at comparing years of experience.

Table 10

Responses to most important school counseling services, By years of experience				
School Counseling Services	Total Percentage	Elementary School Faculty Percentage	Middle School Faculty Percentage	High School Faculty Percentage
Individual Counseling	21.9%	20.8%	33.3%	8.3%
Alcohol and Other Drug Abuse Prevention	13.7%	18.7%	6.7%	0.0%
Classroom Guidance - Elementary Level	13.7%	11.3%	20.0%	16.7%
Classroom Guidance - Middle School Level	13.7%	15.1%	0.0%	25.0%
Classroom Guidance - High School Level	2.7%	3.8%	0.0%	8.3%
Small Group Counseling	15.1%	13.2%	13.3%	25.0%
Violence Prevention	6.8%	5.7%	6.7%	8.3%
School to Work/Career Planning	12.3%	9.4%	20.0%	8.3%

Items four through six were free responses questions. Therefore, there is no data, only given responses. Item four stated, "Please list the strengths of the guidance program." Twenty-two out of the 25 participants answered the question (Appendix D). Some of the responses were as follows:

1. Knowledgeable staff, friendly, always willing to help out, great guidance lessons.

2. The individual work done with students, addressing issues in a timely way, aiding teachers with ideas/materials.

3. Helps students with personal and social issues. Gives students a place to go when needed.

4. I think that we have a great guidance counselor and she makes a great program. She is also very involved with the kids.

Item five stated, "Please list the weaknesses of the program." Eighteen out of the 25 participants answered the question (Appendix E). Some of the responses are as follows:

1. Need more of it.

2. No Men

3. It seems to spread out, high school gets a lot of attention, younger kids to not. Too many things to take care of not enough people or time.

4. Elementary guidance. I think that we need classroom guidance starting in elementary. Hopefully, if we hit the issues in elementary and middle school, we would not need to cover some of the other issues, or not as much in high school.

Item six stated, "Please list suggestions you have for the guidance program."
Thirteen out of the 25 participants answered the question (Appendix F). Some of the
responses were as follows:

1. Doing a great job overseeing student/teacher relationships

2. Would be nice to have another person part time if not full time to help with
   teaching, guidance lessons, etc. It's a struggle to help those with special needs.
   Don't know what can be done. There are those who fall between the cracks.

3. I do not know much about the guidance program besides that it provides
   career/college services and elementary class groups.

4. Do guidance weekly for all classes. Starting in kindergarten. These kids have
   all kinds of issues to deal with, and some one needs to talk to them. I like the
   small group counseling you are doing, but understand that we don't have the
   manpower. But, I feel this year we have an additional ½ person, but feel that
   we have lost counseling time in elementary, instead of gaining or staying the
   same.

Discussion

The survey was given to answer the above mentioned research questions.
The data collected will help determine faculty perceptions of the role of a school
counselor in a small rural district in western Wisconsin.

Research Question 1: What are the faculty perceptions of the role of a PK-
12 school counselor? According to the results of the survey, the faculty perceived
the role of a counselor to include personal, academic, and career issues. They
seemed to understand the importance of individual counseling, small group

counseling, and classroom guidance. The largest areas of concern that faculty thought students are faced with are peer pressure, social interaction, family issues, and alcohol/drug prevention.

Research Question 2: What do the faculty of a PK-12 school consider to be the most valuable services and programs provided by the school counselor? According to the results of the survey, the staff perceived most of the guidance services to be valuable. The service considered most valuable was individual counseling with 21.9% of the participants considering this one of the top three services provided by the school counseling program. The service the faculty considered least important was high school classroom guidance. The faculty was also asked about the most important area of school counseling. The faculty ranked personal issues as the number one concern with a mean of 1.84.

Conclusion

The faculty of this small rural district in western Wisconsin stated they have much appreciation for the school counselor in the district. They suggest the counselor should focus on working with students with personal issues. Faculty members labeled other and career issues as being the least important areas for a school counselor. In addition the counselor should focus on individual counseling, small group counseling, and classroom guidance at the elementary and middle school levels. Less time should be spent on violence prevention and high school guidance.

CHAPTER FIVE

Discussion

This chapter will provide a discussion of the study, conclusions made form the study, limitations of the study, recommendations for the faculty and school counselor of the small rural district in western Wisconsin where the study was conducted, and recommendations for future research on this topic.

Discussion

The American School Counselor Association (2002) suggests that to best help students, counselors should work together with parents, students, teachers, administrators, and the community. Part of working together is asking others for their opinions. This study did just that, asked faculty their opinions on the role of a school counselor.

The results of this study show that the faculty in this small rural district in western Wisconsin share similar ideas to the models of Gysbers and Henderson (2002) and Myrick (1993). Starting with Gysbers and Henderson (2002), their model consists of four elements: guidance curriculum, individual planning, responsive services, and system support. Gysbers and Henderson (2002) suggest that guidance curriculum should take up 15-45% of a counselor's time. Guidance curriculum consists of small groups, classroom guidance, and consultation. The services the faculty in this study identified as most important were small groups and classroom guidance at elementary and middle school levels.

The results of the study were also comparable to Myrick's (1993) model that consists of individual counseling, small group counseling, classroom

guidance, consultation, coordination, and peer facilitation (Burnham & Jackson, 2000). Myrick (1993) suggests that the majority of a counselor's time should be spent on individual counseling and small group counseling. These were the two services the faculty in the study identified as most important with individual counseling considered most important by 21% of the participants and small group counseling considered most important by 15% of the participants.

Both Gysbers and Henderson (2002) and Myrick (1993) include consultation. This was an element that none of the faculty in the study identified as an important role of a school counselor. This may be due to the fact the consultation was not listed on the survey. It shows how important it is for counselors to educate those around them of the appropriate tasks and roles they can and will fulfill.

Limitations

There are several limitations to consider while interpreting the results of the survey. As mentioned before, the result should not be generalized to other schools. The reasons for this are the survey was only given to one district that was a small rural district in western Wisconsin. This district only has one counselor who serves a Kindergarten through 12th grade population. Therefore, the results may differ greatly in urban districts, districts in other areas, or districts with counselors at each level. Since the district has a small population, the number of surveys handed out and completed are in direct association with the population size. Another limitation is that the survey was adapted from a past needs assessment, so the content could not be significantly changed in order to compare

past results to the results in this study. Moreover, the survey includes only services directly relating to the students. It did not include items such as consultation, referrals, testing, and non-directive tasks. Therefore, the survey only pertains to the roles of a school counselor directly relating to the students.

Conclusions

The faculty members at this small rural district in western Wisconsin have an understanding of the roles of a school counselor and the programs run by a school counselor. The study shows that the faculty considers many of the school counselor's roles to be important and needed by the students.

As mentioned above, the survey used in this study was adapted from a needs assessment given in the district at an earlier date. The results from this survey can then be compared to the results from the needs assessment in 2000. The needs assessment in 2000 was given to faculty, middle school students, and high school students.

In the 2005 survey, the faculty identified personal issues as the most important area of school counseling. The least important area according to the survey was career issues. These results differed slightly from the results in 2000. The middle school students saw personal issues as the most important area. High school students, however, considered career issues as the most important area. The faculty was not asked to identify the most important area of school counseling.

Students today are faced with many critical issues. The faculty participating in the 2005 study viewed peer pressure as the number one issue

facing the students. Social interaction, family issues, and drug/alcohol prevention followed peer pressure closely. Overall, seventeen different issues were named and considered to be critical issues for students. In 2000, middle school students labeled drugs/alcohol, grades, and fights as the top three. Peer pressure was fourth, friends were fifth, and family was seventh. In 2000, high school students labeled drugs/alcohol, career, and peer pressure as the top three respectively. Family was eighth and friends were eleventh. Faculty members again were not asked to respond to this question.

Faculty was then asked to identify the most important school counseling service. In the 2005 survey, individual counseling and small group counseling were the top two followed closely by elementary classroom guidance and middle school guidance. In 2000, middle school students labeled talking about problems and issues as the most important school counseling service. High school students identified school to work/career planning as most important. And faculty labeled small group counseling and violence prevention as most important.

In 2000, the faculty members were asked to give suggestions to the guidance program. One suggestion was for the student service team to work more one on one with students. The other responses were not relevant to the school counselor or counseling program, they related to nursing services.

Personal issues were the greatest priority in the 2005 survey results and the middle school results from 2000. The researcher's opinion is that personal issues is currently of high importance because the school district has had four students lose a parent to suicide or accidents in the last semester. The researcher

believes with these tragedies on faculty members' minds, they would rank

personal issues as the most important area of school counseling.

In the results from the 2000 survey, both faculty and high school students

seemed to emphasize the importance of career issues. This became the lowest

priority in the 2005 survey results. The researcher believes this may be due to the

fact that a careers course has since been added to the curriculum. The students are

required to take a careers course their junior year in order to graduate. Then, their

senior year they have a required senior portfolio project which they present to an

interview team. The interview team is made up of four members: a school board

member, an administrator, a teacher, and a community member. Since there has

been such a move towards involving career issues within the curriculum, the

researcher believes the faculty now have less concerns about career issues

therefore they are less of a priority.

Recommendations for the Faculty and School Counselor

Throughout the free response questions, the faculty had a good understanding of

the responsibilities of a school counselor. However, faculty made statements regarding

the counselor such as "Not always available when needed as she is so busy juggling" and

"Too many things to take care of, not enough people or time." They have identified all of

the responsibilities placed on a counselor cannot be fulfilled by one person. Therefore,

this researcher would like to reiterate that school counseling programs should be based on

teamwork. The faculty should become involved in guidance programming. The school

counselor along with teachers could facilitate joint lessons. One participant suggested that

the counselor "help teachers implement a program such as Tribes or Sticks and Stones." "Tribes" and "Sticks and Stones" are bullying prevention programs.

As far as the counselor's responsibilities, the faculty acknowledged a job well done. Faculty members are satisfied with the amount of individual counseling taking place. One participant stated "taking time to meet one on one with students" and "involvement with students and individual attention" were strengths of the program and the counselor. Faculty also agreed that the senior portfolios are a strength of the guidance program suggesting, "portfolios keep seniors focused."

On the other hand, the school counselor may want to consider changing some elements of the program. There were three commonly identified weak areas. The first area is educating the faculty of what the guidance program offers. One participant wrote, "I do not know much about the guidance program besides that it provides career/college services and elementary class groups." With educating the staff, the counselor may be able to gain more assistance in serving the students with guidance related issues. The next area is small groups. The faculty would like to see more small groups. This is a service that is rarely being provided, especially at the elementary level. The third area, and the area that seems to be the biggest concern amongst faculty is elementary classroom guidance. Many faculty identified this area of weakness: "It would be nice to have more guidance lessons," "Not enough classroom guidance," "Because of a guidance intern we have guidance in K-5, but usually we are left out," "Elementary guidance. I think that we need classroom guidance starting in elementary," and "Do weekly guidance for all classes. . . Starting in kindergarten."

In order for the faculty and the school counselor to make recommendations, they must work together and have an open line of communication. By sharing in the responsibilities, they may be able to provide more of the desired services to the students within the district.

Recommendations for Future Research

Since the setting of a small rural district in western Wisconsin is one of the limitations of the study, a study should be conducted within a larger urban district or in several districts to compare the results. With these additional studies, the results could be generalized to other districts.

The instrument could also be expanded to ask if the certain school counseling areas are currently being addressed. For example, in item one, "Please rank the following areas in the order you feel they are most needed by the students," not only is it helpful to know what areas are important, it would be useful to know if the areas are currently being addressed by the school counselor. Each question could be expanded in a similar fashion. Another question that arises: are these areas or topics being covered within the curriculum of other subjects. For example, does the health curriculum include information on drugs and alcohol prevention?

Another piece of information that would be helpful is the opinions of community members, parents, and student. Their opinions could be compared to those opinions of the faculty. In addition to gaining more opinions, the survey should be expanded to include other school counseling duties such as consultation, testing, and referrals so that the faculty members are identifying the

most important roles from a complete list of responsibilities. This is especially important because some faculty do not know the entire spectrum of a school counselors' role. With the responsibilities of the counselor continuously changing, it is important to stay up to date with the student needs within each district. Establishing clear responsibilities and following through with the implementation of these programs will help faculty, community members, parents, and students gain a better understanding of the role of the school counselor. With this understanding, the guidance counselor can deliver services to students as suggested by the American School Counselor Association (2002). It is important for the counselor to work with students, parents, teachers, administrators, and the community members to have a comprehensive guidance program that establishes a supportive educational environment for the student. This goal is universal and is not affected by district size.

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APPENDIX A

Date: April 7, 2005

To: Jennifer Mettille

Cc: Dr. Carolyn Barnhart

From: Sue Foxwell, Research Administrator and Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research (IRB)

Subject: **Protection of Human Subjects**

Your project, "Faculty Perceptions of the Roles of a School Counselor," has been approved by the IRB through the expedited review process. The measures you have taken to protect human subjects are adequate to protect everyone involved, including subjects and researchers.

Please copy and paste the following message to the top of your survey form before dissemination:

> **This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

This project is approved through April 6, 2006. Modifications to this approved protocol need to be approved by the IRB. Research not completed by this date must be submitted again outlining changes, expansions, etc. Federal guidelines require annual review and approval by the IRB.

Thank you for your cooperation with the IRB and best wishes with your project.

*NOTE: This is the only notice you will receive – no paper copy will be sent.

SF:dd

APPENDIX B

April 2005

Dear Faculty,

I, Jennifer Mettille, am a graduate student in the Guidance and Counseling Program at the University of Wisconsin - Stout. I am currently working as a school counseling practicum student. Also, I am currently working on my thesis for graduate school, which is entitled Faculty Perceptions of the Roles of a School Counselor. The attached six question survey is intended to determine what the faculty believes to be important roles of a school counselor. It will also assist the Guidance Department in determining the needs of the school district's guidance program. I would appreciate your participation in this study which should take 5-15 minutes of your time. Please place the completed surveys in the envelope by the mailboxes labeled "Completed Surveys."

In returning this survey, I understand that I am giving my informed consent to voluntarily participate in this study. I understand the nature of this study and agree that the potential for any risks are minimal. In addition, I understand the potential benefits from the completion of this study. I understand that my responses to this survey will be kept confidential and the minimal identifiers are necessary only to further analyze the data produced by this study. I am aware that I have the right to refuse participation or to withdraw from my participation at any time during the study and will my decision will be respected and without consequence.

IRB Approval:
This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions or concerns regarding this study, please contact Jennifer Mettille or Dr. Carolyn Barnhart. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact Sue Foxwell.

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APPENDIX C

Dear Faculty,

Your opinion would be greatly appreciated to help gain an understanding of what guidance programs and services you believe are most valuable and important to the students in this district. Your responses and participation will be kept confidential. Thank you for taking the time to complete this survey.

Please feel free to answer openly and honestly to the following questions **directly relating to the School Counseling Program**.

Which level(s) of students do you spend the majority of your time with daily?

_____ Elementary   _____ Middle   _____High

How many years have you been employed at this district?

_____ 1-10   _____ 10-20   _____ 20+

1. Please rank the following areas in the order you feel they are most needed by the students. (1=most needed to 5=least needed)
   a. Career Issues   _____
   b. Personal Issues   _____
   c. Alcohol/Drug Prevention   _____
   d. Academic Issues   _____
   e. Other   _____

2. What are the three most critical issues the students face?

   1. _____

   2. _____

   3. _____

3. Please circle the three **School Counseling** services you consider most important.

   Individual Counseling
   Alcohol and Other Drug Abuse Prevention
   Classroom Guidance- Elementary Level
   Classroom Guidance- Middle School Level
   Classroom Guidance- High School Level
   Small Group Counseling
   Violence Prevention
   School to Work/Career Planning
   Other _____
   Other _____
   Other _____

Over ⇨

4. Please list the strengths of the guidance program:

_____

_____

_____

_____

5. Please list the weaknesses of the guidance program:

_____

_____

_____

_____

6. Please list suggestions you have for the guidance program:

_____

_____

_____

_____

Once again, thank you for taking the time to complete this survey. Your opinions are greatly appreciated. Please place completed survey in the envelope labeled "Completed Surveys" located by the mailboxes.

APPENDIX D

Responses to Item Four on the Survey

1. Students seem to feel comfortable with personnel and just go talk to them.

2. Offer a variety of Services, Outstanding counselor, excellent intern

3. Open communication with kids.

4. Educates children about sex and drugs.

5. Build positive self-worth.

6. Caring, hardworking, goes the extra mile, prompt when dealing with issues or concerns.

7. Knowledgeable staff, friendly, always willing to help out, great guidance lessons.

8. Friendly and available - which makes it easier and more comfortable for students to use them.

9. Everything, the counselor does a great job juggling K4-12 grade.

10. The individual work done with students, addressing issues in a timely way, aiding teachers with ideas/materials.

11. Relationship with students, individual counseling.

12. Career planning, academics, assemblies, counseling.

13. Involvement with the students and individual attention. Counselor shows students she cares.

14. Provides service when an emergency arises.

15. Each class receives guidance once a week. Our school has a strong grade 1-9 guidance program and an excellent high school program.

16. Helps students with personal and social issues. Gives students a place to go when needed.

17. Teaches basic life skills. Hard working, great staff, personable.

18. Excellent school to work/career planning program.

19. Very genuinely caring individuals.

20. Topics covered. Taking time to meet one on one with students. Quality of people we have in the program. Senior portfolio.

21. Personality of counselor is great! Understanding, good techniques, takes time to help everyone. Portfolios keep seniors focused.

22. I think that we have a great guidance counselor and she makes a great program. She is also very involved with the kids.

APPENDIX E

Responses to Item Five on the Survey

1. Need more of it.

2. More small group counseling.

3. More alcohol and drug awareness.

4. Stretched for time.

5. It would be nice to have more guidance lessons.

6. No Men.

7. Not always available when needed as she is so busy juggling.

8. Not enough classroom guidance

9. Not all students respond

10. Too many hats.

11. We have an excellent guidance program. I really do not see any weaknesses.

12. It seems too spread out, high school gets a lot of attention, younger kids do not.

   Too many things to take care of not enough people or time.

13. Classroom Instruction.

14. I would like to see students who have had a difficult situation, death in their

   families of bad home lives to be seen on a regular basis.

15. Because of a guidance intern we have guidance in K-5, but usually we are left out.

   Also guidance in our preschool program.

16. Number of hours a week they are in each classroom.

17. Need to get to the drug and alcohol problem of students.

18. Elementary guidance. I think that we need classroom guidance starting in

elementary. Hopefully, if we hit the issues in elementary and middle school,

we would not need to cover some of the other issues, or not as much in high

school.

APPENDIX F

Responses to Item Six on the Survey

1. Would like to see family nights returned.

2. Doing a good job overseeing student/teacher relationships.

3. Teach some lessons from sticks and stones bullying programs or other lessons about bullying.

4. Would be nice to have another person part time if not full time to help with teaching, guidance lessons, etc. It's a struggle to help those with special needs. Don't know what can be done. There are those who fall between the cracks.

5. I do not know much about the guidance program besides that it provides career/college services and elementary class groups.

6. Keep up the good work.

7. Do guidance weekly for all classes. Starting in kindergarten. These kids have all kinds of issues to deal with, and some one needs to talk to them. I like the small group counseling you are doing, but understand that we don't have the manpower. But, I feel this year we have an additional ½ person, but feel that we have lost counseling time in elementary, instead of gaining or staying the same.

8. Continue with all the great services that you now provide.

9. Help teachers implement a program such as Tribes or Sticks and Stones.

10. More preschool services or continued services. A greater presence in our elementary area.