

Perceptions on the Importance of Prior Teaching Experience  
for School Counselor Candidates

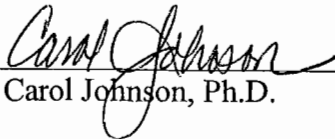
by

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A Research Paper  
Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree  
in

Guidance and Counseling

Approved: 2 Semester Credits

  
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May, 2009

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**Title:** *Perceptions on the Importance of Prior Teaching Experience for  
School Counselor Candidates*

**Graduate Degree/ Major:** MS Guidance and Counseling

**Research Adviser:** Carol L. Johnson, Ph.D.

**Month/Year:** May, 2009

**Number of Pages:** 28

**Style Manual Used:** American Psychological Association, 5<sup>th</sup> edition

ABSTRACT

Perceptions vary regarding the need for school counseling candidates to have prior teaching experience before working in a school setting. While some believe that teaching experience adds to the credibility and skill set of the school counselor, others believe that classroom management, discipline and lesson design can be learned through the practicum, internship or on-the-job training provided to school counseling candidates.

Schools often have their own climate and school politics to contend with. Each setting offers unique challenges for the new counselor based on the job description, administrator needs and school expectations. Knowing how to best meet the diverse needs of the new job setting, school counselors are often ill-equipped to enter the work setting with all the background experience necessary without prior teaching experience.

Counselor educator programs who provide hands-on experience, regular contact with educators and opportunities to observe and interact with current professionals in the schools give school counseling candidates much of what they will need to be effective in the classroom. Additional courses to strengthen lesson planning and development, classroom management and discipline and strategies for development of accommodations for students with limited English speaking ability and accommodations for students with disabilities all may help counseling candidates overcome limited classroom experiences with valuable insight to help them understand school politics and ways to best serve all students in a school setting.

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Acknowledgments

I would like to thank my advisor Dr. Carol Johnson who has been incredibly patient and accommodating during my long journey to finish my thesis. She went above and beyond what is expected for an advisor by communicating with me through a long distance situation and offering me some of the most encouraging and genuine guidance I have ever received. Without her persistence and unfaltering support, I would have allowed my busy life to once again keep me from finishing this final requirement to earn my degree. I feel truly blessed to have had the opportunity to work with and to get to know such an amazing person. You are a “Rock Star”....thank you Carol!

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## Chapter I: Introduction

School counseling has become an extremely diverse and all-encompassing domain. Responsibilities typically expected from school counselors may include individual and small group counseling, crisis intervention, career counseling, consultation with parents and teachers, behavior interventions, coordination of community activities, scheduling, record-keeping, and an ongoing list of other additional services as described by the individual school district (McCollum, 1996).

School counselors must also develop classroom guidance lessons, cope with classroom management issues, and understand school culture and politics. Ultimately, a counselor's role may vary depending on the school and district in which he/she is employed. However, one thing remains constant; now, more than ever, school counselors must have the knowledge and skills to be able to function as a traditional school counselor and as a classroom instructor (American School Counseling Association (ASCA), 2006).

In a school setting, counselors can be viewed as a mediator for students, staff, parents and administrators. A counseling position with these types of responsibilities will always be demanding and require a certain amount of adjustment. Similarly, having an understanding of what a school system is and how it runs can be crucial to the success of the school counselor. Having prior classroom teaching and having confidence in classroom management skills may give teacher-certified counselors an edge in the hiring process for the counseling profession.

Individuals who decide to become school counselors come from a variety of backgrounds. "As it is now, prospective school counselors come to graduate programs

with or without teaching experience depending on state certification requirements” (Smith, 2001, p. 7). Until about 20 years ago, it was mandatory in most states that prior to entering the school counseling profession; a person needed previous teaching experience. Many states still require school counselors to carry an up-to-date teaching license (ASCA, 2006). “There are still 16 states that maintain teaching experience as a certification requirement for school counselors” (Smith, 2001, p.1). In retrospect, the number of states requiring teaching experience has slowly been declining and continues to be a topic of debate for many school districts. As stated by Smith (2001) “Throughout the past 35 years, there has raged a debate about whether or not school counselors should be classroom teachers first” (p. 1).

School counselors face the challenge of defining their role within a school system while learning to juggle a wide variety of tasks. Counselors are often seen as the go-to person for numerous issues. School counselors must have a broad range of knowledge and understanding about every part of the school system. Some examples include: parent-teacher conferences, classroom management skills, scheduling, team meetings, benchmarks, and testing standards.

Have school counselors received proper training for all the responsibilities they undertake on a day-to-day basis? If not, how were they prepared for the field of school counseling and how has their previous experience and training aided them in preparation? Would prior teaching experience give school counseling candidates a better understanding of the school dynamics, school politics, and classroom management?

Teachers gain the knowledge and skills for their careers by going through extensive training in the classroom and school setting. Some recently graduated school

counselors are stepping into school systems for the very first time as an educational professional without previous teaching experience.

“Many individuals now enter preparatory programs without professional school experience and knowledge of the professional school culture. Having been a student in K-12 schools is not much help to school-counseling graduate students who have no teaching experience; it is the professional school culture that is unfamiliar” (Peterson & Deuschle, 2006, p. 267).

Counseling within a school is very different from other forms of counseling; therefore, regardless of previous experience, relevant training needs to be developed within a school setting in order for counselors to be properly prepared for their professional roles and duties.

As stated by Smith (2001) “Former teachers may need assistance in shifting from a didactic to a more relationship-oriented perspective, non-teachers need to learn the language of schools and how to relate to school personnel” (p. 7). In other words, whether a counselor has teaching experience or not, he/she must realize one thing; “all school counselors need to be educated in how to address personal, political, and family issues within a school context that emphasizes academic achievement” (Smith, 2001, p. 7).

Whether these roles can be addressed more readily by a school counselor with teaching experience or a school counselor without teaching experience is the question. This study will explore the relationship and importance of prior teaching experience and impact on the effectiveness and perception of school guidance counselors.



### *Statement of the Problem*

Required teaching experience prior to becoming a school counselor varies from state to state. Literature will be explored to determine the importance of counselor's teaching experience from the views of other teachers, administrators, school counselors, and school counselor educators. Therefore the problem becomes, with the changes in the role as school counselor, are there advantages to having prior teaching experience before becoming a school counselor? Does knowing about the operation of a school and understanding school politics give counselors with teaching experience an edge? If a counseling candidate does not have prior experience in the classroom, are there strategies they could try to "level the playing field" when competing with those who have had prior teaching experience?

### *Purpose of the Study*

The purpose of this study is to review literature related to the perceived importance of teaching experience and classroom management prior to becoming a school counselor. This review of literature is of value because it is essential that school counselors are suitably prepared to enter the K-12 school atmosphere and be able to assimilate to the culture. Within the literature, these perceptions will be collected from statements made by school counselors, teachers, administrators, and school counselor educators as they may offer key suggestions as to what could be done to improve opportunities for all counseling candidates.

### *Research Objectives*

The objectives of this review of literature are to:

1. Gather information regarding the opinions of school counselors, teachers, and school counselor educators on the importance of teaching experience in the field of school counseling.
2. Determine the shortcomings and strengths of having teaching experience prior to becoming a school counselor
3. Offer recommendations to school counselor preparatory programs so that graduates may have successful job searches.

### *Definition of Terms*

For clarity of understanding, the following terms need to be defined:

*Advocacy*: “The act or process of advocating or supporting a cause or proposal” (Merriam-Webster Online Dictionary, 2006).

*Internship*: “An advanced student or graduate usually in a professional field (as medicine or teaching) gaining supervised practical experience (as in a hospital or classroom) (Merriam-Webster Online Dictionary, 2006).

*Professional*: “Highly competent, engaged in an occupation or activity as a paid job rather than a hobby” (Microsoft Encarta Dictionary, 2002, p. 703).

*School counselor*: “Professionals who assist students with developmental tasks, particularly in elementary, middle, and high schools. These counselors offer services to students, parents, and teachers so that students have equal opportunity to reach their educational goals, choose an appropriate career direction, and develop as fully functioning members of a democratic society” (Schmidt, 1999, p. 1).

### *Assumptions and Limitations*

It is assumed that literature cited is research-based and participants responded honestly. The literature reviewed in this paper presents a portion of what is available at this time, and with limited resources and time, a sample of available sources was used. Information gathered from School Counselors on both sides of the spectrum may have limitations. Counselors may have strong opinions about the benefits of not having prior teaching experience or equally strong opinions about the benefits of having been a teacher prior to entering the counseling profession. Literature was reviewed in the spring semester, 2009.

## Chapter II: Literature Review

### *Introduction*

This chapter will discuss the roles and factors that influence whether teaching experience is a necessary prerequisite to becoming a successful school counselor. In addition, the views on this issue from school counselors, school counselor educators, and teachers will be reported.

### *Roles of School Counselors*

“School administrators, teachers, parents, and other interested groups often view the school counselor's role differently” (Burnham & Jackson, 2000, p. 41). Even counselors are sometimes unsure as to what their responsibilities in a school setting might be. This role confusion has been an issue since the beginning of the guidance movement and continues to be a concern today. For this reason, school counselors have been forced to justify, define, and clarify their professional roles.

Similar to teaching standards, the American School Counseling Association (ASCA) has set up guidelines for school counselors. First and foremost, school counselors must be an advocate for the students (Trusty & Brown, 2005). They must be a school leader who adheres to the ASCA content area of academic, career, and personal/social development. School counselors can be seen taking on roles that in the past had belonged to the classroom teacher: lesson plan development, classroom guidance, and behavior interventions.

Currently, it is expected that the counselor and teacher will work together as a team to improve the opportunities for success for each student. Counselors also need to develop and maintain channels of open communication with school administrators,

teachers, custodial and support staff, secretaries, resource officers, para-professionals, parents, and students.

The roles of school counselors can vary greatly between grade levels and from one school district to the next. However, there is an important group of responsibilities that most school counselors are familiar with and have experience in if they have an educational background. “ASCA categorized the role and functions of school counselors into three areas--counseling, consultation, and coordination” (Burnham & Jackson, 2000, p. 43). ASCA also views the primary goal of school counseling programs to be the enhancement of student achievement and accomplishment for all students.

School counselor’s roles are further delineated by ASCA as individual counseling, group counseling, classroom guidance, program coordination, and consultation; however, the roles a school counselor actually carries out or is assigned can look completely different. Some may see the counselors in an administration role assisting with attendance and discipline. Others see counselors as a substitute to fill in for the classroom teacher or front office secretary.

Equally correlated, “administrators determine the role of the counselor; thus, the counselor’s duties are often incongruent with state and national role statements” (Fitch, Newby, Ballester, & Marshall, 2001, p. 90). For this reason, school counselors may become frustrated and find it difficult to choose between what the state expects and what the school administration wants.

There can be numerous duties that counselors perform that aren’t addressed by the ASCA national standards. Some of these duties may include course scheduling, disciplinary functions, and clerical duties (Fitch, Newby, Ballester, & Marshall, 2001). More often than not, school administrators view disciplinary functions as a role of the

school counselor. “Almost one-third of a sample of future administrators rated discipline as an important or highly important duty of the counselor” (Fitch, Newby, Ballester, & Marshall, 2001, p. 98). Even though the duties mentioned by school administrators are crucial within a school, these tasks may conflict with the counselor’s role as a student advocate.

Counselors have specific roles set up by ASCA for a reason: If students aren’t included in individual, classroom or small group counseling, and if teachers aren’t consulted regarding ways to meet the students needs, then the school counselor may lose credibility within the school. Counselors work in partnership with classroom teachers. Even though it seems unfair to both counselor and student, the role and duties of the school counselor may be defined by the school administrator (Ballester, & Marshall, 2001). In reality, this contradiction in roles does occur; therefore, the best thing that can be done is to make sure counselors are properly trained and prepared for these alternative roles. Counselors may be assigned bus duty, hall duty or lunchroom supervision.

Counselors have also been asked by the building principal to fill-in for an absent classroom teacher, office secretary or even for the principal in his or her absence. Counselors are sometimes even asked to be part of the discipline procedure as directed by the building principal. “Counselors need to be aware that administrators may expect them to be disciplinarians, and university counselor educator programs need to teach counseling students how to address this situation” (Fitch, Newby, Ballester, & Marshall, 2001, p. 90).

### *School Counselor Educator's Perceptions on Teaching Experience*

Is obtaining teaching experience prior to becoming a school counselor going to alleviate some of the stressors and uncertainty that comes along with entering the profession? This exact question is a debated topic among school counselor educators. School counselor educators have their own opinions when it comes to the topic of teaching vs. no prior teaching experience in preparing new school counselors.

The literature indicates that most counselor educators reported that school counselors do not need prior teaching experience to be effective. "In a recent article in *Counseling Today*, counselor educators argue that the teaching requirement is outdated, potentially harmful, and not based on any research" (Smith, 2001, p. 2). While researchers found that even though counselor educators believed that teaching experience wasn't necessary, they also believed that the experience would be helpful (Smith, 2001).

There were many reasons for counselor educators to support their opinion on the teaching experience debate. Depending on the state in which the educators were employed, their views followed requirements accordingly. Counselor educators in states without the teaching requirement, felt that teaching experience was not needed (Smith, 2001). Reasons for this included: "students' personal characteristics and skills can be used as a measure of effectiveness, the lack of research evidence that supports the need for teaching experience, and their ability to teach school counselors to be successful in the school environment through fieldwork and coursework" (Smith, 2001, p. 4).

On the contrary, educators who were employed in states with the requirement of having previous teaching experience tended to believe that teaching experience was beneficial (Smith, 2001). Reasons for their belief included: "employability, needed skills in classroom management and guidance, increased credibility with teachers, provision of

career opportunities for school teachers, and increased understanding of problems that are unique to schools” (Smith, 2001, p. 4).

Smith (2001) also stated:

Counselor educators from both the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and non-CACREP programs agreed that school counselors do not need prior teaching experience to be effective.

However, counselor educators from non-CACREP programs often believed that students without teaching experience need additional requirements to instill knowledge of the school setting (i.e., some type of teaching-related experience in their program of study) (p. 5).

The quality of training school counselors proves to also be an area of concern. As previously stated, school counselor educators believe that once the appropriate skills are learned, non-teachers can gain the knowledge necessary to teach in the classroom just as well as counselors with teaching experience (Smith, 2001).

However, just saying that skills can be learned doesn't necessarily mean that they are being learned. Many school counselor education programs lack the training that familiarizes students with the school environment and the dynamics of the people who work there. Some counselor educators who teach the counselor candidates may have been trained in an out-dated system and may lack classroom guidance experience too. There are spoken and unspoken rules in school that are often referred to as school politics. A school system remains a very unique culture.

As stated earlier, a school counselor can't just pull from the experience they had or the skills they learned while being a student in the K-12 system; the professional environment is drastically different. Martin (2002) declared that “Graduate-level



preparation programs provide insufficient opportunities for field practice of skills and knowledge” (p. 150). Undoubtedly, some graduate programs do offer more in-school experience to their students. However, there are still many that do not and without this piece, some school counselors who don’t have previous teaching experience may begin their careers already behind on certain skills. “If they are to be credible and competent in future employment, school counselors-in-training who have not had professional experience in schools need as much experience in the school culture as possible, ideally beginning shortly after entering a preparatory program” (Peterson & Deuschle, 2006, p. 271).

An example of helping counselor candidates become familiar with the school setting may be requiring a certain number of hours spent in a school observing and assisting one or two classroom teachers (Peterson & Deuschle, 2006). Learning the roles expectations, and demands on teachers can help the counselor empathize and have a much better understanding of what teachers go through every day.

The debate over counselor educator’s views on teaching vs. non-teaching experience is best summed up in this statement: “Both personal and political reasons influence the perceptions of counselor educators and the training practices they adopt and will continue to do so until uniformity in certification standards is achieved” (Smith, 2001, p. 5).

#### *Teacher’s Perceptions on the Importance of Prior Teaching Experience*

“The teaching experience requirement has taken on the attributes of a tradition. It has been questioned, defended, and in some states, changed; others hold on to the tradition” (Quarto, 1999, p. 1). Teachers have a sense that counselors who were previously in the classroom will be able to plan lessons and teach and monitor classroom

behavior based on past experience. There is a “been in the trenches” type of mentality and understanding of what needs to happen for effective classroom management, lesson development, and content delivery.

Counselors who don’t have confidence in working with large groups or classrooms of thirty or more students may encounter more behavior issues and challenges of classroom discipline than expected by educators. Collaboration with parents and other teachers is important to job success. Classroom accommodations for students with disabilities and accommodations for non-English speaking students are also expected during classroom, group or individual counseling sessions. There seems to be much information on the perceptions of principals, administrators, and counselor educators regarding this topic.

On the other hand, teacher’s perceptions, as stated by Ginter, Scalise, and Presse (1990) “have largely been neglected, given the fact that they are the most likely school personnel to make referrals to school counselors, and based on their continued contact with students, may actually be in a better position than principals to judge what kind of an impact counseling-related services are having on students” (Quarto, 1999, p. 2).

As one may assume, teachers may be slightly biased in their opinion of whether a school counselor should have prior teaching experience or not. “More likely, teachers believe that, all things being equal, prior teaching experience offers important benefits to carrying out the school counselor role” (Quarto, 1999, p. 5).

In relation to this hypothesis, a study was conducted that asked teachers to “indicate which counselor they would prefer to work with based on the counselor descriptions only and ninety-three percent of the respondents indicated a preference for the school counselor with prior teaching experience” (Quarto, 1999, p. 5). The

interaction between teacher and counselor is very important. There are numerous tasks within the teacher's and counselor's daily regimen that requires collaboration and support. For this reason, the teacher-counselor relationship must be nurtured. It seems that most teachers would like to see a school counselor with the teaching experience to back up their counseling credentials. Amongst teachers, there is a sense of credibility and expertise that comes with counselors who have "walked in their shoes" (Quarto, 1999, p.6). However, teachers must learn to adapt to the reality that school counselors are coming from an array of backgrounds and there are pluses and minuses to both sides of the spectrum.

#### *Adaptations for School Counselors with and without Teaching Experience*

Peterson et al. (2004) stated that a quantitative study on counselors during their internship experience found that teachers and non-teachers averaged a similar number of references to "challenges and difficulties" (p. 5). The literature indicates a plethora of data to support that there are both positives and challenges to both scenarios; school counselors with teaching experience and counselors without teaching experience. Both counseling backgrounds have strengths and needs.

The first basic theme across both groups was that "the school context requires significant adjustments for school counseling interns, regardless of teaching experience" (Peterson, Goodman, Keller, & McCauley, 2004, p.5). Even though both scenarios require adjustments, there were definite differences in the types of themes that emerged between the two groups. Themes for non-teachers revolved around three areas: "gaining respect and credibility; developing classroom skills; and adjusting to the school culture" (Peterson et al., 2004, p. 5). The central theme for teachers was the need to adjust to an altered work environment (Peterson et al., 2004).

As addressed by Peterson and Deuschle (2006), school counselors who hadn't been teachers described concern with adjusting to the school and teacher cultures. "School counseling experience is important for competence in conducting developmental classroom lessons, and novice school counselors may need additional support in this area" (Bringman, 2008, p. 6). According to Peterson and Deuschle (2006), counselors who had previously been teachers "had been surprised when they encountered challenges related to altered professional roles, less automatic credibility, less structure, less sense of control, non-classroom group processes, specific school populations, and unfamiliar developmental levels" (p. 268).

In a study conducted by Peterson, Goodman, Keller, and McCauley (2004) personal attributes of counselors with teaching experience and counselors without teaching experience were examined. School counselors with teaching experience listed a number of helpful personal attributes. These included: "being able to communicate with and genuinely care for; grow with each student; being determined to make a difference; being able to "let it go"; being willing to read and stay current; and being flexible" (Peterson et al., 2004, p. 7).

In comparison, school counselors without teaching experience listed a more extended list of attributes which they felt significant to the school counseling field. Flexibility, adaptability, versatility, fortitude, creativity, patience, eagerness to learn, persistence, energy and enthusiasm, willingness to try new experiences, strong work ethic, natural ability to interact with youth, common sense, listening skills, not having problems with authority, and being open to learning (Peterson et al., 2004).

In summary, there are many personality traits proven to be beneficial to a person in the school counseling profession. Some school counselors believe these attributes

come from counselor training received; others believe they come from learned skills in the field.

Peterson et al. (2004) examined the internship experience of school counseling students with and without a teaching background and found that interns without prior teaching experience noted a lack of classroom management and presentation skills (Bringman, 2008). While some may perceive classroom guidance as a small part of the job, it is critical to the success of a well-rounded counseling program. School counselors need to recognize the school culture, contribute as a “team-player” and have empathy and understanding for the classroom teacher.

Working together as partners to advocate for the needs of students is an important goal for schools today. Whether counselors bring experience with them, or get experience during the internship or practicum, the literature clearly states that there is a need for appreciation of all the realms of the role of the new school counselor.

## Chapter III: Summary and Recommendations

### *Introduction*

This chapter will conclude with a summary of the literature reviewed and include a discussion on the importance of teaching experience for new school counseling candidates. Chapter III will conclude with recommendations for further research in this area.

### *Summary*

There are both pros and cons to bringing teaching experience into the practice of school counseling. Those counseling candidates who entered the graduate program as a prior teacher may find that they have a better understanding of what goes on in the classrooms and hallways at schools than those who do not have classroom experiences. Teaching experience enables the counseling candidate to draw upon strategies that give them confidence and connect with other educational professionals.

Teachers generally feel connected with a counselor who has prior teaching experience as they trust someone who has “walked in their shoes” and knows the day-to-day struggles that classroom teachers face. Counselors with teaching experience know about classroom management, discipline, conferencing with parents and coping with school politics. They do not have to learn these things as they experienced them as a former teacher.

There is also professional terminology that new counselors may have to learn. Knowing about block schedules, minis, alternative schedules, team planning, student-led conferences and school politics can put the untrained counselor at a disadvantage when competing for a job with others who already know about these topics.

Counselors without teaching experience may be at a further disadvantage, as they may not have much student contact and will need to learn strategies that are developmentally appropriate while trying classroom management that recognizes diversity of student-ability, consulting with school personnel and parents, and knowing how and when it's appropriate to interrupt classes and move students around. Learning about these issues from a textbook or role-playing situation may not be the same as learning them from real-life experience that can only come with time in a school setting.

School Counselors serve in a collaborative capacity with teachers (Desmond, West, & Bubbenzer, 2007). ASCA standards illustrate that school counselors should be conducting classroom lessons and developing classroom guidance curriculum. Classroom management is critical to the success of teaching classroom guidance lessons. Learning to fill time when a lesson ends early and learning to adapt to closure on a lesson when running out of time is an important skill to master that only comes with experience. This area seems to be the largest concern in terms of non-teacher school counselors gaining the respect of classroom teachers.

The literature reviewed indicated that counselors who didn't have a teaching background experienced much more resistance from classroom teachers than did their counseling counterparts who had valuable teaching experience. If a school counselor does not understand the teaching experience, if they've never had to deal with classroom behaviors or learn classroom management skills, it leaves them in a position to be viewed as ill-equipped to deal with students and collaborate with classroom teachers and school administrators.

Nevertheless, the literature also finds some advantages for school counselors who come from a background other than teaching. Where counselors without teaching

experience may become frustrated with school politics and learning to navigate issues within the school, they may bring fresh ideas and alternative ways of doing tasks. They may be more open to learning the ways of the school through the eyes of a school counselor.

In the literature reviewed, some individuals expressed that their experience and background in something other than teaching added to the knowledge in the role of a school counselor. However, no matter how much of a positive influence they believed their outside experiences brought, many school counselors without teaching experience felt they still had to prove their worth and credibility to teachers.

### *Recommendations*

Whether a graduate program requires their incoming students to have a teaching background or not is different from state to state. Because this topic has been debated for quite some time, it is important for all administrators, teachers, counselors, and counselor educators to abandon their personal biases and see what can be improved based on the literature.

ASCA (2003) states that since school counselors are trained in counseling and education, they are specialists in the school environment (Desmond, West, & Bubbenzer, 2007). Whether the proper amount of training in education and the school environment is being offered in school counseling programs and during the first years in the field of school counseling is the larger question.

A majority of the literature investigated mentioned very similar remedies to a possible lack of preparation in school counselors without past teaching experience. More and more students are being accepted into school counseling programs without prior teaching experience. There should be additional courses and experiences for these



individuals in order to help them assimilate to the K-12 school environment. Mentoring, apprenticeships, in-class teaching practicum's, and more teaching and pedagogy courses within school counseling programs are just some examples suggested from the research.

Desmond suggests that mentoring would help counselors without teaching experience to gain valuable knowledge about the school environment (2007). Peterson et al., (2004) also states, "Because it seems that the majority of new school counselors do not have degrees in education, it makes sense that campus and site supervisors should create curricula and devise supervision structure and strategies that reflect the challenges related to non-teachers entering the professional school culture" (Peterson & Deuschle, 2006, p. 2).

Similar to other findings, Smith (2001) found that a "majority of counselor educators believed that school counselors without teaching experience should complete additional experiences beyond the minimum program requirements," (p. 4). "The reality that school counselors need teaching competencies remains prominent in school counselor education," (Smith, 2001, p. 9). Lastly, Bringman (2008) "agrees with the importance of counselor education programs providing school counseling students without prior teaching experience with opportunities to gain experience in conducting developmental classroom lessons" (p. 6).

Since requirements for school counseling graduate programs currently vary from state to state, it is difficult to predict whether all states will eventually accept students without teaching experience into their graduate programs. What we do know is that there needs to be more research done to evaluate graduate program's course requirements and in-class experiences for students lacking previous teaching experience.

Much research has been presented about the views of administrators, teachers, and school counselor educators; however, not much on how prepared school counselors feel once they enter the field. What do graduate students in school counseling programs and brand new school counselors feel would aid them in being more prepared to enter the K-12 school environment? What kind of mentoring programs could K-12 schools endorse to help school counselors without teaching experience transition into their position? Exploring answers to these questions may help school counselor educators plan curriculum and practicum experiences that better match the role school counselors play in today's schools.

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