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School Counseling in West Virginia: An Examination of School Counselors and Implementation of WV Policy 2315

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**School Counseling in West Virginia: An Examination of School Counselors and
Implementation of WV Policy 2315**

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Dissertation submitted to the faculty of the
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in partial fulfillment of the
requirements for the degree of

Doctor of Education
in
Curriculum and Instruction

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ABSTRACT

Since the inception of the profession of school counseling there has been confusion and inconsistency about what the appropriate role of the school counselor should be. Beginning in 2002, the State of West Virginia followed a nationwide movement to attempt to clarify the role of the school counselor by implementing Policy 2315, West Virginia's policy on Comprehensive Guidance and Counseling. However, since the creation of the policy, no statewide study has been conducted to determine if West Virginia school counselors are fully implementing the policy which is based on the American School Counselor Association's National Model for school counseling programs.

This study found that there remains a great deal of inconsistency and confusion regarding the appropriate role and function of the school counselor in West Virginia. Additionally, this study provides a glimpse into the activities that school counselors in the state find important as well as the frequency with which they work with students on the outcomes in the American School Counselor Association's National Standards. The results lay the groundwork for improved professional development and improved higher education training for West Virginia school counselors who work every day to improve the lives of the students with whom they come in contact.

DEDICATION

This study is dedicated to the hundreds of West Virginia school counselors who, every day, work to improve the lives of students in our state. It is also dedicated to one of those students in particular, my personal favorite, Austin Schimmel.

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TABLE OF CONTENTS

ABSTRACT	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
CHAPTER 1: INTRODUCTION	1
INTRODUCTION AND RATIONALE	1
BACKGROUND	1
EVOLUTION OF SCHOOL COUNSELING	2
SCHOOL COUNSELING TODAY	4
PROBLEM STATEMENT	8
PURPOSE OF THE STUDY	9
SIGNIFICANCE OF THE STUDY	10
RESEARCH QUESTIONS	11
DEFINITIONS OF SCHOOL COUNSELING CONCEPTS	12
OPERATIONAL DEFINITIONS	14
LIMITATIONS	15
SUMMARY OF THE STUDY	16
CHAPTER 2: REVIEW OF THE LITERATURE	18
INTRODUCTION	18
THE EARLY YEARS OF SCHOOL COUNSELING	19
School Counseling in the 1950s and 1960s	20
The Position in Turmoil in the 1970s and 1980s	21
THE NEW VISION FOR SCHOOL COUNSELING – THE 1990s - PRESENT	23
The Transforming School Counseling Initiative	25
No Child Left Behind	27
The National Model for School Counseling	28
THE STRUGGLE TO DEFINE COUNSELING DUTIES	32
Non-Counseling Duties: The Duties that Distract from Program Implementation	32
Counseling Duties: The Real Work Involved in Program Implementation	34
SCHOOL COUNSELING PROGRAMS LEAD TO GREATER ACADEMIC ACHIEVEMENT	35
SCHOOL COUNSELING IN WEST VIRGINIA	42
CONCLUSION	45
CHAPTER 3: METHODS	47
RESEARCH QUESTIONS	47
POPULATION	48
INSTRUMENTATION	49
DATA COLLECTION	53
DATA ANALYSIS	55
SUMMARY	56
CHAPTER 4: FINDINGS	57
RESPONDENT DEMOGRAPHICS	59
MAJOR FINDINGS	60
Research Question One: Foundation, Management, Delivery, and Accountability	61
Research Question Two: Leadership, Advocacy, Collaboration & Teaming, and Systemic Change	64
Research Question Three: Work with Students	67
Research Question Four: Counseling Duties	69
Research Question Five: Non-Counseling Duties	72

Research Question Six: Roles Based on Grade Levels	74
ANCILLARY FINDINGS.....	81
Length of Time at Current Position	82
School Counselors and Number of Students Served.....	84
School Counselors and Experience as a K-12 Teacher.....	88
School Counselors and Types of Certification/Licensure	92
School Counselors and Master’s Degrees in Counseling	93
School Counselors and Age	95
SUMMARY	97
CHAPTER 5: SUMMARY AND DISCUSSION.....	101
INTRODUCTION	101
RESEARCH QUESTIONS.....	102
METHODS.....	103
DEMOGRAPHICS.....	105
FINDINGS RELATED TO LITERATURE.....	106
Foundation, Management, Delivery, and Accountability.....	106
Leadership, Advocacy, Collaboration & Teaming, and Systemic Change.....	108
Outcome Based Work with Students	109
Extent of Counseling Duties.....	111
Extent of Non-Counseling Duties.....	113
Grade Level Assignment and Duties	115
Ancillary Findings	118
IMPLICATIONS FOR ACTION	122
RECOMMENDATIONS FOR FURTHER RESEARCH	126
REFERENCES	129
APPENDICES	138
APPENDIX A: WEST VIRGINIA SCHOOL COUNSELOR 2008 PROFESSIONAL DEVELOPMENT SURVEY	139
APPENDIX B: COUNSELING AND NON-COUNSELING DUTIES	144
APPENDIX C: PERMISSION TO USE THE SCHOOL COUNSELOR PROFESSIONAL DEVELOPMENT SURVEY ..	146
APPENDIX D: PANEL OF EXPERTS	148
APPENDIX E: CONTENT VALIDITY QUESTIONS	150
APPENDIX F: COVER LETTER (EMAIL) WITH SURVEY	152
APPENDIX G: WEST VIRGINIA DEPARTMENT OF EDUCATION LETTER OF SUPPORT	154
APPENDIX H: EMAIL REMINDER TO PARTICIPANTS (SURVEY DUE IN ONE WEEK).....	156
APPENDIX I: EMAIL REMINDER TO PARTICIPANTS (SURVEY DUE TODAY)	158
APPENDIX J: COVER LETTER (HARD COPY WITH SURVEY) TO PARTICIPANTS	160
APPENDIX K: MARSHALL UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL	162
APPENDIX L: PERCENTAGES OF RESPONSES ACROSS ALL ITEMS	164
CURRICULUM VITAE.....	170

LIST OF TABLES

Table 1: Distribution of Counselor Time Based on Grade Level	8
Table 2: Frequency of School Counselor Levels	60
Table 3: Research Questions and Survey Sections	61
Table 4: Research Question #1 Descriptive Data.....	63
Table 5: Research Question #1.....	64
Table 6: Research Question #2 Descriptive Data.....	66
Table 7: Research Question #2.....	67
Table 8: Research Question #3 Descriptive Data.....	68
Table 9: Research Question #3.....	69
Table 10: Research Question #4 Descriptive Data.....	71
Table 11: Research Question #4.....	72
Table 12: Research Question #5 Descriptive Data.....	73
Table 13: Research Question #5.....	74
Table 14: Counseling Duties and Significance with Grade Levels	75
Table 15: Mean Rank Scores: Grades Levels and Counseling Duties	77
Table 16: Non-Counseling Duties and Significance with Grade Levels	78
Table 17: Mean Rank Scores: Grade Levels and Non-Counseling Duties	80
Table 18: Counseling Duties and Significance with Length of Time at Current Position	83
Table 19: Mean Rank Scores for Counseling Duties and Length of Time at Current Position	84
Table 20: Counseling Duties and Significance with Number of Students Served.....	85
Table 21: Mean Rank Scores for Counseling Duties and Number of Students Served	86
Table 22: Non-Counseling Duties and Significance with Number of Students Served	87
Table 23: Mean Rank Scores for Non-Counseling Duties and Number of Students Served	87
Table 24: Counseling Duties and Significance with K-12 Teaching Experience	89
Table 25: Mean Rank Scores for Counseling Duties and K-12 Teaching Experience	90
Table 26: Non-Counseling Duties and Significance with K-12 Teaching Experience	90
Table 27: Mean Rank Scores for Non-Counseling Duties and K-12 Teaching Experience	91
Table 28: Counseling Duties and Significance with Master's Degree	93
Table 29: Mean Rank Scores for Counseling Duties and Master's Degree	94
Table 30: Non-Counseling Duties and Significance with Master's Degree	94
Table 31: Mean Rank Scores for Non-Counseling Duties and Master's Degree	95
Table 32: Counseling Duties and Significance with Age	96
Table 33: Mean Rank Scores for Counseling Duties and Age	97
Table 34: Research Question 1 Percentages of Responses	165
Table 35: Research Question 2 Percentages of Responses	166
Table 36: Research Question 3 Percentages of Responses	167
Table 37: Research Question 4 Percentages of Responses	168
Table 38: Research Question 5 Percentages of Responses	169

CHAPTER 1: INTRODUCTION

Introduction and Rationale

In 2001, the American School Counselor Association (ASCA) began development of the most influential and comprehensive model for school counseling and school counseling programming in the history of the profession (Hatch & Chen-Hayes, 2008). The path that led to the publication of The ASCA's National Model for School Counseling Programs (ASCA, 2003) has been evolutionary, full of confusion and disagreement regarding the appropriate role and function of the school counselor. The Model consists of four major components: the foundation, the management system, the delivery system, and accountability. Since 2001, many states have made valiant and successful attempts to implement the National Model, thereby clarifying the most effective uses of school counselors and school counseling programs. This dissertation is an examination of the implementation of school counseling programming as outlined by the ASCA's National Model and reflected in West Virginia policy.

Background

School counseling has been and remains a profession that continues to evolve. The nature of the development of school counseling as a profession itself has led to role confusion surrounding what duties truly lay within the scope of the school counselor's abilities and training (Burnham & Jackson, 2000). Counselors have historically been asked to perform duties that were both counseling and non-counseling in nature. A frequent struggle over the question "What do school counselors do?" has plagued the profession throughout its evolution (Beale, 2004). School leaders, administrators, teachers and parents have frequently viewed the school counselor's role differently.

Discrepancies exist between and among school counselors regarding their role and how to best use their time (Burnham & Jackson, 2000).

Evolution of School Counseling

School counseling began in the late 1800s as a direct response to the Industrial Revolution. From the onset of the profession, there have been large variations in the training and the preparation of school counselors. The first school counselors were not, in fact, well-trained counseling professionals who chose the field out of a desire to help the students with whom they were working. The first school counselors were teachers who were assigned the extra duty of assisting students in their vocational and educational pursuits. These first “vocational” counselors, in addition to their regular teaching duties, were expected to support all students in their career decision making and school choices, and occasionally assist students that may be dealing with personal issues that were interfering with those career and school pursuits. This “services model” (Gysbers, 1990) had as its primary goal to help prepare students for the world of work.

In the late 1950s, as a result of the launch of the Russian satellite, Sputnik, the American educational landscape began to change (Wittmer, 2000). With a new emphasis on the academic areas of math, science and technology, full-time school counselor positions within the secondary schools were created. This traditional and familiar “guidance counselor” model became the mold that the educational system would use to shape school counselors over the next 40 years (Gysbers, 1990). As a result of legislation such as the National Defense Act of 1958 and the Elementary and Secondary Education Act of 1965, large allotments of funds were made available to train guidance counselors in the specialty of working with students in an effort to encourage more of them to pursue careers in the areas of science and technology (Beesley, 2004; Gysbers & Henderson,

2001; Paisley & Borders, 1995; Wittmer, 2000). As a result, the number of school guidance counselors increased. According to Wittmer (2000), in the time between 1958 and 1967, the number of school counselors actually tripled. This guidance model or “pupil personnel services model” was dominated by three primary functions of the school counselor: school counselors were trained in counseling, consulting and coordination.

However, this onslaught of training and the rapid increase of the number of school counselors were not without faults that persist in the profession even today. Wittmer (2000) cites this rush to increase the number of school counselors in addition to the inadequate training that many school counselor received in the 1960s and 1970s as the primary reasons that school counselors fail to do the duties they ideally should be doing. Wittmer writes, “It is my opinion that this (counselors’ involving themselves in non-counseling duties such as clerical and administrative activities) is still the direct result of the inappropriate, too brief training, which occurred during the 1960s and 70s” (p. 3). It was the involvement of the school counselor in an abundance of non-counseling related activities that, according to Wittmer, nearly led to the demise of the position and seeing the profession become almost obsolete. Wittmer states, “The re-conceptualization of school guidance – the developmental movement – was timely and much needed” (p. 3).

The dawning of the 1970s brought tumultuous times for school counseling. Continued declining enrollment in American public schools led to cuts in funding. This, combined with a lack of role clarity for school counselors as well as a lack of ability to show the positive effects of their work in schools, led to the elimination of school counseling positions (Baker, 2000; Beesley, 2004; Gysbers, 1990). As a response to the cutting of school counselors and school counseling programs, school counselors began to

feel the need to demonstrate the positive effects of their work (Baker, 2001; Beesley, 2004). As a result, school counselors began to centralize their work around consistent themes regarding the appropriate role of the school counselor (Baker, 2000). This was also the period in which the move toward guidance programs based on developmental models was launched. This move was primarily based on the work of key contributors to the field such as Dinkmeyer and Caldwell (Chandler, 2006; Green & Keys, 2001).

By the time the late 1980s began, school counseling was again entering transition. According to Chandler (2006), “Myrick and, later, Gysbers and Henderson published significant works containing comprehensive developmental guidance plans” (p. 23). These works were often considered to be the offspring of a blending of developmental theories taken from both vocational and mental health models. This blending of the theories led to the major components found in most comprehensive school counseling programs as well as the basic components of the ASCA National Model.

School Counseling Today

Much has been written about the appropriate role, function and duties associated with the school counselor as a meaningful contributor to the academic mission of the school and the success of all students in the school (Beale, 2004; Clark & Amatea, 2004; Dahir, 2001; House & Hayes, 2002; House & Martin, 1998). According to the American School Counselor Association (2006),

Gone are the days of school counselors sitting in their office simply handing out college applications, making schedule changes for students who want to drop a class or meeting with the troublemakers in the school. Today's school counselors are vital members of the education team. They help *all* students in the areas of academic achievement; personal/social development and career development,

ensuring today's students become the productive, well-adjusted adults of tomorrow. (¶ 1)

Contemporary school counseling is characterized by a re-conceptualization of school counseling from simply a position to a comprehensive program approach (Burnham & Jackson, 2000; Gysbers, 2001). According to the ASCA (2003), “School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community” (¶ 1). Dahir and Stone (2003) write that “with an accountable, data-driven school counseling program, school counselors are seen as powerful partners and collaborators in school improvement and central to the mission of schools” (¶ 3).

As drastically as the role of the school counseling program has changed since the first formal definition of the position in the late 1960s (ASCA, 2003; ASCA, 2006), so has the definition of school counselor. Today’s school counselors are increasingly called upon to assist in the academic achievement of all students (i.e., white, minority, special education, underrepresented social groups) in a school setting where children bring increasingly difficult issues to school. School counselors are often faced with helping students deal with issues such as family violence, substance abuse, anger, pregnancy, values conflicts, family separation and divorce (Dahir, 2004; Musheno & Talbert, 2002).

The ASCA National Model was written to attempt to clarify the current role and function of the school counselor. ASCA’s National Model is based upon an operational structure that outlines four major systems on three distinct levels. Those systems include the following: (1) the foundation, or the first level of tasks that must be completed in order to put a comprehensive school counseling program in place; (2) the management

system, or one-half of the second level of program implementation in which all stakeholders work together to form agreements to move the program forward; (3) the delivery system, or the other one-half of the second level in which programs and services are directly delivered to students; and (4) accountability, or the third level of program implementation where school counselors and school counseling programs are evaluated to determine their effectiveness (ASCA, 2003). The levels outline the influence that the foundation places upon both the management system and the delivery system and then how the management and the delivery systems drive the need for accountability. Finally, accountability provides for changes and restructuring of the program at its foundation (ASCA, 2003).

The foundation component consists of a school counseling program's beliefs and philosophy, a sound mission statement, and the ASCA Content Standards for student academic, career and personal/social development. West Virginia's Policy 2315 emphasizes the incorporation of the ASCA content standards as the primary focus for school counseling programs in West Virginia (WVDE, 2002).

The management system includes development activities that are crucial to the comprehensive development of school counseling programs. These activities attempt to answer questions of when, why and on what authority school counseling programs will be implemented. These activities include development of management agreements, organization of advisory councils, the use of data to substantiate the needs and benefits of school counseling programs, the development of action plans that outline how the program will operate, use of time plans and, finally, development of school counseling

program calendars that inform all stakeholders of planned activities associated with the program (ASCA, 2003).

National legislation such as No Child Left Behind has placed a greater emphasis on all curriculum workers in education to be held accountable. The school counselor is no different. That is why one key system of the National Model is accountability. According to ASCA (2003), “School counselors and the school counseling program must be able to answer the question, ‘*How are students different as a result of the school counseling program?*’” (p. 59). Therefore, school counselors engage in tasks associated with evaluation such as results reports, school counselor performance standards and program audits.

In 2002 the West Virginia Board of Education implemented Policy 2315. West Virginia’s Policy 2315, with its basis on the National Model, focuses on and outlines the school counselor’s responsibilities as they relate to the foundation, management, delivery, and accountability components within the National Model (ASCA, 2003). Specifically within the delivery system, the focus turns to the actual activities most often conceptualized as the real work of the school counselor; the school guidance curriculum, individual student planning, responsive services (consultation, individual and small group counseling, crises counseling, referrals and peer facilitation) and system support (professional development, collaboration and teaming, community outreach and partnering with staff, parents and other stakeholders) (ASCA, 2003).

In addition, both the National Model and West Virginia Policy 2315 provide guidelines for the appropriate amount of time that the school counselor at each of three programmatic grade levels (i.e., elementary, middle/junior and high school) should invest

in the components of the delivery system. Table 1 is taken from the sample distribution of time as outlined by ASCA’s National Model (ASCA, 2003), West Virginia’s Policy 2315 (WVDE, 2002) and Gysbers and Henderson (1997):

Table 1: Distribution of Counselor Time Based on Grade Level

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35-40%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

Additionally, the ASCA’s National Model includes as a part of its framework the four themes of leadership, advocacy, collaboration and teaming, and systemic change as crucial to the role of the school counselor. That is, school counselors engage in activities that ensure equal access to academic opportunities for students by leading reform movements, working in conjoint with other professionals to break apart educational barriers, speaking on behalf of students who would otherwise not have a voice in the educational landscape, and working to implement shifts in policy and procedure that improve student learning (ASCA, 2003). West Virginia Policy 2315 defines these practices and acknowledges their role in the work of the school counselor (WVDE, 2002).

Problem Statement

There is currently no literature focused specifically on school counseling in West Virginia. Therefore, there are no data pertaining to the implementation of *Policy 2315: West Virginia Comprehensive School Counseling Policy* and the duties in which school counselors are engaged on a daily basis. There are no data to indicate that school counselors in West Virginia do or do not engage in appropriate duties as defined by ASCA’s National Model and West Virginia Policy 2315. If school counselors, for

whatever reasons, are prohibited from engaging in the tasks associated with implementation of a comprehensive school counseling program, then it may stand to reason that the students of West Virginia are not fully being served by school counseling programs and the academic achievement, career development and personal, social development of students may be suffering.

A necessary step in improving school counseling in West Virginia is to examine the barriers, such as non-counseling duties, West Virginia school counselors encounter in their pursuit to deliver comprehensive school counseling programming. In doing so, we potentially improve the lives of students across West Virginia.

Purpose of the Study

In 2002, the WV Department of Education implemented *Policy 2315: West Virginia Comprehensive Developmental Guidance and Counseling Policy* in an effort to align the role of the West Virginia school counselor with the ASCA's National Model. In addition, it was hoped that this would provide continuity and consistency to the role of the school counselor in West Virginia as well as contribute to the academic success of students. The purpose of this study is to determine where school counselors currently are in their attempts to be engaged in the tasks associated with the implementation of a comprehensive school counseling program as outlined by the ASCA's National Model and reflected in West Virginia Policy 2315. Additionally, this study attempts to uncover the role that non-counseling duties play in impeding the work of school counselors in West Virginia. Finally, how those tasks and duties differ at various programmatic levels (i.e., elementary, middle/junior and high school) are examined.

Significance of the Study

The literature calls for more research and examination of the role and function of school counselors (Burnham & Jackson, 2000; Chandler, 2006; Coll & Freeman, 1997; Lieberman, 2004). Additionally, there is no published research on the state of school counseling in West Virginia. Gysbers, Lapan, and Jones (2000) note that school board policies are key factors in determining the decisions and actions that affect school guidance and counseling. These policies play key roles in deciding how comprehensive programs are organized and delivered. “And yet, such policies have received little attention in the literature” (¶ 7).

The implementation of policies such as West Virginia Policy 2315 drives school counseling programming; more accurately, the implementation of such policies provides the very guidelines by which change can and must take place. That is, without sound policy and the implementation of that policy, very seldom will change begin to occur. Many school counselors may want to engage in the implementation of new initiatives and expectations. However, often school counselors find themselves bowing to pressure of non-counseling duties that interfere or prevent them from being successful (Beale, 2004; Gysbers, 2005).

The information gleaned from this study will be beneficial to administrators whose responsibility it is to work in tandem with West Virginia counselors and counseling programs. Additionally, the results will assist counseling preparation programs in higher education in their efforts to align training with state policy and national standards. Finally, superintendents, principals, and school counselors with a desire to improve the academic, career and personal/social success of their students will

find the results helpful. All will find this information relevant to improving the overall quality of schools in West Virginia.

Stakeholders may find it prudent to consider changes to school counseling programs in West Virginia based on the results of this study. Not only can school counselors base changes in their programs on the results, the results can also be used to determine both the nature and the scope of future professional development for school counselors in West Virginia.

Research Questions

The following research questions are addressed in this study:

1. To what extent are West Virginia school counselors engaged in tasks related to the foundation, management, delivery and accountability aspects of a comprehensive school counseling program as outlined by the ASCA's National Model and reflected in West Virginia Policy 2315?
2. How do West Virginia school counselors perceive the importance of the four basic themes (leadership, advocacy, collaboration and teaming and systemic change) of the ASCA's National Model and reflected in West Virginia Policy 2315?
3. How often do West Virginia school counselors report working with students on the outcomes contained in both the ASCA's National Standards for School Counseling Programs and West Virginia Policy 2315?
4. To what extent are West Virginia school counselors engaged in counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?

5. To what extent are West Virginia school counselors engaged in non-counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?
6. Do perceptions and importance of roles associated with various school counseling tasks reflected in West Virginia Policy 2315 differ significantly for West Virginia school counselors based on the grade level with which they work (i.e., elementary, middle/junior high, high school, K-12 or other)?

Definitions of School Counseling Concepts

1. American School Counselor Association (ASCA) – national professional organization founded in the 1950s whose goals include advancing and enhancing the profession of school counseling; ASCA provides professional development, publications, research and advocacy to more than 23,000 professional school counselors.
2. ASCA National Model – a model for comprehensive school counseling programs that promotes ASCA’s primary goal of defining the role of school counselors, school counseling programming, and highlights the emphasis on developmentally appropriate curriculum implementation.
3. West Virginia Policy 2315: Comprehensive Developmental Guidance and Counseling – Policy implemented in 2002 by the West Virginia Department of Education, Policy 2315, with its basis on the ASCA National Model, outlines not only the skills and concepts all students should gain as a result of a comprehensive developmental school counseling program, but it also outlines how West Virginia school counselors should allocate their time on specific tasks within the program.

4. Comprehensive developmental school guidance program – “A comprehensive school counseling program is developmental in nature. It is systematic, sequential, clearly defined, and accountable. The program's foundation is developmental psychology, educational philosophy, and counseling methodology. Proactive and preventive in focus, the school counseling program is integral to the education program. It assists students in acquiring and using life-long skills through the development of academic, career, self-awareness and interpersonal communication skills. The goal of the comprehensive school counseling program is to provide all students with life success skills" (ASCA, 2006).
5. ASCA’s National Standards – first published in 1997, nine content standards across three domains (academic, career, and personal/social) that outline what students should learn as a result of involvement in the school counseling program.
6. Foundation, Delivery system, Management system, Accountability – key components of ASCA’s National Model operational structure that provide the “who,” “what,” and “how” of school counseling programs. They include the development of a mission statement, philosophy and beliefs as well as ASCA’s National Content Standards for school counseling programs, guidelines for how providing services to students, tools for maintaining the program, and result reports for documenting effectiveness.
7. Leadership, Advocacy, Collaboration and Teaming, Systemic Change – central concepts to the ASCA’s National Model that encourage the school counselor to head reform movements in schools, remove educational barriers for students,

work in tandem with other professionals to improve student achievement, and work as change agents within the school.

Operational Definitions

1. To what extent – the school counselor’s perception ranging from 1-5 including (1) NA (not applicable); (2) not at all accurate; (3) a little accurate; (4) somewhat accurate; and (5) very accurate, as reported on the *West Virginia School Counselor 2008 Professional Development Survey* (See Appendix A).
2. West Virginia school counselor – a professional counselor employed in West Virginia public schools during the spring of 2008 who responds to the *West Virginia School Counselor 2008 Professional Development Survey*.
3. Perception of importance – school counselor’s impression on a range of tasks associated with the four themes of leadership, advocacy, teaming and collaboration, and systemic change; choices range on a scale from 1-5 and include (1) not at all important; (2) somewhat important; (3) important; (4) very important; and (5) extremely important, as reported on the *West Virginia School Counselor 2008 Professional Development Survey*.
4. How often – school counselor’s judgment regarding how often she works with students on specific issues related to their academic development, their career development and personal-social issues; choices range on a scale from 1-5 and include (1) never; (2) rarely; (3) sometimes; (4) frequently; and (5) almost daily, as reported on the *West Virginia School Counselor 2008 Professional Development Survey*.
5. Counseling duties – duties performed by the school counselor, defined as appropriate for the training and the preparation of the professional school

counselor (including individual counseling and intervention, group counseling, individual student academic planning, interpreting school records, advocating for students at individual educational planning (IEP) meetings, and disaggregating data) as identified on the *West Virginia School Counselor 2008 Professional Development Survey*.

6. Non-counseling duties – duties which are not compatible with specialized school counselor training and preparation and viewed as barriers to school counseling programming (including data entry, clerical record keeping, supervising study halls, teaching classes when teachers are absent, registration and scheduling of all new students, performing disciplinary actions, and computing grade point averages) as identified on the *West Virginia School Counselor 2008 Professional Development Survey*.
7. Grade level – educational setting in which the school counselor works, including “elementary school” = Pre-K-5; “middle/junior high” = 6-8; “high school” = 9-12; “K-12” = K-12; and “other” refers to schools that are not otherwise defined by the previous categories (i.e., elementary, middle/junior high, high school, or K-12) as indicated on the *West Virginia School Counselor 2008 Professional Development Survey*.

Limitations

This study generated data that is applicable to the current functioning of school counseling in West Virginia. While comparisons may be made with results found in other states, generalizations of West Virginia results to other states and other school counseling programs are not intended.

Another potential limitation often found in self-report surveys is the tendency of participants to report in a way that they feel would represent compliance and implementation of West Virginia Policy 2315. Many school counselors in West Virginia have attended, since the policy's adoption in 2002, workshops or trainings emphasizing the need to implement the policy. Additionally, school counselors were solicited for participation through the West Virginia Department of Education. While voluntary, school counselors may have perceived participation as a job requirement. Finally, volunteers who chose to participate may have had both positive and negative, biased opinions and experiences that they had a strong desire to voice.

Finally, although developed by leading experts in the field of school counseling and previously used in two statewide studies of school counseling, the *School Counselor Professional Development Survey* (Dahir & Stone, 2003) may have reflected certain activities that West Virginia school counselors did not perceive as part of their job. However, these items remained a part of various sections in the West Virginia survey due to issues of reliability and validity.

Summary of the Study

This study attempts to examine the current state of school counseling in West Virginia. More specifically, the study attempts to identify those areas where professional development for both school counselors and school administrators is necessary. School counselors can be influential to the overall success of students and schools only when they are used to implement comprehensive school counseling programs based on developmental models. School administrators can assist school counselors in this endeavor when they possess the accurate knowledge about how to appropriately use the school counselor. This study attempts to provide critical information to both groups in

hope that school counseling in West Virginia can become the change agent that it has the potential to become.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

Since the inception of the profession of school counseling, the role has been redefined and modernized, oftentimes to meet the needs of a changing society or in response to societal events (Beesley, 2004; Burnham & Jackson, 2000; Gysbers & Henderson, 2001; Paisley & Borders, 1995). The role, position, and duties of school counselors have historically been muddied by the many influences that have shaped the very profession itself over the last century. According to Dahir (2004), “The history of school counseling has depicted a profession in search of an identity” (p. 345). According to Burnham and Jackson (2000), “The role of the school counselor has been redefined and broadened through the years” (¶ 4).

Consistent with Burnham and Jackson (2000), prior to 2000, 34 articles were published in *Elementary School Guidance and Counseling*, a peer reviewed journal published by the American School Counselor Association (ASCA), that were directly related to the topic of school counselor roles. For example, a 1997 study by Coll and Freeman investigated elementary school counselors’ self-perception of role conflict as compared to middle/junior and secondary school counselor’s perceptions of role conflict. Three years prior, Hardesty and Dillard (1994) explored how the duties performed by elementary school counselors can often be regarded as “less essential” (¶ 5) to the day-to-day running of the school when compared to their middle and secondary school counseling counterparts. One may assume that the abundance of attention paid to the role and function of the school counselor would have led to greater clarity and focus for the profession. Yet, the confusion and discrepancies persist. The services provided by school

counselors have shifted and changed (Burnham & Jackson, 2000; Chandler, 2006). The literature that traces the evolution of school counseling is explored in this chapter.

The Early Years of School Counseling

The first school counselors emerged in the late 1800's (Beesley, 2004; Gysbers & Henderson, 2001; Gysbers & Henderson, 1997; Paisley & Borders, 1995). An outcome of the American public school's response to the Industrial Revolution, the vocational counselor was often a teacher who inherited the position of counselor along with a list of duties to accomplish in this role with no relief from his regular teaching duties.

Additionally, there were no financial gains to be had in the position of vocational counselor (Ginn, 1924 as cited in Gysbers & Henderson, 2001; Gysbers & Henderson, 1997). Gysbers (1990) defines this organizational structure as "the services model" (p. 3); that is, school counselors' activities were organized around six major services: orientation, assessment, information, counseling, placement and follow-up. Problems existed with this model from the onset in that it did not lend itself to school counseling in settings other than the secondary setting and it did not specify how school counselors should spend their time (Gysbers, 1990).

These vocational counselors that functioned under the services model were viewed as a mechanism by which schools could assist in better preparing students for the work world (Gysbers, 2001). A primary role of school was to prepare students to go to work, and vocational counselors could assist in the sorting of students into the appropriate work paths (Gysbers, 2001). Gysbers and Henderson (1997) outline the primary 15 duties that were commonplace in the vocational counselor's position of the early 20th century. They include such items as meeting with students in grade six and above who were failing, finding out why they were failing, and attempting to find a

remedy; encouraging teachers to make connections between what they were teaching and occupational problems; using the cumulative record card when advising children; consulting records of intelligence; urging students to stay in school; and interviewing and “checking cards” of all students who were leaving school to ensure understanding of the requirements for obtaining a work card (Ginn, 1924 as cited in Gysbers & Henderson, 1997, p. 2). Paisley and Borders (1995) report the primary duties of the school counselor during this time period to include promoting character development, teaching socially appropriate behaviors, and assisting with vocational planning. School counseling models contained elements of this approach well into the 1960s.

School Counseling in the 1950s and 1960s

In 1953, the fifth division of the American Personnel and Guidance Association (currently the American Counseling Association or ACA) was formed. What is currently known as the American School Counselor Association has had a tremendous influence on the development of the profession as well as the development of school counseling in general (Burnham & Jackson, 2000; Paisley & Borders, 1995). The launch of the space satellite Sputnik in 1957 set into motion a fear and sense of panic among many American citizens. In the time it took to launch the Russian satellite, the American educational landscape began to change. There was at once a feeling of immediate need to put into place social and educational reform that would quickly bring Americans back to the forefront of science and technology. One direct implication was the effect the launch had on the rapid development and redefinition of school counseling at the middle and high school levels (Wittmer, 2000).

This redefinition of the position of school guidance counselor can be partially credited to the passage of the National Defense Act of 1958 and the Elementary and Secondary Education Act of 1965 (Beesley, 2004; Gysbers & Henderson, 2001; Paisley & Borders, 1995; Wittmer, 2000), direct responses to the launch of the Russian satellite. Almost immediately, this piece of federal legislation directed a large amount of funding to the training of school guidance counselors (Baker, 2001; Wittmer, 2000). The purpose of this investment was to enhance the knowledge and the skills of school counselors as well as to increase the number of appropriately prepared counselors (Baker, 2001). Due in part to support from federal funds encouraging the increase of counselor preparation programs, according to Baker, the number of school counselors increased (2000). According to Wittmer (2000), in the time between 1958 and 1967, the number of school counselors actually tripled. The teacher-counselor position of the early 1900s was replaced with full-time school counselors and the development of a field of personnel known as “pupil personnel” was begun (Gysbers & Henderson, 2001, ¶ 8). Gysbers (1990) adds that the model that dominated professional theory during this time period was the “counselor-clinical-services” (p.1) or the process model approach where the elements of counseling, consulting, and coordinating were emphasized.

The Position in Turmoil in the 1970s and 1980s

As early as 1969, the University of Missouri-Columbia conducted a national conference on career guidance, counseling and placement to attempt to begin the process of redefining the role of the school counselor (Gysbers, 1990). This led to the granting of funds by the U.S. Office of Education to the University of Missouri-Columbia for the purpose of assisting each state, including the District of Columbia and Puerto Rico, in

developing guides for implementing career guidance, counseling and placement programs in schools (Gysbers, 1990). The product of this effort was a manual first published in February of 1974 that provided the first true organizational structure for comprehensive guidance programs.

Beesley (2004) reports that the 1970s and the 1980s were dark times for the profession of school counseling. It was during this time period that declining enrollments and staff reductions caused many school counselors to find themselves at risk of being eliminated. Baker (2000) notes that the school counseling “boom” (p. 6) did begin to wane during the 1970s, due in part to this role identity crisis and the lack of ability on the part of school counselors to appropriately show the positive effects of their work in the schools (Baker, 2001; Beesley, 2004). At the same time, there began a call to action toward several themes regarding the appropriate roles of school counselors (Baker, 2000). One theme called for school counselors to become more active in schools and communities and to rely more on concepts found in sociology, political science and economics rather than the previously held schools of thought that relied on psychology (Baker, 2000).

It was during the late 1970s that the developmental approach to guidance was gaining strength and the concept of elementary-school guidance saw resurgence (Baker, 2000). Additionally, there began the “services approach” (Gysbers, 1990, p. 2) to guidance; that is, school guidance counselors were encouraged to base guidance programs on clearly stated goals and objectives founded on a set of functions from primary prevention to diagnosis and therapy. These services were all provided with the

goal of maintaining a focus on the personal development of the student (Baker, 2000; Gysbers, 1990).

It was the outcry for promoting accountability and evaluation that began in the 1970s that has landed school counseling where it is today (Baker, 2001). This outcry led to the developmental guidance movement of the 1980s that sought to reorganize school counseling around a comprehensive guidance curriculum or a comprehensive school counseling program (CSCP) (Baker, 2000; Baker, 2001; Gysbers & Henderson, 1994). According to Galassi and Akos (2004), comprehensive school guidance and counseling programs:

- (a) de-emphasize administrative and clerical tasks as well as crisis-centered modes of intervention and (b) promote guidance activities and structured group experiences designed to support students in developing the personal, social, educational, and career skills needed to function as responsible and productive citizens. (§ 3)

The New Vision for School Counseling – the 1990s - Present

Gysbers wrote in 1990 “The present day emphasis lies in developmental, organized programming that replaces even the more recent view of school counselor as ‘counselor-clinical-services’ provider” (p.167). Gysbers reports that “the change from position to program as the basic organizer for guidance in the schools represents a major paradigm shift for school counselors” (p. 168). As early as 1990, Gysbers outlined the five axioms upon which school counseling programs rest. Primarily, he reported, guidance is a program; second, school counseling programs are developmental and comprehensive; third, school counseling programs focus on individual competencies rather than just on deficiencies; fourth, school counseling programs are built on a team

approach; finally, school counseling programs mandate articulation; that is, effective linkages between developmental levels, K-12, exist so that program continuity is assured (Gysbers, 1990).

In the early 1990s, Paisley & Borders (1995) recognized the emergence of a focus on developmentally appropriate programs to address this abundance of issues as being at the heart of school counseling reform. They report that delivery of a comprehensive developmental school counseling program is frequently cited as the foundation for the role of the school counselor. That is, school counselors of the 1990s were to some degree given the task of designing, developing and delivering programs that were, according to Brown (1999), “designed to facilitate human growth and learning and at the same time foster resiliency with a preventive, proactive focus while providing a support system” (¶ 38).

Responding to the ever-changing role of the school counselor and the historical problems recognized by major contributors to the field, the ASCA and its parent organization, the American Counseling Association (ACA), reintroduced the Elementary School Counseling Demonstration Act in 1993 which was eventually signed into law as the Elementary School Counseling Demonstration Act of 1995 (Paisley & Borders, 1995). This legislation required funding for schools that proposed promising and innovative approaches to the expansion of their school counseling programs. These programs, by definition, would encourage cooperation among the school counselor, the school psychologist and social workers in teams. Additionally, this legislation called for student-counselor ratios not to exceed 250:1 and for 85% of the counselor’s time to be

spent providing direct services to students, with no more than 15% of their time devoted to administrative tasks (Baker, 2000).

Additional key legislation that influenced the school counselor's role was the passage of the School-to-Work Opportunities Act in 1994. This legislation's goal was to focus attention on aiding students in their transition from school to work. The school counselor's involvement in this process is emphasized because the school counselor is viewed as a person who has a vast knowledge of vocational decision-making and interpersonal skills development. This combined with the school counselor's knowledge of child and adolescent growth and development seemingly made the school counselor a key player in delivering a comprehensive program that would assist students in the school-to-work transition (Granello, 1999).

The Transforming School Counseling Initiative

In 1996, the Education Trust, a Washington based, not-for-profit organization, began a five-year, national initiative for transforming school counseling (Martin, 2002). The 2003 Transforming School Counseling Initiative (TSCI), supported in part by the Dewitt-Wallace-Reader's Digest Fund, attempted to reconcile the differences between the school counseling theory being taught to pre-service school counselors and the actual practice that is required of the school counselor to assist in the achievement of all students, especially minority and low-income students (Baker, 2000; Martin, 2002). The emphasis of this reform effort was to provide school counselors with the knowledge and data that they need in order to close the achievement gap between underserved populations of students (Dollarhide & Saginak, 2008). The goal of the initiative was ultimately to ensure that "the school counselor serves as a leader as well as an effective

team member working with teachers, administrators, and other school personnel to make sure that each student succeeds” (The Education Trust, 2001 as cited in Dollarhide & Saginak, 2008, p. 199). Above all else, the National Education Trust was concerned with promoting high academic achievement for all students and enhancing career development opportunities for all students at all levels (Baker, 2000).

The first guiding principal of the Transforming School Counseling Initiative is a belief that students can achieve at a high level when high expectations are set (The Education Trust, 2007). The TSCI has at its roots the belief that students enter the school building each day with the ability and potential to achieve and that school counselors are in a unique position to advocate for all students to see that this ability is fulfilled.

The second guiding principal of the TSCI is that all students need access to a high-quality, rigorous curriculum that will adequately prepare them for work and college (The Education Trust, 2007). Again, The Education Trust and TSCI hold a belief that school counselors play a critical role in ensuring that all students have access to just such a curriculum.

The Transforming School Counseling Initiative has additionally outlined five skills at which the progressive school counselor must be effective. They include teaming and collaboration, leadership, assessment and the use of data to effect change, advocacy, and counseling and coordination (The Education Trust, 2007; Musheno & Talbert, 2002). The TSCI believes that proficiency in these five areas will equip the school counselors of today to become leaders of educational reform within their respective programs as well as advocates for students and their academic achievement (Musheno & Talbert, 2002).

In 1997, the American School Counselor Association surveyed more than 2,000 elementary, middle/junior high and high school counselors in K-12 settings to determine their thoughts on exactly what a set of national standards in school counseling would entail. Professional school counselors from across the country suggested that the national standards should accomplish the following tasks:

1. promote equal access to school counseling programs for all students;
2. establish similar goals and expectations for all students;
3. identify and prioritize content components for school counseling programs;
4. position school counseling as an integral part of the academic mission of the school;
5. identify the knowledge and skills that all students should gain as a result of a pre-K through 12 school counseling program; and
6. ensure that all school counseling programs are comprehensive in design and delivered in a systematic fashion for all students (Dahir, 2001).

As a result of the 1997 survey and the compilation of the six key areas that national standards should encompass, ASCA began the process of developing a set of national standards for school counseling programs (Campbell & Dahir, 1997; Dahir, 2001).

No Child Left Behind

The 2001 reauthorization of the Elementary and Secondary Education Act legislation known as the No Child Left Behind (NCLB) Act (U.S. Department of Education, 2001) became what many consider the most sweeping national educational reform in some time (Phelps, 2002). The stated primary purpose of NCLB is to narrow

achievement gaps between and among minority groups or students of color and their white and Asian-American counterparts (USDE, 2001). Three of the five primary goals of NCLB addressed curriculum and achievement, while goals four and five referred to school climate, affective development, and the opportunity to graduate from high school (Chandler, 2006; Stone & Dahir, 2004; 2006). With the inclusion of goals four and five, the role of the school counselor in modern-day educational reform is solidified.

According to Dahir and Stone (n.d.), “The No Child Left Behind Act (USDE, 2001) is a clear imperative for achievement, share the pressures of school accountability, and demonstrate advocacy for every student to experience success” (p. 4).

The National Model for School Counseling

The American School Counselor Association’s (ASCA) (2003) National Model promotes ASCA’s primary goal of school counseling programs and highlights the emphasis on developmentally appropriate curriculum implementation (Burnham & Jackson, 2000; Campbell & Dahir, 1997; Dahir, 2001). ASCA’s National Model focuses on the enhancement and development of student achievement by focusing on three “widely accepted and interrelated areas” (Dahir, 2001, ¶ 17): academic development, career development and personal-social development (Dahir, 2001). According to Baker (2000), the national standards should be designed to: (1) shift the focus from counselors to counseling programs; (2) create a framework for a national school counseling model; (3) establish school counseling as an integral part of the academic mission of schools; (4) promote equal access to school counseling services for all students; (5) emphasize the key components of developmental school counseling; (6) identify the knowledge and skills that all students should have access to as a part of a comprehensive school

counseling program; and (7) provide for the systematic delivery of a school counseling program. The role of the school counselor as a member of the academic team within schools and the school counselor's role in the academic achievement of all students are highlighted in the development of the ASCA's National Model (Baker, 2000; Campbell & Dahir, 1997).

ASCA's (2003) National Model emphasizes the school counselor's role in assisting all students to achieve academically, a systematic and developmentally appropriate set of interventions that can influence families, schools and communities, and the use of data and research to guide the development of programs and practices and to evaluate the effectiveness of such programs (ASCA, 2003; Center For School Counseling Outcome Research, 2000). Baker (2000) predicts the 21st century school counselor will be more effective when she is working to provide proactive programs that "meet and enhance developmental needs, as well as react to demands for interventions when required" (p. 2).

ASCA's National Model is based on an operational structure that outlines four major systems on three levels. They include the foundation, the management system, the delivery system, and accountability (ASCA, 2003). The levels, as previously discussed in chapter one, outline the influence that the foundation places upon both the management system and the delivery system and then how the management system and the delivery system drive the need for accountability. Finally, accountability provides for changes and restructuring of the program at its foundation (ASCA, 2003).

Encompassing ASCA's National Model are the four themes of leadership, advocacy, collaboration and systemic change. According to the National Model's

description of those themes, “school counselors play a significant part in improving student academic achievement and are uniquely positioned to be student and systems [sic] advocates” (ASCA, 2003, p. 24). Each of these four themes outlines part of that role that school counselors play. For example, leadership highlights the role that school counselors play in bringing about systemic change to school. Through leadership efforts, school counselors work in collaboration with other professionals in schools to implement reform. Additionally, as a part of the leadership theme, school counselors help students gain access to a rigorous curriculum that will enhance their future opportunities. Finally, in a leadership role, school counselors work to close achievement gaps between students of color, poor students or underachieving students when they exist (ASCA, 2003).

Under the theme of advocacy, school counselors work to meet the educational needs of all students. As student advocates, school counselors work to remove any and all barriers that impede student success. Through the use of data, school counselors can recognize certain areas of the academic system that prevent students from achieving at a high level and therefore limit student options for post-secondary education and training (ASCA, 2003).

When the terms collaboration and teaming are mentioned in the National Model, the ASCA is referring to the school counselor’s work with all stakeholders who have an interest in the success of students. This theme focuses on the school counselors work with professionals both inside and outside of the school to develop and implement responsive educational programs aimed at meeting student goals. School counselors recognize the contributions that teachers, parents, and community members make in the education of

students and work to bring strong contributions from each party into the formal educational landscape (ASCA, 2003).

The final theme of systemic change highlights the role school counselors play in using information uniquely available to them to examine and change current policy and practice. Whether it be course-taking patterns, student placements, or student success and failure rates, school counselors are poised to be key change agents within the school (ASCA, 2003).

In 2003, Dahir and Stone began work on a survey that would examine the work of the school counselor in accordance with the concepts inherent in the ASCA's National Model. That survey, *The School Counselor Professional Development Survey*, has, since its development, been used in school counseling studies in states such as Florida, New Jersey, New York and school districts inside New York City (Chandler, 2006). More importantly, recent adaptations of the survey have been used in statewide studies of school counseling in Alabama and Tennessee. In her study, Chandler (2006) found that school counselors in Alabama continue to be plagued by the role conflict and ambiguity that has compromised the profession of school counseling throughout history. For example, in Alabama, school counselors in high schools reported levels of activities such as student scheduling and master schedule development at a much higher rate than did their elementary and middle school counterparts. Additionally, all grade levels reported responsibilities associated with coordination of statewide assessments and registration of new students; all recognized as non-counseling duties.

Although the comprehensive results of the Tennessee study of school counseling are not yet available (C. Dahir, personal communication, February 23, 2008), early

indications point to professional development needs that assist school counselors in the four themes of leadership, advocacy, teaming and collaboration and systemic change. According to Dahir, a contributor to the development of the school counseling policy currently in place in West Virginia, a statewide study similar to the Alabama and the Tennessee study in West Virginia could help paint a clearer picture of school counseling in the southern part of the United States.

The Struggle to Define Counseling Duties

Non-Counseling Duties: The Duties that Distract from Program Implementation

The implementation of contemporary school counseling programs can be difficult without the appropriate amount of support from administration and faculty. Many times, school counselors are told what to do by administrators who fail to understand the contribution the school counselor can make to the school (House & Hayes, 2002). When compounded with the fact that confusion over the role of the school counselor still prevails (ASCA, 1996; House & Hayes, 2002), the task is more difficult. According to House and Hayes (2002), the tasks that school counselors are asked to perform vary from state to state, district to district and even school to school. Beale (2004) points to one factor that contributes to the difficulty in program implementation – the pressure to perform non-counseling duties.

While a complete list of non-counseling duties, or activities not appropriate for the school counselor, is provided in Appendix B, some of the duties that have historically been assigned to the school counselor are data entry; clerical record keeping; registration and scheduling of all new students; coordinating or administering cognitive, aptitude and achievement tests; responsibility for signing excuses for students who are tardy or absent; performing disciplinary actions; sending students home who are not appropriately

dressed; teaching classes when teachers are absent; and computing grade-point averages (Campbell & Dahir, 1997).

Additionally, school counselors often fall into the habit of providing long-term individual counseling services as defined by Gysbers as the “counselor-clinical-services” model (Gysbers, 1990, p. 1). A 2000 study by Burnham and Jackson found that school counselors in two southeastern states, serving grade levels from Kindergarten through 12th grade, relied too heavily on individual counseling (Burnham & Jackson, 2000). Additionally, Burnham and Jackson (2000) found that school counselors in this study were highly engaged in duties associated with test coordination, distribution and planning; duties in which Gysbers and Henderson (1997) specifically state the school counselor should not be involved. Finally, Burnham and Jackson (2000) found that participants spent a large portion of their time on activities categorized as inappropriate, administrative or clerical.

In a similar study mentioned earlier, Chandler (2006) found that secondary school counselors reported more involvement with activities such as student scheduling, including responsibilities associated with the master schedule. All grade levels in Chandler’s study reported high levels of responsibility for coordination of state assessments with the elementary and middle school levels being the highest. Finally, school counselors who identified themselves as working in a K-12 setting reported high levels of involvement in non-counseling activities such as new student registration, record maintenance and master schedule development. Ironically, this group of school counselors also reported the highest amount of involvement in counseling activities in this study.

Counseling Duties: The Real Work Involved in Program Implementation

According to House and Hayes (2002), school counselors can “promote student achievement if they provide a well-articulated developmental counseling program with attention to equity, access, and support services” (§ 20). Within this scope, school counselors engage in appropriate counseling duties that involve not only counseling, but also involve collaboration, school leadership and student advocacy (ASCA, 2003; House & Hayes, 2002).

A key component to comprehensive school counseling programs as promoted by the ASCA’s National Model is a clear outline of specific activities appropriate and essential to the implementation of a comprehensive school counseling program. The process of delivering a comprehensive school counseling program includes individual and small group counseling, large and small group guidance, consultation, case management, and coordination of services (Dahir, 2001; Sink, 2005a.). All of these relevant and necessary activities are conducted under specific areas defined as individual planning, guidance curriculum, responsive services, or system support (Dahir, 2001; Gysbers & Henderson, 1994; Sink, 2005a).

Gysbers (1990) writes that appropriate duties associated with comprehensive school counseling programs include classroom guidance activities and structured group experiences for all students. Additionally, a comprehensive program “de-emphasizes administrative and clerical tasks” (Gysbers, 1990, p. 170). The very nature of comprehensive programs also limits one-to-one counseling only (ASCA, 2004; ASCA, 2003; Burnham & Jackson, 2000; Gysbers, 1990) as a primary intervention for students suffering emotional and personal stress.

In addition to specific areas under which school counselors perform specific duties, ASCA (2003) has further outlined a set of activities that are most effectively performed by the school counselor who possesses the necessary academic training required. These activities include individual student academic planning; interpreting (not administering) cognitive, aptitude, and achievement tests; counseling students who are tardy or absent; counseling students who have disciplinary problems; and collaborating with teachers to present guidance curriculum lessons (ASCA, 2003; Campbell & Dahir, 1997). According to Dahir (2001), “School counselors plan and coordinate the objectives, strategies, and activities of a comprehensive school counseling program to meet the academic, career, and personal-social needs of all students” (§ 26).

School Counseling Programs Lead to Greater Academic Achievement

The literature is rich with reports on the effects of comprehensive developmental guidance programs on the academic achievement of students (Boutwell & Myrick, 1992; Brigman & Campbell, 2003; Cook & Kaffenberger, 2003; Dahir & Stone, 2003; Fitch & Marshall, 2004; Lapan, Gysbers & Petroski, 2001; Lee, 1993; Poynton, Carlson, Hopper & Carey, 2006; Sink, 2005b), as well as evidence that student counseling improves school attendance, school behavior, increases student achievement and increases students’ levels of self-esteem and attitudes toward school (Beale, 2004; Schmidt, 2003). For example, in 1997, Lapan, Gysbers, and Sun surveyed a statewide sample of high school students and found that in schools where comprehensive guidance and counseling programs existed, several positive relationships between counseling programs and students existed. Those included: (a) higher self-reported grades, (b) student perceptions that they were being better prepared for their futures, (c) student perceptions that their schools were doing a better job providing information on post-secondary opportunities,

and (d) student perceptions that school climate was better. What follows is a brief overview of studies that have shown the effects of such programs on the academic achievement of students at various developmental levels.

In 2001, Lapan, Gysbers and Petroski studied the effects of comprehensive guidance and counseling programs on several areas of students' lives. First, they wanted to determine if students who attended schools with comprehensive guidance programs perceived a higher level of safety in school. Second, did these students perceive a higher level of satisfaction with their education? Next, the authors wanted to determine if the programs in place had an effect on student grades and perceptions of their relationships with teachers. Finally, the authors were interested in the perception of students in these schools with regard to the importance and relevance of their education to their future (Lapan, Gysbers & Petroski, 2001).

In this study of seventh grade students, Lapan, Gysbers and Petroski (2001) found that there was a correlation between complete implementation of a comprehensive guidance and counseling program and several of the items examined in the research. Primarily, there was a direct and positive relationship between program implementation and student perceptions of school safety and success. However, McGannon, Carey and Dimmitt (2005) note the limitations associated with this study, limitations that are documented too frequently in school counseling research. That is, given its correlational nature, the study failed to take into account that schools that implement comprehensive counseling and guidance programs may also be implementing other educational programs that influence academic achievement. Additionally, "more complete guidance implementation and higher student grades might both result from the schools'

organizational structure, leadership and/or personnel strengths rather than being causally related to each other” (p. 10).

Because school counselors are often overwhelmed with the number of students they are expected to serve, ASCA promotes the use of small group counseling as a preferred intervention (ASCA, 2003; Sink, 2005a). Pre-dating this recommendation by ASCA, Boutwell & Myrick (1992) found that “The Go for It Club,” a group designed to assist students in reaching academic goals, was successful in helping students improve academic achievement. In the first trial of 41 third-, fourth-, and fifth-grade students, 76% showed academic improvement after only one week. In the second trial, 72% of the 29 students involved in the study improved during the first week with 83% reporting improvement in the second week (Boutwell & Myrick, 1992).

In 2003, Brigman and Campbell conducted a study referred to by McGannon, Carey and Dimmitt (2005) as an “exceptionally well-done, comprehensive study” (p. 12). Its’ purpose was to evaluate the effects of counselor-led interventions on student achievement and behavior. Using math and reading scores from the Florida Comprehensive Assessment Test (FCAT) as their dependant measure, student achievement was evaluated. The scores of students randomly selected from schools with equal racial and socioeconomic make-ups in the treatment group were contrasted with students in a control group that was matched for achievement levels (Brigman & Campbell, 2003). The study involved examining whether or not the combinations of curriculum-based and group-based interventions with a specific focus on cognitive and metacognitive, social skills and self-management skills would have a measurable effect on students’ test scores on the FCAT (Brigman & Campbell, 2003).

In Brigman and Campbell's (2003) quasi-experimental, pre-post test design, 185 students made up the treatment group that was randomly selected from schools implementing the study's counselor-led interventions. In contrast, the control group consisted of 185 students randomly selected from schools not implementing the interventions. Participation was limited to those students whose initial scores on the FCAT ranged from the 25th to the 50th percentile (Brigman & Campbell, 2003). Students ranged in grades from 5th grade to 9th grade.

In the treatment schools, school counselors implemented a pre-designed curriculum known as *Academic and Social Skills Support: Student Success Skills Curriculum* (Brigman & Goodman, 2001). Students received the material in both classroom based and small group formats.

Brigman and Campbell (2003) found that implementation of the *Student Success Skills Curriculum* as a school counselor-led intervention program did result in sizable gains in student achievement on the FCAT. In both reading ($p < .003$) and math ($p < .0001$), students in the treatment group had higher group mean scores than did their counterparts in the control group. While Brigman and Campbell certainly call for further research on this topic, their study does indicate that counselor-led interventions have a positive effect on student achievement.

Sink and Stroh (2003) conducted a large-scale (statewide) project that examined the question "Do school counseling interventions in elementary schools with comprehensive developmental guidance programs foster higher academic achievement test scores in students" (¶ 9)? According to McGannon, Carey and Dimmitt (2005), Sink

and Stroh's (2003) study stands as a solid example of well conducted, outcome based research into the effectiveness of school counseling programs.

In their study, Sink and Stroh (2003) randomly selected 150 elementary schools from across the state of Washington. The schools and students within those schools accurately reflected the diversity found throughout the state. Schools were then divided into the treatment group and the comparison group based on the level of implementation of the comprehensive counseling program within each school. Standardized norm-referenced and criterion-referenced test score data from third and fourth grade students were used to evaluate the academic achievement of the students participating in the study.

Sink and Stroh (2003) found that early elementary aged students who attended the same school for three or more years where a comprehensive counseling program was in place performed better academically. Additionally, students who remained in the same school for multiple years with a fully implemented comprehensive school counseling program earned higher achievement test scores than students who attended schools where no such programs were in place (McGannon, Carey & Dimmitt, 2005; Sink & Stroh, 2003).

While some literature notes the positive effects of the school counselor and counselor-led interventions on achievement (Boutwell & Myrick, 1992; Brigman & Campbell, 2003; Lapan, Gysbers, & Sun, 1997), it should be noted that similar studies have found little or no effect on academic achievement directly (Poynton, Carlson, Hopper & Carey, 2006). While Poynton, Carlson, Hopper and Carey did find that classroom-based interventions implemented and led by the school counselors in a middle school had a positive effect on students' self-efficacy beliefs regarding problem solving,

there were no significant differences in student scores on the Washington Assessment of Student Learning (WASL). Additionally, there exists the call for even more outcome-based research in this area (Brigman & Campbell, 2003; Gerler, 1985; McGannon, Carey & Dimmitt, 2005; Whiston, 2002; Whiston & Sexton, 1998).

In a 2004 study, Fitch and Marshall found that counselors in schools labeled “high achieving” spent more time on program management, coordination and efforts to align comprehensive counseling programs with professional standards. Fitch and Marshall surveyed full-time school counselors representing different school districts in Kentucky to determine the school counselor’s perceived importance of different counseling duties, chosen using the Kentucky School Counseling Standards (Education Professional Standards Board, 1996). Then, each school was categorized as either high-achieving or low-achieving based on the schools mean scores on the California Test of Basic Skills (CTBS) as provided by the participants.

School counselors in schools categorized as high-achieving spent significantly more time on activities such as program management, evaluation and research than did their low-achieving counterparts (Fitch & Marshall, 2004). Additionally, frequently assumed as a relegating factor in school counselor effect, counselor to student ratio did not appear to have an impact on the effect of the school counseling program components.

While the need to examine the effects of comprehensive school counseling programs can be found in literature relating to academic achievement, it can also be found in research related to the school counselor’s role and the duties to which she is often assigned (Chandler, 2006; Rayle & Adams, 2008).

Rayle and Adams (2008) sampled 388 school counselors from 40 states in the U.S. to determine what, if any, differences existed in how elementary, middle and high school counselors reported their comprehensive school counseling program and non-program work duties. This study examined how counselor training programs may influence the level of engagement in work activities associated with program implementation. Additionally, any relationship between the school counselor's work duties and whether or not she was trained as and had worked as a teacher prior to becoming the school counselor was examined. The researchers reported a significant difference in elementary, middle and high school counselors' daily work activities in general and with regard to the aforementioned variables of training and teaching experience. Additionally, elementary school counselors reported implementing a school counseling program based on ASCA's National Model more frequently than did middle or high school counselors.

One unexpected finding by Rayle and Adams (2008) was that school counselors who were running comprehensive school counseling programs based on the ASCA's National Model reported performing less crisis response counseling and "significantly fewer small group counseling experiences than those who were not running comprehensive programs" (p. 22). Given the National Model's support of and emphasis on delivering direct services to students using small groups, the authors note their surprise by the results. Again, certain limitations to this study are worthy of note. Specifically, the study's reliance on the school counselor's self-report could affect the findings (McGannon, Carey, & Dimmitt, 2005).

School Counseling in West Virginia

No literature on the history of school counseling in West Virginia was found. This may be due in part to the fact that no major university in West Virginia, in the last 30-35 years, has had on faculty a person devoted to research in the field of school counseling (E.E. Jacobs, personal communication, December 28, 2007).

According to Dr. Robert Rubenstein (personal communication, February 12, 2008), Marshall University Professor in the School Counseling Program, counseling in West Virginia prior to 2000 was primarily based on the Missouri Comprehensive Guidance Program; a program after which many states in the 1970s and 1980s modeled their school counseling programs. This program, with its focus on guidance curriculum, individual planning, responsive services and system support is the basis for the National Model's delivery system (Starr & Gysbers, 1993). This model combined with West Virginia statute 18-5-18b which states that "school counselors shall be full-time professional personnel spending seventy-five percent of work time in a direct counseling relationship and one fourth of the work day to administrative activities" (§ 6) was the basic road map for school counselors in West Virginia until 2000.

In 2000, the West Virginia National Standards in School Counseling Task Force was organized and given the task of reviewing and updating West Virginia Board rule 126CSR67, "Comprehensive Developmental Guidance Policy" filed May 14, 1992 and effective September 1, 1993 (WVDE, 2004). Upon examining the existing policy, the task force rethought the position taken in existing policy and pushed for West Virginia State Code revisions. A broad, sweeping approach effectively led to change in West Virginia State Code and therefore in school counseling. The result was a 2002 collaborative effort between the West Virginia Department of Education, the West

Virginia School Counselor Association, and education leadership of the West Virginia Legislature leading to reform that redefined school counseling in the state of West Virginia (WVDE, n.d.). At the heart of this collaborative effort was the creation and adoption of a revised West Virginia State Board Policy 2315: *Comprehensive Developmental Guidance and Counseling* (WVDE, 2002).

According to the West Virginia Department of Education (n.d.), the state of West Virginia maintains a shared vision with the American School Counselor Association. That is, the West Virginia Department of Education website promotes a mission statement that parallels that of the ASCA: “The mission for West Virginia school counseling programs is to focus on academic, career and personal/social development to ensure that every student benefits from a program that is comprehensive in scope, preventative in design and developmental in nature” (WVDE, n.d., ¶ 3). Additionally, with regards to the vision for school counseling in West Virginia, the WVDE states “All West Virginia students will acquire the knowledge, skills, and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others” (WVDE, n.d., ¶ 4). To that end, in addition to the ASCA’s National Standards, Policy 2315 contains language that encourages West Virginia school counselors to, in their practice; implement the ASCA’s National Model themes of leadership, advocacy, collaboration and teaming and systemic change. Under policy sections titled Application and Definitions, West Virginia school counselors are encouraged to engage in advocacy, collaboration, and consultation (WVDE, 2002), all stemming from the National Model’s themes.

The West Virginia comprehensive policy addresses not only the scope and practice of school counseling in West Virginia, but it also attempts to define appropriate and inappropriate activities in which school counselors should and should not be a part. According to Policy 2315 (WVDE, 2004):

The purpose of this policy is to define the components of a comprehensive and developmental guidance and counseling program based on nationally recognized standards, as well as define the direct and indirect counseling services and counseling program service delivery and monitoring guidelines that are to be reflected in county policy and to be implemented at each school. The nine national standards for school counseling defined in §126-67-4 and §126-67-7 of this policy link the comprehensive and developmental guidance and counseling program to the county/school academic mission by promoting national, state and local education goals, by making the school counseling program an integral part of the total educational program, and by helping assure a nurturing and orderly, safe, drug-free, violence- and harassment-free learning environment. (§ 6)

Section §126-67-4, sub-section 4.7 of Policy 2315 limits “counseling related administrative activities” to include such items as organizing events such as financial aid workshops for students and parents, assisting in the career and college planning process, developing preventative guidance programming and lessons, and “other student-centered activities; writing letters of recommendation; and coordinating with appropriate school officials to assure the maintenance of student records” (§ 16). Further, sub-section 4.11 defines “non-counseling” activities as “any activity or duty not related to the development, implementation, or evaluation of the counseling program” (§ 20). These

definitions and limitations are in line with recommendations in the ASCA's National Model.

Finally, beginning with section §126-67-6, Policy 2315 attempts to outline further the percentage of time West Virginia school counselors spend on actual program delivery, encouraging counselors to spend at least 75% of their time in direct counseling relationships with students and no more than 25% of their time to counselor related administrative activities (WVDE, 2002). More specifically, sub-section 6.7 provides a table with a suggested distribution of total school counselor time in each of the areas of classroom guidance, individual student planning, responsive services, and system support as found in the National Model. These functions are based on the ASCA's National Standards for school counseling programs and should include a focus on student development in the areas of academics, career, and personal/social development. This table, as well as the National Standards for school counseling, was previously discussed in chapter one of this study.

Conclusion

The future of school counseling holds much promise. Thanks in part or in whole to the ASCA National Model, there is a new energy and excitement around the important role that school counselors play in the development of students. Additionally, there is little argument that the profession's past is partially responsible for shaping what school counseling looks like in the 21st century. However, in order to advance school counseling in West Virginia, we must first be sure that there is firm acknowledgement of where we currently stand in terms of implementing a policy whose purpose it is to promote National Model delivery. What follows is further explanation of, results of, and a discussion of a study aimed at examining whether or not school counselors in West

Virginia are implementing the elements of the National Model to the extent that West Virginia Policy 2315 requires them. Once we understand where West Virginia's school counselors are, we can help them better serve the students of West Virginia.

CHAPTER 3: METHODS

The goal of advancing the profession of school counseling begins with acquiring a firm sense of where school counselors are in terms of implementing school counseling programming. One effective way to accomplish this is to build on the research that has been conducted in the field of school counseling in states such as Alabama and Tennessee. Therefore, an adaptation of Dahir and Stone's (2003) *School Counselor Professional Development Survey* was created as the cornerstone for this research project - an examination of school counseling in West Virginia. What follows is a review of the questions that were examined in this study, an in-depth discussion of the instrument that was used, and the process by which this research was conducted.

Research Questions

This in-depth, quantitative study of school counseling in West Virginia examined the following questions:

1. To what extent are West Virginia school counselors engaged in tasks related to the foundation, management, delivery and accountability aspects of a comprehensive school counseling program as outlined by the ASCA's National Model and reflected in West Virginia Policy 2315?
2. How do West Virginia school counselors perceive the importance of the four basic themes (leadership, advocacy, collaboration and teaming and systemic change) of the ASCA's National Model and reflected in West Virginia Policy 2315?

3. How often do West Virginia school counselors report working with students on the outcomes contained in both the ASCA's National Standards for School Counseling Programs and West Virginia Policy 2315?
4. To what extent are West Virginia school counselors engaged in counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?
5. To what extent are West Virginia school counselors engaged in non-counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?
6. Do perceptions and importance of roles associated with various school counseling tasks reflected in West Virginia Policy 2315 differ significantly for West Virginia school counselors based on the grade level with which they work (i.e., elementary, middle/junior high, high school, K-12 or other)?

Population

The population in this study included all public school counselors employed in the state of West Virginia in the spring of 2008. The number of public school counselors employed in all 55 county school districts in West Virginia in the spring of 2008 was 753, according to a database of school counselors provided by the West Virginia Department of Education. Given the relatively small number of school counselors in West Virginia, a determination was made to survey the entire population. This, according to Fink (2003) and Roberts (2004), would appear to limit problems associated with sampling error or bias and allow for a more accurate representation of school counseling in West Virginia. According to the website, Custom Insight (2008), a return of 254 surveys was sufficient to achieve a 95% confidence level with a 5% margin of error. The

completion of 460 surveys resulted in a 61% return rate. This return rate resulted in a 95% confidence level with a 2.9% margin of error or a 99% confidence level with a 3.7% margin of error.

The participants were employed at various grade levels, pre-K-12, and were identified as a school counselor in an elementary, middle/junior, high, K-12, or other setting. Counselors who reported assignments that encompassed multiple levels of grades such as K-8 or 7-12 were represented by use of the term, “other.”

A statewide database containing both mailing addresses and electronic mail addresses for all West Virginia school counselors was provided by the West Virginia Department of Education. Through partnership and cooperation with the Department of Education, the researcher was also personally added to a listserv of all school counselors in the state.

Instrumentation

The *School Counselor Professional Development Survey* (PDS) was developed by Dahir and Stone in 2003, revised in 2004, and authorized for use in this study in the spring of 2008 (see Appendix C). Although variations on the survey have been used in studies in Florida, Rhode Island, New York and New York City to glean information about school counseling programs in those regions, this study adapted key elements from the PDS as it was revised and used in two specific state studies: Alabama and Tennessee (Chandler, 2006). An additional section, *Expectations and Priorities* developed specifically for the Alabama survey, was adapted by Oliver, Burnham, and Dahir (Chandler, 2006). The *West Virginia School Counselor 2008 Professional Development Survey* (Appendix A) was the result of adaptations made for this study, and, similar to the use of the PDS in the Tennessee study, the West Virginia version was administered

electronically over the Internet using the survey tool SurveyMonkey. According to Fowler (2002), there are advantages in the use of Internet surveys. Those advantages include the low cost of collecting data and the potential high speed of returns. Additionally, Internet surveys have similar advantages to self-administered surveys in that they generally have high cooperation rates. Finally, similar to mail surveys, the use of Internet surveys allows respondents time to provide thoughtful answers, check records for accuracy, and consult with others before responding.

The PDS consisted of 77 items divided into 6 sections. Section 1 (Demographic Information) contained seven demographic questions. First, participants were asked to indicate at what grade level they were currently employed (i.e., elementary, middle/junior, high, K-12, or other). This data was used in analyzing Research Question 6. Additionally, participants were asked the following: job title, years of experience, certification/licensure, whether or not they have earned a master's degree in school counseling, and if they had ever been a K-12 teacher. Finally, they were then asked to indicate their age range, a question that the West Virginia Department of Education requested remain in the West Virginia survey. Section 2 (School Counselor Activities), asked participants to report on roles they play within their school. Questions referenced service on school committees, service on system-level committees, non-counseling duties such as bus duty and lunchroom duty, work with teachers, and work with parents.

For the remainder of the survey, participants were asked to respond to items using Likert scales, or common rating scales. According to Fink (2003), this method of requiring participants to order their responses based on their perception allows for

conversion of data to ordinal measures. Thus, the researcher can more effectively analyze data and draw conclusions.

In Section 3 (Your School Setting), participants were asked to report on 21 items related to school counselor experiences in school. Response options ranged from (1) Not at all accurate, (2) A little accurate, (3) Somewhat accurate, or (4) Very accurate. Data from this section was used to answer Research Question 1 dealing with the foundation, delivery, management, and accountability of school counseling programs. Section 4 (Your Priorities) contained 20 items relative to the importance of specific activities of the school counselor. These items related to the themes of the ASCA's National Model; leadership, advocacy, collaboration and teaming and systemic change. Data from this section was used to answer Research Question 2. Participants chose from the following responses: (1) Not at all important, (2) Somewhat important, (3) Important, (4) Very important, or (5) Extremely important. Section 5 (Your Work with Students) asked participants to identify the frequency of activities in which the school counselor works with students. Items in this section reflected outcomes in the ASCA's National Standards and served as reporting data for Research Question 3. Options for responding to the 16 items included: (1) Never, (2) Rarely, (3) Sometimes, (4) Frequently, or (5) Almost daily.

According to Dr. Carol Dahir (personal communication, February 23, 2008), there was a need to establish both construct validity and reliability for sections on the PDS for use in formal research studies such as this. According to Chandler (2006),

To examine construct validity of the PDS, Burnham, Dahir, and Stone (in progress) found after examining a four, five, and six factor solution, that the four component varimax solution was deemed the best fit. The total explained variance

was 44.90%. The four components that were identified were School Counselor Priorities, School Setting Status/Perceptions, Delivering Student Services, and Student Transitional Planning. The overall internal consistency for the PDS was .94. The internal consistency estimates for the components were School Counselor Priorities: $\alpha = .92$, School Setting Status/Perceptions: $\alpha = .91$, Delivering Student Services: $\alpha = .86$, and Student Transitional Planning: $\alpha = .70$ (p. 66).

Finally, participants were asked to complete Section 6 (Expectations and Priorities). Section 6 included 15 items that were adapted for both the survey used in Alabama and the survey adaptation used in Tennessee. In the *West Virginia School Counselor 2008 Professional Development Survey*, items were adapted directly from the Alabama survey. All of the West Virginia survey items were correlated with West Virginia Policy 2315 to ensure that school counselors in West Virginia would, according to policy, be familiar with all concepts in that they would be common for all West Virginia school counselors. Items f, g, h, i, j, k, l, and n reflect appropriate counseling duties in which West Virginia school counselors should engage. Items a, b, c, d, e, and m reflect inappropriate or non-counseling duties according to Policy 2315. This data was used to address Research Questions 4 and 5. Participants were asked to report how accurate each of the expectations and tasks are in their current role. Response options included: (1) NA (not applicable), (2) Not at all accurate, (3) A little accurate, (4) Somewhat accurate, or (5) Very accurate. It should be noted that in the Alabama study, Chandler (2006) chose to omit items g (implementation of four-year plan in eighth grade) and n (implementation of character education program) from analysis because these items

represented tasks that were either specific to secondary or high school counselors (item *g*) or elementary counselors (item *n*).

In additional efforts to establish content validity, a panel of experts (Appendix D) from around the state of West Virginia was identified to both read and provide feedback on the *West Virginia School Counselor 2008 Professional Development Survey*. Panel members were both former and current school counselors as well as counselor educators and West Virginia Department of Education representatives. Panel members were asked to review and provide feedback regarding not only the nature of the questions, but were also asked to review survey items based on Dillman's (1978) questions (Appendix E) regarding content validity. Efforts to establish face validity were further accomplished with peer review of the instrument. Fellow doctoral students in an advanced writing course at Marshall University reviewed the *West Virginia School Counselor 2008 Professional Development Survey* and provided feedback based on Dillman's questions. Those questions addressed such issues as uniform understanding of words, vagueness of questions, and assumption of knowledge on the part of the researcher and technical accuracy of the questions.

Data Collection

An electronic mail message containing the link to the *West Virginia School Counselor 2008 Professional Development Survey* was sent using the website SurveyMonkey.com to all public school counselors in West Virginia alerting them to the opportunity to participate in this statewide study (Appendix F). This electronic mail message explained the study and provided readers with the purpose of the survey. Following Dillman's (1978) "Total Design Method," the cover letter contained several important components of a well-written letter. Primarily, the cover letter expressed the

usefulness of the study to the respondent. The letter also informed potential respondents of their personal importance to the study. The cover letter further informed potential respondents of the confidentiality of their responses; a key, according to Dillman, in establishing trust between researcher and respondent. To ensure against any unauthorized access of the survey and the data collected, the Secure Sockets Layer (SSL), a secure encryption environment, was purchased alongside the subscription to SurveyMonkey.com, the delivery site for the survey.

According to Dillman's (1978) "Total Design Method," one factor that can accompany a successful return rate in survey research is the potential respondent having a sense of trust in the survey and the research. One way to accomplish trust is to link the survey with "a known organization that has legitimacy" (p. 18). Therefore, a letter of support from the West Virginia Department of Education's Coordinator of the Office of Planning, Evaluation, Special Programs, and Support Services, the office that oversees school counselors, followed the initial electronic message informing school counselors of the state department's support of the research (see Appendix G). This letter of support was distributed to all West Virginia school counselors via a listserv maintained by the West Virginia Department of Education.

Capabilities within the SurveyMonkey website allowed non-respondents to be tracked using participant electronic mail addresses. Therefore, one week after receiving the initial electronic message containing a link to the survey, non-respondents received a second email reminder (Appendix H) including the link to the *West Virginia School Counselor 2008 Professional Development Survey* on SurveyMonkey.com. Finally, on

the day the survey was due, participants who had not yet responded were sent one final electronic mail message reminder requesting their participation (Appendix I).

According to the website, Custom Insight (2008), to achieve a confidence level of 95% with only a 5% margin of error, 254 surveys must be included in the final results of this study. Therefore, if, after three initial contacts with the population, there had been less than 254 surveys collected, one final attempt allowing West Virginia school counselors to participate would have been made. Participants who had not yet responded to the electronic survey would have been sent a hard copy of the *West Virginia School Counselor 2008 Professional Development Survey* along with a cover letter (Appendix J) explaining how they could have participated.

Approval to collect data using the survey was obtained from the Marshall University Institutional Review Board (IRB) for the protection of human subjects. Documentation from Marshall University's Institutional Review Board Office of Research Integrity is located in Appendix K.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS) software. Descriptive statistics and other appropriate statistical analysis were used in response to each research question. Means, modes, and standard deviations were calculated for Research Questions 1 – 5. In order to answer Research Question 6, the Kruskal-Wallis One-Way Analysis of Variance by Ranks was used to determine significance, as well as mean rank scores, between grade levels and counseling and non-counseling duties. Additionally, the Kruskal-Wallis was used to determine ancillary findings based on demographic data.

Summary

The addition of a study into the practices of West Virginia school counselors adds color to the nationwide portrait of school counseling being painted by other professionals in the field (Burnham & Jackson, 2000; Chandler, 2006; Dahir & Stone, n.d.). This quantitative study followed models of analysis used by researchers in statewide studies undertaken in Alabama and Tennessee (Chandler, 2006; C. Dahir, personal communication, February, 23, 2008). The questions and methods were carefully designed in an attempt to get an accurate picture of the role and function of school counselors in West Virginia as they attempt to implement policy and standards outlined by the West Virginia Department of Education and the American School Counselor Association.

CHAPTER 4: FINDINGS

This study examined the extent to which West Virginia school counselors find themselves engaged in tasks associated with implementing a comprehensive school counseling program as outlined by the American School Counselor Association's National Model for School Counseling Programs and West Virginia Policy 2315, West Virginia's policy on comprehensive developmental guidance and counseling programs. Additionally, this study examined both counseling and non-counseling duties required of school counselors in West Virginia. Finally, this study examined how tasks associated with the role of school counselors differed between West Virginia school counselors at various programmatic levels (i.e., elementary, middle/junior, high school, K-12, and other).

The following research questions were addressed to determine the importance and frequency of tasks undertaken by school counselors in West Virginia:

1. To what extent are West Virginia school counselors engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program as outlined by the ASCA's National Model and reflected in West Virginia Policy 2315?
2. How do West Virginia school counselors perceive the importance of the four basic themes (leadership, advocacy, collaboration and teaming, and systemic change) of the ASCA's National Model and reflected in West Virginia Policy 2315?

3. How often do West Virginia school counselors report working with students on the outcomes contained in both the ASCA's National Standards for School Counseling Programs and West Virginia Policy 2315?
4. To what extent are West Virginia school counselors engaged in counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?
5. To what extent are West Virginia school counselors engaged in non-counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?
6. Do perceptions and importance of roles associated with various school counseling tasks reflected in West Virginia Policy 2315 differ significantly for West Virginia school counselors based on the grade level with which they work (i.e., elementary, middle/junior high, high school, K-12, or other)?

The researcher was granted permission to adapt and use an instrument previously used in other statewide studies of school counseling. The *School Counselor Professional Development Survey* was developed by Dahir and Stone in 2003, revised in 2004, and authorized for use in this study in the spring of 2008 (see Appendix C). The *West Virginia School Counselor 2008 Professional Development Survey* (Appendix A) included sections related to the school setting in which school counselors work, activities in which school counselors are often engaged, and school counselors' perceptions of the importance of those activities, school counselor's work with students, and the expectations and priorities associated with the school counselor's program; all analyzed using Likert scale ratings. Additionally, the instrument included six items used to gather

demographic data related to participant age, programmatic level, service on various school and system level committees, work setting, credentials, and activities of school counselors.

Respondent Demographics

The population of this study consisted of 753 West Virginia School Counselors. In attempt to obtain an accurate picture of school counseling in West Virginia, the entire population of school counselors was selected to participate in the study. Of the 753 school counselors employed in West Virginia in the spring of 2008, a return of 254 was needed to ensure a 95% confidence level with a 5.0% margin of error. The West Virginia Department of Education provided a comprehensive list of email addresses for school counselors from across West Virginia as of the spring of 2008 as well as a letter of support for the study. Of the 753 potential respondents who received an electronic survey, 243 returned the survey after the initial contact. Following the first reminder, an additional 114 participants responded. After a third and final reminder was distributed electronically, an additional 103 participants responded for a total response count of 460 returned surveys. The completion of 460 surveys resulted in a 61% return rate. This rate of return resulted in a 95% confidence level with a 2.9% margin of error or a 99% confidence level with a 3.7% margin of error. A final hard copy mailing of the survey was made ready for distribution but was not needed given the high rate of electronic surveys returned.

Upon close examination of responses and respondents, it was determined that seven participants who completed the *West Virginia School Counselor 2008 Professional Development Survey* did not meet the criteria under the definition of a school counselor. Therefore, their responses were eliminated before data analysis.

Of the 453 responses analyzed, 132 respondents (29%) identified themselves as elementary school counselors, 87 respondents (19%) identified themselves as middle school/junior high counselors, 145 respondents (32%) identified themselves as high school counselors, 9 respondents (2%) identified themselves as K-12 school counselors and 76 respondents (17%) identified themselves as “other.” That is, 76 respondents worked in a school configuration that did not meet the definition of school levels as provided in elementary, middle school/junior high, high school, or K-12. Table 2 provides descriptive analysis of respondent identification of the programmatic level in which they work.

Table 2: Frequency of School Counselor Levels

	Programmatic Levels	Frequency	Percent
Valid	Elementary	132	29%
	Middle School/Junior High	87	19%
	High School	145	32%
	K-12	9	2%
	Other	76	17%
	Total	449	99%
Missing	System	4	1%
	Total	453	100%

Major Findings

This section presents major findings organized around each of the six research questions associated with this study. All research questions were answered using the *West Virginia School Counselor 2008 Professional Development Survey*. The survey consisted of ten sections, the first six of which were devoted to demographic information that included questions about participant age, programmatic level, and service on various school and system level committees. Sections seven through ten were devoted to the actual work setting of the school counselor, the activities in which West Virginia school

counselors are engaged, work with students, and counseling and non-counseling duties performed.

Table 3 provides a descriptive representation of each research question paired with the survey section used to answer that question.

Table 3: Research Questions and Survey Sections

Research Questions	Survey Sections
1. To what extent are West Virginia school counselors engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program as outlined by the ASCA's National Model and reflected in West Virginia Policy 2315?	7
2. How do West Virginia school counselors perceive the importance of the four basic themes (leadership, advocacy, collaboration and teaming, and systemic change) of the ASCA's National Model and reflected in West Virginia Policy 2315?	8
3. How often do West Virginia school counselors report working with students on the outcomes contained in both the ASCA's National Standards for School Counseling Programs and West Virginia Policy 2315?	9
4. To what extent are West Virginia school counselors engaged in counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?	10
5. To what extent are West Virginia school counselors engaged in non-counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?	10
6. Do perceptions and importance of roles associated with various school counseling tasks reflected in West Virginia Policy 2315 differ significantly for West Virginia school counselors based on the grade level with which they work (i.e., elementary, middle/junior high, high school, K-12, or other)?	1 & 10

Data were analyzed using SPSS 15.0. Means, modes, and standard deviations were calculated for all items using Likert scales. What follows are sections devoted to the exhibition of the major findings of the study through analysis of each of the six research questions posed in the study.

Research Question One: Foundation, Management, Delivery, and Accountability

In order to answer Research Question 1, *To what extent are West Virginia school counselors engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program as outlined by the*

ASCA's National Model and reflected in West Virginia Policy 2315?, participants were asked to respond to Survey Section 7: Your School Setting. School counselors were provided a list of 21 items (a. through u.) and asked to rate their perceptions of the accuracy with which these statements represented activities in which they engage; the focus being on the participants' perceptions of the occurrence of an activity. For example, participants rated statements such as "Teachers work with school counselors to improve student achievement" on a Likert scale from one to four where 1 = "Not at all accurate"; 2 = "A little accurate"; 3 = "Somewhat accurate"; and 4 = "Very accurate".

Of the 21 items in survey section seven, the number of responses ranged from 404-441. SPSS 15 was used to calculate means, modes, and standard deviations for each statement in section seven. Mean scores for the 21 items ranged from 2.12 (where 2 = "A little accurate" and 3 = "Somewhat accurate") to 3.82 (where 3 = "Somewhat accurate" and 4 = "Very accurate"). Results are presented in Table 4.

An examination of modes for items a. through u. revealed that a mode of 4 ("Very accurate") occurred 12 times. Items identified as "very accurate" by the majority of school counselors included teachers referring students to the school counselor for personal problems, counselors as a part of key decision-making, and school counselors working collaboratively to improve school climate. A mode of 3 ("Somewhat accurate") occurred eight times. Items identified as "somewhat accurate" by the majority of school counselors included their work to improve student achievement, counselors being viewed as school leaders, and school counselors increasing participation by underrepresented students in higher level courses. Finally, a mode of 2 ("A little accurate") occurred one

time. The majority of school counselors reported consulting with teachers on classroom management as “a little accurate.”

Table 4: Research Question #1 Descriptive Data

Statements: To what extent are the following statements accurate?		N	Mean	Std. Deviation	Mode
a.	Teachers work with school counselors to improve student achievement.	439	3.31	.709	3
b.	Teachers regularly send students to the school counselor to deal with personal problems.	440	3.51	.708	4
c.	Teachers and counselors work together to identify students who are not performing to their best level.	441	3.30	.758	4
d.	Counselors demonstrate the belief that all children can achieve to high levels.	437	3.58	.617	4
e.	School counselors are part of key decision-making teams.	440	3.24	.839	4
f.	Teachers ask school counselors to consult with them on improving classroom management techniques.	439	2.12	.917	2
g.	Administrators work with school counselors to increase student academic performance.	438	3.05	.884	3
h.	My school has established strong collaborative relationships with local community organizations and agencies.	440	2.95	.880	3
i.	Counselors are viewed as school leaders.	435	2.97	.930	3
j.	School counselors develop strategies to change systems and practices that are impeding student success.	439	2.96	.844	3
k.	School counselors work with faculty and administration to improve the school climate.	441	3.33	.820	4
l.	School counselors provide leadership to promote every student's right to a quality education.	440	3.50	.661	4
m.	School counselors monitor and evaluate the impact of the school-counseling program on student achievement and success.	440	3.09	.833	3
n.	School counselors regularly consult with parents, teachers, and school administrators.	438	3.78	.505	4
o.	School counselors are increasing the participation of underrepresented students in higher-level academics such as honors and AP classes.	404	2.81	.974	3
p.	School counselors use school data to assess student performance and develop necessary services.	438	3.17	.827	4
q.	School counselors deliver guidance programs in classes.	439	3.19	.973	4
r.	School counselors reduce social/institutional barriers that keep students from achieving success.	438	3.20	.709	3
s.	School counselors counsel students individually about personal/social issues.	437	3.82	.496	4
t.	School counselors provide group counseling based on identified student needs.	437	2.91	1.017	4

Statements: To what extent are the following statements accurate?		N	Mean	Std. Deviation	Mode
u.	School counselors use the national standards for school counseling programs to deliver specific student competencies in academic, career, and personal-social development.	437	3.26	.793	4

An overall mean, standard deviation, and mode for the 21 items in section seven were calculated and are reported in Table 5. “Very accurate” (4) was the most frequently selected response across the 21 survey statements in section seven. In answer to Research Question 1, the mean score of 3.19 (where 3 = “Somewhat accurate” and 4 = “Very accurate”) and the overall mode of 4 (“Very accurate”) indicated that the majority of school counselors agreed that they are engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program as outlined in the ASCA’s National Model and reflected in West Virginia Policy 2315. Appendix L provides percentages of responses for each item.

Table 5: Research Question #1

Statements: To what extent are the following statements accurate?		N	Mean	Std. Deviation	Mode
	Research Question #1: Activities related to the foundation, management, delivery, and accountability of school counseling programs	377	3.19	0.882	4

Research Question Two: Leadership, Advocacy, Collaboration & Teaming, and Systemic Change

In order to answer Research Question 2, “*How do West Virginia school counselors perceive the importance of the four basic themes (leadership, advocacy, collaboration and teaming, and systemic change) of the ASCA’s National Model and reflected in West Virginia Policy 2315?*” participants were asked to respond to Survey Section 8: Your Priorities. This section contained 20 items (a. through t.) that required

school counselors to indicate their perceived level of importance of various activities within their school(s). For example, participants rated statements such as “Help teachers improve classroom management skills”, using a Likert scale of one to five where 1 = “Not at all important”; 2 = “Somewhat important”; 3 = “Important”; 4 = “Very important”; and 5 = “Extremely important”.

Of the 20 items in section eight, the number of responses ranged from 421-428. SPSS 15 was used to calculate means, modes, and standard deviations for each item in section eight. Mean scores for the 20 items ranged from 2.96 (where 2 = “Somewhat important” and 3 = “Important”) to 4.70 (where 4 = “Very important” and 5 = “Extremely important”). Results are displayed in Table 6.

An examination of modes for items a. through t. revealed that a mode of 5 (“Extremely important”) occurred 12 times. Items identified as “extremely important” by the majority of school counselors included: working with students on behavioral problems, referring students to community resources for assistance with mental health issues, helping students identify future career and educational choices, and working with students on career planning activities. A mode of 4 (“Very important”) occurred 6 times. Items determined “very important” by the majority of school counselors included using grades to identify underperforming students, visiting classes to help students plan long-term goals, and evaluating the school counseling program’s effort to raise academic achievement. Finally, a mode of 3 (“Important”) occurred two times. Items identified as “important” by the majority of school counselors included helping teachers improve classroom management skills and providing professional development activities to teachers.

Table 6: Research Question #2 Descriptive Data

Statements: How important are the following activities or tasks for school counselors?	N	Mean	Std. Deviation	Mode
a. Help teachers improve classroom management skills.	426	2.96	1.135	3
b. Use grades to identify under-performing students.	426	3.90	.914	4
c. Visit classes to help students develop long-term goals.	427	3.81	1.049	4
d. Work with students in small groups on personal/social issues.	425	4.08	.956	5
e. Counsel students who have behavioral problems in classes.	428	4.39	.724	5
f. Refer students to community professionals for mental health problems.	427	4.56	.704	5
g. Work with students individually or in groups on career planning activities.	428	4.27	.857	5
h. Develop and implement prevention programs.	425	4.21	.840	5
i. Work closely with administrators and teachers on school improvement issues.	425	4.33	.801	5
j. Help students identify their future educational and career options.	427	4.41	.789	5
k. Evaluate the school counseling program effort to raise academic performance.	427	3.93	.891	4
l. Reduce social/institutional barriers that keep students from achieving their potential.	426	4.23	.805	5
m. Improve student access to academic intervention services.	425	4.24	.779	5
n. Counsel students individually about personal and social issues.	427	4.70	.533	5
o. Monitor student academic performance.	427	4.11	.852	5
p. Attend academic department or grade-level meetings.	421	3.54	1.047	4
q. Provide professional development activities to teachers.	424	3.18	1.087	3
r. Advocate changing policies and practices that can negatively impact student success.	425	4.12	.864	5
s. Serve on school committees.	425	3.60	.956	4
t. Use data to identify specific areas of school improvement.	424	3.84	.932	4

An overall mean, standard deviation, and mode for the 20 items in section eight were determined and are reported in Table 7. “Extremely important” (5) was the most

frequently selected response across the 20 survey statements in section eight. In answer to Research Question 2, the mean score of 4.02 (where 4 = “Very important”) and the overall mode of 5 (“Extremely important”) indicated that the majority of school counselors agreed that the basic themes of leadership, advocacy, collaboration and teaming, and systemic change found in ASCA’s National Model and reflected in West Virginia Policy 2315 were important to their role. Appendix L provides percentages of responses for each item.

Table 7: Research Question #2

Statements: How important are the following activities or tasks for school counselors?	N	Mean	Std. Deviation	Mode
Research Question #2: Importance of the themes of advocacy, leadership, collaboration and teaming, and systemic change	399	4.02	0.984	5

Research Question Three: Work with Students

In attempt to respond to Research Question 3, “*How often do West Virginia school counselors report working with students on the outcomes contained in both the ASCA’s National Standards for School Counseling Programs and West Virginia Policy 2315?*” participants were asked to respond to Survey Section 9: Your Work with Students. Section nine contained 16 items (a. through p.) representative of the student outcomes evident in the ASCA’s National Standards for School Counseling Programs and West Virginia Policy 2315. School counselors were asked to rate how often, since school started, they worked with students on issues such as study skills, test-taking strategies, and mental health issues. Participants ranked their frequency of work with students on a scale from 1 – 5 where 1 = “Never”; 2 = “Rarely”; 3 = “Sometimes”; 4 = “Frequently”; and 5 = “Almost daily”.

Of the 16 items in survey section nine, the number of responses ranged from 418-424. SPSS 15 was used to calculate means, modes, and standard deviations for each item in section nine. The mean score for the 16 items ranged from 2.76 (where 2 = “Rarely” and 3 = “Sometimes”) to 4.67 (where 4 = “Frequently” and 5 = “Almost daily”). Results for Research Question 3 are presented in Table 8.

Upon examination, it was noted that for items a. through p., a mode of 5 (“Almost daily”) occurred five times. The majority of school counselors reported working “almost daily” with students on personal/social issues, decision-making skills, managing emotions, and personal problems that affect grades. A mode of 4 (“Frequently”) occurred seven times. The majority of school counselors reported working “frequently” with students on school discipline problems, developing educational and career plans, and educational program planning. A mode of 3 (“Sometimes”) occurred three times. The majority of school counselors reported working “sometimes” with students on study skills, test-taking strategies, and diversity issues. Finally, a mode of 1 (“Never”) occurred one time. The majority of school counselors reported “never” working with students on college admission strategies.

Table 8: Research Question #3 Descriptive Data

Statements: How often have you worked with students on:	N	Mean	Std. Deviation	Mode
a. Study skills (note taking, outlining, reading).	424	2.86	.968	3
b. Test-taking strategies.	420	3.00	.817	3
c. Personal/social issues.	422	4.67	.614	5
d. Decision-making skills.	420	4.46	.732	5
e. Preventing problems (e.g., alcohol, teen pregnancy, truancy, dropout, etc.).	421	3.79	.995	4
f. School discipline incidents.	424	3.69	1.090	4
g. Developing educational and career plans.	421	3.74	1.063	4
h. College admissions strategies.	418	2.76	1.507	1

Statements: How often have you worked with students on:	N	Mean	Std. Deviation	Mode
i. Managing emotions (stress, anger, coping, etc.).	423	4.52	.715	5
j. Strengthening interpersonal communication skills.	424	4.29	.823	5
k. Diversity issues.	423	3.27	.900	3
l. Educational program planning.	422	3.43	1.078	4
m. Improving grades.	423	3.98	.794	4
n. Personal problems that affect grades.	422	4.32	.748	5
o. Serious mental health problems (depression, addiction, etc.).	423	3.50	.981	4
p. Time and task organizational skills.	422	3.56	.880	4

An overall mean, standard deviation, and mode for the 16 items in section nine were calculated and are reported in Table 9. “Frequently” (4) was the most common response across the 16 items in section nine. In answer to Research Question 3, the mean score of 3.74 (where 3 = “Sometimes” and 4 = “Frequently”) taken into account with the overall mode of 4 (“Frequently”) indicated that the majority of school counselors agreed that they frequently worked with students on outcomes contained in both the ASCA National Standards and West Virginia Policy 2315. The standard deviation for the overall data set (1.104) indicated, however, that there was a wide degree of variance in responses across all 16 items. Appendix L provides percentages of responses for each item.

Table 9: Research Question #3

Statements: Since school started this year, how often have you worked with students on:	N	Mean	Std. Deviation	Mode
Research Question #3: Outcomes contained in the ASCA National Standards and WV Policy 2315?	395	3.74	1.104	4

Research Question Four: Counseling Duties

In order to answer Research Question 4, “*To what extent are West Virginia school counselors engaged in counseling duties as defined by the ASCA National Model and*

reflected in West Virginia Policy 2315?, participants were asked to respond to Survey Section 10: Expectations and Priorities. Section 10 contained 14 items (a. through n.) with expectations and tasks that were a mixture of both counseling (items f., g., h., i., j., k., l., and n.) and non-counseling (items a., b., c., d., e., and m.) duties as defined by the ASCA and West Virginia Policy 2315. In this section, school counselors were asked to rank their perceptions of the accuracy with which they engaged in the activity. For example, participants responded to statements such as “I implement the minimum requirements for school counseling and guidance programs in West Virginia as stated in Policy 2315” on a scale from 1 - 5 where 1 = “NA”; 2 = “Not at all accurate”; 3 = “A little accurate”; 4 = “Somewhat accurate”; and 5 = “Very accurate”. Although the section contained 14 items, only items f. through l. and n. are tasks defined as “counseling” by the ASCA and West Virginia Policy 2315.

Of the eight items designated as counseling duties in section 10, the number of responses ranged from 411-417. SPSS 15 was used to calculate means, modes, and standard deviations for each item in section 10. Mean scores for the eight items ranged from 2.33 (where 2 = “Not at all accurate” and 3 = “A little accurate”) to 4.48 (where 4 = “Somewhat accurate” and 5 = “Very accurate”). Results are presented in Table 10.

A mode of 5 (“Very accurate”) occurred six times. The majority of school counselors reported engagement in tasks such as implementing the minimum requirements for school counseling programs in West Virginia as required in Policy 2315, implementing four-year educational plans, attending school counseling workshops and conferences, and meeting regularly with the county level school counseling coordinator as “very accurate”. A mode of 4 (“Somewhat accurate”) occurred once. The

majority of school counselors reported engagement in implementation of a school counseling program based on Policy 2315 and the ASCA National Model as “somewhat accurate”. Additionally, a mode of 2 (“Not at all accurate”) occurred once. The majority of school counselors reported engagement in establishment of a school counseling and guidance advisory committee as “not at all accurate”.

Table 10: Research Question #4 Descriptive Data

Statement: To what extent do the following expectations and tasks accurately reflect your program?	N	Mean	Std. Deviation	Mode
f. I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	411	4.16	1.102	5
g. I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	413	3.19	1.800	5
h. I have established a School Counseling and Guidance Advisory Committee.	416	2.33	1.078	2
i. I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	415	3.58	1.164	4
j. I will attend school counseling conferences and/or workshops during this school year.	416	4.48	.839	5
k. I / we meet regularly with our county-level counselor coordinator.	414	3.61	1.389	5
l. I keep records that document time spent or activities performed, which would enable me to determine the percentage of time spent providing direct services to students.	416	4.18	.991	5
n. I am responsible for the implementation of the school's character education program.	417	3.41	1.344	5

An overall mean, standard deviation, and mode for the eight items related to counseling duties in survey section 10 was tabulated and results are reported in Table 11. “Very accurate” (5) was the most frequently selected response across the eight items. In answer to Research Question 4, the mean score of 3.62 (where 3 = “A little accurate” and 4 = “Somewhat accurate”) taken into account with the overall mode of 5 (“Very accurate”) indicated that the majority of school counselors agreed that they were engaged in counseling duties as defined by the ASCA National Model and reflected in West

Virginia Policy 2315. However, a standard deviation of 1.397 indicated that there was a wide degree of variance across all responses. Appendix L provides percentages of responses for each item.

Table 11: Research Question #4

Statements: To what extent do these statements of expectations and tasks accurately reflect your counseling program?				
	N	Mean	Std. Deviation	Mode
Research Question #4: Counseling duties	396	3.62	1.397	5

Research Question Five: Non-Counseling Duties

In an attempt to answer Research Question 5, “*To what extent are West Virginia school counselors engaged in non-counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?*,” participants were asked to respond to Survey Section 10: Expectations and Priorities. Section 10 contained 14 items (a. through n.) that include expectations and tasks that were a mixture of both counseling (items f., g., h., i., j., k., l., and n.) and non-counseling (items a., b., c., d., e., m.) duties as defined by the ASCA and West Virginia Policy 2315. In this section, school counselors were asked to rate their perceptions of the accuracy with which they engaged in the activity. For example, participants responded to statements such as “I am involved in the coordination of statewide assessments (Westtest, Writing Assessment, DIBELS, etc.)” on a scale from 1 - 5 where 1 = “NA”; 2 = “Not at all accurate”; 3 = “A little accurate”; 4 = “Somewhat accurate”; and 5 = “Very accurate”. Although the section contained 14 items, only items a. through e. and m. are tasks defined as “non-counseling” by the ASCA and West Virginia Policy 2315.

Of the six items designated as non-counseling duties in survey section 10, the number of responses ranged from 414-418. SPSS 15 was used to calculate means, modes,

and standard deviations for each of the six items in section 10 that were non-counseling duties. Mean scores for the eight items ranged from 3.22 (where 3 = “A little accurate” and 4 = “Somewhat accurate”) to 4.12 (where 4 = “Somewhat accurate” and 5 = “Very accurate”). Results are presented in Table 12.

Examination revealed that a mode of 5 (“Very accurate”) occurred five times. The majority of school counselors reported that their engagement in activities such as involvement in the development of the master schedule, record keeping and posting grades, serving as the building registrar, and involvement in the scheduling and placement of students was “very accurate”. A mode of 2 (“Not at all accurate”) occurred one time. The majority of school counselors reported that the statement, “I perform non-counseling duties above and beyond that which is expected of other certified staff at my school” was “not at all accurate”.

Table 12: Research Question #5 Descriptive Data

Statement: To what extent do these statements of expectations and tasks accurately reflect your counseling program?	N	Mean	Std. Deviation	Mode
a. I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	415	4.12	1.328	5
b. I am involved in record keeping, including transferring records, posting grades, etc.	418	3.90	1.420	5
c. I am involved in the development of the master schedule.	418	3.22	1.494	5
d. I am involved in the scheduling and placement of students.	417	3.89	1.445	5
e. I serve as the building registrar for new entrants and transferred and withdrawn students.	417	3.65	1.518	5
m. I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	414	3.33	1.264	2

An overall mean, standard deviation, and mode for the six items related to non-counseling duties in section 10 were calculated and are reported in Table 13. “Very accurate” (5) was the most frequently selected response across the six items. In answer to

Research Question 5, the mean of 3.69 (where 3 = “A little accurate” and 4 = “Somewhat accurate”) taken into account with the overall mode of 5 (“Very accurate”) indicated that the majority of school counselors agreed that they were engaged in non-counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315. However, the standard deviation for the overall data set, 1.449, indicated that there was a wide degree of variance in responses across the six items. Appendix L provides percentages of responses for each item.

Table 13: Research Question #5

Statements: To what extent do these statements of expectations and tasks accurately reflect your counseling program?	N	Mean	Std. Deviation	Mode
Research Question #4: Non-Counseling Duties	408	3.69	1.449	5

Research Question Six: Roles Based on Grade Levels

In an attempt to answer Research Question 6, “*Do perceptions and importance of roles associated with various school counseling tasks reflected in West Virginia Policy 2315 differ significantly for West Virginia school counselors based on the grade level with which they work (i.e., elementary, middle/junior high, high school, K-12, or other)?*,” participants were asked to respond not only to Survey Section 10, Expectations and Priorities, but also to indicate the grade level(s) in which they were currently employed (Survey Section 1). Participants could choose from Elementary School, Middle/Junior High School, High School, K-12, or Other. Participant responses were then compared to the counseling and non-counseling items contained in survey section 10. SPSS 15 was used to determine significant differences between the levels in which school counselors worked and counseling duties (Table 14) and levels in which school counselors worked and non-counseling duties (Table 16). A refined analysis of variance,

the Kruskal-Wallis One-way Analysis of Variance by Ranks was conducted to determine significance.

Tests revealed significant differences between grade levels and six of the eight counseling statements. Table 14 displays the significance found in items related to counseling duties. Table 15 displays mean rank scores for each item where significance was revealed.

Table 14: Counseling Duties and Significance with Grade Levels

Counseling Duties	Chi-Square	df	Asymp. Sig.
I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	.226	4	.994
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	239.623	4	.000*
I have established a School Counseling and Guidance Advisory Committee.	19.587	4	.001*
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	9.849	4	.043*
I will attend school counseling conferences and/or workshops during this school year.	11.381	4	.023*
I / we meet regularly with our county-level counselor coordinator.	11.134	4	.025*
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time spent providing direct services to students.	8.802	4	.066
I am responsible for the implementation of the school's character education program.	125.415	4	.000*

*Significant at the .05 level.

Further examination of the items related to counseling duties revealed significance among the items “I implement a four-year educational plan beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent” and “I have established a School Counseling and Guidance Advisory Committee,” for high school counselors whose mean ranks were 283.00 and 233.48 respectively. Within the item related to educational planning, “middle school/junior high” had the second

highest mean rank (247.79) with “other” (Mean Rank = 231.99), “K-12” (Mean Rank = 230.28), and “elementary” (Mean Rank = 78.01) following in succession. Within the item related to establishment of an advisory committee, the second highest mean rank was “other” (Mean Rank = 217.17), third highest was “middle school/junior high” (Mean Rank = 204.84) followed by “elementary” (Mean Rank = 178.64) and “K-12” (Mean Rank = 136.75).

In continuing to examine statements related to counseling duties, the item “I/we have implemented a comprehensive individual school guidance plan that is aligned with West Virginia Policy 2315 or the ASCA National Model” saw varied responses across grade levels with the most variance revealing itself between “elementary” (Mean Rank = 227.07) and “K-12” (Mean Rank = 123.61). The second highest mean rank score was found for “other” (Mean Rank = 201.47) followed by “high school” (Mean Rank = 200.43) and “middle school/junior high” (Mean Rank = 195.85).

Upon completing an examination of “I will attend school counseling conferences and/or workshops during this school year” there was a large degree of variance between mean rank scores for “K-12” (Mean Rank = 227.33) and “middle school/junior high” (Mean Rank = 175.73). Other mean rank scores within the item varied less as indicated by the second highest mean rank of 219.87 for “high school,” followed by “other” (Mean Rank = 218.20) and “elementary” (Mean Rank = 204.48).

In response to “I/we meet regularly with our county-level counselor coordinator, variance was most evident between “elementary” (Mean Rank = 222.74) and “other” (Mean Rank = 167.53) indicating that elementary counselors were more likely to meet with the county coordinator. The second highest mean rank fell to “K-12” (Mean Rank =

211.28). “High school” had the third highest mean rank (208.61) followed closely by “middle school/junior high” (Mean Rank = 208.48).

Finally, in examining the remaining statement that revealed significance, “I am responsible for the implementation of the school’s character education program”, “elementary” school counselors reported much more involvement with a mean rank score of 298.24. The second highest mean rank fell to school counselors in the “K-12” category (Mean Rank = 200.50). The third highest mean rank score was “other” (Mean Rank = 197.56) followed by “middle school/junior high” (Mean Rank = 187.65) and “high school” (Mean Rank = 136.85). The largest area of variance fell between “elementary” and “high school” indicating that elementary school counselors perceive character education programming as a much larger part of their role than do high school counselors.

Table 15: Mean Rank Scores: Grades Levels and Counseling Duties

Counseling Duties			
	Responses	N	Mean Rank
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	Elementary	122	78.01
	Middle	78	247.79
	School/Junior		
	High School	128	283.00
	K-12	9	230.28
	Other	72	231.99
I have established a School Counseling and Guidance Advisory Committee.	Total	409	
	Elementary	123	178.64
	Middle	80	204.84
	School/Junior		
	High School	126	233.48
	K-12	9	136.67
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	Other	74	217.17
	Total	412	
	Elementary	123	227.07
	Middle	81	195.85
	School/Junior		
	High School	125	200.43
	K-12	9	123.61
	Other	73	201.47
	Total	411	

Counseling Duties			
	Responses	N	Mean Rank
I will attend school counseling conferences and/or workshops during this school year.	Elementary	122	204.48
	Middle School/Junior High School	81	175.73
	High School	127	219.87
	K-12	9	227.33
	Other	73	218.20
	Total	412	
I / we meet regularly with our county-level counselor coordinator.	Elementary	121	222.74
	Middle School/Junior High School	80	208.48
	High School	127	208.61
	K-12	9	211.28
	Other	73	167.53
	Total	410	
I am responsible for the implementation of the school's character education program.	Elementary	123	298.24
	Middle School/Junior High School	81	187.65
	High School	126	136.38
	K-12	9	200.50
	Other	74	197.56
	Total	413	

Additionally, the Kruskal-Wallis One-way Analysis of Variance by Ranks was conducted to determine significance between school counselors' work levels and non-counseling duties (Table 16). Tests revealed significant differences between grade levels and school counselors' perceptions of the accuracy for each non-counseling statement. Table 16 displays the significance found in each of the six items related to non-counseling duties.

Table 16: Non-Counseling Duties and Significance with Grade Levels

Non-Counseling Duties	Chi-Square	df	Asymp. Sig.
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	34.444	4	.000*
I am involved in record keeping, including transferring records, posting grades, etc.	122.449	4	.000*
I am involved in the development of the master schedule.	126.587	4	.000*
I am involved in the scheduling and placement of students.	226.336	4	.000*
I serve as the building registrar for new entrants and transferred and withdrawn students.	128.346	4	.000*

Non-Counseling Duties	Chi-Square	df	Asymp. Sig.
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	15.183	4	.004*

*Significant at the .05 level.

Further examination of the statements “I am involved in the development of the master schedule,” and “I am involved in the scheduling and placement of students” revealed that “high school” counselors had the highest mean ranks (Mean Rank = 264.94 and Mean Rank = 287.19 respectively) while school counselors identified as “other” had the second highest mean ranks (Mean Rank = 254.17 and Mean Rank 238.30 respectively). Additionally, school counselors identified as “middle school/junior high” had the third highest mean rank scores in both items (Mean Rank = 220.28 and Mean Rank = 227.96 respectively), followed by “K-12” (Mean Rank = 191.67 and Mean Rank = 226.89) and “elementary” (Mean Rank = 112.50 and Mean Rank = 88.67) which varied greatly when compared to “high school”.

An examination of the statement “I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc.)” revealed that “middle school/junior high” counselors had the highest mean rank (251.60) followed by “K-12” (Mean Rank = 236.61), “other” (Mean Rank = 218.57), and “high school” (Mean Rank = 205.88). The highest degree of variance appeared between “middle school/junior high” (Mean Rank = 251.60) and “elementary” (Mean Rank = 167.76).

In examining the statement “I am involved in record keeping, including transferring records, posting grades, etc.,” it was revealed that the highest degree of variance again existed between “middle school/junior high” counselors and “elementary” counselors (Mean Rank = 261.98 and Mean Rank = 117.93 respectively). “High school”

counselors had the second highest mean rank (241.47) followed by “other” (Mean Rank = 240.88) and “K-12” (Mean Rank = 187.33).

“Middle school/junior high” (Mean Rank = 254.56) and “elementary” (Mean Rank = 112.54) yet again had large degrees of variance in their collective responses to “I serve as the building registrar for new entrants and transferred and withdrawn students.” The second highest mean rank (254.35) for “other” was only slightly lower than “middle school/junior high” and was followed by “high school” (Mean Rank = 239.84) and “K-12” (Mean Rank = 224.17).

Finally, a closer examination of the item “I perform non-counseling duties above and beyond what is expected of other certified staff at my school” revealed that counselors identifying themselves as “other” had the highest mean rank (231.79). This was followed by the second highest mean rank (219.74) for “high school.” The third highest mean rank belonged to “middle/junior high” (Mean Rank = 205.38) and the group with the lowest mean rank was “K-12” (Mean Rank = 129.44). Table 17 displays mean rank scores for each item where significance was revealed.

Table 17: Mean Rank Scores: Grade Levels and Non-Counseling Duties

Non-Counseling Duties			
	Responses	N	Mean Rank
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	Elementary	122	167.76
	Middle School/Junior	81	251.60
	High School	127	205.88
	K-12	9	236.61
	Other	73	218.57
	Total	412	
I am involved in record keeping, including transferring records, posting grades, etc.	Elementary	123	117.93
	Middle School/Junior	81	261.98
	High School	128	241.47
	K-12	9	187.33
	Other	73	240.88
	Total	414	

Non-Counseling Duties			
	Responses	N	Mean Rank
I am involved in the development of the master schedule.	Elementary	123	112.50
	Middle School/Junior	80	220.28
	High School	128	264.94
	K-12	9	191.67
	Other	74	254.17
	Total	414	
I am involved in the scheduling and placement of students.	Elementary	122	88.67
	Middle School/Junior	80	227.96
	High School	128	287.19
	K-12	9	226.89
	Other	74	238.30
	Total	413	
I serve as the building registrar for new entrants and transferred and withdrawn students.	Elementary	123	112.54
	Middle School/Junior	80	254.56
	High School	128	239.84
	K-12	9	224.17
	Other		254.35
	Total	73	
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	Elementary	123	180.45
	Middle School/Junior	81	205.38
	High School	125	219.74
	K-12	8	129.44
	Other	73	231.79
	Total	410	

Ancillary Findings

The *West Virginia School Counselor 2008 Professional Development Survey* was used to collect demographic data related to the following: length of time employed as a school counselor, number of students served, whether or not the school counselor had ever been a K-12 teacher, types of certification and/or licensure, whether or not the school counselor had a master's degree in counseling, and age. Demographic data were analyzed across each of the items listed.

The Kruskal-Wallis One-way Analysis of Variance by Ranks, a more refined analysis of variance (ANOVA), determined whether or not any significant differences

existed between demographic data and both counseling and non-counseling duties performed by school counselors. Various items did reveal significance between certain counseling and non-counseling tasks and the demographic data at the $p < .05$ level. This section includes an analysis of significance revealed between various demographic data and both counseling and non-counseling duties.

Length of Time at Current Position

Participants were asked to disclose how long they had held their current position. Open-ended responses were then grouped into six categories including; 5 or fewer years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, and 26 or more years. Of the 453 participants that responded to the question, 227 (50%) indicated they had been in their current position less than five years; 103 (23%) indicated 6-10 years; 38 (8%) indicated 11-15 years; 44 (10%) indicated 16-20 years; 17 (4%) indicated 21-25 years; and 16 (4%) indicated that they had held their position 26 or more years. Eight participants (2%) failed to indicate how long they had served in their current position.

Based on years in current position, the Kruskal-Wallis test revealed significance for two of the eight counseling duties. Table 18 presents significance between the respondents' reported time in their current position and two items related to counseling duties. Participants who indicated they had held their current position for 21-25 years had significantly more involvement in implementation of four year educational plans and documentation of time spent on activities performed.

Table 18: Counseling Duties and Significance with Length of Time at Current Position

Counseling Duties	Chi-Square	df	Asymp. Sig.
I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	1.571	5	.905
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	14.400	5	.013*
I have established a School Counseling and Guidance Advisory Committee.	6.903	5	.228
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	9.757	5	.082
I will attend school counseling conferences and/or workshops during this school year.	3.712	5	.592
I / we meet regularly with our county-level counselor coordinator.	.850	5	.974
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	13.455	5	.019*
I am responsible for the implementation of the school's character education program.	4.766	5	.445

*Significant at the .05 level

Table 19 displays the mean rank scores for those items revealing significance between the school counselors' length of time in their current position and school counselor's engagement in counseling duties. As noted earlier, participants who indicated they had held their current position for 21-25 years had significantly more involvement in implementation of four year educational plans and documentation of time spent on activities performed.

Table 19: Mean Rank Scores for Counseling Duties and Length of Time at Current Position

Counseling Duties			
	Responses	N	Mean Rank
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	5 or less	212	192.99
	6-10	85	198.90
	11-15	35	202.07
	16-20	43	218.20
	21-25	17	281.79
	26 or more	14	253.96
	Total	406	
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	5 or less	212	216.82
	6-10	88	201.42
	11-15	35	195.14
	16-20	43	184.07
	21-25	17	220.29
	26 or more	14	118.93
	Total	409	
	Missing	8	
	Total	453	

There was no significance between the length of time school counselors reported working at their current position and non-counseling duties

School Counselors and Number of Students Served

School counselors were asked to indicate the number of students they served in the spring of 2008. Participant responses were grouped according to the following categories: 0-100 (4%), 101-200 (4%), 201-300 (17%), 301-400 (28%), 401-500 (19%), 501-600 (10%), 601-700 (6%), 701-800 (4%), and over 800 (7%). Eleven respondents (2%) failed to indicate the number of students they served.

Based on the number of students served, Kruskal-Wallis revealed significance in three counseling duties. Table 20 displays the significance between number of students served and counseling duties. Items revealing significance included implementation of four year educational plans ($p = .002$), attendance at school counseling conferences and workshops ($p = .045$), and responsibility for implementation of the school's character education program ($p = .003$).

Table 20: Counseling Duties and Significance with Number of Students Served

Counseling Duties	Chi-Square	df	Asymp. Sig.
I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	11.189	8	.191
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	24.563	8	.002*
I have established a School Counseling and Guidance Advisory Committee.	11.789	8	.161
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	7.417	8	.492
I will attend school counseling conferences and/or workshops during this school year.	15.797	8	.045*
I / we meet regularly with our county-level counselor coordinator.	14.766	8	.064
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	14.889	8	.061
I am responsible for the implementation of the school's character education program.	23.270	8	.003*

*Significant at the .05 level

Table 21 displays the mean rank scores for those items revealing significance between the numbers of students served and school counselor's engagement in counseling duties. School counselors who reported serving 201-300 students had the highest mean rank score (242.14) on the item related to implementation of the four year plan. School counselors who reported serving 701-800 students had the highest mean rank score (275.00) on the item related to attendance at school counseling conferences and related to implementation of the school's character education program (288.50). It should be noted, however, that school counselors who reported serving 701-800 students represented 4% of the population.

Table 21: Mean Rank Scores for Counseling Duties and Number of Students Served

Counseling Duties	Response	N	Mean Rank
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	0-100	17	214.06
	101-200	13	184.54
	201-300	70	242.14
	302-400	111	217.12
	401-500	78	197.43
	501-600	45	178.54
	601-700	27	173.20
	701-800	14	147.32
	Over 800	29	156.86
	Total	404	
I will attend school counseling conferences and/or workshops during this school year.	0-100	17	182.32
	101-200	14	212.14
	201-300	71	211.78
	302-400	112	197.57
	401-500	78	218.85
	501-600	45	202.54
	601-700	28	177.96
	701-800	14	275.00
	Over 800	28	170.61
	Total	407	
I am responsible for the implementation of the school's character education program.	0-100	17	222.15
	101-200	14	203.71
	201-300	71	177.33
	302-400	111	180.28
	401-500	78	208.03
	501-600	45	238.47
	601-700	28	229.45
	701-800	14	288.50
	Over 800	30	226.17
	Total	408	
	Missing	11	
	Total	453	

Based on numbers of students served, Kruskal-Wallis revealed significance in five of the six non-counseling duties (Table 22). Significance was discovered in items related to involvement with test coordination ($p = .001$), involvement in record keeping ($p = .000$), involvement in development of the master schedule ($p = .000$), involvement in the scheduling and placement of students ($p = .000$), and work related to serving as the building registrar for new and transferring students ($p = .000$).

Table 22: Non-Counseling Duties and Significance with Number of Students Served

Non-Counseling Duties	Chi-Square	df	Asymp. Sig.
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	26.734	8	.001*
I am involved in record keeping, including transferring records, posting grades, etc.	41.241	8	.000*
I am involved in the development of the master schedule.	47.543	8	.000*
I am involved in the scheduling and placement of students.	45.509	8	.000*
I serve as the building registrar for new entrants and transferred and withdrawn students.	32.664	8	.000*
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	10.554	8	.228

*Significant at the .05 Level

Table 23 displays the mean rank scores for those items revealing significance between the numbers of students served and school counselor's engagement in non-counseling duties. School counselors who reported serving 0-100 students had the highest mean rank in all five items that yielded significance. Additionally, as the number of students served increased, the mean rank score for non-counseling duties decreased implying that school counselors who served more students engaged less in non-counseling duties in four of the five areas. It should be noted, however, that school counselors who reported serving 0-100 students represented 4% of the population.

Table 23: Mean Rank Scores for Non-Counseling Duties and Number of Students Served

Non-Counseling Duties	Responses	N	Mean Rank
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	0-100	17	245.38
	101-200	14	200.57
	201-300	69	231.20
	302-400	112	208.36
	401-500	78	204.36
	501-600	45	192.28
	601-700	27	208.91
	701-800	14	138.57
	Over 800	30	139.33
Total		406	

Non-Counseling Duties			
	Responses	N	Mean Rank
I am involved in record keeping, including transferring records, posting grades, etc.	0-100	17	273.97
	101-200	14	225.71
	201-300	71	235.82
	302-400	113	218.85
	401-500	78	198.55
	501-600	45	198.46
	601-700	27	166.26
	701-800	14	129.18
	Over 800	30	127.97
	Total	409	
I am involved in the development of the master schedule.	0-100	17	271.97
	101-200	14	253.57
	201-300	71	238.54
	302-400	112	213.21
	401-500	78	211.37
	501-600	45	202.34
	601-700	28	140.18
	701-800	14	127.04
	Over 800	30	118.63
	Total	409	
I am involved in the scheduling and placement of students.	0-100	17	263.12
	101-200	14	230.64
	201-300	71	236.94
	302-400	111	219.14
	401-500	78	211.96
	501-600	45	179.03
	601-700	28	152.89
	701-800	14	136.54
	Over 800	30	126.83
	Total	408	
I serve as the building registrar for new entrants and transferred and withdrawn students.	0-100	17	288.06
	101-200	14	268.14
	201-300	71	229.75
	302-400	112	208.56
	401-500	78	193.58
	501-600	45	192.36
	601-700	28	175.41
	701-800	14	136.89
	Over 800	29	156.24
	Total	408	
	Missing	11	
	Total	453	

School Counselors and Experience as a K-12 Teacher

School counselors were asked whether or not they had ever been a K-12 teacher, with a majority of respondents reporting that they had not had previous teaching experience. Of the 453 responses to the question, 235 (52%) respondents reported that

they had not been a K-12 teacher; 207 (46%) reported that they had been a K-12 teacher and 11 (2%) did not respond.

Based on experience as a K-12 teacher, Kruskal-Wallis revealed significance on two counseling duties (Table 24). A significant difference was found related to implementation of four year educational plans beginning in the eighth grade ($p = .001$) and implementation of the school's character education program ($p = .036$).

Table 24: Counseling Duties and Significance with K-12 Teaching Experience

Counseling Duties	Chi-Square	df	Asymp. Sig.
I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	2.349	1	.125
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	12.108	1	.001*
I have established a School Counseling and Guidance Advisory Committee.	3.028	1	.082
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	.312	1	.576
I will attend school counseling conferences and/or workshops during this school year.	1.027	1	.311
I / we meet regularly with our county-level counselor coordinator.	2.848	1	.091
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	.441	1	.506
I am responsible for the implementation of the school's character education program.	4.412	1	.036*

*Significant at the .05 level

Table 25 displays the mean rank scores for those items revealing significance between experience as a K-12 teacher and school counselor's engagement in counseling duties with statistical significance. Kruskal-Wallis revealed a mean rank score of 221.87 for school counselors with K-12 teaching experience when compared to a mean rank score of 183.92 for school counselors with no K-12 teaching experience. However, the item related to implementation of the school's character education program, revealed a

higher mean rank score (215.31) for school counselors with no K-12 teaching experience when compared to a mean rank score (191.46) for school counselors with K-12 teaching experience.

Table 25: Mean Rank Scores for Counseling Duties and K-12 Teaching Experience

Counseling Duties	Response	N	Mean Rank
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	Yes	192	221.87
	No	211	183.92
	Total	403	
I am responsible for the implementation of the school's character education program.	Yes	193	191.46
	No	214	215.31
	Total	407	
	Missing	11	
	Total	453	

Based on experience as a K-12 teacher, the Kruskal-Wallis test revealed significance on all six non-counseling duties. Table 26 reports findings for significance between non-counseling duties and K-12 teaching experience. The six items related to non-counseling duties showing significance were: involvement in test coordination ($p = .039$), involvement in record keeping ($p = .005$), involvement in development of the master schedule ($p = .015$), involvement in the placement of students ($p = .021$), serving as the building registrar ($p = .014$), and performing non-counseling duties above and beyond what is expected of other school staff ($p = .077$).

Table 26: Non-Counseling Duties and Significance with K-12 Teaching Experience

Non-Counseling Duties	Chi-Square	df	Asymp. Sig.
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	4.260	1	.039*
I am involved in record keeping, including transferring records, posting grades, etc.	8.012	1	.005*
I am involved in the development of the master schedule.	5.964	1	.015*
I am involved in the scheduling and placement of students.	5.346	1	.021*

Non-Counseling Duties	Chi-Square	df	Asymp. Sig.
I serve as the building registrar for new entrants and transferred and withdrawn students.	6.015	1	.014*
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	3.131	1	.077*

*Significant at the .05 Level

Table 27 displays the mean rank scores for those items revealing significance between experience as a K-12 teacher and school counselor's engagement in non-counseling duties. School counselors who reported experience as K-12 teachers had higher mean rank scores than their non-teaching experience counterparts on five of the six items: test coordination, record keeping, development of the master schedule, scheduling and placement of students, and serving as the building registrar for new and transferring students. However, in one item related to performing non-counseling duties above and beyond what is expected of other school staff, those counselors who reported no experience as K-12 teachers had a higher mean rank score (211.96) than counselors reporting no K-12 teaching experience (Mean Rank = 192.05).

Table 27: Mean Rank Scores for Non-Counseling Duties and K-12 Teaching Experience

Non-Counseling Duties	Response	N	Mean Rank
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	Yes	194	213.84
	No	211	193.03
	Total	405	
I am involved in record keeping, including transferring records, posting grades, etc.	Yes	194	220.33
	No	214	190.15
	Total	408	
I am involved in the development of the master schedule.	Yes	195	218.98
	No	213	191.25
	Total	408	
I am involved in the scheduling and placement of students.	Yes	195	216.77
	No	212	192.25
	Total	407	
I serve as the building registrar for new entrants and transferred and withdrawn students.	Yes	194	217.94
	No	213	191.30
	Total	407	

Non-Counseling Duties	Response	N	Mean Rank
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	Yes	192	192.05
	No	212	211.96
	Total	404	
	Missing	11	
	Total	453	

School Counselors and Types of Certification/Licensure

Participants were asked to indicate the type of certification and/or licensure they held in the spring of 2008. Out of 432 responses, the majority of respondents (260 or 57%) indicated that they held a West Virginia teacher certification with a school counselor endorsement; six respondents (1%) indicated that they were a Licensed Professional Counselor (LPC); three (0.7%) respondents indicated they were National Certified Counselors (NCC); one respondent (0.2%) indicated National Board for Professional Teaching Standards (NBPTS) certification; one respondent (0.2%) indicated being a National Certified School Counselor (NCSC); 142 (31%) indicated that they held multiple certifications and/or licenses; 19 (4%) indicated that they held some other certification and/or license that was not listed in the choices provided on the survey. Finally, 26 respondents (6%) did not indicate what certifications and/or licenses they held.

Examination of the Kruskal-Wallis test for significance revealed no significance differences between various certifications and/or licenses held by school counselors and counseling duties. Additionally, no significance existed between school counselors certifications and/or licensees and non-counseling duties.

School Counselors and Master’s Degrees in Counseling

School counselors were asked whether or not they had a master’s degree in counseling. The majority of respondents, 432 (95%), indicated that they did have a master’s degree in counseling. Only 14 (3%) respondents indicated that they did not have a master’s degree in counseling. Seven (2%) failed to indicate whether or not they had a master’s degree in counseling. Analysis of data using Kruskal-Wallis revealed significance ($p = .011$) for only one item related to the implementation of the school’s character education program. Table 28 displays the significance found in items related to counseling duties and degrees of school counselors.

Table 28: Counseling Duties and Significance with Master’s Degree

Counseling Duties	Chi-Square	df	Asymp. Sig.
I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	.000	1	.985
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	1.646	1	.200
I have established a School Counseling and Guidance Advisory Committee.	.779	1	.377
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	.858	1	.354
I will attend school counseling conferences and/or workshops during this school year.	.094	1	.760
I / we meet regularly with our county-level counselor coordinator.	.706	1	.401
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	1.155	1	.282
I am responsible for the implementation of the school's character education program.	6.542	1	.011*

*Significant at the .05 level

Table 29 displays the mean rank scores for the item revealing significance between school counselors with master’s degrees and school counselor’s engagement in counseling duties. School counselors who reported having a master’s degree in

counseling had a higher mean rank score (209.24) than their non-master's degree holding colleagues (Mean rank = 128.71) on the item related to responsibility for implementation of the school's character education program.

Table 29: Mean Rank Scores for Counseling Duties and Master's Degree

Counseling Duties			
	Response	N	Mean Rank
I am responsible for the implementation of the school's character education program.	Yes	398	209.24
	No	14	128.71
	Total	412	
	Missing	7	
	Total	453	

With regard to counselors with master's degrees and non-counseling duties, an analysis of the data using Kruskal-Wallis revealed significance in two items: involvement in record keeping ($p = .013$) and performance of non-counseling duties beyond the expectations of other certified staff within the school ($p = .008$). Table 30 displays the significance found in items related to non-counseling duties and degrees of school counselors.

Table 30: Non-Counseling Duties and Significance with Master's Degree

Non-Counseling Duties			
	Chi-Square	df	Asymp. Sig.
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	.172	1	.678
I am involved in record keeping, including transferring records, posting grades, etc.	6.122	1	.013*
I am involved in the development of the master schedule.	3.087	1	.079
I am involved in the scheduling and placement of students.	3.779	1	.052
I serve as the building registrar for new entrants and transferred and withdrawn students.	.027	1	.869
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	7.032	1	.008*

*Significant at the .05 Level

Table 31 displays the mean rank scores for school counselors with master's degrees and school counselor's engagement in the two non-counseling duties where

significance was found. School counselors who reported having a master’s degree in counseling had a lower mean rank (204.52) than those counselors who reported not having a Master’s degree in counseling (Mean Rank = 277.75) on the item related to involvement in record keeping. School counselors who reported not having a Master’s degree in counseling also had a higher mean rank (284.61) than those counselors with a Master’s degree (Mean rank = 202.18) on the item related to performance of non-counseling duties above and beyond what is expected of other certified staff in their school. Two items should be noted, however. First, the total number of responses to involvement in record keeping was low (only 413) and may not be generalizable to the population. Second, only 3% of the population indicated that they did not have a master’s degree in counseling and therefore may not provide an accurate picture of the effect of a master’s degree in counseling on performance of non-counseling duties.

Table 31: Mean Rank Scores for Non-Counseling Duties and Master’s Degree

Non-Counseling Duties	Response	N	Mean Rank
I am involved in record keeping, including transferring records, posting grades, etc.	Yes	399	204.52
	No	14	277.75
	Total	413	
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	Yes	395	202.18
	No	14	284.61
	Total	409	
	Missing	7	
	Total	453	

School Counselors and Age

Participants were asked their age range according to the following five categories; 22-30 (8%), 31-40 (28%), 41-50 (19%), 51-60 (36%), and 60+ (7%). Seven respondents (2%) failed to choose an age range on the instrument. Table 32 presents significance for respondents reported age group and counseling duties. Based on age, the Kruskal-Wallis

revealed that significant differences existed on two counseling duty items related to implementation of four year educational plans ($p = .004$) and responsibility for implementation of the school's character education program ($p = .047$).

Table 32: Counseling Duties and Significance with Age

Counseling Duties	Chi-Square	df	Asymp. Sig.
I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	6.886	4	.142
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	15.496	4	.004*
I have established a School Counseling and Guidance Advisory Committee.	.852	4	.931
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	1.780	4	.776
I will attend school counseling conferences and/or workshops during this school year.	4.889	4	.299
I / we meet regularly with our county-level counselor coordinator.	2.822	4	.588
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	6.280	4	.179
I am responsible for the implementation of the school's character education program.	9.621	4	.047*

*Significant at the .05 level

Table 33 displays the mean rank scores for the items revealing significance differences between school counselor's age and school counselor's engagement in counseling duties. School counselors who reported their age as 51-60 had the highest mean rank score (222.16) for the item related to implementation of four year educational plans for students. However, school counselors in all groups had mean rank scores above 200 with the exception of those who reported their age as 31-40. School counselors who reported their age as 31-40 had the lowest mean rank (171.50). School counselors who reported their age as 22-30 had the highest mean rank score (248.69) for the item related to implementation of the school's character education program. However, on this same

item, as age increased, mean rank scores dropped indicating that older school counselors reported less engagement with implementation of the school's character education program. It should be noted that participants in the 22-30 age range only represented 8% of the population and participants in the 60+ age range only represented 7% of the population.

Table 33: Mean Rank Scores for Counseling Duties and Age

Counseling Duties	Responses	N	Mean Rank
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	22-30	31	214.40
	31-40	118	171.50
	41-50	81	216.72
	51-60	148	222.16
	60+	30	203.95
	Total	408	
I am responsible for the implementation of the school's character education program.	22-30	31	248.69
	31-40	120	222.07
	41-50	81	201.35
	51-60	149	190.61
	60+	31	193.87
	Total	412	
	Missing	7	
	Total	453	

The Kruskal-Wallis test for significance yielded no significant differences for respondents' age and non-counseling duties.

Summary

This chapter presented findings and statistical analysis of data gleaned from West Virginia school counselors in response to the *West Virginia School Counselor 2008 Professional Development Survey*. The survey, adapted from other statewide studies of school counseling practices, consisted of 10 sections devoted not only to demographic information of West Virginia school counselors, but also to items related to school setting, priorities, work with students, and certain expectations and priorities required as part of the school counselor's job. With the exception of the demographic sections (1-6),

items were organized around concepts found in the ASCA National Model, West Virginia Policy 2315, and supported in the literature devoted to school counseling and school counseling programming. Items were organized around six research questions which were the focus of this study.

Descriptive statistics were used to analyze items in survey sections seven, eight, nine, and ten where Likert scales were employed to allow respondents to indicate perception of the importance of activities as well as frequency of activities. SPSS 15 was used to calculate means, modes, and standard deviations for all items in an effort to answer Research Questions 1 through 5. Composite means, modes, and standard deviations for each section were also calculated. In order to answer Research Question 6, a Kruskal-Wallis One-way Analysis of Variance by Ranks was conducted to determine significance between grade level assignments of school counselors and their involvement in counseling and non-counseling duties.

Research Question 1, *“To what extent are West Virginia school counselors engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program as outlined by the ASCA’s National Model and reflected in West Virginia Policy 2315?”* was first analyzed. It was determined that the mean score of 3.19 (where 3 = “Somewhat accurate” and 4 = “Very accurate”) and the overall mode of 4 (“Very accurate”) indicated that the majority of school counselors agreed that they are engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program.

Research Question 2, *“How do West Virginia school counselors perceive the importance of the four basic themes (leadership, advocacy, collaboration and teaming, and systemic change) of the ASCA’s National Model and reflected in West Virginia Policy 2315?”* was analyzed next. The mean score of 4.02 (where 4 = “Very important”) and the overall mode of 5 (“Extremely important”) indicated that the majority of school counselors agreed that the basic themes of leadership, advocacy, collaboration and teaming, and systemic change were important to their role.

Research Question 3, *“How often do West Virginia school counselors report working with students on the outcomes contained in both the ASCA’s National Standards for School Counseling Programs and West Virginia Policy 2315?”* was then analyzed. It was determined that the mean score of 3.74 (where 3 = “Sometimes” and 4 = “Frequently”) taken into account with the overall mode of 4 (“Frequently”) indicated that the majority of school counselors agreed that they frequently worked with students on outcomes contained in both the ASCA National Standards and West Virginia Policy 2315.

Next, Research Question 4, *“To what extent are West Virginia school counselors engaged in counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?”* was analyzed and examined. In answer to Research Question 4, the mean score of 3.62 (where 3 = “A little accurate” and 4 = “Somewhat accurate”) taken into account with the overall mode of 5 (“Very accurate”) indicated that the majority of school counselors agreed that they were engaged in counseling duties.

Research Question 5, *“To what extent are West Virginia school counselors engaged in non-counseling duties as defined by the ASCA National Model and reflected*

in West Virginia Policy 2315?” was analyzed. It was determined that the mean of 3.69 (where 3 = “A little accurate” and 4 = “Somewhat accurate”) taken into account with the overall mode of 5 (“Very accurate”) indicated that the majority of school counselors agreed they were engaged in non-counseling duties.

Research Question 6, *“Do perceptions and importance of roles associated with various school counseling tasks reflected in West Virginia Policy 2315 differ significantly for West Virginia school counselors based on the grade level with which they work (i.e., elementary, middle/junior high, high school, K-12, or other)?”* was analyzed and examined. Based on the Kruskal–Wallis test for significance, the data revealed that there were significant differences ($p < .05$) between grade level assignments of school counselors in all but two of the fourteen items related to counseling and non-counseling duties. Two items related to meeting the minimum requirements for school counseling programs according to West Virginia Policy 2315 and record keeping yielded no significance.

In addition to examination of each research question, the Kruskal-Wallis test for significance was used to determine significance between the school counselor’s length of time in their current position, number of students served, K-12 teaching experience, types of certification/licensure, whether or not school counselors held a Master’s degree in counseling, age, and both counseling and non-counseling duties. All data were reported as ancillary findings above. The only demographic item that failed to yield significance between various counseling and non-counseling duties was type of certification/licensure. Chapter Five provides both conclusions and recommendations based on the data presented in chapter four.

CHAPTER 5: SUMMARY AND DISCUSSION

Introduction

The role of the school counselor has changed since the inception of the profession of school counseling at the turn of the century (Erford, House, & Martin, 2003; Sink, 2005a). The role has been redefined and modernized, oftentimes to meet the needs of a changing society or in response to societal events (Beesley, 2004; Burnham & Jackson, 2000; Gysbers & Henderson, 2001; Paisley & Borders, 1995). This role, the position, and duties of school counselors have historically been muddied by the many influences that have shaped the very profession itself over the last century. According to Dahir, (2004), “The history of school counseling has depicted a profession in search of an identity” (p. 345). According to Burnham & Jackson (2000), “The role of the school counselor has been redefined and broadened through the years” (¶ 4).

What is in small doubt in today’s changing educational landscape is the positive effect that school counselors and comprehensive school counseling programming can have on the academic and social development of today’s students (ASCA, 2003; Beesley, 2004; Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers, & Sun, 1997). Guided by the ASCA’s National Model for School Counseling Programs and West Virginia Department of Education Policy 2315 (Comprehensive Developmental Guidance and Counseling), school counseling in West Virginia could potentially have similar effects on the students of this state. However, prior to the completion of this statewide study of school counseling in West Virginia, no data existed to either support or guide the future of school counseling within the state. This chapter presents findings, conclusions, and implications with regard to school counseling programs and school counselors in West

Virginia. Finally, recommendations for professional development as well as further study aimed at improving school counseling in West Virginia are made.

Research Questions

Quantitative methods were used to answer the following research questions:

1. To what extent are West Virginia school counselors engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program as outlined by the ASCA's National Model and reflected in West Virginia Policy 2315?
2. How do West Virginia school counselors perceive the importance of the four basic themes (leadership, advocacy, collaboration and teaming, and systemic change) of the ASCA's National Model and reflected in West Virginia Policy 2315?
3. How often do West Virginia school counselors report working with students on the outcomes contained in both the ASCA's National Standards for School Counseling Programs and West Virginia Policy 2315?
4. To what extent are West Virginia school counselors engaged in counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?
5. To what extent are West Virginia school counselors engaged in non-counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315?
6. Do perceptions and importance of roles associated with various school counseling tasks reflected in West Virginia Policy 2315 differ significantly for West Virginia

school counselors based on the grade level with which they work (i.e., elementary, middle/junior high, high school, K-12, or other)?

Additionally, demographic data were analyzed and reported as ancillary findings where significant.

Methods

This study of school counseling used quantitative methods to examine practices of school counselors from across the entire state of West Virginia based on their charge to implement the ASCA's National Model as spelled out in West Virginia Department of Education Policy 2315. With permission, the researcher adapted Dahir and Stone's (2003) *School Counselor Professional Development Survey* to meet the needs of this study. The *West Virginia School Counselor 2008 Professional Development Survey* was then distributed to the entire population of West Virginia school counselors according to a list of school counselors provided by the West Virginia Department of Education. All participants were employed as school counselors in the state of West Virginia in the spring of 2008. The online survey distribution site, SurveyMonkey.com, along with participant email addresses were used to distribute surveys.

The survey contained eight demographic questions. Questions included the current school level in which the school counselor was employed, their job title, the length of employment in their current position, their involvement as a K-12 teacher, certification and licensure information, whether or not they held a master's degree in counseling, age, and activities in which they find themselves involved. The final question related to roles that school counselors regularly play was not analyzed for use in answering the research questions. The final four sections of the survey asked participants to rate the accuracy, importance, and frequency of each statement relating to their school

settings (Survey Section 7), their priorities within the school (Survey Section 8), their work with students based on the ASCA's National Standards for school counseling programs and West Virginia Policy 2315 (Survey Section 9), and expectations and priorities of the school counselor within their work setting (counseling and non-counseling duties, Survey Section 10).

Likert scales were identified within each survey section. For example, in Survey Section 7: Your School Setting, a four point scale was employed to gauge the level in which school counselors felt activities accurately described tasks in which they were engaged. In Survey Section 7, choices ranged from 1 = "Not at all accurate (The school counselor did not perceive that the statement reflected activities in which they engaged.)" to 4 = "Very accurate (The school counselor perceived that the activity reflected activities in which they engaged.)". In Survey Section 8: Your Priorities, a five point scale was used to rate the perceived importance of various activities related to the basic themes of leadership, advocacy, collaboration and teaming, and systemic change of the ASCA National Model. Participants could choose from responses ranging from 1= "Not at all important" to 5 = "Extremely important". Survey Section 9: Your Work with Students also employed a five point scale allowing participants to express the frequency with which they work with their students on various outcomes from the ASCA's National Standards for school counseling programs and West Virginia Policy 2315. In Survey Section 9, participants could choose from responses ranging from 1 = "Never" to 5 = "Almost daily". Finally, in Survey Section 10: Expectations and Priorities, a five point scale allowed participants to indicate the accuracy with which they felt statements reflected counseling and non-counseling duties in which they engage. Participants could

choose from responses ranging from 1 = “NA (indicating that the duties were not applicable to their work setting)” to 5 = “Very accurate (indicating a high level of engagement with the activity)”.

Data were analyzed using SPSS 15. Descriptive statistics were used to exhibit means, modes, and standard deviations for the statements in each of the four sections as they related to Research Questions 1 – 5. In order to answer Research Question 6, the Kruskal-Wallis One-way Analysis of Variance by Ranks was used to determine statistical significance between the school levels of school counselors and their responses to the statements in Survey Section 10 related to counseling and non-counseling duties.

Demographics

The population of this study consisted of 753 West Virginia School Counselors. In attempt to obtain the most accurate picture of school counseling in West Virginia, the entire population of school counselors was selected to participate in the study. Of the 753 school counselors employed in West Virginia in the spring of 2008, a return rate of 254 was needed to ensure a 95% confidence level with a 5.0% margin of error. The West Virginia Department of Education provided a comprehensive list of email addresses for school counselors from across West Virginia as of the spring of 2008 as well as a letter of support for the study (see Appendix G). Of the 753 potential respondents who received an electronic survey, 460 responded, resulting in a 61% return rate. This return rate resulted in a 95% confidence level with a 2.9% margin of error or a 99% confidence level with a 3.7% margin of error. A hard copy survey was made ready for distribution but was not needed given the high rate of electronic surveys returned.

Findings Related to Literature

Analyses of the *West Virginia School Counselor 2008 Professional Development Survey* revealed both uniformity and differences among respondents. What follows is a brief discussion of the various findings organized around the six research questions that were the focus of this study.

Foundation, Management, Delivery, and Accountability

According to the ASCA (2003) National Model, engagement in activities related to the foundation, management, delivery, and accountability are at the very heart of establishing a comprehensive school counseling program. Analysis of West Virginia school counselors' perceptions of statements related to these elements revealed that school counselors felt they were engaged in these tasks. The mean score across all items in this section (3.19) indicated that on average, West Virginia school counselors agreed that they were engaged in tasks related to the foundation, management, delivery, and accountability aspects of a comprehensive school counseling program as outlined in the ASCA's National Model and reflected in West Virginia Policy 2315. Additionally, the overall mode of 4 ("Very accurate") implied that the majority of school counselors felt strongly that they were engaged in tasks related to each of the four main components of a counseling program.

Two notable items included "School counselors regularly consult with parents, teachers, and school administrators" where 79% of respondents indicated that this statement "very accurately" described an activity in which they engage. Additionally, the statement, "School counselors counsel students individually about personal/social issues" where 83% found this activity to also be "Very accurate" in terms of their engagement;

the later standing out due to the National Model's de-emphasis on the use of individual counseling as a way to serve students (ASCA 2003; Sink, 2005a).

Responses took a dramatically different route on items such as "School counselors provide group counseling based on identified student needs" where only 34% found this to be "Very accurate". This could indicate an area of concern given that the National Model encourages use of small group counseling as a mode of service delivery (ASCA, 2003; Campbell & Dahir, 1997; Rayle & Adams, 2008; Sink, 2005a). While Burnham and Jackson (2000) found that 72 of 80 school counselors surveyed in their nationwide study indicated using small groups, the percentage of time allotted for small group counseling was only 10-23%.

In response to the statement "Teachers ask school counselors to consult with them on improving classroom management techniques" only 7% of school counselors indicated "Very accurate" and 26% indicated "Somewhat accurate" representing a combined total of 33% of respondents. Burnham and Jackson (2000) found that while consultation was used by all counselors in their study, consultation with teachers was ranked behind consultation with community agencies. Additionally, time spent on consultation varied widely among participants; a finding considered similar to findings in this study where a standard deviation of .917 was determined for the item related to consultation with teachers. Again, this indicates an area of concern for the school counselor who should be seen as an expert consultant about issues related to classroom management.

Leadership, Advocacy, Collaboration & Teaming, and Systemic Change

ASCA's National Model and its ability to succeed are based on the overriding concepts of leadership, advocacy, collaboration and teaming, and systemic change (ASCA, 2003). When items related to these concepts were analyzed in this study, an overall mean of 4.02 indicated that on average West Virginia school counselors agreed that the basic themes found in ASCA's National Model and reflected in West Virginia Policy 2315 were important. Items that stood out in the analysis included statements such as "Refer students to community professionals for mental health problems" (63% responded with "Extremely important") and "Counsel students individually about personal and social issues" (70% of respondents answered "Extremely important"). Again, as noted above, the high response to the importance of counseling students individually may have indicated some level of disconnect between the National Model's and Policy 2315's de-emphasis of use of individual counseling as a primary mode for working with students and the level with which school counselors may be using individual counseling.

These results are congruent with those of Burnham and Jackson (2000) who found that 79 of 80 counselors surveyed indicated that they performed individual counseling up to 75% of the time. In their nationwide study of school counselors, Rayle and Adams (2008) found that school counselors who identified themselves as running a comprehensive school counseling program based on the ASCA National Model reported engaging in significantly less crises response counseling (counseling often conducted on an individual basis). However, Rayle and Adams went further; pointing out that school counselors who reported engaging in a fully implemented school counseling program

may have had programs in place that prevented the need for a large number of individual or crises response kinds of counseling. Therefore, there is some inconsistency between the 70% of West Virginia school counselors who reported that working with students in individual counseling was “Extremely important” and the 71% who reported implementing the minimum requirements for school counseling programs as outlined in West Virginia Policy 2315 as either “Somewhat accurate” or “Very accurate”. The two concepts exist in contrast to each other.

Notable items on the opposite end of the spectrum included items related to working with teachers in the area of collaboration and teaming. “Provide professional development activities to teachers” (11% = “Extremely important” and 27% = “Very important) and “Help teachers improve classroom management skills” (10% = “Extremely important” and 20% = “Very important”) may indicate the lack of reliance on the professional school counselor to work in collaboration with classroom teachers, an area of emphasis within the National Model (ASCA 2003).

Outcome Based Work with Students

Emphasized in both the ASCA’s National Model and West Virginia Policy 2315 is the necessity to work with students on academic, career, and personal-social development as defined in the outcomes of the ASCA National standards, a key piece of the foundation of a comprehensive school counseling program, and West Virginia Policy 2315. In their 2004 study, Fitch and Marshall examined the practices of school counselors in high achieving Kentucky schools. In general, they found that school counselors in high achieving schools devoted more time to the activities associated with implementation of a comprehensive school counseling program such as program

management and evaluation. Furthermore, Kentucky school counselors in high achieving schools spent significantly more time in the area of adhering to professional standards, that is aligning their programs to the National standards (Fitch & Marshall, 2004). On average West Virginia school counselors reported frequent work with students on the National Standards as indicated by an overall mean of 3.74 (where 3 = “Sometimes”, 4 = “Frequently”). The majority of school counselors appeared to be engaged in work with students on “personal/social issues” (68% = “Almost daily”), “managing emotions” (59% = “Almost daily”), and “personal problems that affect grades (42% = “Almost daily” and 41% = “Frequently”). While all outcomes are within the National Standards, it should be noted that this work may typify the kinds of issues that counselors work with students on individually rather than in small groups, representing an area where school counselors are out of sync with the ASCA National Model but somewhat aligned with West Virginia Policy 2315 (WVDE, 2002) which offers both individual and group counseling as appropriate methods of delivering services to students. Herein may lie some of the confusion over West Virginia school counselors’ emphasis on individual counseling.

Sink and Stroh (2003) reported that a comprehensive school counseling program that targets student academic competencies, in classroom guidance or small group, is extremely important, especially in the elementary setting. They went further to emphasize that students can benefit from a curriculum that has as its focus study skills (organization and planning), positive attitudes towards school and learning, test-taking strategies, and homework completion skills. In this study, items that related to academic achievement had low ratings. Analysis showed that only 4% of West Virginia school counselors indicated that they engaged in work on “study skills (note taking, outlining, and reading)”

“Almost daily”. Only an additional 19% responded that they engaged in this work “Frequently.” Therefore, only 23% of school counselors reported frequent work in this area. The item, “test taking strategies” received only a 1% response rate to “Almost daily”, while 23% worked on this issue “Frequently”, implying that work with students on this issue may not be a priority for all West Virginia school counselors. Additionally, it should be noted that the majority of school counselors reported “never” working with students on college admission strategies. However, high school counselors, the group of counselors whose students would developmentally require this type of intervention, made up only 32% of the respondents. The combination of elementary, middle/junior, K-12, and other (67%) may have skewed the findings in this area. Additionally, school counselors at these lower levels may have felt that it is the responsibility of the high school counselor alone to work with students in this area.

Extent of Counseling Duties

Much has been written about the engagement of school counselors in counseling duties, or duties that are appropriate to the training of the professional school counselor (Dahir, 2001; Gysbers & Henderson, 1994; Sink, 2005a). Fitch and Marshall (2004) found that Kentucky school counselors in high achieving schools engaged more frequently in activities that qualified as appropriate counseling duties. However, until this study, there were no data on West Virginia school counselors and their engagement in counseling duties. An analysis of the *West Virginia School Counselor 2008 Professional Development Survey* revealed that the majority of school counselors agreed that they were engaged in counseling duties as defined by the ASCA National Model and reflected in West Virginia Policy 2315. However, it must be noted that an overall mean for this

section, 3.62, fell only between 3 (“A little accurate”) and 4 (“Somewhat accurate”) on a scale that included 5 (“Very accurate”). It must also be noted that the overall standard deviation for this section (1.397) indicates that there was a great deal of variance in responses.

Most notable when analyzing the section related to counseling duties, the statement “I implement the minimum requirements for school counseling and guidance programs in West Virginia as stated in Policy 2315” received a 47% response of “Very accurate” and 24% responses of “Somewhat accurate” for a combined 71% of school counselors who feel they are implementing the state policy, and the ASCA National Model. In essence, the majority of West Virginia school counselors who responded to this study feel that they do, in fact, implement the minimum requirements of the comprehensive counseling policy. However, when examining duties that fall within the scope of counseling and within the scope of the policy, school counselors did not characterize many of these duties as “Very accurate.” For example, “I have established a school counseling and guidance advisory committee,” which is a central piece of a comprehensive school counseling program, was categorized as “Very accurate” by only 5% of respondents. A mere 10% categorized this duty as “Somewhat accurate” for a total of only 15% of respondents.

Additionally, in response to the item “I/we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model” only 22% categorized this as “Very accurate” while another 32% categorized it as “Somewhat accurate.” This brings the total response for this item, an item very closely tied to the statement “I implement the minimum requirements for school counseling and

guidance programs in West Virginia as stated in Policy 2315,” to 54%. The difference in responses to these two statements (54% and 71% respectively) indicate some disconnect between the full spirit of the policy and the actual implementation of the policy at the building level.

Extent of Non-Counseling Duties

An equal amount of literature exists on the engagement of school counselors in non-counseling duties (Beale, 2004; Burnham & Jackson, 2000; Campbell & Dahir, 1997; House & Hayes, 2002). The majority of West Virginia school counselors found themselves engaged in duties that are outside the scope of the training of the professional school counselor. These findings are similar to those of Burnham and Jackson (2000) who found that the majority of participants in their nationwide study of school counseling were involved in “nonguidance” (§ 35) activities. However, an overall analysis of responses to “non-counseling” duties for West Virginia was somewhat surprising. An overall mean on all duties labeled as “non-counseling” (3.69) fell between 3 (“A little accurate”) and 4 (“Somewhat accurate”) on a scale that included 5 (“Very accurate”). The items “I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc.)” and “I am involved in record keeping, including transferring records, posting grades, etc.” had the highest ratings in this section. That is, 50% of respondents categorized involvement in record keeping activities as “Very accurate” while another 13% categorized this as “Somewhat accurate” for a combined total of 63% that felt record keeping, a non-counseling duty, was a responsibility for which they are charged. This finding was again similar to those of Burnham and Jackson who found that

requesting and receiving records were the highest ranked non-counseling activities among school counselors in their study.

In response to the item on test coordination, 58% of respondents characterized this item as “Very accurate” while an additional 10% characterized it as “Somewhat accurate” for a combined total of 68%; that is, more than two-thirds of respondents felt that engagement in testing consumes their time. Of the 17 non-counseling activities identified in their study, Burnham and Jackson (2000) found that school counselors ranked working with test materials and/or results 13th. Comparatively, school counselors in both studies recognize that involvement with test coordination or testing is a non-counseling duty that consumes their time.

Interestingly enough, however, was the item “I perform non-counseling duties above and beyond what is expected of other certified staff at my school” to which only 24% responded “Very accurate” and another 18% responded “Somewhat accurate.” This indicated that while school counselors felt they were asked to perform non-counseling duties, only 42% felt that they were asked to do more than other professionals in their buildings.

These findings are supported by results of previous studies and are congruent with findings made by Chandler (2006) where between 88% and 97% of school counselors indicated they were implementing the “Minimum requirements for school counseling and guidance programs in Alabama as stated in the State plan” (p. 83) and yet still reported high levels of engagement in non-counseling duties. Additionally, the reporting of high levels of engagement in both counseling and non-counseling duties demonstrated a high degree of role confusion over school counselor’s appropriate role. Lieberman (2004)

suggested that this confusion and lack of clarity with regard to role and function has been a problem in the educational field for many years. Chandler (2006) proposed that this may point to a “lingering acceptance” (p. 84) by school counselors of traditional non-counseling duties such as test coordination and record keeping. In other words, school counselors may be under the false impression that traditional roles such as the two previously mentioned are in line with the ASCA National Model.

Grade Level Assignment and Duties

School counseling literature shows that comprehensive school counseling programming can improve academic achievement at the elementary level (Boutwell & Myrick, 1992; Brigman & Campbell, 2003; Sink & Stroh, 2003), the middle school/junior high level (Lapen, Gysbers, & Petroski, 2001), and the high school level (Fitch & Marshall, 2004). However, counseling and non-counseling duties can vary from level to level and where non-counseling duties tend to out number counseling duties, the school counselor’s ability to fully implement the kind of program that can have a positive effect on students is in jeopardy.

The ASCA’s (2003) National Model, West Virginia Policy 2315 (WVDE, 2002), and Gysbers and Henderson (1997) provide recommended percentages of time that school counselors at all levels (elementary, middle, and high school) should ideally be spending in the delivery system of comprehensive school counseling programs. For example, elementary counselors should be spending between 35% and 40% of their time in the guidance curriculum. West Virginia elementary school counselors did report the highest levels of responsibility for the school’s character education program, an activity aligned with the guidance curriculum indicating that elementary school counselors are in

line with the National Model and Policy 2315. However, in the area of system support, where they are ideally to spend between 10% and 15% of their time, West Virginia elementary school counselors reported higher levels of involvement when compared to their colleagues at other programmatic levels. These findings align with what Coll and Freeman (1997) described as “the backbone of the role of the elementary school counselor “(¶ 4) or developmental interventions aimed at assisting students in becoming better able to deal with challenges and social pressures that face them.

Middle school counselors should be spending between 25% and 35% of their time in the guidance curriculum (ASCA, 2003, Gysbers & Henderson, 1997, WVDE, 2002). West Virginia middle school counselors reported only moderate involvement in the guidance curriculum which may indicate an area of non-compliance with state policy. Middle school counselors fell fourth in line behind elementary, K-12, and counselors who identified their level as “other.” Finally, high school counselors should be investing 15% to 25% of their time engaging in the guidance curriculum. West Virginia high school counselors reported the lowest level of involvement in the guidance curriculum seemingly aligning themselves with ASCA National Model and West Virginia Policy 2315’s recommended time percentages.

Analysis of grade levels and counseling duties revealed that where significant differences existed between grade levels ($p < .05$), West Virginia elementary school counselors reported more involvement in three of the six activities. Those counseling activities included implementation of a comprehensive school guidance plan that is aligned with Policy 2315 and the ASCA National Model, regular meetings with county-

level counselor coordinators, and responsibility for the implementation of their school's character education program.

It is recommended that high school counselors spend the highest percentage of their time in two areas: individual student planning (25-35%) and responsive services (25-35%) (ASCA, 2003; Gysbers & Henderson, 1997; WVDE, 2002). In items where significance between grade levels was determined, West Virginia high school counselors reported the highest level of involvement in implementation of four-year educational plans for students beginning in the eighth grade. This item would fit into the recommended 25-35% range for individual student planning. Additionally, West Virginia high school counselors reported a high level of involvement in the establishment of school counseling and guidance advisory committees. However, this is considered a system support activity where high school counselors should be spending between 15% and 20% of their time.

Significant differences were revealed on one remaining activity, attendance at school counseling conferences and workshops. Counselors in K-12 settings reported a higher level of involvement than their colleagues when it came to attendance at school counseling conferences and workshops.

These findings are again congruent with those of Chandler (2006) who found that elementary school counselors performed counseling duties at a higher rate than other grade levels. Chandler suggested that elementary school counselors are not asked to perform tasks such as scheduling and record keeping in the same way as secondary school counselors. Additionally, she suggested that since elementary school counseling is a relatively new position within schools, and elementary school counseling has grown up

in the era of comprehensive school counseling programming, they may have been expected to engage in appropriate duties from the onset.

Analysis of grade levels and non-counseling duties revealed significant differences ($p < .05$) in all six items. Of the six items, middle school/junior high seem to be most involved in non-counseling duties such as test coordination, record keeping and transferring of records, and registration of new and withdrawn students. High school counselors reported high involvement with two non-counseling duties: development of the master schedule and the scheduling and placement of students. The one remaining item that revealed significance showed school counselors categorized as “Other” have the highest mean rank related to performing non-counseling duties beyond what is expected of other school staff; that is, these counselors felt that they were asked to do more outside the scope of their training when compared to other school staff in their buildings.

Five of the six non-counseling items that showed significant differences revealed higher mean rank scores among secondary school counselors. These findings are congruent with those of Chandler (2006) who found that Alabama secondary school counselors, similar to West Virginia secondary school counselors, reported fewer counseling duties and higher levels of non-counseling duties. Additionally, Alabama elementary school counselors reported engagement in fewer non-counseling duties than their secondary school counterparts.

Ancillary Findings

The *West Virginia School Counselor 2008 Professional Development Survey* was used to collect demographic data related to the following: length of time employed as a school counselor, number of students served, whether or not the school counselor has

ever been a K-12 teacher, types of certification and/or licensure, whether or not the school counselor had a master's degree in counseling, and age. Demographic data were analyzed across each of the items listed. Significance was found in five of the six areas where the Kruskal-Wallis One-way Analysis of Variance by Ranks was conducted.

The current study revealed significance between how long school counselors reported working in their current position and two counseling duties: implementation of four-year educational plans and documentation of tasks. Unlike Chandler's (2006) findings, West Virginia school counselors with 21 to 25 years of experience reported higher levels of engagement in both activities. Chandler found that school counselors with 21 to 25 years of experience reported "substantially higher levels of non-counseling duties and lower levels of counseling duties in comparison to all other groups" (p. 88). However, Chandler pointed out that her findings were somewhat inconsistent with the work of other authors who found that as years of experience increased, performance of appropriate duties increased - a finding congruent with this study of West Virginia counselors.

Significance was revealed between counseling duties and the numbers of students served. Counselors who reported serving fewer than 100 students reported significantly higher engagement in five of the six non-counseling duties such as involvement with test coordination, record keeping, development of the master schedule, scheduling and placement of students, and serving as the building registrar. Surprisingly, as West Virginia school counselor's number of students served went up, their engagement in non-counseling duties went down. Currently, the ASCA (2003) recommends counselor-to-student ratios of 250:1. However, this study's findings indicated that higher ratios led to

higher levels of engagement in counseling duties. Fitch and Marshall (2004) found a similar phenomenon in their study of Kentucky school counselors; as counselor-to-student ratios increased, the reporting of engagement in activities related to implementing comprehensive school counseling programs increased. This may be due to the fact that in many small schools, where counselor-to-student ratios are low, the school counselor serves as a pseudo-administrator and therefore engages more frequently in non-counseling duties.

Significance was revealed between two items related to experience as K-12 teacher and counseling duties; implementation of four-year educational plans and implementation of the school's character education program. School counselors who reported having experience as a K-12 teacher reported more engagement with implementation of four-year plans. Additionally, school counselors who reported no teaching experience reported more engagement in responsibility for implementing the school's character education program. However, significant differences were revealed on all six items related to West Virginia school counselors and non-counseling duties. On five of the six items (involvement in test coordination, involvement in record keeping, involvement in the development of the master schedule, involvement in the scheduling and placement of students, and serving as the building registrar) those school counselors who reported experience as a K-12 teacher reported higher engagement. School counselors who reported no experience as a K-12 teacher reported that they did not perform non-counseling duties above and beyond what is expected of other school staff. These findings are incongruent with the findings of Rayle and Adams (2008) who found

no differences in counseling or non-counseling activities with regard to teaching experience.

As Chandler (2006) points out, when school counselors have been in high demand, many times counselors who are not fully trained are employed. School counselors who do not have master's degrees in counseling are more inclined to fall into the habit of performing non-counseling duties. However, unlike school counselors in Alabama (Chandler, 2006), three differences emerged between West Virginia school counselors and degrees in counseling. West Virginia school counselors with Master's Degrees in counseling reported more engagement in the implementation of the school's character education program. Additionally, West Virginia school counselors with degrees in counseling reported more involvement in record keeping. However, when asked if they performed non-counseling duties above what is expected of other staff in their school, West Virginia counselors without degrees in counseling were more inclined to agree. Again, Chandler found no differences between counselors who had a master's degree and those who did not.

Finally, when comparing school counselor age with counseling duties, significance was revealed for items related to implementation of four-year educational plans and responsibility for implementation of the school's character education program. School counselors who reported their age between 51 and 60 reported the highest level of engagement in implementation of four year plans. This may indicate some propensity of school counselors who were trained under the "school guidance counselor" model (Gysbers & Henderson, 2001; Paisley & Borders, 1995; Wittmer, 2000) to feel more responsibility to engage in career planning activities. School counselors who reported

their age between 22 and 30 reported more responsibility for implementation of the school's character education program, which may point to the increasing awareness of young counselors to recognize the need to implement school wide, preventative programs according to the ASCA National Model. There was no significance between school counselor's age and non-counseling duties.

Implications for Action

In 2002, the West Virginia Department of Education implemented *Policy 2315: West Virginia Comprehensive Developmental Guidance and Counseling Policy* in an effort to align the role of the West Virginia school counselor with the ASCA's National Model. It was hoped that implementation of this policy would provide continuity and consistency to the role of the school counselor in West Virginia as well as contribute to the academic success of students. The purpose of this study was to determine where West Virginia school counselors currently are in their attempts to be engaged in the tasks associated with the implementation of a comprehensive school counseling program as outlined by the ASCA's National Model and reflected in West Virginia Policy 2315. If we believe, as the creators of the National Model and the state's policy did, that school counselors can be, when allowed to do the work of comprehensive school counseling programming, agents of change in our schools, then we must take note of and address areas of concern. Given that, this study provides valuable information that can be used to guide decision making of West Virginia policymakers, state higher educational institutions, and providers of professional development activities to school counselors.

For example, if taken into account that only 10% of school counselors thought it extremely important to help teachers improve classroom management, and that only 11% felt it extremely important to provide professional development activities to teachers,

then it becomes clear why only 7% report that they are being consulted on issues relating to improving classroom management. School counselors have the knowledge and skills to assist in this area, but if they do not view this as an important activity, then it will not happen. As House and Hayes (2002) point out, “Because not everyone in the school, even if eager to participate, will possess the skills necessary to work collaboratively (with school counselors)” (¶26). One way to assist counselors in becoming more engaged in collaboration and teaming with teachers is by offering professional development to administrators, teachers, and school counselors on how counselors can use their knowledge and skills to assist teachers in this area.

The ASCA’s National Model also encourages the use of small groups as a way to reach more students in less time. However, when asked about their use of small groups, nearly 94% of West Virginia school counselors reported using individual counseling as a means of working with students compared to 65% who reported using small groups. Typically, in counselor preparation programs, there is a single course devoted to leading groups. Perhaps this is an indication that school counselors need additional coursework or at least additional training to increase their use of groups as a means of delivering counseling services. As Burnham and Jackson (2000) pointed out in their study, school counselor preparation programs typically focus on individual counseling skills. As noted earlier, 91% of West Virginia school counselors indicated that counseling students individually was very important. Therefore, institutions of higher education will want to examine training practices to determine if a focus on individual counseling is detracting from appropriate group counseling training for their pre-service school counselors.

When asked about their work with students on issues related to study skills, only 23% of West Virginia school counselors reported that they engaged in this outcome either frequently or daily. Only 24% reported working the same amount of time on test-taking strategies. If school counselors want to better address their relevance within the educational landscape, one way to accomplish this is to assist in the improvement of test scores. There may be no better way to help students than addressing study skills and test taking strategies. School counselor assistance in improving study skills and test taking strategies of students will lead to solid testing data that shows how school counselors can make a difference in improving test scores. If counselors are not working with students in the area of study skills and test taking strategies, it may be due to a lack of understanding on the part of teachers and principals that school counselors have the knowledge to assist with this. If practicing counselors lack the skills and knowledge to assist students in these areas, then professional development for school counselors is recommended. If teachers are reluctant to use the counselor in this area or if teachers are unaware that the school counselor is a resource for skill development in this area, then professional development for teachers on how to collaborate with school counselors is warranted. If administrators lack an understanding that they can and should expect the school counselor to assist in the area of study skills and test taking strategies, professional development for school leaders is also warranted. Finally, institutions of higher education need to reexamine school counselor preparation programs to ensure that pre-service school counselors receive sufficient training in teacher/counselor collaboration.

Involvement in non-counseling duties has long been a common complaint for the school counselor, not only in West Virginia, but nation-wide (Burnham & Jackson, 2000;

Coll & Freeman, 1997; Lieberman, 2004). Results of this study were not surprising in this regard and only stand to confirm that school counselors in West Virginia continue to battle the assignment of non-counseling duties. If counselors are to be a central force in the school, then administrators at both the state and local levels must be encouraged to rethink items such as blanketed assignment of test coordination to the school counselor (67% reported high levels of involvement); delegating record keeping tasks to the counselor (63% reported high levels of involvement); assigning scheduling and student placement (62% reported high levels of involvement); and allowing the school counselor to be used as a registrar (54% reported high levels of involvement). Principals and other administrators play important roles in deciding what tasks and duties are assigned to the school counselor. According to Ponec and Brock (as cited in Lieberman, 2004), “The principal determines the role and function of the counselor within the school and often must be educated to that role” (p. 555). Therefore, professional development for administrators in the area of how to properly implement West Virginia Policy 2315 and appropriate expectations for school counselors is warranted. Additionally, school counselors require further training on appropriate counseling and non-counseling duties for the position based on the confusion demonstrated in their responses to several aspects of the research in this study.

The West Virginia Department of Education recently renewed its commitment to school counseling in the state by hiring a lead support person for West Virginia school counselors. While West Virginia Policy 2315, since its inception in 2002, has provided sound policy from which to work, school counselors continue to need initiatives by the Department of Education to support their work. These include: activities such as

improved counselor-mentor programs for new school counselors so that new school counselors can learn from more experienced school counselors who run comprehensive school counseling programs; funding to provide clerical assistance and possibly a testing coordinator to relieve various non-counseling duties from school counselors; and forums that allow for exchanges between school administrators and counselors on how to better approach implementation of programs based on the National Model and Policy 2315.

Recommendations for Further Research

School counselors can and should be viewed as educational leaders, collaborators, and student advocates in the school (ASCA, 2003; House & Hayes, 2002). School counselors possess the training, knowledge, skills, and attitudes to assist in the development of all students and improve school success for all students. However, if school counselors misinterpret the appropriate use of their time and use their skills in areas that are not within the scope of sound policy and practice, then the full benefits of a comprehensive school counseling program cannot be realized. This study of school counselors and school counseling in West Virginia provided some insight into school counseling in the state. However, there remain critical questions, questions outside the scope of this study, which must be answered in order to advance school counseling in West Virginia. Recommendations for further research include:

1. While this study did have as its goal to identify areas related to the foundation, management, delivery, and accountability, as well as their perception of importance of the themes of leadership, advocacy, collaboration and teaming, and systemic change, it did not gauge the actual amount of time in which school counselors engage in those activities. Further study could reveal actual time spent in each of the primary components of a comprehensive school counseling

program. Further study could also help with the understanding of time spent working in collaboration with teachers and serving as school leaders with the goal being true systemic change.

2. School counselors were asked, as a part of this study, their perceptions of the frequency with which they work with students on the outcomes within ASCA's National Standards and West Virginia Policy 2315. However, this study did not evaluate actual time spent on each outcome or the method by which this work was accomplished (i.e., individual counseling, small group counseling, large group guidance, etc.). Much could be learned by having a greater understanding of the amount of time spent addressing each outcome as well as the mode of delivery by which each of these outcomes was being met.
3. The majority of West Virginia school counselors agreed that they are engaged in counseling duties as defined by Policy 2315 and the ASCA National Model. What is not clear from this study, however, is how exactly the non-counseling duties in which counselors also reported being involved interfere with participation in counseling duties. That is, to what extent is engagement in non-counseling duties interfering with the real work that school counselors could and should be doing? Closer examination of this question could produce helpful discourse for the profession in the state.
4. Since significance existed between grade levels on many of the items related to both counseling and non-counseling duties, a study to examine even further why these differences exist would be warranted. Possibly an examination of school counselor-to-student ratios would yield even further answers to why counselors

seem more inclined to participate in counseling duties as counselor-to-student ratios increase.

5. While this study provides a glimpse of school counseling in West Virginia, it is not necessarily generalizable when examining the state of the profession in other states. A comparison of the results of this study to similar studies in other states would be warranted and would undoubtedly provide a broader picture of ASCA's National Model and comprehensive school counseling program implementation.
6. Given the need to further clarify appropriate roles of school counselors, and given the role that administrators play in determining those roles, a study of principals regarding their perceptions of school counselor roles could provide beneficial information.
7. The primary stakeholders in the development and implementation of comprehensive school counseling programming are students. Therefore, a study that examines student perceptions about their interactions (frequency, nature of, and limits to) with school counselors would provide valuable information that could help inform policymakers.
8. This quantitative study did not provide school counselors with the opportunity to share directly their thoughts and concerns with regard to implementation of a school counseling program based on the National Model or Policy 2315. A qualitative study that consisted of focus groups or interviews could provide an even greater understanding of the roles that school counselors play within their schools.

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APPENDICES

Appendix A: West Virginia School Counselor 2008 Professional Development Survey

West Virginia School Counselor 2008 Professional Development Survey

Demographic Information

1. In what school level(s) are you currently employed? *(Check all that apply)*

- Elementary School
- Middle School/Junior High
- High School
- K-12
- Other *(Specify)* _____

2. What is your current job title: _____

3. How long have you held this position? _____

- a. How many students do you serve? _____
- b. How many students are enrolled in your school? _____
- c. How many counselors are on staff at your school? _____

4. a. Have you ever been a K-12 teacher? Yes No If Yes, for how long? _____

b. What type of certification/licensure/credential(s) do you hold? *(Check all that apply)*

- West Virginia Teacher Certification with School Counselor Endorsement
- LPC
- NCC NCSC
- NBPTS Other (Identify) _____

c. Do you have a Master's Degree in Counseling? Yes No

5. Age Range

- 22-30 31-40
- 41-50 51-60
- 60+

School Counselor Activities

6. What roles do you regularly play within your school? *(Check all that apply)*

- I serve on one or more school committees.
(Specify name of the committee(s)) _____
- I serve on one or more system-level committees.
(Specify name of the committee(s)) _____
- I participate in non-counseling duties such as hall monitoring, bus duty, and/or lunchroom duty.
- I work with teachers to help specific students improve their grades.
- I work with parents to help specific students improve their grades.
- Other *(Specify)* _____

Your School Setting

7. Please indicate the extent to which, in your experience in your school, the following statements are accurate.

	Not at all accurate	A little accurate	Somewhat accurate	Very accurate
a. Teachers work with school counselors to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers regularly send students to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all accurate	A little accurate	Somewhat accurate	Very accurate
counselor to deal with personal problems.				
c. Teachers and counselors work together to identify students who are not performing to their best level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Counselors demonstrate the belief that all children can achieve to high levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School counselors are part of key decision-making teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers ask school counselors to consult with them on improving classroom management techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Administrators work with school counselors to increase student academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My school has established strong collaborative relationships with local community organizations and agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Counselors are viewed as school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. School counselors develop strategies to change systems and practices that are impeding student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. School counselors work with faculty and administration to improve the school climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. School counselors provide leadership to promote every student's right to a quality education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. School counselors monitor and evaluate the impact of the school-counseling program on student achievement and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. School counselors regularly consult with parents, teachers, and school administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. School counselors are increasing the participation of underrepresented students in higher-level academics such as honors and AP classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. School counselors use school data to assess student performance and develop necessary services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. School counselors deliver guidance programs in classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. School counselors reduce social/institutional barriers that keep students from achieving success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. School counselors counsel students individually about personal/social issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. School counselors provide group counseling based on identified student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. School counselors use the national standards for school counseling programs to deliver specific student competencies in academic, career, and personal-social development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Priorities

8. How important are the following activities or tasks for school counselors?

	Not at all important	Somewhat important	Important	Very important	Extremely important
a. Help teachers improve classroom management skills.	<input type="checkbox"/>				
b. Use grades to identify under-performing students.	<input type="checkbox"/>				

	Not at all important	Somewhat important	Important	Very important	Extremely important
c. Visit classes to help students develop long-term goals.	<input type="checkbox"/>				
d. Work with students in small groups on personal/social issues.	<input type="checkbox"/>				
e. Counsel students who have behavioral problems in classes.	<input type="checkbox"/>				
f. Refer students to community professionals for mental health problems.	<input type="checkbox"/>				
g. Work with students individually or in groups on career planning activities.	<input type="checkbox"/>				
h. Develop and implement prevention programs.	<input type="checkbox"/>				
i. Work closely with administrators and teachers on school improvement issues.	<input type="checkbox"/>				
j. Help students identify their future educational and career options.	<input type="checkbox"/>				
k. Evaluate the school counseling program effort to raise academic performance.	<input type="checkbox"/>				
l. Reduce social/institutional barriers that keep students from achieving their potential.	<input type="checkbox"/>				
m. Improve student access to academic intervention services.	<input type="checkbox"/>				
n. Counsel students individually about personal and social issues.	<input type="checkbox"/>				
o. Monitor student academic performance.	<input type="checkbox"/>				
p. Attend academic department or grade-level meetings.	<input type="checkbox"/>				
q. Provide professional development activities to teachers.	<input type="checkbox"/>				
r. Advocate changing policies and practices that can negatively impact student success.	<input type="checkbox"/>				
s. Serve on school committees.	<input type="checkbox"/>				
t. Use data to identify specific areas of school improvement.	<input type="checkbox"/>				

Your Work with Students

9. Since school started this year, how often have you worked with students on:

	Never	Rarely	Sometimes	Frequently	Almost daily
a. Study skills (note taking, outlining, reading).	<input type="checkbox"/>				
b. Test-taking strategies.	<input type="checkbox"/>				
c. Personal/social issues.	<input type="checkbox"/>				
d. Decision-making skills.	<input type="checkbox"/>				
e. Preventing problems (e.g., alcohol, teen pregnancy, truancy, dropout, etc.).	<input type="checkbox"/>				
f. School discipline incidents.	<input type="checkbox"/>				
g. Developing educational and career plans.	<input type="checkbox"/>				
h. College admissions strategies.	<input type="checkbox"/>				
i. Managing emotions (stress, anger, coping, etc.).	<input type="checkbox"/>				
j. Strengthening interpersonal communication skills.	<input type="checkbox"/>				
k. Diversity issues.	<input type="checkbox"/>				

	Never	Rarely	Sometimes	Frequently	Almost daily
l. Educational program planning.	<input type="checkbox"/>				
m. Improving grades.	<input type="checkbox"/>				
n. Personal problems that affect grades.	<input type="checkbox"/>				
o. Serious mental health problems (depression, addiction, etc.).	<input type="checkbox"/>				
p. Time and task organizational skills.	<input type="checkbox"/>				

Expectations and Priorities

10. Please indicate the extent to which these statements of expectations and tasks accurately reflect your program.

	NA	Not at all accurate	A little accurate	Somewhat accurate	Very accurate
a. I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	<input type="checkbox"/>				
b. I am involved in record keeping, including transferring records, posting grades, etc.	<input type="checkbox"/>				
c. I am involved in the development of the master schedule.	<input type="checkbox"/>				
d. I am involved in the scheduling and placement of students.	<input type="checkbox"/>				
e. I serve as the building registrar for new entrants and transferred and withdrawn students.	<input type="checkbox"/>				
f. I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	<input type="checkbox"/>				
g. I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	<input type="checkbox"/>				
h. I have established a School Counseling and Guidance Advisory Committee.	<input type="checkbox"/>				
i. I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	<input type="checkbox"/>				
j. I will attend school counseling conferences and/or workshops during this school year.	<input type="checkbox"/>				
k. I / we meet regularly with our county-level counselor coordinator.	<input type="checkbox"/>				
l. I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	<input type="checkbox"/>				
m. I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	<input type="checkbox"/>				
n. I am responsible for the implementation of the school's character education program.	<input type="checkbox"/>				

Please return your survey by May 1, 2008. Send all inquiries to: Christine Schimmel; Marshall University Graduate College; 100 Angus E. Peyton Dr.; South Charleston, WV 25303 (e-mail: cschimmel@marshall.edu; or Carol Dahir, cdahir@nyit.edu; or Carolyn Stone, cstone@unf.edu)

Appendix B: Counseling and Non-Counseling Duties

Appropriate (Counseling) and Inappropriate (Non-counseling) Activities Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
---	---

individual student academic planning	registration and scheduling of all new students
interpreting cognitive, aptitude and achievement tests	coordinating or administering cognitive, aptitude and achievement tests
counseling students who are tardy or absent	responsibility for signing excuses for students who are tardy or absent
counseling students who have disciplinary problems	performing disciplinary actions
counseling students as to appropriate school dress	sending students home who are not appropriately dressed
collaborating with teachers to present guidance curriculum lessons	teaching classes when teachers are absent
analyzing grade-point averages in relationship to achievement	computing grade-point averages
interpreting student records	maintaining student records
providing teachers with suggestions for better management of study halls	supervising study halls
ensuring that student records are maintained as per state and federal regulations	clerical record keeping
assisting the school principal with identifying and resolving student issues, needs and problems	assisting with duties in the principal's office
working with students to provide small- and large-group counseling services	work with one student at a time in a therapeutic, clinical mode
advocating for students at individual education plan (IEP) meetings, student study teams and school attendance review boards	preparation of individual education plans, student study teams and school attendance review boards
disaggregated data analysis	data entry

Adapted from Campbell, C.A., & Dahir, C.A., (1997). *Sharing the vision: The ASCA national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.

Source: American School Counselor Association (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

Appendix C: Permission to Use the School Counselor Professional Development Survey

March 5, 2008

Dear Christine,

In response to your request to adapt the Professional Development Survey (Assessment of Professional Development Needs of School Counselors (Dahir & Stone, 2003) you have our permission to use the survey and resulting data for your doctoral research project at Marshall University. We understand that the West Virginia School Counselor 2008 Professional Development Survey draws primarily from the surveys developed for Alabama and Tennessee Departments of Education and has been adapted to address WV's Policy 2315, the state policy on school counseling and guidance.

We are pleased that Barbara Ashcraft at the WV State Department of Education will assist you with accessing the school counselors and encouraging them to participate. We concur that this will allow for us to compare your data set to the ongoing research we regularly conduct with state departments of education and at the local levels.

We can talk more specifically at a future date. Our research has helped to better understand how school counselors are progressing towards implementing the ASCA National Model and related state models, as well as identifying the resources and supports needed by school counselors to take the next steps.

Christine, we look forward to hearing about your progress. Please let us know if we need to communicate further with Dr. Lisa Heaton.

Sincerely,
Carol

Carol Dahir, Ed.D.
Associate Professor
Counselor Education
New York Institute of Technology
Manhattan 212 261-1529
Old Westbury 516 686-7777

Appendix D: Panel of Experts

Panel of Experts

Dr. Jennifer Adams – former school counselor, currently a faculty member in the counseling program at West Virginia University

Dr. Lisa Burton – former school counselor, currently a faculty member in the counseling program at Marshall University

Dr. Carol Dahir – Associate Professor, School Counseling Program, New York Institute of Technology, co-developer of the *School Counselor Professional Development Survey*

Ms. Wendy Imperial – former school counselor, currently principal of West Milford Elementary, West Milford, WV

Dr. Robert L. Rubenstein – former school counselor, currently a faculty member and coordinator of school counseling programs at Marshall University

Dr. Victoria Stone – school counselor, Bull Run Middle School, currently a faculty member in the counseling program at George Mason University

Ms. Regina Williams – school counselor, Nutterfort Primary, Nutterfort, WV

Appendix E: Content Validity Questions

Content Validity Questions

1. Will the words be uniformly understood?
2. Do the questions contain abbreviations or unconventional phrases?
3. Are the questions too vague?
4. Is the question too precise?
5. Is the question too biased?
6. Is the question objectionable?
7. Is the question too demanding?
8. Is it a double question?
9. Does the question have a double negative?
10. Are the answer choices mutually exclusive?
11. Has the researcher assumed too much knowledge?
12. Has too much been assumed about respondent behavior?
13. Is the question technically accurate?

(Dillman, 1978, p. 99-114)

Appendix F: Cover Letter (Email) with Survey

Date: April 7, 2008

MUIRB APPROVAL # 4628

Dear West Virginia School Counselor:

You have been selected to participate in a doctoral research study of West Virginia school counselors. The purpose of this study is to examine current practices of school counselors in West Virginia. Possible benefits of this study include: informing administrators about the appropriate use of the school counselor, assisting you as school counselors by identifying barriers to school counseling program implementation, and helping school counselors educate stakeholders about the need to more fully implement school counseling programs.

Your time is valuable and limited; therefore I appreciate your willingness to respond. The survey should take only 20 minutes to complete. Participation is voluntary and your responses are confidential. You may choose to withdraw from participation at any time by simply closing the link to the survey. Submission of your survey implies your consent to participate. Data will be securely stored and will be reported in aggregate form only with no identification of individual school counselors or school. However, should I need to contact non-respondents, the surveys are coded allowing me to contact you and remind you of the opportunity to participate.

Your responses are valuable and a critical component of my research. Your timely participation would be greatly appreciated. I ask only that you respond to the questions honestly and accurately so that a valid representation of school counseling in West Virginia is presented. Please note that there is no penalty for declining to participate in this study. I am requesting that you complete the online survey by April 21, 2008. You can access the survey by clicking the following URL:

If you find that the above link does not work, you may copy and paste it to your browser.

Please keep this letter for your records. If you have any questions regarding this study, I can be contacted at 304-746-2061. If you have any questions concerning your rights as a research subject, you may contact Dr. Stephen Cooper, IRB#2 – Behavioral and Social Sciences Chair, at the Office of Research Integrity at Marshall University at 304-696-7320. Please accept my sincere appreciation in advance for your willingness and timely participation in this research study.

Appreciatively,

Christine J. Schimmel, Ed.S.
Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303
Phone: 304-746-2061

Appendix G: West Virginia Department of Education Letter of Support



West Virginia
Department of Education

March 21, 2008

TO: School Counselors

FROM: Barbara Ashcraft
School Counseling Coordinator

RE: WV School Counseling Programs Survey

The West Virginia Department of Education (WVDE) requests your participation in a research study that involves all school counselors in West Virginia. This is the first comprehensive study of school counseling since the development of Policy 2315 in 2003 requiring all WV schools to align school counseling programs with the *American School Counselor Association's National Model: A Framework for School Counseling Programs*[®]. This study will help WVDE determine future steps to support the important role of the school counselors in the state including the need for professional development, resources and other support to further enhance school counseling in West Virginia. We are asking that school counselor coordinators work with all schools in your county to assure that all school counselors complete this important survey.

All West Virginia school counselors will receive an electronic link from Survey Monkey through their access account. This is a statewide research study with a goal of 100 percent participation. We are asking that county supervisors of school counselors encourage all school counselors to complete the online survey no later than May 1, 2008.

This research project has been approved by Marshall University. The identity of counselors or school systems is not being sought in this study. Neither you nor your school system will be identified. The intention is to report data across all school systems in the state. If you have questions about the research study, please contact Christine Schimmel, CSchimmel@marshall.edu or at 304-746-2061.

Thank you so much for taking part in this important research that will help identify strengths, weaknesses and needs in school counseling programs in West Virginia. It will greatly contribute to a state school counseling plan that will meet the needs of students in our state and help us move in the right direction as we work to advance school counseling.

CC: County Superintendents
County School Counselor Coordinators
School Principals

WEST VIRGINIA BOARD OF EDUCATION
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Appendix H: Email Reminder to Participants (Survey Due in One Week)

Date: April 14, 2008

MUIRB APPROVAL #

Dear West Virginia School Counselor:

Approximately one week ago, I wrote asking for your support of and participation in a survey of all school counselors in West Virginia. This survey may help advance school counseling in WV by increasing our knowledge of your work and by influencing future professional development opportunities for you. Unfortunately, as of today, I have not received your electronic survey.

Again, I appreciate that your time is limited and ask if you could take approximately 20 minutes or so to respond. Please click on the following URL to be taken to the survey:

If you find that the above link does not work, you may copy and paste it to your browser.

Please respond by Monday April 21, 2008.

Sincerely,

Chris Schimmel, Ed.S., NCC, LPC
Doctoral Candidate
Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303
Phone: 304-746-2061



MU IRB

SDC

MAR 28 2008

APPROVED

Appendix I: Email Reminder to Participants (Survey Due Today)

Date: April 21, 2008

MUIRB APPROVAL #

Dear West Virginia School Counselor:

Two weeks ago, I sent you an email regarding an opportunity for you to participate in a state-wide study about school counseling in West Virginia.

That survey is now due. Unfortunately, I have not received your electronic survey. I am very anxious to include your responses in my research so that a true picture of school counseling in West Virginia can be established.

Again, this survey should only take approximately 20 minutes.

Please click on or copy and paste the following URL to be taken to the survey:

If you find that the above link does not work, you may copy and paste it to your browser.

Again, I thank you for your participation and for helping to expand our knowledge of school counseling in West Virginia.

Please respond by the end of today, Monday April 21, 2008.

Sincerely,

Chris Schimmel, Ed.S., NCC, LPC
Doctoral Candidate
Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303
Phone: 304-746-2061



MU IRB

SDC

MAR 28 2008

APPROVED

Appendix J: Cover Letter (Hard Copy with Survey) to Participants

Date: April 24, 2008

MUIRB APPROVAL #

Dear West Virginia School Counselor:

You have been selected to participate in a doctoral research study of West Virginia school counselors. The purpose of this study is to examine current practices of school counselors in West Virginia. Possible benefits of this study include: informing administrators about the appropriate use of the school counselor, assisting you as school counselors by identifying barriers to school counseling program implementation, and helping school counselors educate stakeholders about the need to more fully implement school counseling programs.

Your time is valuable and limited; therefore I appreciate your willingness to respond. The survey should take only 20 minutes to complete. Participation is voluntary and your responses are confidential. Data will be securely stored and will be reported in aggregate form only with no identification of individual school counselors or school. However, should I need to contact non-respondents, the surveys are coded allowing me to contact you and remind you of the opportunity to participate.

Your responses are valuable and a critical component of my research. Your timely participation is appreciated. I ask only that you respond to the questions honestly and accurately so that a valid representation of school counseling in West Virginia is presented. Please note that there is no penalty for declining to participate in this study. I am requesting that you complete the survey and return it in the enclosed postage paid envelope by May 6, 2008.

Please keep this letter for your records. If you have any questions regarding this study, I can be contacted at 304-746-2061. If you have any questions concerning your rights as a research subject, you may contact Dr. Stephen Cooper, IRB#2 – Behavioral and Social Sciences Chair, at the Office of Research Integrity at Marshall University at 304-696-7320. Please accept my sincere appreciation in advance for your willingness and timely participation in this research study.

Appreciatively,

Christine J. Schimmel, Ed.S.
Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303
Phone: 304-746-2061



MU IRB
SC
MAR 28 2008

APPROVED

Appendix K: Marshall University Institutional Review Board Approval



www.marshall.edu

Office of Research Integrity
Institutional Review Board

Friday, March 28, 2008

Lisa A. Heaton, Ph.D.
Education and Professional Development
100 Angus E. Peyton Dr.
South Charleston, WV. 25303

RE: IRB Study # EX08-0117 **At:** Marshall IRB 2

Dear Dr. Heaton:

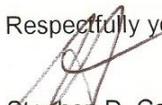
Protocol Title:
Survey of West Virginia School Counselors

Expiration Date: 3/27/2009
Our Internal #: 4628
Type of Change: (Other) Exempted
Expedited ?:
Date of Change: 3/26/2008
Date Received: 3/26/2008
On Meeting Date:

Description: In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University IRB#2 Chair for the period of 12 months. The approval will expire 3/27/09. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date. This study is for student Christine Schimmel.

The purpose of this anonymous survey study is three fold: (1) To determine the level of implementation of the American School Counseling Association's (ASCA) National Model for school counseling programs as reflected in WV Policy 2315; (2) To determine the role that non-counseling duties play in impeding implementation of WV Policy 2315; and (3) To determine to what degree grade level assignments of school counselors effect implementation of WV Policy 2315.

Respectfully yours,


Stephen D. Cooper, Ph.D.
Marshall University IRB #2 Chairperson

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Appendix L: Percentages of Responses Across All Items

Table 34: Research Question 1 Percentages of Responses

Statements: To what extent are the following statements accurate:	Missing	Not at all Accurate	A Little Accurate	Somewhat Accurate	Very Accurate
Teachers work with school counselors to improve student achievement.	3.1	1.5	9.3	43.5	42.6
Teachers regularly send students to the school counselor to deal with personal problems.	2.9	1.8	6.8	28.9	59.6
Teachers and counselors work together to identify students who are not performing to their best level.	2.6	2.6	9.7	40.8	44.2
Counselors demonstrate the belief that all children can achieve to high levels.	3.5	1.1	3.3	30.2	61.8
School counselors are part of key decision-making teams.	2.9	4.4	11.9	36.4	44.4
Teachers ask school counselors to consult with them on improving classroom management techniques.	3.1	28.5	35.3	26.0	7.1
Administrators work with school counselors to increase student academic performance.	3.3	5.1	20.1	36.2	35.3
My school has established strong collaborative relationships with local community organizations and agencies.	2.9	6.2	21.6	40.4	28.9
Counselors are viewed as school leaders.	4.0	8.6	17.0	38.9	31.6
School counselors develop strategies to change systems and practices that are impeding student success.	3.1	6.4	17.4	47.0	26.0
School counselors work with faculty and administration to improve the school climate.	2.6	3.8	10.6	32.7	50.3
School counselors provide leadership to promote every student's right to a quality education.	2.9	0.9	6.4	33.3	56.5
School counselors monitor and evaluate the impact of the school-counseling program on student achievement and success.	2.9	4.2	17.0	41.7	34.2
School counselors regularly consult with parents, teachers, and school administrators.	3.3	0.7	2.0	15.5	78.6
School counselors are increasing the participation of underrepresented students in higher-level academics such as honors and AP classes.	10.8	11.7	17.2	36.6	23.6
School counselors use school data to assess student performance and develop necessary services.	3.3	3.5	15.7	38.6	38.9
School counselors deliver guidance programs in classes.	3.1	7.3	16.6	23.8	49.2
School counselors reduce social/institutional barriers that keep students from achieving success.	3.3	0.4	15.2	45.7	35.3
School counselors counsel students individually about personal/social issues.	3.5	0.9	2.0	11.0	82.6
School counselors provide group counseling based on identified student needs.	3.5	11.5	19.9	30.7	34.4
School counselors use the national standards for school counseling programs to deliver specific student competencies in academic, career, and personal-social development.	3.5	2.9	12.4	38.0	43.3

Table 35: Research Question 2 Percentages of Responses

Statement: How important are the following activities or tasks for school counselors?	Missing	Not at all Important	Somewhat Important	Important	Very Important	Extremely Important
Help teachers improve classroom management skills.	6.0	8.4	27.2	28.7	19.6	10.2
Use grades to identify under-performing students.	6.0	0.0	6.8	23.6	35.3	28.3
Visit classes to help students develop long-term goals.	5.7	2.4	8.2	23.6	31.1	28.9
Work with students in small groups on personal/social issues.	6.2	0.7	5.5	18.8	29.6	39.3
Counsel students who have behavioral problems in classes.	5.5	0.0	0.7	11.5	32.9	49.4
Refer students to community professionals for mental health problems.	5.7	0.0	1.3	7.7	22.3	62.9
Work with students individually or in groups on career planning activities.	5.5	0.4	2.6	14.8	30.0	46.6
Develop and implement prevention programs.	6.2	0.0	3.3	15.2	33.3	41.9
Work closely with administrators and teachers on school improvement issues.	6.2	0.2	1.8	13.0	30.5	48.3
Help students identify their future educational and career options.	5.7	0.2	1.5	11.9	26.5	54.1
Evaluate the school counseling program effort to raise academic performance.	5.7	0.2	5.1	24.3	36.2	28.5
Reduce social/institutional barriers that keep students from achieving their potential.	6.0	0.2	2.0	14.8	36.0	41.1
Improve student access to academic intervention services.	6.2	0.0	2.0	13.9	37.7	40.2
Counsel students individually about personal and social issues.	5.7	0.0	0.0	3.5	20.8	70.0
Monitor student academic performance.	5.7	0.0	3.3	19.6	34.9	36.4
Attend academic department or grade-level meetings.	7.1	2.9	11.9	29.1	30.2	18.8
Provide professional development activities to teachers.	6.4	6.0	19.4	30.5	26.9	10.8
Advocate changing policies and practices that can negatively impact student success.	6.2	0.2	3.5	17.9	34.9	37.3
Serve on school committees.	6.2	1.1	10.4	30.9	33.6	17.9
Use data to identify specific areas of school improvement.	6.4	0.7	6.8	24.7	36.0	25.4

Table 36: Research Question 3 Percentages of Responses

Statements: How often have you worked with students on:	Missing	Never	Rarely	Sometimes	Frequently	Almost Daily
Study skills (note taking, outlining, reading).	6.4	7.5	24.7	38.2	19.4	3.8
Test-taking strategies.	7.3	4.2	16.8	47.5	23.0	1.3
Personal/social issues.	6.8	0.2	1.1	2.6	21.0	68.2
Decision-making skills.	7.3	0.2	1.5	7.3	30.2	53.4
Preventing problems (e.g., alcohol, teen pregnancy, truancy, dropout, etc.).	7.1	2.2	7.3	22.7	36.4	24.3
School discipline incidents.	6.4	4.2	8.6	23.4	33.1	24.3
Developing educational and career plans.	7.1	3.1	8.8	22.5	33.1	25.4
College admissions strategies.	7.7	28.5	15.2	15.7	15.5	17.4
Managing emotions (stress, anger, coping, etc.).	6.6	0.2	1.3	6.8	26.3	58.7
Strengthening interpersonal communication skills.	6.4	0.7	2.4	10.8	35.3	44.4
Diversity issues.	6.6	1.8	15.7	38.9	29.6	7.5
Educational program planning.	6.8	4.4	13.5	28.5	30.9	15.9
Improving grades.	6.6	0.0	3.5	19.9	45.3	24.7
Personal problems that affect grades.	6.8	0.4	1.8	7.9	40.6	42.4
Serious mental health problems (depression, addiction, etc.).	6.6	2.6	10.6	31.8	33.8	14.6
Time and task organizational skills.	6.8	0.9	8.6	34.7	35.8	13.2

Table 37: Research Question 4 Percentages of Responses

Statement: To what extent do the following expectations and tasks accurately reflect your program?	Missing	NA	Not at all Accurate	A Little Accurate	Somewhat Accurate	Very Accurate
I implement the Minimum Requirements for School Counseling and Guidance Programs in West Virginia as stated in Policy 2315.	9.3	4.0	4.6	11.3	24.3	46.6
I implement a four-year educational plan, beginning in the eighth grade, that is revised annually and that requires approval in writing by the parent.	8.8	32.2	5.3	5.1	10.2	38.4
I have established a School Counseling and Guidance Advisory Committee.	8.2	18.1	45.5	13.0	10.4	4.9
I / we have implemented a comprehensive individual school guidance plan that is aligned with Policy 2315 or the ASCA National Model.	8.4	5.7	11.7	20.1	32.2	21.9
I will attend school counseling conferences and/or workshops during this school year.	8.2	0.7	2.6	8.8	19.4	60.3
I / we meet regularly with our county-level counselor coordinator.	8.6	7.5	17.7	15.0	14.3	36.9
I keep records that document time spent or activities performed, which would enable me to determine the percentage of time, spent providing direct services to students.	8.2	0.7	6.6	14.3	24.1	46.1
I am responsible for the implementation of the school's character education program.	7.9	7.7	21.0	16.6	19.2	27.6

Table 38: Research Question 5 Percentages of Responses

Statement: To what extent do the following expectations and task accurately reflect your program?	Missing	NA	Not at all Accurate	A Little Accurate	Somewhat Accurate	Very Accurate
I am involved in the coordination of statewide assessments (Westest, Writing Assessment, DIBELS, etc).	8.4	6.2	10.4	7.7	9.7	57.6
I am involved in record keeping, including transferring records, posting grades, etc.	7.7	8.4	13.2	7.9	12.6	50.1
I am involved in the development of the master schedule.	7.7	14.1	23.0	12.8	13.0	29.4
I am involved in the scheduling and placement of students.	7.9	9.3	12.4	8.6	10.6	51.2
I serve as the building registrar for new entrants and transferred and withdrawn students.	7.9	9.7	20.5	7.5	8.6	45.7
I perform non-counseling duties above and beyond what is expected of other certified staff at my school.	8.6	3.1	29.4	17.2	17.7	24.1

CURRICULUM VITAE

CHRISTINE J. SCHIMMEL

12 Thornwood Lane

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October 2, 2008

Current Position: Instructor
Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303

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Previous Academic Rank: Instructor

Educational Background:

<u>Degree</u>	<u>Institution</u>	<u>Dates</u>
B.A.	Glenville State College, WV	1991
M.A.	West Virginia University, Morgantown	1994
Ed.S.	Marshall University Graduate College	2005
Ed.D.	Marshall University Graduate College	2008

Previous Positions Held:

<u>Position</u>	<u>Employer</u>	<u>Dates</u>
Instructor	Marshall University	2007-present
Director of Off-Campus Programming	Glenville State College	2006-2007
Instructor	Marshall University	1998-2006
Therapist	WV Youth Advocate Program	1997-1998
School Counselor	Kanawha County Schools	1994-1997
Therapist	Impact Therapy Associates	1991-1994
Substitute Teacher	Monongalia County Schools	1991-1993

Teaching Interests:

Counseling Theories, Group Counseling, School Counseling, Impact Therapy, Creative Counseling Techniques, Play Therapy

Courses Taught

Counseling Theories
Counseling Techniques
Group Counseling
Clinical Practicum
Organization and Administration of School Guidance Programs
Counseling Children, Adolescents and Parents
School Counseling Internship
Workshop in Advanced Play Therapy

Presentations and Publications

Book Review

Woldt, A.L. & Toman, S.M. (ed.) (2004). *Gestalt therapy: History, theory, & practice*.
March 2004

Presentations:

Impact Counseling and Creative Counseling Techniques. Co-presenter, all day. March 3, 2004. Kentucky School Counselors Association Spring Conference. Lexington, KY.

Impact Counseling Applied to Groups. Co-presenter, 1 hour. March 4, 2004. School Counselors Association Spring Conference. Lexington, KY.

Impact Counseling and Creative Counseling Techniques. Co-presenter, 1 hour. March 4, 2004. School Counselors Association Spring Conference. Lexington, KY.

Putting Theory into Practice. Co-presenter, 1 hour. March 4, 2004. School Counselors Association Spring Conference. Lexington, KY.

Talk to Your Client's Eyes, Not Just Their Ears! Co-presenter, April 3, 2004. American Counseling Association World Conference. Kansas City, MO.

Making Groups Work: Ten Essential Leadership Skills and Ten Creative Exercises. Co-presenter, April 3, 2004. American Counseling Association World Conference. Kansas City, MO.

Managing Stress at Home and Work. November 13, 2004. Youth Health Services provided training for Home Daycare Providers. Elkins, WV

What Advertisers Know that Counselors Should. Co-presenter, November 19, 2004. West Virginia Counseling Association Conference. Flatwoods, WV.

Use of Maslow's Hierarchy, Adlerian Therapy and Reality Therapy in Counseling. Co-presenter, November 19, 2004. West Virginia Counseling Association Conference. Flatwoods, WV.

Use of Maslow's Hierarchy, Adlerian Therapy and Reality Therapy in Counseling. Co-presenter, February 11, 2005. Wood County School Counselors, Parkersburg, WV.

Using Theories and Multisensory Creative Techniques in Individual and Group Counseling, Co-presenter, April 7, 2005. American Counseling Association Annual Convention, Pre-conference Learning Institute, Atlanta, GA.

Using Counseling Theories and Creative Techniques in Your Groups, Co-presenter, April 8, 2005. American Counseling Association Annual Convention, Education Session, Atlanta, GA.

Group Work Essentials: Skills, Kinds of Exercises, Common Mistakes, Creative Exercises, Co-presenter, April 9, 2005. American Counseling Association Annual Convention, Poster Session, Atlanta, GA.

Teaching Active, Creative Techniques and Group Courses, Co-presenter, October 20, 2005. Association for Counselor Education and Supervision National Convention, Pittsburgh, PA.

Putting Theories into Practice, Co-presenter, October 22, 2005. Association for Counselor Education and Supervision National Convention, Pittsburgh, PA.

The Brain Likes Novelty, Co-presenter, November 18, 2005. Mountain State Counselor's Alliance State Conference, Flatwoods, WV.

Two Essentials for Working with Clients: WDEP & Stages of Change, Co-presenter, November 18, 2005. Mountain State Counselor's Alliance State Conference, Flatwoods, WV.

Using TA to Understand Student Behavior, Presenter, April 14, 2006. Gore Middle School Staff Development, Harrison County, WV.

Not the Same 'Ole "Three R's": The Need to Retreat, Rethink and Respond Theoretically to Emerging Adolescent Behavior from a Collaborative Perspective of Counselor and Educator, accepted for presentation at 2007 Association for Teacher Education Conference in San Diego, CA.

Creative Counseling Ideas/Play Therapy Introduction, Presenter, August 23, 2006. Harrison County, WV Elementary School Counselors Inservice Training.

Make an Impact on Your Students: Creative Strategies You Can Use on Monday. Co-Presenter, Keynote. March 15, 2007, Richmond, VA, Virginia School Counselors Association State Conference.

Stop Bullying: A Collective, School-Wide Effort, Presenter, August 21, 2007. Upshur County, WV Elementary School Counselors Inservice Training.

Make an Impact on Students: More Creative Strategies for You to Use on Monday, Presenter, September 28, 2007, Harrisonburg, VA, Virginia Counselors Association Regional Meeting.

Make an Impact on Your Students: Creative Strategies You Can Use on Monday. Co-Presenter, Keynote, February 8, 2008, Cobb County, GA School Counselors Association Conference on Youth Culture.

Putting Theories into Practice: Using Creative, Multisensory Techniques with Theories to Increase Depth and Impact. Co-Presenter, Pre-Conference Learning Institutes, March 26, 2008, American Counseling Association Annual Conference, Honolulu, HI.

Advanced Group Skills-Keeping Members Engaged Using Theories and Creative Techniques While Working with an Individual. Co-presenter, March 29, 2008, American Counseling Association Annual Conference, Honolulu, HI.

The Importance of the Therapeutic Relationship and the Stage of Change: Techniques and Strategies. Co-Presenter, May 15, 2008, West Virginia Licensed Professional Counselors Association Annual Conference, Charleston, WV.

WVBEC Forum-Licensure in WV: Get It, Keep It, Maintain It, & Help Others. Co-presenter, May 15, 2008, West Virginia Licensed Professional Counselors Association Annual Conference, Charleston, WV.

Publications:

Schimmel, C.J., Jacobs, E., & Adams, J. (expected August, 2008). Involuntary members in a group. In I. Marini & M. Stebnicki (Eds.), *Professional Counselors Desk Reference*. New York: Springer.

Jacobs, E. & Schimmel, C.J. (expected August, 2008). Working with individuals in groups. In I. Marini & M. Stebnicki (Eds.), *Professional Counselors Desk Reference*. New York: Springer.

Schimmel, C.J. (2007). Seeing is remembering: The impact of using creative props with children in schools and community agencies. *Journal of Creativity in Mental Health*, 2(2), 59-74.

Jacobs, E. & Schimmel, C.J. (2004). Small group counseling. In C. Sink (Ed.), *Contemporary school counseling: Theory, research and practice* (pp. 82-115). New York: Houghton Mifflin.

Nicholson, B., Harris-John, M. & Schimmel, C.J. (2005). *Professional Development Practices of Principals in AEL's Four State Region*. Appalachian Educational Laboratory (Edvantia), Charleston, WV.

Professional Memberships:

Secretary, West Virginia Board of Examiners in Counseling
(Appointment by Governor Joe Manchin, February 2006)
Member, American School Counselor Association
Member, American Counseling Association
Member, Association for Counselor Education and Supervision
Member, Association for Creativity in Counseling
Member, WV School Counselors Association