

INTERN AND NON-INTERN SCHOOL COUNSELOR'S PERCEIVED LEVEL OF
EFFECTIVENESS ON COUNSELOR JOB FUNCTIONS

by

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ABSTRACT

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The question of whether school counselors with teaching experience are more effective in performing counseling job functions as compared to counselors without teaching experience has been relatively ignored in the last two decades. The teaching requirement for school counselors, however, remains a barrier to achieving uniformity in certification standards, deters many qualified individuals from obtaining certification, and prolongs the certification of school counselors. More important, the teaching requirement reinforces the perception that counselors with prior teaching experience make better school counselors.

The purpose of this study was to examine the similarities and differences between non-intern counselor's and intern counselor's perceived level of effectiveness on 14 counselor job functions when he or she first became licensed as a school counselor. A telephone interview format was used in March 2001 to gather perceptions of elementary and middle school counselors employed in the Saint Paul Public Schools in Minnesota.

Findings suggest that counselors without teaching experience perceived themselves as performing more effectively than non-intern counselors on six job functions: individual counseling, small group counseling, referral and consultation with community agencies, guidance research and program evaluation, working with parents, and student assessments. Findings also suggest that counselors with teaching experience perceived themselves as performing more effectively than intern counselors on seven job functions: working with teachers, classroom guidance, knowledge of students' problems, understanding school climate, classroom management, multidisciplinary-team participation, and respect from teachers.

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CHAPTER ONE

Introduction

Many states require teaching certificates with at least two years school teaching experience to become certified as a school counselor (Kandor & Bobby, cited in Baker, 1994). Is teaching experience necessary to succeed as an effective school counselor? This issue has been relatively ignored in the last two decades, yet the teaching requirement remains a barrier to achieving uniformity in certification standards, deters many qualified individuals from obtaining certification, and prolongs the certification of school counselors. More important, the teaching requirement reinforces the perception that those with prior teaching experience make better school counselors. To resolve these discrepancies, especially in an era of counselor shortage, the eligibility for certification deserves further investigation.

Research conducted during the 1960's and 1970's support the capabilities, skills, and effectiveness of counselors without teaching experience. Because of this research, Wisconsin became one of four states to offer an alternative to teaching experience (Erpenbach & Perrone, 1976). The internship alternative enabled persons without teaching experience to obtain certification and employment as school

counselor interns. Other states, including Minnesota, soon followed and offered the internship alternative to prospective school counselors without teaching experience.

Certification requirements for school counselors remain relatively unchanged despite previous research findings that support the effectiveness of school counselors without previous teaching experience. In fact, only three comparison studies since 1976 have examined the similarities and differences between non-intern and intern counselors. Additionally, it is both interesting and puzzling that prior teaching experience is not required for some educational occupations including school social workers and school psychologists.

There have been no studies to date that examine school counselors' perceptions of effective school counseling practice based on prior teaching experience. One assumes that counselors are in a good position to determine whether they perform effectively on counselor job functions.

Purpose of the Study

The purpose of this study was to examine the similarities and differences between non-intern counselor's and intern counselor's perceived level of effectiveness on 14 counselor job functions when he or she first became licensed as a school counselor. A telephone interview

format was used in March 2001 to gather perceptions of elementary and middle school counselors employed in the Saint Paul Public Schools in Minnesota.

Research Question

This research wishes to address the following question: What are the similarities and differences between non-intern counselor's and intern counselor's perceived level of effectiveness on 14 counselor job functions when he or she first became licensed as a school counselor? Hopefully, the results will provide insights into whether previous teaching experience is a condition for effective school counseling practice.

Definition of Terms

For clarity of understanding, the following terms need definition:

Non-Intern School Counselors (School Counselors with Teaching Experience) - Licensed school counselors with at least two years teaching experience before certification as a school counselor.

Intern School Counselors (School Counselors without Teaching Experience) - Licensed school counselors without teaching experience and a one-year school counseling internship in lieu of the teaching experience from a counselor education program.

Perception - "Understanding or insight into people or objects; a means toward gaining an intelligent interest in the values and facilities of human beings (Winker, 1988)."

Assumptions and Limitations

One assumption is that school counselors will respond honestly to the 14 counselor job functions on the survey. It is possible, however, that some participants may not respond honestly to the survey because the topic is potentially embarrassing if counselors did perceive themselves as performing at a lower level of effectiveness. Because the study relies on perceptions, counselors may have different ideas of high and low level of effectiveness. The participants also depend on his or her memory to rate themselves when he or she first became licensed as a school counselor. Some counselors will accurately remember the first year as a school counselor and other participants will not remember it well.

This investigation is restricted to one urban location and the findings are not generalizable to rural areas or other settings. Because many states do not provide the internship alternative, the findings will not pertain to those states. The sample size is also small and may not represent perceptions of all school counselors.

CHAPTER TWO

Literature Review

Introduction

After a review of the literature, it appears only three studies in the last two decades have reported research on whether school counselors with teaching experience are more effective than counselors without teaching experience. Hence, this chapter includes recent evidence surrounding this topic and touches on research conducted over 20 years ago. Pertinent topics discussed in the literature include: history of the debate, counselor educators' perceptions, principals' perceptions, teachers' perceptions, and issues regarding other educational occupations that do not require teaching experience for certification in the schools.

History of the Debate

To better understand whether school counselors with teaching experience are more effective than counselors without teaching experience, a look to past research and legislation is in order. The passage of the National Defense Education Act (NDEA) in 1958 increased the demand for school counselors and counselor education programs. Because Sputnik reminded the United States that they were no longer first in the space race, turning teachers into counselors seemed a viable solution. Thus, the country

established a policy that required school counselors to first be trained as teachers. It is interesting to note that this policy is not required for other educational occupations including school social workers and school psychologists. This policy has taken on what Baker (1994) referred to as a "tradition" (p. 316).

Studies conducted following the passage of the NDEA compared counselors with and without teaching experience. Campbell (1962) found that counselors with teaching experience utilized more tutoring, advising, and information-giving responses than did counselors without teaching experience. In a different study, counselors with prior teaching experience established counselor-centered relationships and non-interns tended to establish therapeutic relationships (Mazer, Severson, Axman, & Ludington, 1965).

Because of research supporting counselors without teaching experience, four states in 1968 offered an internship alternative in lieu of teaching experience. Thirty-five states, however, still required teaching experience as a requisite for school counselor certification (Dudley & Ruff, 1970). Wisconsin became 1 of these 4 states in the nation to provide an alternative to teaching experience. It became known as the Internship

Alternative (Erpenbach & Perrone, 1976). The program enabled persons without prior teaching experience to obtain certification and employment as school counselor interns. These interns were employed as full-time school counselors under the supervision of a certified school counselor and a faculty member of an accredited counselor education program.

As a condition to approving the internship program, two institutions evaluated the alternate internship route to counselor certification in Wisconsin. There were no reported differences in the effectiveness of school counselors with and without prior teaching experience (Havens, cited in Baker, 1994; Dilley, Foster, & Bowers, 1973). Other states, including Minnesota, soon followed in the footsteps of Wisconsin and offered the internship alternative program to prospective school counselors.

Counselor Educators' Perceptions

Since the early 1960's, educators reported that persons with training in psychology, social work, or other fields in the behavior sciences would better meet the personal needs and behaviors of students (Cohen, 1961; Stewart, 1961), yet the internship alternative was not an option for those without teaching experience until 1968. Regarding the internship alternative, no differences were

reported in the effectiveness of the performance between the University of Wisconsin-Oshkosh internship counselors and the teaching counselors (Havens, cited in Baker, 1994). From the University of Wisconsin-Madison, Dilley et al. (1973) found counselors without teaching experience could perform as or more effectively than teaching counselors. Although teaching counselors had a slight edge in adjusting to school conditions, staff relationships, and implementing guidance services, this study supports the hypothesis that teaching experience is not necessary for effective school counseling practice.

Following the new internship alternative in Wisconsin, Erpenbach and Perrone (1976) reported the first large scale attempt to evaluate whether a non-teacher could be an effective school counselor in Wisconsin. The graduate GPA of internship counselors (3.8) was statistically significantly higher than that earned by the teaching counselors (3.7). More internship counselors earned a practicum grade in the "A" range than did teaching counselors. Finally, more internship counselors (71.6%) worked as school counselors than did teaching counselors (38.8%).

Research studies in other states reported similar results when comparing internship counselors to teaching

counselors. Boller (1970-71) reported that counselors in Minnesota without prior teaching experience as "successful" in his or her school placements. On the other hand, different counselor educators proposed that counselors with teaching experience would better understand school policies, procedures, and the overall school climate (Farwell, 1962). This statement, however, holds true for all school professionals and not just counselors. Teachers and other educators first entering the school system will not be as familiar with the climate, policies, and procedures. These professionals are not held to additional training requirements because they are unfamiliar with the school.

In a recent article in "Counseling Today," it was stated that counselor educators "argue that the teaching requirement is outdated, potentially harmful, and not based on any research" (Morrissey, 1998, p. 14). Similarly, Smith et al. (2001) hypothesized that counselor educators would view the teaching requirement as no longer necessary for counselor certification. In this study, the only study since 1973 that surveyed counselor educators' opinions, 100 counselor educators from across the nation responded to a mail survey. The survey asked the educators' opinions regarding the need for teaching experience for school

counselors and the need for additional coursework for school counseling students. The survey also requested professional perceptions of the teaching experience issue through open-ended questions.

Smith et al. (2001) found three important results to the study. First, 75% (N = 73) of counselor educators reported that school counselors do not need teaching experience and just 25% (N = 24) reported that counselors do need teaching experience. Next, 59% (N = 56) of counselor educators reported that interns should complete additional prerequisites and 41% (N = 39) reported that interns should not complete extra requirements. Lastly, 37% (N = 30) of educators reported that effective alternatives to teaching experience included coursework and 63% (N = 51) reported that fieldwork would serve as an alternative to teaching.

In the Smith et al. (2001) study, the open-ended questions provided additional insight into the teaching issue. Opinions supported counselor's prior teaching experience as well as counselors without teaching experience. One educator reported that teaching was not necessary because personal characteristics and skills are more important than the teaching experience. Other educators noted that experience is gained through

additional training such as fieldwork and coursework. Another educator remarked that because there is a shortage of school counselors, good people are needed in the profession regardless of teaching experience. Those educators who supported teaching experience for counselors remarked that it is helpful for delivering classroom guidance activities, understanding the school climate, and because teachers accept counselors with teaching backgrounds more readily. These comments are interesting because most high school guidance counselors do not deliver classroom activities yet are required in some states to have teaching experience. Additionally, some school counselors do have work experience in the schools other than as a licensed teacher. Different work experiences in the schools, such as an educational assistant or other support staff, would provide knowledge of the school climate, policies, and procedures.

Principals' Perceptions

In 1976, Baker and Herr surveyed the principals of graduates from one school counselor education program, all of who received the same training. In this study, a questionnaire measured principals' assessments of counselors' skills and personal qualities. There were no

significant differences between internship and teaching counselors.

Olson and Allen (1993) conducted the only study since 1976 that surveyed principals' perceptions of the effectiveness of school counselors with and without prior teaching experience. The principals rated the school counselors on 13 functions generally considered to be within the school counselor's domain. To obtain descriptive information on developmental guidance programming, ten additional questions relating to program development activities required "yes", "uncertain", or "no" responses. To avoid personal bias or opinion, there was no mention of the teaching experience. Principals were under the impression they were only rating the effectiveness of his or her school counselors. In this study, there were no differences between high school and elementary school counselors on the teaching experience dimension. There were, however, differences among the middle school counselors on three functions. The middle school counselors with teaching experience rated higher on teacher consultation, individual counseling, and advisory committee participation. Although it would appear that middle school counselors with teaching experience are superior to those without the teaching background, these results should be

interpreted tentatively because middle school counselors numbered just 25 of the 138 participants rated. It may be important to examine if the middle school counselors in this study received adequate training for that particular level of development.

For individuals who advocate prior teaching experience for school counselors, the lack of classroom management skills is an important concern. Olson and Allen (1993) addressed this uncertainty by comparing non-intern and intern counselors using t tests. No significant differences were found on the teaching dimension at the elementary, middle, or high school levels. However, three principals of counselors without teaching experience related concerns with classroom teaching and behavior management. Perhaps counselor education programs need to require courses or practical experience in classroom management. In terms of program development, there were areas with very low numbers of "yes" responses. These areas included establishing guidance advisory committees, activities such as staff in-service, parent education, and classroom observations.

Teachers' Perceptions

Ginter, Scalise, & Presse (1990) reported that teachers are in a better position than principals to judge

the effectiveness of school counselors because they are the most likely to make referrals to school counselors and have the most contact with students. Hence, Quarto (1999) reported another comparative study since 1976 that explored teachers' perceptions of prior teaching experience for school counselors. In this study, 152 teachers across the United States completed the Teachers' Perceptions of School Counselors Questionnaire, a survey consisting of four sections. The first section asked for demographic information, and the second section gave brief descriptions of three school counselors with different employment experience. The third section assessed teachers' perceptions of school counselor's specific functional effectiveness. The final section asked teachers to choose the counselor with whom they preferred to work. In this study, teachers perceived school counselors with teaching experience to be the most effective in addressing specific (academic-related and emotional/behavioral problems) and general effectiveness. School counselors with community mental health experience and insurance experience followed, respectively. Almost 93% of the teachers indicated a preference to work with the school counselor that had prior teaching experience. About 6% of the participants preferred to work with the school counselor with previous

community mental health experience and 1% preferred to work with the counselor with insurance experience.

Teachers' perceptions regarding whether school counselors with teaching experience are more effective than counselors without teaching experience warrant further examination, as opinions from this group are important. Quarto (1999), however, did not rate actual school counselors. It appears the teachers may have been rating the title school counselor rather than a counselor with whom they worked. Additionally, there is no mention of the internship alternative for those counselors without teaching experience. Teachers may have rated the other professionals higher if they were aware that they completed a one-year counseling internship. Finally, working with teachers is just one of many important counselor job functions.

Other School Professionals

School counselors are the only certified school professionals that require prior teaching experience or the one-year internship alternative. It is both interesting and puzzling that other educational occupations, particularly school social workers and school psychologists, do not require prior teaching experience or a one-year internship as a prerequisite for certification.

More important, a myth that school social workers and school psychologists with prior teaching experience make better school professionals does not exist as it does with school counselors.

Some job functions of school social workers and school psychologists coincide with those of a school counselor, yet counselors are held to a more rigorous standard in terms of prior work experience. For example, according to Ysseldyke, Dawson, Lehr, et al. (1997), "School psychologists have the knowledge and skills necessary to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and others. They understand schools and other settings as systems." The National Association of Social Workers (NASW) Standards for School Social Work Services (1992) state that school social workers collaborate and work with teachers. NASW also states that school social workers offer classroom interventions as a level of service when the total school population includes special education, poverty, and minority concentrations. Most urban and some suburban and rural school settings include special education, poverty, and minority concentrations.

Proponents of teaching experience requirements also feel that counselors need teaching experience to adequately learn the functions of the school system and to relate well to other professionals within the school system (Smith, S. L., 1994). According to Olson and Allen (1993), the school counselor's lack of classroom management skills is another important concern for supporters of the teaching requirement. The job functions of the school social worker and the school psychologist mentioned above are the same functions that supporters of non-interns feel counselors ought to acquire through teaching experience, yet other school professionals are not held to the same standard.

Summary

This chapter discussed the literature review of a survey that examined the similarities and differences between non-intern counselor's and intern counselor's perceived level of effectiveness on 14 counselor job functions when he or she first became licensed as a school counselor. Given the limited research on this topic, it appears that school professionals perceive counselors without previous teaching experience as capable and effective. The next chapter focuses on the methodology of this study including sample of participants,

instrumentation, research procedures, data analysis, and limitations.

CHAPTER THREE

Methodology

Introduction

This chapter will describe the participants under study as well as the survey. Information on research and analysis procedures will follow. The chapter will conclude with the identified methodological limitations.

Sample of Participants

The participants for this study were elementary and middle school counselors employed in the Saint Paul Public Schools in Minnesota during March 2001. The Saint Paul Public Schools serve a diverse, urban population of approximately 44,000 students. The district consists of 7 high schools, 12 middle schools, and 22 elementary schools.

A total of 36 counselors were contacted, but two counselors reported that they did not have time to respond to the survey. Of the 34 counselors who participated, 18 had previous teaching experience, and 16 counselors completed a one-year internship in lieu of the teaching requirement. Of the non-intern participants, eight were female elementary counselors, two were male elementary counselors, five were female middle school counselors, and three were male middle school counselors. Of the intern respondents, six were female elementary counselors, two

were male elementary counselors, five were female middle school counselors, and three were male middle school counselors. Years licensed as a school counselor reported by the participants ranged from less than one year to more than ten years.

Instrumentation

A survey was designed to examine the similarities and differences between non-intern counselor's and intern counselor's perceived level of effectiveness on 14 counselor job functions when he or she first became licensed as a school counselor (Appendix). The survey collected demographic information from the participants including respondent's gender, years licensed as a school counselor, and whether they completed a counseling internship. The literature review generated ideas for the fourteen counselor job functions (Myrick, 1997; Olson & Allen, 1993; Van Den Heuvel, Deutscher, & Conway, 1993, February) with which participants could rate his or her perceived level of effectiveness from 1 (low effectiveness) to 6 (high effectiveness). The survey also offered the respondents an opportunity to add comments regarding the nature of the study.

Research Procedures

The school counselors were telephoned at his or her school of employment during March 2001 and asked to participate in a five-minute survey. The counselors were informed that participation was voluntary and confidentiality was guaranteed. The respondents were first asked the number of years licensed as a school counselor and whether they completed a counseling internship. Next, the researcher read the job functions one at a time and then recorded the counselors' responses on the data sheets. Finally, participants had the opportunity to add comments and were thanked for assisting with the research project.

Data Analysis

For the purpose of this study, the researcher calculated the means and standard deviations for each job function, calculating it separately for non-intern and intern school counselors.

Limitations

Three limitations were apparent in this methodology. First, the sampling method employed a sample of convenience in terms of surveying only one school district. Therefore, these statistics may not be generalizable to other populations. Next, caution should be exercised due to the small population of participants (N = 18 non-interns and

N = 16 interns). Lastly, although the survey instrument was designed from counselor job function research, it has face validity only.

Summary

This chapter described the participants under study and discussed the survey instrument as to its content and validity. Information on research procedures and data analysis followed. The chapter concluded with the identified methodological limitations. Chapter four focuses on the results of the survey.

CHAPTER FOUR

Results

Introduction

This chapter will present the findings from a survey that examined similarities and differences between intern and non-intern school counselor's perceived level of effectiveness on 14 counselor job functions. The job functions will be addressed first followed by comments from the participants. Lastly, the findings of this study will be discussed in terms of its agreement with previous results obtained by other researchers.

Findings

As shown in Table 1, means of the 14 counselor job functions ranged from 4.0 to 5.47 for intern counselors and 3.29 to 5.44 for non-intern counselors. As a group, intern counselors in this study perceived themselves as performing more effectively than non-intern counselors on six job functions: individual counseling, small group counseling, referral and consultation with community agencies, guidance research and program evaluation, working with parents, and student assessments. As a group, non-intern counselors in this study perceived themselves as performing more effectively than intern counselors on seven job functions: working with teachers, classroom guidance, knowledge of

Table 1

Means and Standard Deviations for Intern and Non-Intern
School Counselors

	INTERN COUNSELORS		NON-INTERN COUNSELORS	
	M	SD	M	SD
Working with Teachers	4.38	.60	5.0	.75
Individual Counseling	5.47	.72	4.44	.96
Classroom Guidance	4.13	.72	4.63	.48
Small Group Counseling	4.56	.86	4.28	.87
Knowledge of Students' Problems	4.25	.66	4.83	.76
Referral and Consultation	4.0	.71	3.29	.67
Understanding School Climate	4.56	.50	5.44	.60
Classroom Management	4.27	.57	5.0	.69
M-Team Participation	4.44	.50	5.12	.68
Research and Program Evaluation	4.31	.77	3.61	.68
Student Records Management	4.53	.50	4.53	.61
Working with Parents	5.0	.71	4.78	.92
Respect from Teachers	4.25	.83	5.06	.70
Student Assessments	4.25	.83	3.65	.76

students' problems, understanding school climate, classroom management, multidisciplinary-team participation, and respect from teachers. Regarding the student records management job function, the mean score was the same for non-intern and intern counselors. It appears that both non-intern and intern counselors perceived themselves as performing the same on this job function.

The following statements are comments from two of the participants regarding the survey:

"Non-teachers lack classroom experience."

"Teaching background was a great advantage (for me). I understand the school better, and the teachers respect and listen to me because I've been there. When you're young, teachers won't take your advice as seriously. I did have interns with no teaching experience. They were great but had to work harder."

Summary

This chapter revealed and discussed the results of a survey that examined similarities and differences between intern and non-intern school counselor's perceived level of effectiveness on 14 counselor job functions. It appears that school counselors' perceptions of effective school counseling practice are varied. The final chapter focuses on the discussion, implications, and recommendations for future research.

CHAPTER FIVE

Discussion, Implications, and Recommendations

Introduction

The purpose of this study was to examine the similarities and differences between intern and non-intern school counselor's perceived level of effectiveness on 14 counselor job functions. This chapter will offer a discussion section, implications of this study, and recommendations for future research.

Discussion

There is a great need to achieve uniformity across the nation in certification standards of school counselors. The 40-year debate over prior teaching experience for school counselor certification deserves closure. If prior teaching experience is unnecessary for effective school counseling practice, it is unfair to discourage or prolong qualified individuals from obtaining certification. More important, this bias reinforces the perception that those individuals with prior teaching experience make better school counselors. The requirement seems to be a rare situation in which having experience in teaching is required in order to engage in counseling. Holding to this criterion for acceptance into a profession seems both unfair and unwise. The school-counseling field, not only

demands, but is also entitled to highly qualified individuals to guide and counsel the increasing population of school-age children.

Prior research findings do not support suppositions that counselors with teaching experience are superior to those without it. Rather, it has taken on what Baker (1994) referred to as a "tradition" (p. 316). The research does indicate, however, that counselors need teaching experience to adequately learn the functions of the school system, to relate well to other professionals within the school system, and to practice classroom management skills (Farwell, 1962; Olson & Allen, 1993; Smith, 1994). On the other hand, researchers also found counselors without teaching experience could perform as or more effectively than teaching counselors (Dilley et al., 1973; Erpenbach & Perrone, 1976; Havens, cited in Baker, 1994; Morrissey, 1998, p. 14; Smith et al., 2001).

Implications

This study illustrates the need for counselor education programs to respond to the needs, skills, and characteristics of counseling students. For example, counselors with teaching experience may need assistance in shifting to a more relationship-oriented perspective, and counselors without teaching experience may need assistance

learning the language of schools, classroom management skills, and how to relate better with school personnel. Unfortunately, several states only allow former teachers to be trained as school counselors.

Recommendations

Considering the preceding implications, the following are recommendations for further study:

1. Examine the professional and educational concerns of school counselors with and without teaching experience during training and following employment.

2. Examine whether there are factors other than prior teaching experience that influence perceptions of school counselor effectiveness. Possible variables may include experiences with school-age children, personality traits, and working relationships with teachers.

3. Survey teachers regarding his or her perceptions of counselors without teaching experience. This survey would include explanations as to why teachers may perceive interns as less effective than non-interns or vice versa.

4. Further examine the certification requirements and training programs for school psychologists and school social workers.

APPENDIX

Survey Instrument

INTERN AND NON-INTERN SCHOOL COUNSELOR'S PERCEIVED LEVEL
OF EFFECTIVENESS ON JOB FUNCTIONS

Hello, this is Rochelle Vavricka, a school-counseling student at the University of Wisconsin-Stout. We are studying school counselor perceptions of similarities and differences between counselors with teaching experience and counselors who completed an internship in lieu of the teaching experience. Are you willing to take five minutes to participate? All data will be kept confidential, there are no risks, and you can withdraw at any time.

How many years have you been a licensed school counselor?

Years at the elementary level

Years at the middle school level

Years at the high school level

Were you required to complete a counseling internship?

Yes

No

Gender:

Male

Female

Think back to your first year as a licensed school counselor. I am going to read a list of 14 counselor job functions. The rating scale goes from 1 to 6. One equals low effectiveness and six equals high effectiveness. For each of the job functions I read, rate your perceived level of effectiveness when you first became licensed as a school counselor. Do you have any questions?

	LOW					HIGH
1. Working with Teachers	1	2	3	4	5	6
2. Individual Counseling	1	2	3	4	5	6
3. Classroom Guidance	1	2	3	4	5	6
4. Small Group Counseling	1	2	3	4	5	6
5. Knowledge of Students' Problems	1	2	3	4	5	6
6. Referral and Consultation	1	2	3	4	5	6
7. Understanding School Climate	1	2	3	4	5	6
8. Classroom Management	1	2	3	4	5	6
9. M-team Participation	1	2	3	4	5	6
10. Research and Program Evaluation	1	2	3	4	5	6
11. Student Records Management	1	2	3	4	5	6
12. Working with Parents	1	2	3	4	5	6
13. Respect From Teachers	1	2	3	4	5	6
14. Student Assessments	1	2	3	4	5	6

Thanks for your time and assistance. Do you have anything you want to add?

Are you interested in a copy of the results?

___ No ___ Yes; where do I send the results?

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