

ROLES OF SCHOOL COUNSELORS IN SUPPORTING NOVICE TEACHERS

A Dissertation

by

KEENA M. BRADLEY

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2010

Major Subject: Curriculum and Instruction

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Approved by:

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ABSTRACT

Roles of School Counselors in Supporting Novice Teachers. (May 2010)

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Many novice teachers are leaving the teaching profession at alarming numbers creating teacher turnover rates that may be difficult for educational administrators to combat. Novice teachers have a variety of needs and if those needs are not met, these teachers may not return for another year in the classroom. Teacher induction programs are designed to help meet the needs of novice teachers, but they must be structured appropriately and must use trained personnel who will be able to provide support for the novice teachers. The purpose of this study is to determine to what degree school counselors could be used as an additional source of support to help meet the needs of novice teachers by providing preparation and support to assist their transition into the classroom in order to improve retention rates among novice teachers.

The review of literature examined teacher induction programs and the professional, developmental, and social needs of novice teachers. It also examined the role of school counselors to assess the skills and training they have that may be used to support novice teachers. This study asked school counselors to indicate the type and

amount of support they currently provide to novice teachers and to provide their perception on serving as a source of support for novice teachers.

The results of this study indicate that school counselors have several skills that could be used to support novice teachers. However, because they lack skills in certain areas where novice teachers have need, school counselors should not be used as a sole source of support for novice teachers. The results of this study suggest that school counselors should be used in conjunction with other campus personnel to most effectively meet the needs of novice teachers.

DEDICATION

I can do all things through Christ who strengthens me.

Philippians 4:13

I thank GOD for getting me through this doctoral program and showing me how to walk by faith and not by sight.

To my father, the late Louis Ray Sims: Although I only had 15 years with you, I am thankful to God that I was blessed with a father who showed me how to live a life of greatness, how to strive beyond tribulations, and how to always reach for my dreams. I think of you everyday and I wish that you could be here to share these moments with me. I know that you would be proud of your little “Jack.” I will always love you and miss you.

To my mom, Louella: There are no words to express what you mean to me. You are the perfect example of what a mother should be, and I am BLESSED beyond measure to have you as my mom. Thank you for always being there whenever I need you and always knowing exactly what to say.

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CHAPTER I

INTRODUCTION

There is a severe problem that has been looming in public schools for several years and if this problem is not rectified, the students in America will face academic challenges that may hinder them for the rest of their lives. The problem is that attrition rates among first year teachers are at an alarming high. These teachers need the respect and support of administrators and policymakers to provide an environment for them that is conducive to their continuation in the classroom during the first year (Nieto, 2009). If this type of support is not provided, novice teachers will continue to make up the largest group of teachers to exit the profession within the first five years (Wiekbe & Bardin, 2009).

According to the National Center for Education Evaluation and Regional Assistance, 14% of teachers leave the profession in one year, 33% in three years and almost 50% after five years (National Center for Education Evaluation and Regional Assistance, 2009). Education administrators must be proactive and creative in supporting novice teachers during the initial year in order to reduce these numbers and maintain teachers in the profession. Anhorn (2008) states that novice teachers are exiting the profession in part due to difficult work assignments, unclear expectations, isolation, lack of resources, and the idea that they are expected to complete the same

This dissertation follows the style of *The Journal of Educational Research*.

tasks of a veteran teacher. First year teachers have identified these reasons and others as a primary vehicle to the development and use of induction programs.

Today more than ever, the presence of a qualified teacher in every classroom has become an issue of major importance in public education. The importance of qualified teachers in the classroom is the backbone of public education and President Barack Obama has made this issue part of his education agenda (The Whitehouse, 2008). Simply, his education agenda calls to recruit, retain, and reward teachers. It recognizes the importance of retaining educators and offers to expand mentoring programs to provide experienced teachers with incentives to assist new teachers by allowing common planning time to collaborate and problem solve.

The teacher induction process was designed to provide novice teachers with the support they need to be successful in the classroom during their first year (Wiebke & Bardin, 2009). Teacher induction is a critical process for inexperienced or novice teachers. This process provides a bridge for novice teachers to cross over into the professional role of classroom teacher. It is designed to provide the training and support necessary for novice teachers to obtain the support they need on the first day in the classroom. This training is a very critical part of the development of the novice teacher because of the fragile nature of this group. This group is fragile because one third of the novice teachers who enter the profession will not remain in the profession three years later creating a revolving door of hiring teachers one year and losing them the next

(Darling- Hammond, 1998). As a result, the continuity of the staff and instruction for the students are at stake.

Because retention rates are decreasing among first year teachers, educational professionals must look for ways to create environments that are conducive to the support and collaboration that are needed for novice teachers to remain in the profession and be successful (Nieto, 2009). Therefore, it is essential that novice teachers be retained within the early years of their career. The retention occurs based on whether or not the novice teachers' needs have been met during the initial year. This attainment may be made possible through the support they receive through the school district and ultimately on their campus (Davis, 2005).

Statement of the Problem

Teacher attrition is high and, as a result, teachers are leaving the classroom at alarming rates for various reasons (Anhorn, 2008). Although there are some reasons that are beyond the control of educators, school administrators have the responsibility to make sure that the causes of attrition that are related to education such as classroom management, student discipline, lesson planning, working with parents, managing paperwork and differentiating instruction are addressed.

In order for students to be taught by qualified teachers, novice teachers must be recruited, prepared, and retained to remain in the profession (Teacher Induction, 2008). Retention of qualified teachers is essential and may require the efforts of a variety of

school personnel in order to be successful. The decrease in retention rates creates instability in the teacher workforce on the campus and in the school district. Teachers who have experienced an increase in the academic achievement of their students are more likely to remain in the profession (Alliance for Excellent Education, 2008). To provide more support for novice teachers, this study seeks to evaluate the role that school counselors may have in supporting the needs of novice teachers.

Purpose of the Study

The purpose of this exploratory study has three overall goals. The first goal is to determine the skills that school counselors have to meet the needs of novice teachers. The second goal is to assess what school counselors are currently doing to provide support to meet the needs of novice teachers. The third goal is to determine the perceptions of school counselors as a source of support for novice teachers.

Research Questions

1. In what ways are the skills of school counselors being used to support the needs of novice teachers?
2. What type of support do school counselors provide to meet the needs of novice teachers?
3. What is the perception of school counselors regarding their participation as a source of support to meet the needs of novice teachers?

Significance of the Study

An induction program is one that is designed to provide support to new teachers (Wiebke & Bardin, 2009). The process and personnel that schools and school districts use to prepare, support, and retain novices may vary across the country. There are multiple personnel such as mentors, administrators and staff developers who work together to provide sessions and assistance to the new teachers (Breux & Wong, 2003). These sessions provide novice teachers with the skills and training they need to be successful during their first year in the classroom. The sessions can consist of classroom management strategies, school procedures, and instructional plans that will ultimately provide novice teachers with training and support in an effort to increase the retention rates among novice teachers.

The significance of this study relates to the importance of teacher retention and how school counselors may be an additional source of assistance to reduce teacher retention. This study seeks to determine to what degree school counselors can be an additional resource that may be used to help meet the needs of novice teachers by providing preparation and support to assist their transition into the classroom to improve retention rates among novice teachers.

Definition of Terms

These definitions relate to the school and districts in this study.

<i>Induction Program</i>	A program designed to recruit, support, and retain novice teachers
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<i>Mentor Training</i>	The process of training the mentor of a novice teacher in order to increase the skill and retention of new teachers
<i>Novice Teacher</i>	A teacher who has zero to three years of classroom teaching experience
<i>Reflection</i>	An intentional activity where an individual thinks critically about and evaluates their own experience
<i>School Counselor</i>	A professional on a K-12 campus who provides academic, social, and emotional guidance to students
<i>High School</i>	A school that educates students in grades 10- 12
<i>Intermediate School</i>	A school that educates students in grades 5 and 6
<i>Middle School</i>	A school that educates students in grades 7 and 8
<i>Elementary School</i>	A campus that educates students in grades K-4
<i>Teacher Retention</i>	The phenomenon of teachers remaining in the teaching profession

Assumptions of the Study

There were several assumptions that guided this study. The first assumption is that the respondents would be honest and candid in their responses to the survey and the interview questions.

The second assumption is that the responses that were provided by school counselors in the survey would provide the information needed to assess their overall views of the role of the school counselor in supporting novice teachers.

The third assumption is that there would be freedom from bias on the part of the participants as they engaged in research to increase data to support the needs of novice teachers.

Limitations of the Study

The main limitation of this study is researcher bias. Since I have served as a school counselor, my initial assumption is that although school counselors are not usually a formal part of the induction process, they have an unwritten role in supporting novice teachers through teacher and counselor interactions that may occur regarding students and classroom or school procedures.

School counselors may have been reluctant to participate in the study for fear of their responses being publicized even though the surveys were returned anonymously. The respondents may have also been reluctant to be honest for fear that this study may lead to an obligation to serve in a supportive role for novice teachers.

The research for this study was based only on one school district. Therefore, the results are limited and do not include the perspective of a wide variety of school counselors.

Elementary school counselors were not used as part of the main study because they were used in the pilot group. Therefore, the study does not take into consideration the role that elementary school counselors may provide in supporting novice teachers.

Member checking was not done during the interview process, so it eliminated the possibility to look back at the responses of the respondents on the survey and compare it with the potential interview response.

Summary

The academic achievement of students depends largely upon the quality of the teacher with whom they are exposed (Teacher Induction, 2008). With this in mind, it is essential that novice teachers be supported throughout their first year in the classroom. If novice teachers are not supported, they could experience a year of floundering for success in the classroom that would detrimentally affect the achievement of the students and their own professional growth. Novice teachers need support in the areas of classroom management, school policies, curriculum development and behavioral management (Anhorn, 2008). Therefore, in order to meet the variety of needs of the novice teachers, the participation of several different campus personnel could be required. This study seeks to determine whether school counselors could provide support to meet the needs of novice teachers to increase retention rates among this fragile group of professionals.

Chapter I provides an overview of the retention of teachers in the United States and how induction programs have been designed to help combat the alarming attrition rates. This chapter also includes the statement of the problem, statement of the purpose, research questions, significance of the study, definition of terms, assumptions of the study, and limitations of the study.

Chapter II contains a review of literature that explains the history and design of teacher induction programs. It also provides research on the developmental, professional and emotional needs of novice teachers during their first year in the classroom. This chapter includes literature on the role that the school counselor typically has in K-12 schools with an emphasis on the skills and training that are required to serve as a school counselor.

Chapter III describes the methodology of the study. It details the site of the study and the methodology used to conduct the research. This chapter describes the site, population, sample, pilot study, instruments, data analysis, and data reporting procedures.

Chapter IV provides an analysis of the data obtained from the study and Chapter V includes a summary of the findings from the study. This final chapter also provides implications of the study and recommendations for further research.

CHAPTER II

LITERATURE REVIEW

Introduction

The review of literature in this chapter presents the rationale for conducting research on the role that school counselors may have in supporting the needs of novice teachers and why it is important to ensure that the needs of novice teachers are met. This chapter examines the historical background and functionality of teacher induction programs as a mechanism to support novice teachers and to meet their developmental, professional, and emotional needs. It also explains the needs of novice teachers during their first year in the classroom. Finally, the review of literature in this chapter examines school counselors and the role they play with public school personnel.

Teacher Induction Programs

The idea that novice teachers needed help transitioning into the classroom came about in the mid 1970s as schools began to search for ideas to help beginning teachers as they entered the profession (ERIC Clearinghouse on Teacher Induction, 1986). The literature reports that novice teachers in the United States were having problems in multiple areas of teaching. As researchers began to ponder ways to improve the initial experiences of novice teachers, they explored several ideas. Among those ideas was establishing teacher induction programs to assist the novice teacher's transition into the classroom. Another idea was to mandate that induction programs be offered to novice

teachers. This mandate began in California and Connecticut in the 1980s, and it has flourished and spread to other states across the country (Fallon, 2009). The use, structure, and design of these programs have varied among the states according to different legislative mandates.

Quality induction programs are designed to keep good teachers in the classroom by providing them the support they need to be successful. The success of novice teachers can be contingent upon whether their needs are met. According to McCann & Johannssen (2009), novice teachers have trouble in the five key areas of classroom management, curriculum management, instructional strategies, discipline management and stress. When teachers experience success and confidence, the students are more likely to experience success themselves. When teachers see that they have positively influenced their student's achievement, they are more likely to remain in the profession (Alliance for Excellent Education, 2008). In addition, if novice teachers think that they have the support of a mentor, colleague, and the administration, they perceive a support system in place that provides the foundation they need to build their careers. With this type of support, novice teachers are more likely to return for another year.

In order for students to be successful, they must be exposed to quality teachers. The success of the child depends heavily on the quality of the teacher in the classroom (NTC Policy Brief, 2007). If a student is exposed to an ineffective teacher, that student may be at risk of being set back one to three grade levels (Teacher Induction, 2008). The Tennessee Value Added Assessment System (TVAAS) provided results of teacher

effectiveness on student achievement (Sanders & Horn, 1998). When evaluating an effective educational system, teacher effectiveness should be a major consideration. Based on this research at the University of Tennessee, teacher effectiveness is a major indicator of student achievement. The study shows that if the goal is to improve student learning, it must begin with improvement of ineffective teachers. In 20 of the 30 analyses conducted in this study, teacher effectiveness and prior student achievement were the two most important factors that affected student gains. However, teacher effectiveness produced a highly significant impact. Therefore, it is important to retain novice teachers and increase their effectiveness in the classroom.

An induction program is a critical component of the overall success of the teachers and students in the school district (Odell & Huling, 2000). If novice teachers are not supported through induction programs, they are more likely to leave the profession and the students in the classroom may be faced with temporary full-time teachers or substitutes. Students need stability and access to a certified and qualified teacher on the first day of school to increase the likelihood that they will receive a quality education. The teachers who see academic achievement in their students, have a vested interest, and are more likely to remain in the profession (Alliance for Excellent Education, 2008).

The monetary effects of teacher attrition can be overwhelming to school districts. It is costly to lose a teacher who has already received training and staff development opportunities (Alliance for Excellent Education, 2008). When money is spent recruiting

teachers, every effort should be made to retain those teachers. When teachers leave the classroom, student performance is affected and new teachers must be trained to be effective in the classroom. It takes approximately 3-5 years for a teacher to have the knowledge necessary to be successful in the classroom and maximize their student's learning (Alliance for Excellent Education, 2008). Retention of teachers from one year to the next also adds to the expertise of the staff at the school and in the district. When funds are spent to provide professional development activities for a teacher who leaves, additional funds must then be spent to provide professional development activities for the new teachers.

Several people have conducted research studies on the effectiveness of teacher induction programs in an attempt to determine their effectiveness and impact. When assessing the effectiveness of the programs, it is important to realize that teacher induction programs are created differently and it is sometimes difficult to measure the effect that the programs have on such areas as retention and student achievement. However, Richard Ingersoll has carried out extensive research in the area of teacher induction by conducting a meta analysis in the areas of School Organization and Accountability, Teacher Turnover and Shortages and Teacher Quality (Ingersoll, 2002). Through his research, Ingersoll, (2002) determined that although there is a teacher shortage, it is not because there are not enough teachers available. Instead, the problem stems from the inability of school districts to retain the teachers who are currently in the workforce. Ingersoll stated that there was enough evidence to support the positive impact

that induction programs have on teachers and their retention. Teachers are not being retained because they are dissatisfied with their jobs, low salaries, inability to have input on the campus regarding school policies and student discipline (Ingersoll & Smith, 2003). Assistance in these areas would help curb the retention problems and leave more teachers in the classroom.

Another study on induction programs was conducted at the University of Colorado at Boulder (UCB) to research factors that influence teacher retention (Kelley, 2004). This program addressed the approaches of reflective teaching practices, individual mentoring from an expert teacher each week, frequent interaction with other novice teachers, and an inquiry based graduate study tailored to each teacher's professional needs. The results of this study indicate that 94% of the novice teachers who participated in the study were still teaching after four years. This program uniquely linked program characteristics to teacher retention and was structured as collaboration between UCB and six Colorado school districts. One of the unique characteristics of The Partners in Education (PIE) program was that it combined induction or PIE teachers with a master's degree at UCB. The university provides clinical professors to supply extensive mentoring to the novice teachers. These clinical professors are released full time from the university to support the novice teachers. The university also provides faculty resources such as consulting, workshops, and collaborative research projects for the school district. The rationale for this program focuses on intensive mentoring, cohort group networking, and ongoing inquiry into practice.

The Santa Cruz New Teacher Project (SCNTP) provides a foundation for several of the strategies implemented at UCB. The use of university partnerships and full-time release of teachers has shown that it takes a variety of people and institutions working together to best affect the success of the novice teachers (Goldrick, 2009). The SCNTP was started in 1988 as a pilot program to allow veteran teachers to be released from their classroom to serve as a full-time mentor for a novice teacher for three years (Hanson & Moir, 2008). This project has served as a model that can be used to structure teacher induction programs.

In order for a teacher induction program to be effective, it should be designed to meet the needs of the population that it is intended to serve. Although induction programs are designed differently, there are certain elements that effective programs should possess. The Arizona K-12 Center described nine key elements that all induction programs should have in order to provide the type of assistance novice teachers need to be successful. One of the first elements of an effective program is Orientation (Horn, 2002). When novice teachers come to a school or school district, they must become acclimated to the policies and procedures of that district and the school. Orientation in the induction program will allow the novice teachers an opportunity to meet their mentor, understand the curriculum, access supplies, and meet the faculty and staff on the campus. This element helps the novice understand the system that is in place and become comfortable within the system.

The second element is Mentoring which can be categorized in two levels: formal or informal. The difference between a formal program and an informal program is whether or not the program is funded. If there is no funding, then relationships are encouraged that resemble buddy systems.

The third element is the Adjustment of Working Conditions that encourages administrators not to give the new teachers the most difficult students and keep their class sizes to a minimum.

Professional Development and Release Time are the fourth and fifth elements. Professional development is encouraged for all staff and they should have the ability to attend the staff development sessions.

The sixth element is the Opportunity for Collegial Relationships. This element refers to the idea that teachers need to be able to collaborate with their peers on instructional planning or in study groups to decrease feelings of isolation.

New Teacher Assessment and Program Evaluation are the seventh and eighth elements that describe the necessity for the new teacher and the program itself to be evaluated and given feedback to enhance as necessary.

Follow Up is the last element. The novice teachers need follow up in the second year to continue to monitor their progress. These nine elements provide a framework for what constitutes a successful induction program (Horn, 2002).

The induction process represents a very distinct period in the teacher development. There are three approaches that can be used by administrators to determine what is best for the individual school district or campus (Odell & Huling, 2000). The first approach is the assistance approach. This approach is most common as it was developed to ensure a smooth transition for the novice teacher into the classroom. It is within the approach phase that the needs of novice teachers are expressed. These needs can be described as reducing stress levels, learning how to apply theory and practice about teaching, learning that is gained as a teacher in a teacher education program as well as increasing the success and confidence levels of the novice teacher. This assistance approach is simply part of a total support mechanism that eases the novice teacher into the teaching profession gradually while addressing other needs that may be affecting their success in the classroom.

The second approach is the assessment approach to inducting novice teachers that measures the skills and knowledge of the novice teachers. The rationale behind this approach is centered on a “gatekeeper” aspect. During the initial year in the classroom, the principal and /or other experienced professionals conduct observations of the novice teacher in an effort to determine if they should receive their certification. This process prevents teachers who lack the skills to be in the classroom from obtaining certification until they have exemplified skills that will make them successful in the classroom.

The final approach is the standards based approach that was designed to establish a set of assessments that could be used in assessing novice teachers. Praxis, the

Educational Testing Service and Interstate New Teacher Assessment and Support Consortium (INTASC) by the Council of State School Officers provide examples of similar standards that have been established.

These approaches allow administrators who are responsible for developing induction programs an opportunity to structure a program that is most appropriate for the population of the school district it serves. The approaches can be used in isolation of one another or combined for the benefit of the novice teachers. The assistance approach is the most common as it allows the administrators to guide novice teachers as they transition into the teaching profession. These approaches are important because they allow the administrators to use the approach that best meets the needs of the novice teachers.

Novice Teacher Growth and Development

Teacher induction programs are designed to meet the needs of novice teachers so that they will be successful in their early years in the classroom. The needs of novice teachers vary according to the individual teachers, but there are certain basic needs that should be addressed in order for novice teachers to be successful. These needs can be professional needs such as difficulty with classroom management or student discipline or the need can be emotional such as dealing with stress (Anhorn, 2008). To ensure that the needs of the novice teacher are adequately met, it is important to be aware of the process teachers must go through to develop and grow. Just as students are learners, novice teachers are also in developmental stages. It is essential to understand the developmental

stages that novice teachers go through in order to effectively meet their overall needs. If the teachers' needs are met, then there is a greater likelihood that the teacher will be able to meet the needs of the students.

As adult learners, one of the domains of growth for novice teachers is cognitive development. One could employ Cognitive Developmental Theory as a means of developing adult learners with this theoretical framework in mind. Cognitive Development can be defined as one's ability to think and reason in a given situation or set of events (Davison, 2009). This domain is critical for educators because teachers are positioned in a variety of situations on a daily basis, and it is essential that they have the ability to exercise the most effective judgment in those situations.

Multiple domains can be identified through Cognitive Development Theory. Three of the domains are discussed here (Reiman & Sprinthall, 1998). David Hunt's research on teacher development and conceptual levels describes the teacher's ability to solve problems during teacher interactions (Hunt & Joyce, 1967). As a teacher, there are numerous decisions to be made on a daily basis. As teachers grow conceptually, they should develop the ability to function at one conceptual level and potentially advance to another conceptual level. Hunt describes these stages as Concrete Conceptual Level (Stage A), Concrete / Abstract Level (Stage B), and Abstract Conceptual Level (Stage C). When teachers are functioning in Stage A, they are very fixed in their actions, interactions, and thinking. When teachers progress to Stage B, they are more open to new ideas and have developed more of an ability to adapt to changes and new strategies.

When teachers are operating in Stage C, they have the ability to assess the needs of their students and adapt the curriculum to meet those needs. The teacher is more of a risk taker and uses more collaborative strategies as they function on a daily basis. Teachers do not automatically advance from one level to the next. However, the higher the conceptual level, the more flexible and stress tolerant the teacher becomes.

Ego Development is another domain to teacher cognitive development. Through this form of development, the teacher's ego plays an essential role in decision making and problem solving (Loevinger & Knoll, 1983). This development describes how the teacher's identity can play a role as the teacher instructs and takes action in the classroom. When assessing ego development, the higher the stage, the greater the interaction. Loevinger indicates that it is one's sense of self that dictates the decisions that are made and how situations are handled. Self-awareness can be critical for teachers in the classroom because it can affect how they handle interactions with their students and adults. When teachers advance from one stage to the other, they are able to tolerate and handle more complex ideas and experiences (Reiman & Sprinthall, 1998). Overall, advancing to a higher level in ego development is beneficial for the teacher and the student.

Theorist, Lawrence Kohlberg developed a Theory of Moral Development. Moral Development has also been identified as a domain of teacher cognitive development (Kohlberg, 1975). Kohlberg's Theory of Moral Development is used to describe the level and rationale behind a justification when decisions are made. Moral development

relates to basic principles of right and wrong. Moral reasoning is used to describe how a person justifies the decision they make. In Kohlberg's Theory of Moral Development, he contends that the six stages must occur in order without skipping from one stage to another. This concept means that teachers should develop morally in the same sequence without regression (Loevinger & Knoll, 1983). The levels of Moral Development are pre-conventional, conventional and post conventional. There are two stages at each level. Although regression is not good for teachers morally, decisions that are made may vary according to the situation. Conceptual development, ego development, and moral development are three domains that can help understand how teacher cognitive development occurs.

Jean Piaget, a Swiss philosopher, has also done extensive work in the field of cognitive development (Davison, 2009). He believed that learning takes place because of action and interaction with the environment. This interaction creates a curiosity about new ideas that may be developed through complex cognition by assimilation with past views. For Piaget, cognitive growth takes place as we balance what we already know with what we would like to know. This type of growth can occur when there is interaction with the environment and experiences (Reiman & Sprinthall, 1998).

The five conditions for growth that are essential in a teacher's cognitive development are role-taking, reflection, balance, support and challenge, and continuity. These are elements of the teaching-learning framework espoused by Reiman and Sprinthall (1998). To effectively evaluate the growth of a novice teacher, these

conditions should be evaluated. John Dewey contributed greatly to the area of human growth and development (Reiman & Sprinthall, 1998). According to Dewey, educators have a responsibility to recognize experiences that can lead to growth. Dewey was one of the first researchers to discuss how students and adults move or progress through stages. Quality of experience is critical and educative experiences should be promoted in order for the potential for growth to occur. According to Reiman and Sprinthall (1998), Dewey states that the following conditions should be in place to encourage educative experiences:

Role taking - When a person takes on a new role, it should be substantial and legitimate in order to be successful in that role. Growth producing experiences with certain thoughts and behaviors are required to achieve in the new role.

Reflection – Reflection is critical for a role-taking experience to be successful because without it, the experience will have no effect on moral or conceptual development. Teachers must know how to reflect and have the ability to help others reflect.

Balance – In order for action and reflection to work effectively, they must be balanced. Too much action and not enough reflection can lead to a decreased opportunity to maximize growth.

Continuity – Action and reflection must be balanced and continuous. There must be a constant balance maintained in order for the experience to be effective. However, people do not change quickly and it takes time for growth to occur.

Support and Challenge - The support and challenge condition is often the most difficult to implement. This condition is very difficult because the support and challenge should be balanced. If there is too much support and no challenge, then growth will be stifled.

Lev Vygostky is another theorist who believed that in order for learning to take place, development must occur (Davison, 2009). Vygostsky's Zone of Proximal Development refers to the conceptual area that is immediately above where a student or adult is currently functioning. The zone is an area of equilibrium that is slightly more advanced than where the novice currently exists. The teachers are encouraged to increase in the zone, but this can only happen if they are supported and challenged. For example, if a teacher is functioning at one level of development, the zone of proximal development is the area immediately above that particular level of functioning. This advancement in level occurs with appropriate encouragement, assistance, and advice. There must be challenges or interactions in place between the learners and the environment in order to move the learners beyond their current functioning.

The developmental component of Cognitive Development Theory refers to the manner that an individual is able to reason in a given situation (Hunt & Joyce, 1967). The theories and theorists mentioned above provide insight on the expected student development as the level or stage of growth increases. Knowledge of the developmental aspect of cognitive development is critical for those who provide support to novice teachers.

In conclusion, in order to offer the kind of support that a novice teacher needs to be successful, the support agent must have three characteristics. (Johnson & Reiman, 2006). First, the person offering support must have a unique grasp of educational foundations and be able to offer perspectives on problem solving. This concept is an example of the conceptual domain. Second, the supporter must have the ability to offer advice that demonstrates independent decision-making based on social justice and diversity. This concept encompasses the moral / ethical domain. The third characteristic is that the person offering support has to have a realistic idea of who they are as a professional and be able to provide guidance to support the needs of another person.

Developmental Needs of Novice Teachers

Novice teachers tend to have needs that they have difficulty verbalizing themselves. To further the research on the needs of novice teachers, Frances Fuller developed a model that described the Phases of Concern that pre –service teachers experience. This model became known as the Concerns –Based Adoption Model (CBAM) (Fuller, 1969). Fuller describes three general levels of concern: self-concerns, task concerns and impact concerns. Novice teachers experience phases within each of the three levels.

The first stage of the CBAM begins at the *self-concerns stage* with the awareness (lack of) phase where the novice teacher is apathetic about what they do not know and has very little ambition toward gaining the unknown knowledge. It is hopeful that the teacher does not remain in this stage for very long and moves to the next phase. The

informational stage embodies a feeling of curiosity where the teacher is inquiring about information such as district curriculum or school guidelines. This informational stage sees the teacher as someone who is willing to learn more. The self-concern has one remaining phase that is of a more personal nature. In this phase, the novice teachers are anxious to know how their students and colleagues will receive them. Novice teachers must receive a great deal of support; otherwise, they will spend too much time on personal concerns.

As the novice teacher advances from the self-concerns, the next level addresses *task concerns*. The main component at this level is with management and feelings of frustration where the novice teacher expresses angst about lack of time to complete paperwork or grading. It is at this stage that the novice teachers have difficulty with time management, planning, and the required paperwork. According to Fuller (1969), novice teachers need support and adequate time to move beyond self-concerns and into the management stage. Fuller has found that very few beginning teachers move beyond the management stage into the *impact stage*. These higher levels of concern look at consequences, collaboration, and refocusing. The novice teachers experience feelings of success, excitement, and confidence. At this level, the novice has moved beyond thinking about self and more towards the achievement and needs of the students and collaboration with colleagues. The refocusing stage shows that the novice teacher has the

ability to manipulate the curriculum to effectively meet the individual needs of the students.

It is critical that the developmental needs of novice teachers are supported in order for them to be able to handle their professional requirements as a teacher. There are certain professional needs that cause novice teachers to struggle and require the need for additional support.

Professional Needs of Novice Teachers

As the novice teacher progresses beyond self and moves up the conceptual ladder, there are certain professional needs that must be addressed so that the novice can be successful in the classroom. These needs vary across the country by teacher, school, and school district, and classroom management is one of the basic professional issues with which most novice teachers struggle (Breux & Wong, 2003). One of the main concerns of novice teachers is classroom management. Classroom management can encompass several different aspects that allow the concept to come together as a whole. Effective classroom management strategies begin before the students enter the classroom. The basic components of classroom management consist of setting expectations for the students and providing guidelines for the expectations they should meet (Kizlik, 2008). These expectations can be academic or behavioral. Developing and enforcing classroom rules is essential to good classroom management because the rules provide structure in the classroom. Room arrangement is also a key component to classroom management. The teacher should be able to observe all students at all times

and the classroom materials should be readily available. Appropriate use of praise and consequences is also vital. Students should be aware that they would be reprimanded for misbehavior and praised when they meet the expectations of the teacher.

These skills are not easy for novice teachers to develop and these teachers usually need a great deal of support and guidance to develop classroom management that works for them (Coalition for Psychology in Schools and Education, 2006). According to the American Psychological Association Teacher Needs survey, the specific areas of concern for classroom management were 1) make sure that negative student behaviors did not distract the teacher and the classroom, 2) make sure that students are exposed to an emotionally and socially safe classroom environment and 3) encourage students to participate in classroom discussions (Coalition for Psychology in Schools and Education, 2006).

Fred Jones (2007) is a clinical psychologist who has been studying classroom behavior for over thirty years. Although he is currently training teachers and assists them in behavioral management in the classroom, his initial training began as he worked with autistic and emotionally disturbed children. According to Jones (2007), novice teachers need assistance in setting the stage for their lesson plans. Setting the stage implies that the novice know why the lesson is important, assess the retention of the information that was previously taught, and determine what the goals and objectives for the lesson should be. This need is key for novice teachers because the inability to develop lesson plans can lead to an inability to effectively teach the intended lesson.

Novice teachers also tend to be unaware of the “unwritten” rules and procedures of the school. They need someone to support them in acquiring the knowledge of local policies and procedures. Examples of these procedures might be duty assignments, where to eat lunch, what is appropriate for “spirit “days, how to get the keys for the classroom and where to get textbooks (Breux & Wong, 2003). Although these may appear minor to seasoned teachers, they can be very stressful to novice teachers. The novice teachers may also have concerns regarding the appraisal system and how observations are conducted. They are not usually familiar with their personal rights and responsibilities as a teacher and often need support in becoming knowledgeable with legal issues.

Organizational and instructional skills are essential for a successful novice teacher. Novice teachers should be knowledgeable of their content area and be able to communicate the content accurately and clearly. Instructional strategies should be exemplified that will allow the novice teacher to be aware of the skills that the students have and additional methods that may need to be put into place to help them meet their individual needs. It is this area where novice teachers need assistance in motivating students and promoting critical thinkers. They also require the support of designing or implementing changes in the curriculum to meet student needs and promote problem solving (Coalition for Psychology in Schools and Education, 2006).

Novice teachers often become overwhelmed with all of the responsibilities that they are expected to meet and have trouble with time management. They need support in

balancing the papers that need grading, contacting parents, and attending to their assigned duties. These responsibilities can be quite cumbersome, and novice teachers often need someone to step in and help them prioritize and manage their time to ensure that everything that needs to be done is handled appropriately. Novice teachers need to learn to manage the amount of time that they have with the students to maximize student time and effort (Wong & Wong, 2004).

One of the most difficult tasks for novice teachers is working with parents. This area is where novice teachers are least familiar because they may have never interacted with parents before. They need support in communicating effectively with parents and holding parent conferences. Since parent communication usually comes from situations that are either academic or behavioral, Fred Jones (2007) explains that it is best to be proactive rather than reactive when getting to know parents. Jones advises that there be a plan in place to structure the initial parent contact to ensure that parents do not become an adversary of the teacher.

Novice teachers are often advised to use parent communication as a means to assist them with student discipline. Discipline management is another area of concern for novice teachers. Novice teachers need to be exposed to a variety of age appropriate discipline techniques and ideas on working with students of diverse backgrounds. Effective discipline management can make the difference in whether or not a classroom is chaotic or smoothly run. This need is extremely critical for the novice teacher because

it could make the difference in whether or not the teacher returns to school for another day (Wong & Wong, 2004).

These common needs must be addressed in order for the novice teacher to be successful in the classroom. Some novice teachers need more help in some areas than others need. The key concept is that novice teachers have a variety of needs that must be addressed and they may require additional support beyond the usual circle of mentors to help meet those needs.

Social and Emotional Needs of Novice Teachers

While novice teachers attempt to become proficient developmentally and professionally, there are also certain social and emotional needs that must also be addressed for them to remain stable in their profession. Novice teachers need support from a variety of campus personnel so that they can grow and blossom into strong and capable educators (Breux & Wong, 2003). Support for novice teachers can be viewed in a variety of ways. Support can be a listening ear when the novice needs to just “vent” or if they want someone to listen to an idea they have about an upcoming lesson. Support can be viewed as encouragement when the day did not go as expected. Support can also be someone providing constructive feedback in an effort to help change a pattern of behavior by the novice or the students.

Another key component of support for novice teachers is reflection. This component is essential to help meet the social and emotional needs of the novice teacher

because it encourages novice teachers to allot time to think about their day. York-Barr, et al (2006) state that the purpose of reflection is to continuously improve so that the teacher and student learning is enriched. This decision making process allows the novice to determine if what went on in the classroom occurred according to expectations or not. This process is necessary to allow the novice to move closer to an expert in the classroom.

Novice teachers require the assistance of school personnel who have the ability to evaluate their developmental needs and who have the experience as a classroom teacher to identify with the professional and emotional struggles that they may encounter on a daily basis. Several campus-based professionals may be able to provide the type and amount of support that novice teachers need and require. School counselors may be able to provide support to novice teachers based on the experience and qualifications that they possess.

School Counselors

The initial role of the school counselor was to provide vocational guidance to help students function after they graduated from high school and began to take shape as the industrialization age began and the United States went through the Great Depression (Goh et al, 2005). These events brought about the need for counselors to work towards keeping students in school and assisting them with obtaining better jobs. Because the impact of the Great Depression was so intense, there also arose a need for counselors to focus more on the personal issues of the students than they ever had before. Overall, the

role of the counselor has been described as one whose purpose is to advance the student's academic achievement, remove educational barriers that impede student achievement, and be school leaders who are able to influence systemic change initiatives.

In 1907, Jesse B. Davis, a high school principal, encouraged his English teachers to use their classes as a vehicle to help students learn about career interests and deter behavioral problems (Student Support Services, 2009). School counseling grew from this simple request and evolved into a comprehensive guidance program that addresses academic development, career development, and personal/social development.

Most schools in the United States have at least one school counselor who assists the students on the campus (ASCA, 2008). The role of the school counselor can vary across grade levels but the main purpose of the school counselor is to assist students in developing academically, socially, and emotionally. School counselors play an integral role in schools by addressing the needs of students while collaborating with the students, the teachers, their parents, and members of the community.

In order to perform the role, school counselors should have the general qualifications as a teacher as prescribed by the State Department of Education. The candidate for school counselor must also hold a Master degree from an accredited college or university, obtain a valid counselor's certificate or license, and have at least three years of teaching experience (Texas Education Agency, 2004).

According to the American School Counselors Association, there are certain skills that school counselors must demonstrate on the school campus. These skills include 1) facilitating the educational, personal, vocational, and social developments of students; 2) promoting curricular and environmental conditions that are appropriate for the school and the community; 3) promoting programs and educational procedures that meet the needs of the students; and 4) evaluating the guidance and counseling program, as well as the services it provides and the personnel who provide those services (Ingram, 2009). According to ASCA (2001), school counselors have another unwritten responsibility and that is to understand the unique lived experiences of the students, teachers, and parents that are served by the school counselors.

School counselors have a unique responsibility to develop a relationship or working alliance with students, teachers, and parents as they attempt to help each group individually and collectively with the challenges that they face on a daily basis (Ingram, 2009). Michael Ingram (2009) devised a model for school counselors to use to assist them in empathetic counseling when working with students, parents, and teachers. The model focuses specifically on empathy because it is essential that school counselors have the ability to be empathetic when working with the students, teachers and the parents. This concept is important because school counselors must be able to put themselves in the position of others in order to effectively guide them through their situation. Ingram (2009) describes empathy as the ability and desire to listen to another person's story without judgment or bias. It goes beyond sympathy because it allows the school

counselor to feel “with” the other person and not merely for the other person in a sympathetic expression.

Ingram (2009) describes the following six strategies that school counselors can use to process their interaction with the intended audience of students, teachers, or parents: 1) school counselors should commend their own efforts to understand the lived experiences of the student, teacher or parent; 2) school counselors should listen closely to feeling words or thoughts of student, teacher, or parent to obtain a reference point for understanding and communicating with them; 3) school counselors should observe the nonverbal cues and ask questions that will elicit additional information and increase the level of understanding; 4) school counselors should be aware of their own personal feelings and how those feelings may impact the communication or understanding with the intended audience. The school counselor must know when to seek help from a principal or colleague; 5) school counselors should attempt to determine how they would feel if they lived the student’s, teacher’s or parent’s life, culture, or history; and 6) the school counselor should attempt to reflect on the student’s, teacher’s, or parent’s feelings or thoughts to ensure that the school counselor has developed an understanding of the verbal and non-verbal cues that were gained from the conversation (Ingram, 2009).

In addition to the highly specialized skills that school counselors need to be effective in their role on a daily basis, school counselors are required to perform certain functions that are essential components of developmental counseling and guidance programs. The developmental guidance and counseling program has four distinct areas

that are guidance curriculum, individual planning, responsive services, and system support (Feller et al, 1992). The first area is the guidance curriculum. In this area, the counselor is charged with providing lessons and activities that encourage the students to explore options to learn, live, and grow in society. The second area is individual planning where the counselor encourages the students to think ahead, plan, and monitor current situations to make appropriate choices based on their current situation. The third area is responsive services where the counselor must be there to meet any personal, social, or academic need that the student may be facing. The final area is system support which describes the counselor's ability to continue to sustain the overall guidance program itself.

In additional efforts to help maximize students' achievement, school counselors must also be knowledgeable of how human growth and development affects the students learning process (ASCA 2001). This process is critical in understanding what students go through in order to learn and to grow academically, socially, and emotionally. Along with being aware of the process that students go through to grow, it is also important that school counselors are aware of the social and emotional issues that exist among the students and the community that it serves. School counselors should have the versatility to adapt their counseling style and technique to meet the needs of the cultures that exist so that they can adequately provide counseling services to the students. School counselors also have the skill of providing individual counseling to the students. This confidential form of counseling is essential in resolving issues that the student may have.

It can also be a proven way to establish rapport between the school counselor and the student. This form of counseling may require dealing with certain mental health issues that may need to be referred to other qualified personnel outside of the school system.

Group Counseling is another counseling technique that school counselors employ in the school system (ASCA, 2001). This form of counseling can be vital for student development. It provides opportunities for students who are dealing with a similar issue to discuss the issue openly in a large group as the school counselor facilitates. It is important during group counseling that the school counselor is aware of body language and gestures of those involved in the sessions. These nonverbal clues may also provide insight that may be important in assessing the students.

In addition to the academic qualifications, school counselors are required to complete a campus - based internship where they receive training in working with the students on the campus (ASCA, 2008). Under the supervision of a certified counselor, the internship among other coursework is designated to prepare school counselors for the position on a K-12 campus. While pursuing their degree, school counselors are exposed to such courses as human growth and development, counseling theory, individual counseling, group counseling, cultural foundations, and career development.

Although the role of the school counselor varies according to the school and the population that it serves, recent research and initiatives have called upon school counselors to be leaders in the schools (Ritter & Serres, 2006). School counselors are

called upon to perform many important tasks, but overall, their main goal is the improvement of student achievement. School counselors share in the accountability of the students and as a result must collaborate with administrators, teachers, students, and parents to ensure that students are reaching their maximum potential. School counselors have an impact on the school climate and provide teachers with solution - based responses to help them function under stress and improve the teacher's attitude toward the students and the school as a whole.

Summary

This chapter describes the needs that novice teachers have that must be met in order for them to be successful in the classroom. Teacher induction programs were described as a source of support for novice teachers to help meet those needs. These needs can also be met and supported by a variety of campus and district personnel. This chapter further describes the role of school counselors as it pertains to students and teachers. It takes a closer look at the role of the school counselor and describes the overall purpose of school counselors is to help increase student achievement by providing guidance and counseling to students and teachers. School counselors are described as campus leaders and an integral part of the overall campus success.

CHAPTER III

METHODOLOGY

Statement of the Problem

The purpose of this exploratory study has three overall goals. The first goal is to determine the skills that school counselors have to meet the needs of novice teachers. The second goal is to assess what school counselors are currently doing to provide support to meet the needs of novice teachers. The third goal is to determine the perceptions of school counselors on serving as a source of support for novice teachers.

Site

This study was conducted in an urban school district located in southeast Texas in Harris County (Human Resources Guide, 2009). This district covers more than 111 square miles and encompasses land in both urban and rural settings. The school district has a student population that currently exceeds 61,000 students from diverse backgrounds. The student demographics are as follows: 63% Hispanic, 29% African American, 3% Anglo and 2% Asian. The demographics of the district professionals are 66% Anglo, 26% African American, 13% Hispanic and 3% Asian. Seventy-three percent (73%) of the student population is economically disadvantaged.

The school district currently employs almost 8,400 people serving in several different roles. Approximately 4,200 of these employees are teachers (Human Resources

Guide, 2009). There are currently 73 campuses. Student population increases have necessitated the construction of four additional schools over the next three years.

This district has received several state and national awards recognizing the work that it has done to educate students (Human Resources Department, 2009). These awards include the Texas Quality Award in 2006 and the 2008 H.E.B. Excellence in Education Award. The district has been a four-year national finalist for the Broad Prize for Urban Education and was named the 2009 Broad Prize Winner. This award recognizes the efforts of the district in educating students in spite of their poverty level. The district has also received a Recognized rating from the state for six consecutive years, and it receives visitors from across the country that come to learn about the educational programs and district operations. Recognizing the importance of attracting good teachers, the school district provides its teachers with one of the highest salaries in the state.

During the 2008-2009 school year, 446 teachers left the school district. This number was a decrease from 659 professionals in the previous school year. Based on these numbers, 82% were resignations, 14.56% were retirements, .45% were terminations due to certification, .67% were non-renewals due to certification, 1.34% was due to employee requested leaves and .9% was due to death. Thirty-four and eight tenths percent (34.8%) of the resignations were from employees who had less than three years of experience. Thirty and two tenths percent (30.2%) of the employees leaving had between three and ten years of experience. Thirty-four and nine tenths percent (34.9%) of those leaving the district had more than ten years of experience. The total turnover

rate was 8.93%, which is a decrease of 4.42 percentage points from the 2007-2008 school year when the turnover rate was reported as 13.35% (Human Resources Department, 2009).

The district expects that the principal implement a mentoring program on each campus (Teacher Mentor Program, 2009). The campus principal is responsible for identifying a campus mentor coordinator and mentor teachers for beginning teachers. Campus principals are responsible for monitoring the program for effectiveness throughout the year. The campus mentor coordinators are expected to meet with beginning teachers at least once per month. Agendas and sign in sheets are collected and retained by the Human Resources Department at the end of the school year.

Campus mentors are expected to complete a district level training prior to becoming a mentor. A refresher course is required at least every five years. Mentors must have at least three years of experience, must have exhibited high academic achievement with their students, exemplified appropriate student management techniques, portray positive relationships, and have a willingness to share ideas and expertise. The mentors are expected to sign a contract as a commitment to the new teachers, and they are encouraged to meet daily with the new teachers. The new teachers complete a survey at the end of the school year that assesses the campus-mentoring program (Teacher Mentor Program, 2009).

The school counseling staff in the selected school district consists of 32 elementary counselors, 19 intermediate counselors, 28 middle school counselors, and 51 high school counselors who make up the 130 regular education counselors who serve in this school district (Human Resources Department, 2009).

Population

The population for this study consisted of 152 K-12 regular and special education counselors in the selected school district. There is at least one part time or full time special education counselor on each campus. There are 22 special education counselors in the district. The number of regular education counselors varies according to the grade level of the campus. The distribution is as follows:

Elementary	one regular education counselor
Intermediate	two regular education counselors
Middle	three regular education counselors
High School	7-10 regular education counselors (varies according to student population)

Sample

The sample was limited to 98 regular education school counselors who serve on the intermediate, middle, and high school levels. The 32 elementary school counselors were extracted from the total population because these counselors participated in the pilot study. The elementary group was used to conduct a preliminary analysis of the reliability of the survey that would be used for the larger research audience. This entire

group was used due to the timing of their end of the school year counselor meeting. All counselors were to be surveyed before they left for the summer in June. The elementary counselors were the first group to hold their meeting and a pilot study needed to be done prior to conducting the larger study. As a result, the elementary school counselors were used as the pilot group and the other levels of school counselors were used as the larger research audience.

Pilot Study

Shuttleworth (2009) states that a pilot study should be conducted to provide an introductory analysis of the instrument and methods prior to conducting the full study. For this study, a pilot study was conducted to determine if the researcher-designed Perception of Support Survey for School Counselors was a reliable instrument to use for the larger population of counselors. It was also conducted to obtain a preliminary analysis of the procedures that would be for the larger group of subjects.

In May, I contacted the Director of Guidance and Counseling for the school district to obtain the dates for any upcoming school counselor meetings. Based on the dates provided, the elementary school counselors were the first group to meet. Therefore, I used this group of counselors to conduct the pilot study so that I could make modifications to the instrument and/or procedures prior to conducting the full – blown study. It was important that all school counselors were surveyed before they left for summer vacation so that they would have sufficient time to respond and return the

surveys. I also needed to make sure that I would have ample time to complete an analysis of the results.

After this entire group of counselors was used in the pilot study, the realization was made that none of the elementary counselors would be considered in the larger study in determining the support school counselors provide to novice teachers. This process created a limitation because the larger study would not address the amount of support provided by elementary counselors in conjunction with the other levels of school counselors. However, this step was necessary to complete the pilot study, analyze the data, and make modifications if necessary for the larger group of survey participants.

The pilot study consisted of 32 elementary school counselors. When I met with the elementary school counselors, I explained my status as a doctoral student and the research that I was conducting. I asked them if they would agree to participate in the study and provided them with a consent form that explained that the survey participation was optional and there would be no compensation. If they agreed to participate in the study, they were instructed to complete the consent form and the survey and place them on a table in the back of the room. I picked up the surveys and consent forms after the meeting.

The elementary school counselors were asked to respond to the Likert scale formatted survey. Their responses from the pilot survey were used to evaluate the clarity of the questions and the language used in the survey. To determine the reliability

coefficient of the survey, a Cronbach Alpha Reliability was run using Statistical Package for Social Sciences Software (SPSS). The results indicated that the Cronbach Alpha reliability coefficient for the instrument was 0.9248. Based on this reliability coefficient from the pilot group, it was determined that the survey was reliable and could be used for the sample population. I was also able to attend the meetings for the other levels of counselors but I was not able to distribute the survey because I was still in the process of analyzing the data from the pilot study. However, I verbally requested their participation in the survey and explained that I would be delivering it to their campus before they left for summer vacation.

Instrumentation

Surveys and personal interviews were used to collect data for this study.

Surveys

The survey was constructed by first examining the needs of the novice teachers as determined by the review of literature. After reviewing the needs of the novice teachers in the literature review, I established these patterns of needs as the major categories for the survey: Classroom Management, Lesson Planning, Local Policies and Procedures, Organization of Instruction, Time Management, Working with Parents, Instructional Strategies, Discipline Management, and Social/Emotional Support.

Once the major categories were confirmed, I sought to construct questions that coincided with the responsibilities of the novice teachers in those areas of need. In order to develop these questions, I consulted three experts in the fields of education,

novice teachers, and mentoring. The first person I contacted was the Assistant Superintendent of Administration for the school district. He has been a principal at all grade levels and currently helps new teachers in the district with classroom management and discipline strategies. He is an expert in curriculum development as he provides regular training to employees on classroom and behavioral management.

After obtaining an understanding of who would be taking the survey and the information that I wanted to obtain, he suggested that I look at the job description for teachers in the selected school district and use those performance statements to support the categories of need. Certain job performance statements of the teachers were selected if the statement pertained to one of the nine categories of needs for the novice teachers.

Once the survey was constructed, I consulted a clinical professor in the area of Education Administration and Human Resource Development (EAHR) to evaluate the format, structure, and the wording of the questions. This professor is a specialist in the field of education. As a former school superintendent, she has vast knowledge in teacher quality, teacher selection and performance indicators. Her educational experience and training have allowed her to become well versed on the needs of novice teachers and what they need to be successful. In my conversations with her, she suggested that I add an open-ended question to the survey so that the respondents could elaborate in their own words about their thoughts on serving as a source of support for novice teachers. She also looked at the five survey questions that were not associated with the categorical needs of the novice teachers. After reviewing these questions, she commented that some

of the questions may not give a valid response or one question may give the same response as another one and should be omitted.

After review by the Assistant Superintendent of Administration and the Clinical Professor in the Department of Education Administration and Human Resource Development, the survey was reviewed by a department head and professor in North Carolina who has done extensive research in the mentoring field. She provided insight on the wording used in some of the survey questions to enhance the clarity. She suggested revisions of the language for the open-ended question. Based on the input of these educational professionals and known experts, the survey was finalized and ready for distribution.

I delivered the surveys and the consent forms to each school campus and gave them to the lead counselor to distribute to the counselors on their campus. I reminded them of my visit to their school counselor meeting and asked for their help in participating in the survey. The instructions on the survey read as follows: "Please complete the following survey and indicate the level of support you provide to novice teachers by circling the appropriate rating for each item listed." The instructions were the same on each Likert scale formatted survey. I asked the lead counselor to collect the surveys and return them to me through school mail. As the surveys were returned, I realized that they were not all returned as a group by campus. Some of the counselors returned their own individual survey. When this occurred, it made it difficult to maintain the anonymity because the consent form had their name listed. I was very careful not to

look at the names and added the surveys to the group that had been collected. After this process, I believed there may have been some variance in the instructions that were provided to the school counselors from the lead counselors.

After all of the surveys had been collected, the results were analyzed by using the SPSS software to determine the level of support the school counselors indicated that they provide to the novice teachers in the areas of need listed on the survey. A number was placed on each survey prior to using the SPSS software to analyze the data. This process was used to maintain the anonymity of the participants and to develop a format for input into SPSS.

Personal Interviews

The interviewing process is done to allow the researcher the opportunity to hear responses and elaboration from the respondents on a given topic (Seidman, 2006). I conducted 10 personal interviews with school counselors who have more than 10 years of school counseling experience. The age, race, and grade level of these school counselors varied. I chose school counselors with at least ten years of experience because I thought they may be able to provide more insight than school counselors with less experience on the role of a counselor and its integration with novice teachers based on their experiences. These school counselors have been in their role long enough to be able to verbalize on their current role as well as how it may have changed from past experiences. The school counselors who were interviewed volunteered to participate in the interview process. I wanted to keep the number of interview participants small to

allow me an opportunity to obtain substantial responses from a small population of school counselors with at least 10 years of experience.

The purpose of the interview was to ask questions that may not have been addressed in enough detail from the survey. Interviewing allows the researcher to probe the participants for details and specifics on situations and events (Marshall & Rossman, 2006). The school counselors were interviewed about their perception of novice teachers and their role as a counselor as it relates to the novice teachers on the campus. The questions that were asked during the interview process were an extension of the last five questions on the Perception of Support Survey. I wanted the school counselors to be able to expound on the statements in their own words. The interview was conducted to assess the perception of school counselors regarding novice teachers and the support they may provide to them. I asked the following questions of each of the school counselors:

1. What are some of the biggest challenges you think novice teachers face today?
2. Briefly describe the amount and type of support, if any, you may provide to novice teachers on your campus.
3. Describe your response if asked to serve on an induction team as a source of support for a novice teacher.
4. Describe your views on school counselors serving as a source of support for novice teachers.
5. What knowledge and/or expertise do you think you could offer to support a novice teacher?

6. What additional information would you like to provide regarding the idea of school counselors serving as a source of support for novice teachers.

Upon completion of the interviews, the results were reviewed and categorized for recurring topics that would support the themes of the survey. In order to ensure that the interview process was consistent among the school counselors, the following protocol was administered:

1. I worked with each school counselor to arrange a time and place that was convenient for them to conduct the interview. The opportunity for subsequent meetings was also discussed if necessary.
2. I asked each school counselor the same six interview questions.
3. I informed them that the process should take approximately 10 minutes to complete.
4. I gave each counselor the time they needed to answer each question and repeated the question if necessary.
5. I asked follow up questions if necessary to obtain more elaboration on the school counselor responses.
6. I informed the school counselors that I would be making field notes during the interview process.
7. I repeated their responses after each question to ensure that I had captured their comments correctly.

Data Analysis

Research Questions

1. In what ways are the skills of school counselors being used to support the needs of novice teachers?
2. What type of support do school counselors provide to meet the needs of novice teachers?
3. What is the perception of school counselors regarding their participation as a source of support to meet the needs of novice teachers?

Demographic Data

98.7% of the respondents answered the demographic portion of the survey. According to the information obtained from the survey, every respondent except one answered the question at a rate of 98.4% ($n=63$). Every participant except for one answered the question about gender, at a rate of 98.4% ($n=63$). There was only one person who did not answer the demographic question on ethnicity $n = 63$ (98.4%). All of the participants answered the demographic questions that asked about counseling experience, 100% ($n = 64$). All respondents except one person answered the question on counseling grade level 98.4% ($n = 63$).

Table 1 **Age of Survey Respondents**

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
	21-30	4	6.2	6.2	7.8
	31-40	30	46.8	46.8	54.6
	41-50	10	15.6	15.6	70.3
	51-60	15	23.4	23.4	93.7
	61+	4	6.2	6.2	100
No Response		1	1.6	1.6	1.6
	Total	64	100	100	

Table 1 identifies the age of the respondents to the survey. According to the results, 6.2% ($n = 4$) of the respondents are in the age range of 21-30 years old. The largest number of respondents, 46.8% ($n = 30$) was in the age range of 31-40. Table 1 revealed that 15.6% ($n = 10$) of respondents were in the age range of 41-50. There were 6.2% ($n = 4$) respondents in the 61+ age group and 1.6% ($n=1$) did not respond to the age- related question on the survey.

Table 2 **Gender of Survey Respondents**

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	59	92.2	92.2	93.8
Male	4	6.2	6.2	100
No Response	1	1.6	1.6	1.6
Total	64	100	100	

The second portion of the demographic data asked the respondents to identify their gender. Table 2 shows that 92.2% ($n = 59$) were female and 6.2% ($n = 4$) were male. The results indicated that 1.6% ($n=1$) of the participants did not respond to the gender question. The survey results indicate that the person who did not respond to the age question was different from the person who did not respond to the gender question.

Table 3 **Years of Experience for Survey Respondents**

Years	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	22	34.4	34.4	34.4
6-10	16	25	25	100
11-15	9	14.1	14.1	48.4
16-20	7	10.9	10.9	59.4
21+	10	15.6	15.6	75
Total	64	100	100	

Table 3 describes the demographic data for the number of years that participants had served as a counselor. The results of the survey reveal that, 34.4% (n=22) of the participants have served as a counselor for 1-5 years. This group represents the largest number of counselors. There were 25% (n=16) of the participants who had been counseling for 6-10 years, representing the second largest group of participant experience. Eleven to 15 years of experience was identified by 14.1% (n = 9). The fewest number of participants were counselors between 16-20 years or experience representing 10.9% (n = 7). The survey results indicate that there were 15.6% (n = 10) of counselors who had served as a counselor for 21 years or more.

Table 4 **Grade Level of Survey Respondents**

Grade Level	Frequency	Percent	Valid Percent	Cumulative Percent
I	17	26.6	26.6	98.4
MS	17	26.6	26.6	98.4
9 TH	2	3.1	3.1	4.7
HS	25	39.1	39.1	43.8
I/MS	1	1.6	1.6	71.9
MS/HS	1	1.6	1.6	100
No Response	1	1.6	1.6	100
Total	64	100	100	

The final portion of the demographic information, revealed in Table 4, asked that the participants respond to the grade level of the students they counsel. There were 26.5% ($n = 17$) of respondents who serve as a counselor on an intermediate campus. Intermediate campuses in this school district are responsible for students in fifth and sixth grades. The same number, 26.5% ($n = 17$) of the respondents served as a counselor on the middle school level. Middle schools in the sample school district serve students in seventh and eighth grades. Only 3.1% ($n = 2$) of the respondents served as a counselor at a ninth grade campus. There were 39.1% ($n = 25$) of respondents who served as a high school counselor. This group represented the largest number of counselors who responded to the survey. In addition, there was 1.6% ($n = 1$) who indicated that she is a

counselor on an intermediate and middle school campus. There was also 1.6% ($n = 1$) of counselors who indicated that she is a counselor on a middle school and high school campus. Only 1.6% ($n=1$) did not respond to the grade level question. This respondent was different from the other respondents who did not respond to the age and gender questions.

Written Survey

The responses from the surveys were examined using Statistical Package for Social Sciences Software (SPSS). To analyze the results, each survey received a number to use as a reference to check for the accuracy of the data that was input. To obtain the demographic data, a category was developed for the age, gender, ethnicity, grade level and years of experience for each counselor. I input this information into an Excel spreadsheet according to the responses from the survey. I did an analysis using SPSS to obtain the frequencies of the responses according to the survey results. This analysis was conducted by using the analyze feature of the SPSS software. The analyze feature allows you to obtain frequencies based on the numerical information from the Excel spreadsheet. The software provides the number of responses, the percentage of the responses, and the missing respondents for each category if applicable.

Using the same spreadsheet format as described above, the responses from the school counselors were put into an Excel spreadsheet according to the question number from the survey and the level of support (5- Very Often, 4- Often, 3- Sometimes, 2 Rarely, 1- Never) that was indicated by the school counselor. To determine the

frequencies of the responses by question, the Excel spreadsheet was used in SPSS to calculate the number of school counselors who chose each level of support listed on the Likert scale. This process showed the number of school counselors who chose very often, often, sometimes etc. This information was used to calculate the total number of school counselors who chose each category based on the questions on the survey and to determine the amount of support provided to the novice teachers as indicated by the school counselors.

To answer Research Question One, I used the frequency output from the SPSS analysis for each survey question to develop a graph. This graph was used to show the skills the school counselors indicated they provided to the novice teachers based on the questions from the survey. After I determined the skills the school counselors indicated they provided based on the frequencies from the SPSS analysis, I reviewed the job descriptions of school counselors in the selected school district. This analysis was done to determine if there was a job performance statement for school counselors that coincided with each survey question. This approach allowed me to see if school counselors were expected to provide support to novice teachers as a part of their job as a counselor. Based on the frequency of the skills the school counselors indicated that they provide and the job performance statements, I made assumptions to determine if there was a correlation between the frequency of support indicated by the school counselors and their job performance statements. Overall, I wanted to ascertain whether the skills

the school counselors indicated they use to provide support to the novice teachers was part of the job description of the school counselor.

To answer Research Question Two, I analyzed the responses from the survey based on the frequency of the school counselor responses and extrapolated the results to examine if school counselors indicated that they provided support to meet the needs of the novice teachers. To obtain this information, I examined the questions collectively according to the nine categories of the survey: Classroom Management, Lesson Planning, Local Policies and Procedures, Organization of Instruction, Time Management, and Social Emotional Support. Each of the questions in the nine categories of the survey were evaluated as a group to determine if school counselors indicate that they provide support to the novice teachers in these areas of need. A graph of the data was developed to see the distribution of the responses to make an analysis of the findings. A Cronbach Alpha Reliability analysis was done for each category of need to determine the reliability of each of the groups of questions. A Chi Square was also run using SPSS to determine if there was a relationship between the needs of the novice teachers and the level of support provided by the school counselors using years of experience and grade level as variables. This analysis allowed me to determine if the years of experience and school counselor grade level had an impact on the amount of support provided to the novice teachers.

Interview Questions

To answer Research Question Three, the responses from the last five survey questions, the open-ended question on the survey, and the interview responses were analyzed to determine the perception of the school counselors in serving as an additional source of support for novice teachers. To obtain the analysis, I sorted the responses to the survey questions and the interview responses according to the recurring topics that were stated on the survey and during the interview process. The responses from the survey and the interview were used to provide additional information to support the nine themes that were developed for the survey (Marshall & Rossman, 2006).

Data Reporting

The results from this study were reported in two ways. The demographic data from the survey were reported in table format. The data from the survey questions were reported using charts to allow the reader to see a visual representation of the data. The results from the interviews were reported in narrative form to provide a detailed description and synopsis of the information gathered from the interview process. The responses from the interview questions were reviewed for recurring topics and reported in conjunction with other similar responses if available. This approach allowed the researcher to examine the responses based on how the data emerged.

Summary

Chapter Three described the process that was followed to collect data for the study. This chapter provided a detailed description of the site, demographics, and

participants in the selected school district. A description of the mentoring program and the retention rate for the selected school district was also described in this chapter. The instruments and procedures used to gather the data for the study were described as well as the process for reporting and analyzing the data. The interview process, data analysis and data reporting techniques were described to see how the researcher obtained and reported the findings from the study.

CHAPTER IV

PRESENTATION OF DATA AND DATA ANALYSIS

Introduction

The primary goal of this research study is to examine the role that school counselors have in supporting novice teachers. This chapter presents the data that was collected from the school counselors who work in the selected school district and volunteered to participate in the study.

This study focused on the following research questions:

1. In what ways are the skills of school counselors being used to support the needs of novice teachers?
2. What type of support do school counselors provide to meet the needs of novice teachers?
3. What is the perception of school counselors regarding their participation as a source of support to meet the needs of novice teachers?

Of the 98 Perception of Support Surveys sent out to school counselors in May of the 2008-2009 school year, 64 of the surveys were returned with a return rate of 65%. The researcher-designed survey was distributed to intermediate, middle, and high school regular education counselors in the selected school district. Elementary counselors were omitted from the main study because they were used in the pilot study. The survey used

a Likert-type scale to examine the role that school counselors have in supporting novice teachers.

The data collected from the 64 school counselors was entered into the Statistical Package for Social Science (SPSS) to obtain the frequency of the responses. To obtain the frequencies, I developed an Excel spreadsheet using the demographic criteria and the survey questions as the variable to perform the analysis.

Table 5 describes the mean and the standard deviation for each of the Likert scale questions on the survey. The mean for the survey questions indicates the average range of the scores in the distribution for that question. The standard deviation is the average measure of deviation from the mean.

Table 5 Descriptive Statistics of Survey Questions

		N	Mean	SD
1	Assist in classroom and behavioral management for students	63	3.51	1.014
2	Assist in building a positive climate and support	64	4.19	0.794
3	Develop classroom rules and guidelines	64	2.23	1.05
4	Enhance student self support	64	4.39	0.809
5	Develop lesson objectives	64	1.91	1.05
6	Develop and implement lesson plans	64	1.8	1.011
7	Plan for individual differences	61	2.62	1.267
8	Assist in adhering to district and building practices, policies and procedures	64	3.95	1.09
9	Assist with Professional Development Appraisal System (PDAS)	64	1.8	1.224
10	Assist with legal rights and responsibilities	64	2.58	1.343
11	Assess student academic performance	64	3.95	1.045
12	Organize learning activities	64	2.31	1.218
13	Disaggregate data for instructional purposes	64	2.64	1.231
14	Provide guidance in grade reporting	64	3.53	1.403
15	Provide guidance on managing and organizing the school day	64	3.02	1.241
16	Assist in conducting parent conferences	64	4.2	0.894
17	Provide guidance in communicating effectively with parents	64	4.08	0.997
18	Assist teachers in interpreting test results	63	2.80	1.101
19	Identify students with special needs and or abilities	64	3.23	1.218
20	Provide guidance with assessment and re-teaching strategies	64	2.05	0.898
21	Integrate technology in the classroom	64	1.89	0.978
22	Provide guidance on multiple teaching strategies	63	2.19	1.014
23	Provide discipline techniques	64	3.33	1.222
24	Provide guidance on working with students with diverse backgrounds	64	3.77	1.192
25	Provide guidance with stress management	64	3.73	1.172
26	Provide reflection opportunities	63	3.5	1.127
27	Enhance professionalism and personal conduct	64	3.65	1.18
28	Provide support through empathetic listening	64	4.45	0.815
29	I am aware of the issues that novice teachers face during their first year	64	4.59	0.684
30	Novice teachers need more support from campus personnel than they currently receive	63	4.27	0.827
31	I would serve as a part of a support team for a novice teacher if given the opportunity	64	4.25	0.797
32	The skills that I have acquired to become a counselor could be used to support novice teachers	64	4.47	0.534
33	The demands on the time of school counselors would make it difficult to provide support for novice teachers	64	3.84	1.224

To answer Research Question One, the school counselor responses were used to identify the areas where the participants indicate use of their skills to support novice teachers. To determine the percentages for the survey questions, the frequencies for Very Often and Often were combined to indicate the total amount of support. The frequencies for Rarely and Never were also combined to indicate the total amount of support. The frequency for Sometimes stood alone to represent the middle value, which indicates occasional support. I compared the survey questions to the job performance statements for school counselors in the selected school district to determine if the school counselors provided support to novice teachers in areas that were consistent with their role as a school counselor.

Research Question 1

In what ways can the skills of school counselors be used to support the needs of novice teachers?

Classroom Management

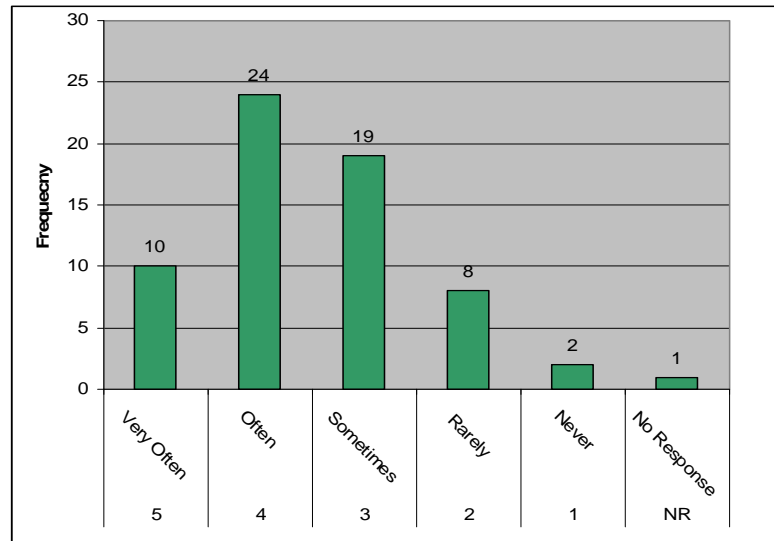


Figure 1 Survey Question 1: Assist in classroom and/or behavioral management for students

The mean for Question 1 is 3.51 with a standard deviation of 1.014. Scores for this question are widely distributed with selections in all categories. The analysis of the data revealed that 53.1% (a combination of Very Often and Often) of the counselors indicated that they support novice teachers by assisting them in the classroom with behavioral management. These results could suggest that the school counselors are using their counseling techniques to help the students identify and work through problems that may be causing them to misbehave in the classroom. Only 15.6% (a combination of Rarely and Never) of school counselors believed that they did not provide assistance

with classroom and behavioral management for students. This skill is a job performance statement as described in the job description for school counselors in the selected school district. It states that school counselors should assist in classroom and /or behavior management planning for students (Board Policies, 2009). According to Figure 1, 45% (a combination of Sometimes, Rarely and Never) of the school counselors were not regularly performing a role that was part of their job description.

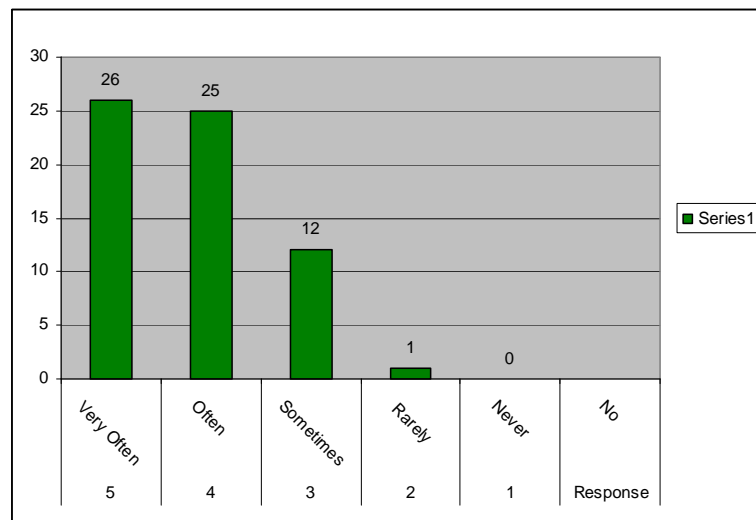


Figure 2 Survey Question 2: Assist in building positive climate and rapport

The mean for Question 2 is 4.19 with a standard deviation of 0.794. The results indicate that 79.7% (a combination of Very Often and Often) of the school counselors assist novice teachers in building a positive climate and rapport in the classroom. Only one female counselor from a middle school with 11-15 years of experience indicated helping novice teachers build climate and rapport is something that she never does. The

results indicate that school counselors use this training to help novice teachers build positive climate and rapport in the classroom. This skill is a job performance statement as described in the job description for school counselors in the selected school district. The statement indicates that school counselors should initiate and support programs that facilitate a positive and caring climate for learning (Board Policies, 2009). Overall, the results in Figure 2 indicate that 98% (a combination of Very Often, Often, and Sometimes) of the school counselors perform this role as required by their job description. This could suggest that school counselors are providing activities for students that enhance school climate through programs such as peer mediation and conflict resolution.

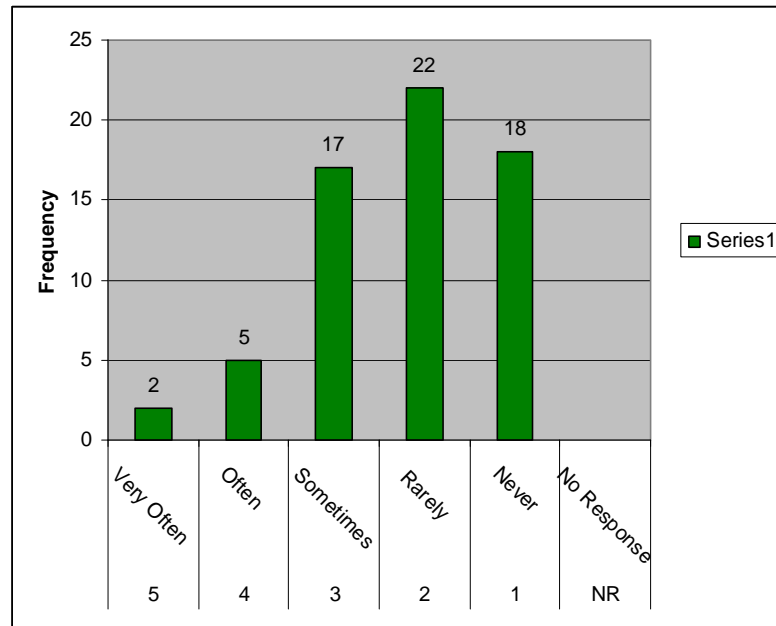


Figure 3 Survey Question 3: Develop classroom rules and guidelines

The mean for Question 3 is 2.23 with a standard deviation of 1.050. The results show that 62.5% (a combination of Rarely and Never) of the respondents indicated that they did not use skills to assist novice teachers in developing rules and guidelines. Only 10.9% (a combination of Very Often and Often) of the school counselors revealed that they help novice teachers develop rules and guidelines on a regular basis. These counselors served at the high school and intermediate levels. 26.6% of the counselors indicated that they sometimes develop the rules and guidelines. Overall, Figure 3 shows that school counselors provided very little assistance to novice teachers in developing classroom rules and guidelines. These results could indicate that, although the school counselors do not help novice teachers develop classroom guidelines, they help make

sure there is a climate conducive for learning with the rules developed by the teacher. This help could consist of classroom guidance lessons or development of social skills. There was not a job performance statement that addressed school counselors developing classroom rules and guidelines, so the findings were consistent with the role that the school counselor is expected to perform.

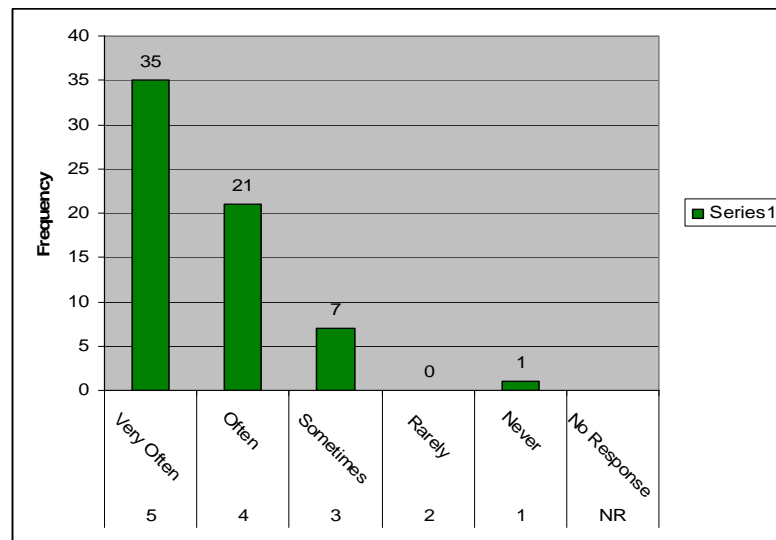


Figure 4 Survey Question 4: Enhance student's self concept

The mean for Question 4 is 4.39 with a standard deviation of 0.809. The results from the survey respondents indicate that 87.5% (a combination of Very Often and Often) assist novice teachers in enhancing student's self-concept while only 10.9% (Sometimes) indicated that this is a function that they occasionally perform to assist novice teachers. There was only one high school counselor who indicated that she never

assists with enhancing the self-concept of students. The job performance statement indicates that school counselors should develop and maintain techniques that assist in meeting the academic and social need of students (Board Policies, 2009). The results in Figure 4 could suggest that school counselors may be helping to increase the self-concept of the students by improving their morale and helping teachers to better understand them. The results indicate that school counselors are performing a duty that is consistent with the role that they are expected to perform as a counselor.

Lesson Planning

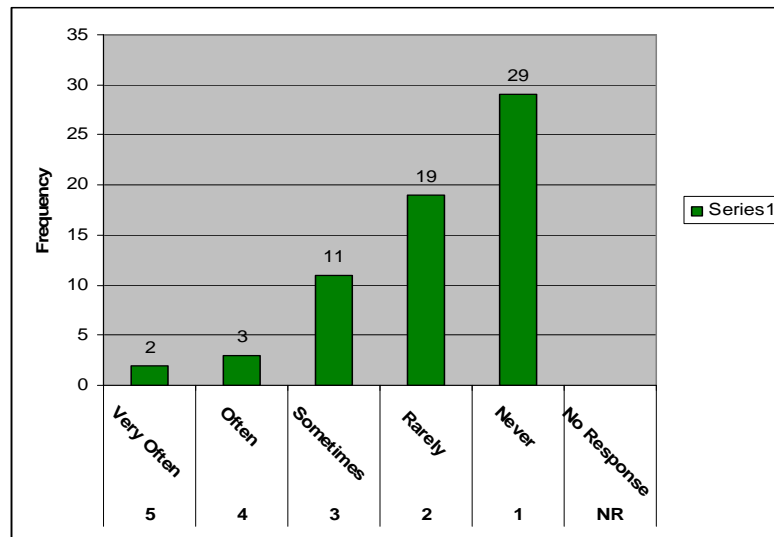


Figure 5 Survey Question 5: Develop lesson objectives

The mean for Question 5 is 1.91 with a standard deviation of 1.050. The responses to this question indicate that approximately 65% (a combination of Rarely and

Never) of the school counselors did not indicate that they used skills to help novice teachers develop lesson objectives. According to the results, 7.8% (a combination of Very Often and Often) of the school counselors who responded indicated that they assist novice teachers develop lesson objectives. These results came from four counselors on the intermediate level and one counselor on the high school level. The scores for this question are concentrated on the low end of the distribution indicating that school counselors do not use their skills to help novice teachers develop objectives. The job description for the school counselors did not indicate that school counselors should assist teachers with developing lesson objectives. The results shown in Figure 5 reveal the school counselors are functioning within the scope of their position.

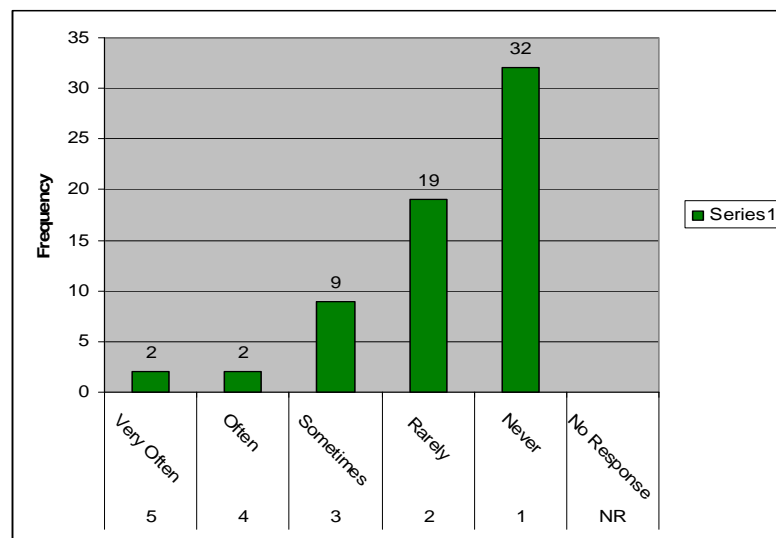


Figure 6 Survey Question 6: Develop and implement lesson plans

The mean score for Question 6 is 1.8 with a standard deviation of 1.011. The results indicate that 80% (a combination of Rarely and Never) of the school counselors who responded did not indicate that they used their skills to help novice teachers develop and implement lesson plans. Only 14% (Sometimes) of the school counselors indicated that they occasionally assist novice teachers with developing and implementing lesson plans. Four counselors indicated they use their skills to help novice teachers develop and implement lessons plans. Three of these respondents were on the intermediate level and one was on the high school level. Overall, the results in Figure 6 did not indicate that school counselors use their skills to provide much assistance to novice teachers in developing and implementing lesson plans. There was not a job performance statement that indicates that school counselors should assist with developing lesson objectives; therefore, the school counselors are performing within the scope of their job.

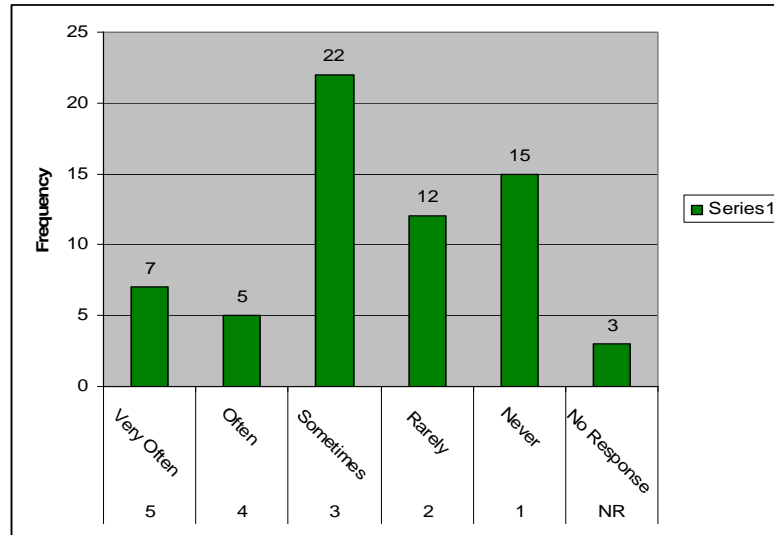


Figure 7 Survey Question 7: Plan for individual differences

The mean for Question 7 is 2.62 with a standard deviation of 1.267. The results for this question are reported with responses in each of the categories. The results indicate that 18.9% (a combination of Very Often and Often) said that they regularly use their skills to assist with planning for individual differences while 42.3% (a combination of Rarely and Never) indicate that they never assist novice teachers in this manner. According to the results, most of the responses from the school counselors who participated in the survey indicate that they occasionally participated in helping novice teachers plan for individual differences. Most of the larger valued responses were on the mid to lower end of the graph. Three school counselors did not respond to this question. Overall, the results indicate that the majority of the school counselors did not

believe they demonstrate skills to assist novice teachers in planning for individual differences on a regular basis.

According to the job performance statement for school counselors, they should help with planning for individual differences. However, Figure 7 shows that 76.6 % (a combination of Sometimes, Rarely, and Never) of the counselors do not perform this role on a regular basis even though it is part of their job description. The statement indicates that school counselors should develop and maintain techniques that assist in meeting the academic and social needs of students (Board Policies, 2009). This could involve determining which students are eligible for support programs and developing techniques to help meet the academic and social needs of the students.

Local Policies and Procedures

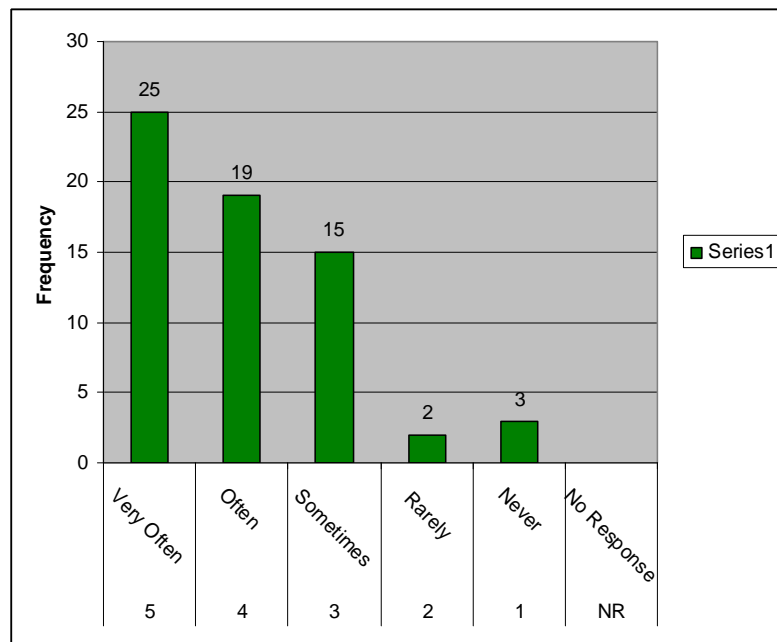


Figure 8 Survey Question 8: Assist in adhering to district and building practices, policies, and procedures

The mean for Question 8 is 3.95 with a standard deviation of 1.090. According to the results, 68.8% (a combination of Very Often and Often) of the school counselors who responded to the survey assist novice teachers with district and building practices and policies. There were only 7.8% (a combination of Rarely and Never) of the respondents who indicated that they did not assist novice teachers in this area. These respondents were counselors on multiple grade levels. Figure 8 shows that 23% (Sometimes) of the respondents indicated that they occasionally use their skills to support novice teachers with district and building practices. Although not specifically related to novice teachers, the job performance statement indicates that school counselors should comply with all district policies as well as state and federal guidelines (Board Policies, 2009). Moreover, based on the results in Figure 8, school counselors provide this support although it may not be required as part of their job.

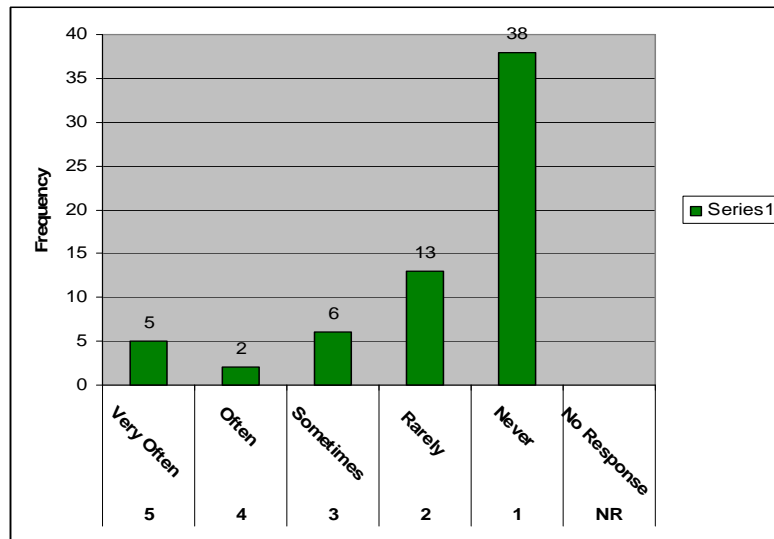


Figure 9 Survey Question 9: Assist with Professional Development Appraisal System (PDAS)

The mean for Question 9 is 1.80 with a standard deviation of 1.224. The school counselors who responded to this question indicated that 79.7% of the respondents believed that they never assist novice teachers with the Professional Development Appraisal System (PDAS). Only 10.9 % (a combination of Very Often and Often) of the school counselor respondents indicated that they use their skills in PDAS to assist novice teachers. These seven counselors represented all grade levels. PDAS is the appraisal system that is used to perform evaluations for the novice teachers in the selected district. Based on Figure 9, 59.4% of the school counselors indicate that they do not assist novice teachers with PDAS. There is no job performance statement that refers to assisting with PDAS; therefore, school counselors are performing within the scope of their duties as a counselor.

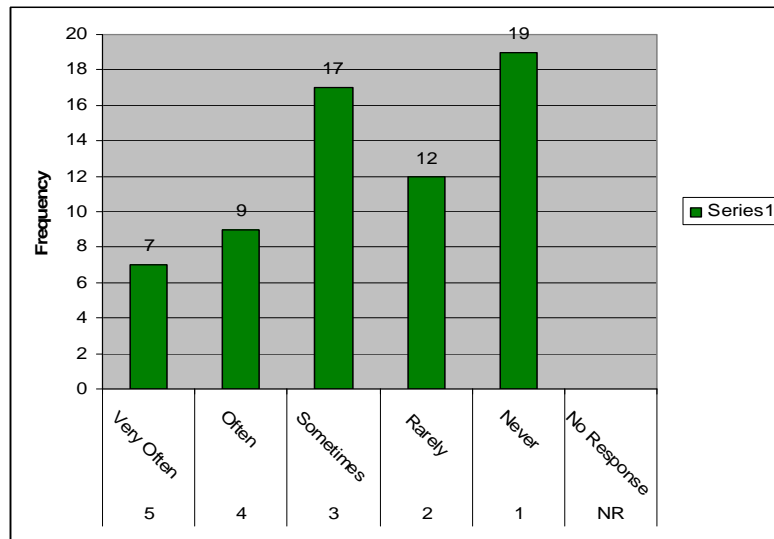


Figure 10 Survey Question 10: Assist with legal rights and responsibilities

The mean for Question 10 is 2.58 with a standard deviation of 1.343. When asked if the school counselors assist novice teachers with legal rights and responsibilities, 24.9% (a combination of Very Often and Often) indicated that they use their skills to assist novice teachers with legal rights and responsibilities. Figure 10 indicates that 48.5% (a combination of Rarely and Never) of the school counselors indicated that they did not use skills to assist novice teachers with legal rights and responsibilities. There were 26.6% (Sometimes) of the respondents who indicated that they occasionally helped novice teachers with legal questions or concerns. School counselors are required to maintain a professional, ethical demeanor with generally accepted standards as enforced by the Texas Education Agency (Texas Education

Agency, 2004). Therefore, although school counselors do not assist teachers with legal rights and responsibilities, they are trained to act within legal limits of their governing body.

Organization of Instruction

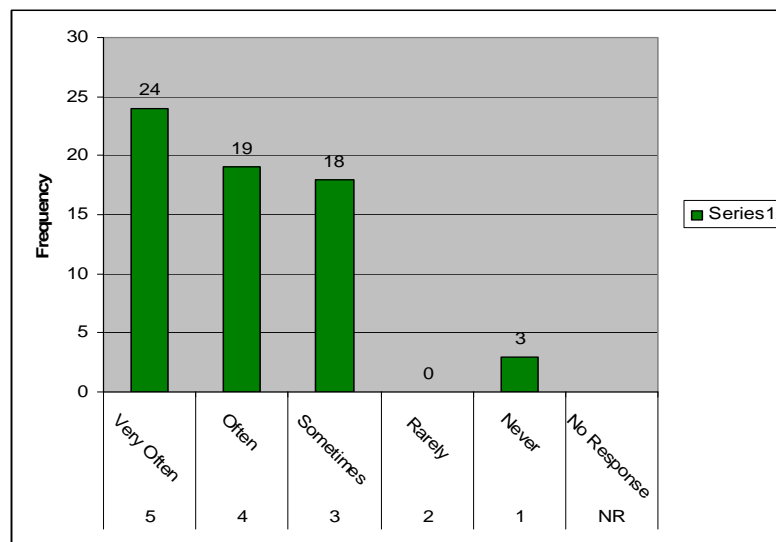


Figure 11 Survey Question 11: Assess student academic performance

The mean for Question 11 is 3.95 with a standard deviation of 1.045. At a rate of 67.2%, (a combination of Very Often and Often) the school counselors indicated that they assist novice teachers with assessing the academic performance of students. Twenty-eight percent (28%) (Sometimes) of the respondents indicated that they occasionally use their skills to assess the academic achievement of the students.

According to Figure 11, three (4.7%) counselors revealed that they never assisted novice teachers in this area. The job performance statements for school counselors indicate that they should assist school administrators, faculty, and other special services personnel in developing curriculum that meets the abilities, interest and needs of students (Board Policies, 2009). These results could suggest that school counselors may be assisting novice teachers with monitoring state testing requirements and placing students appropriately according to their performance. Therefore, the school counselors are performing in accordance with their role as a counselor.

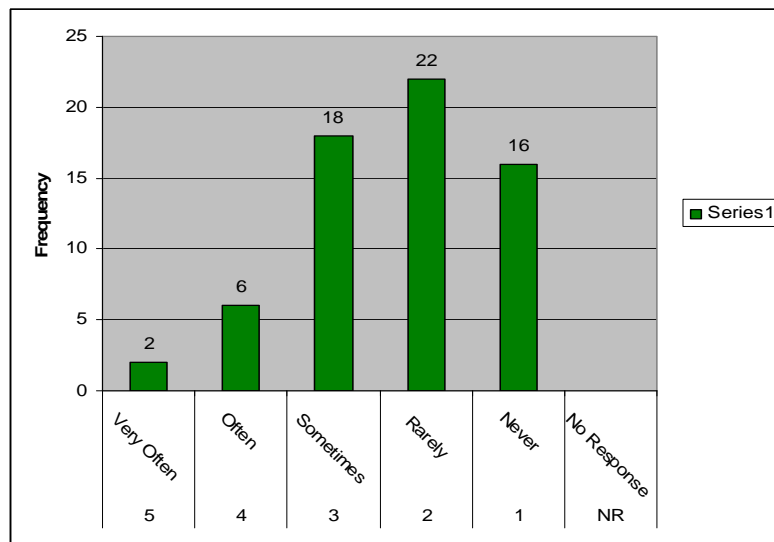


Figure 12 Survey Question 12: Organize learning activities

The mean for Question 12 is 2.31 with a standard deviation of 1.218. According to the results, 59.4% (a combination of Rarely and Never) of the school counselors who responded indicated that they did not assist novice teachers with learning activities. Only 12.6 % (a combination of Very Often and Often) of the school counselors indicated that they used skills to assist novice teachers with organizing learning activities. These respondents were counselors in the high school and intermediate levels. Overall, the results from Figure 12 indicate that organizing learning activities is not something that school counselors commonly do with novice teachers. There was not a job performance statement for organizing learning activities; therefore, the school counselors are performing within the scope of their role as a counselor.

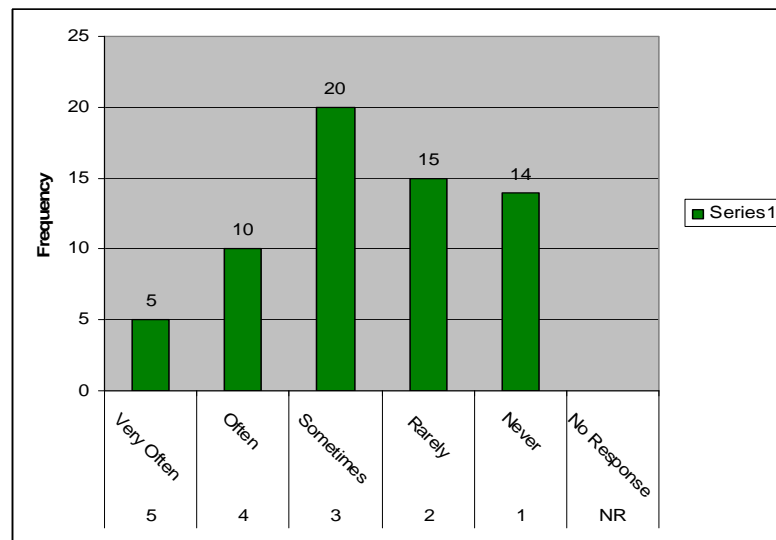


Figure 13 Survey Question 13: Disaggregate data for instructional purposes

The mean for Question 13 is 2.64 with a standard deviation of 1.231. According to the results, 45.3% (a combination of Rarely and Never) of the school counselors who responded to the survey indicate that they did not assist novice teachers with disaggregating data for instructional purposes. The responses indicate that the larger scores were concentrated on the middle and lower end of the distribution. There is a peak around the middle of the distribution where the school counselors indicated at a rate of 31.2% (Sometimes) that they occasionally help novice teachers disaggregate data. There were 15 school counselors who indicated at a rate of 23.4% (a combination of Very Often and Often) that they help novice teachers disaggregate data for instructional purposes. The results from Figure 13 indicate that school counselors did not believe that disaggregating data for instructional purposes was a common role where they use their skills to support novice teachers. According to the job performance statements, school counselors collect and interpret data for use in student placement and instructional programs (Board Policies, 2009). These results could suggest that school counselors do not indicate an active role with novice teachers in this area although school counselors monitor and participate in various meetings to make decisions about student performance. These meetings may be parent conferences or other specialized meetings to assess student achievement.

Time Management

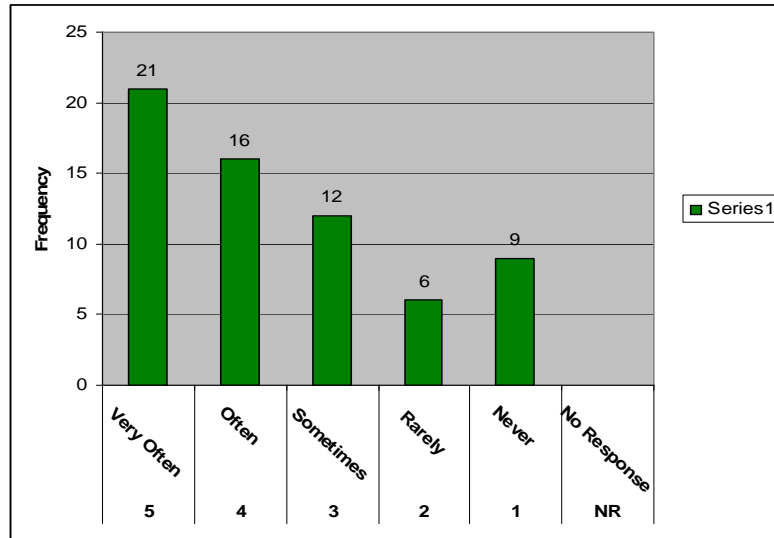


Figure 14 Survey Question 14: Provide guidance on grade reporting

The mean for Question 14 is 3.53 with a standard deviation of 1.403. The responses from this question indicated in Figure 14 reveal that 57.8% (a combination of Very Often and Often) of the school counselors who participated in the survey provide guidance to novice teachers on grade reporting. The scores are on the high end of the distribution. Only 23.5% (a combination of Rarely and Never) of the respondents indicated that they did not assist with grade reporting. Of the school counselors who indicated that they did not assist with grade reporting, 8 were from an intermediate campus, 4 were from high school campuses and 2 were from a middle school campus. One respondent did not indicate the level of experience. This finding is significant because grade reporting is listed as a job performance statement and one third of the

school counselors interviewed indicated no participation in this role. According to the job performance statement, school counselors supervise the processing of report cards (Board Policies, 2009).

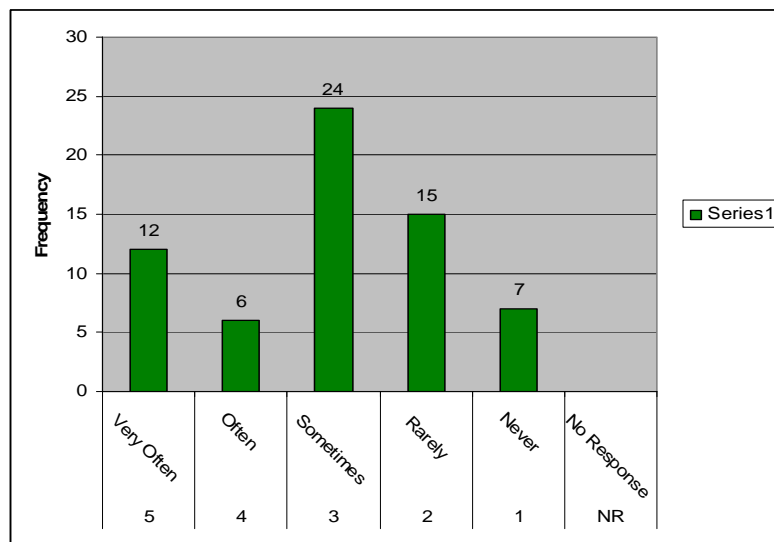


Figure 15 Survey Question 15: Provide guidance on managing and organizing the school day

The mean for Question 15 is 3.02 with a standard deviation of 1.241. The responses for this question indicate that 28.2% (a combination of Very Often and Often) of the school counselors who responded indicated that they help novice teachers manage their school day. The largest group of school counselors indicated that they occasionally used their skills to provide guidance to novice teachers on organizing and managing their school day at a rate of 37.5% (Sometimes). The next largest percentage was 34.3% (a combination of Rarely and Never) from school counselors who believed that they did not

use their skills to provide management guidance to novice teachers. Overall, Figure 15 indicates that providing management and organizational guidance to novice teachers is not prevalent among the majority of the counselors who responded. There was no job performance statement that directly refers to assisting novice teachers with organizing the school day.

Working with Parents

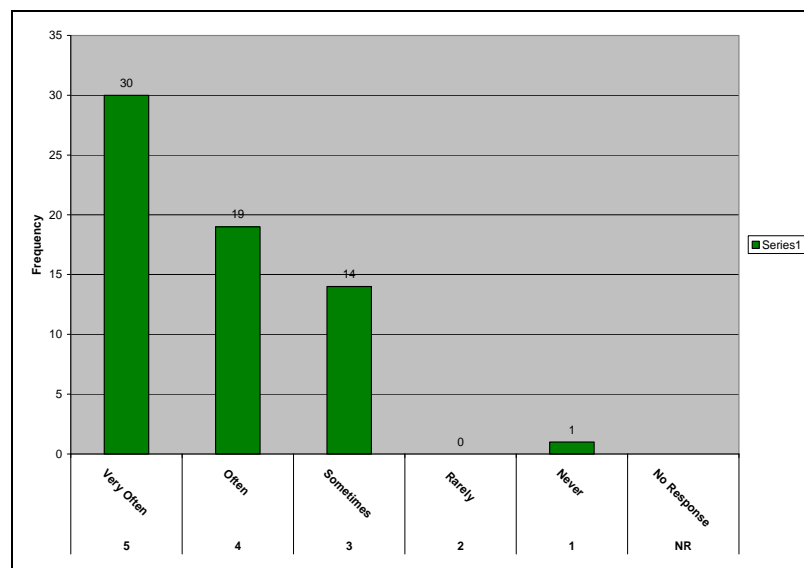


Figure 16 Survey Question 16: Assist in conducting parent conferences

The mean for Question 16 is 4.20 with a standard deviation of .0894. The responses for this question reveal that 76.5 % (a combination of Very Often and Often) of the school counselors who responded believed they used their skills to assist novice teachers in conducting parent conferences. There was only one high school respondent

with 6-10 years of experience who indicated that they had never assisted a novice teacher in conducting parent conferences. Overall, Figure 16 reveals that the school counselors assist novice teachers in conducting parent conferences at a rate of 98.5% (a combination of Very Often, Often and Sometimes). None of the respondents indicated that they rarely assisted in this role. According to the job performance statements, school counselors counsel students, teachers, and parents concerning failing grades to work together for improvement (Board Policies, 2009). These results could suggest that school counselors help to serve as a liaison between the school and the community.

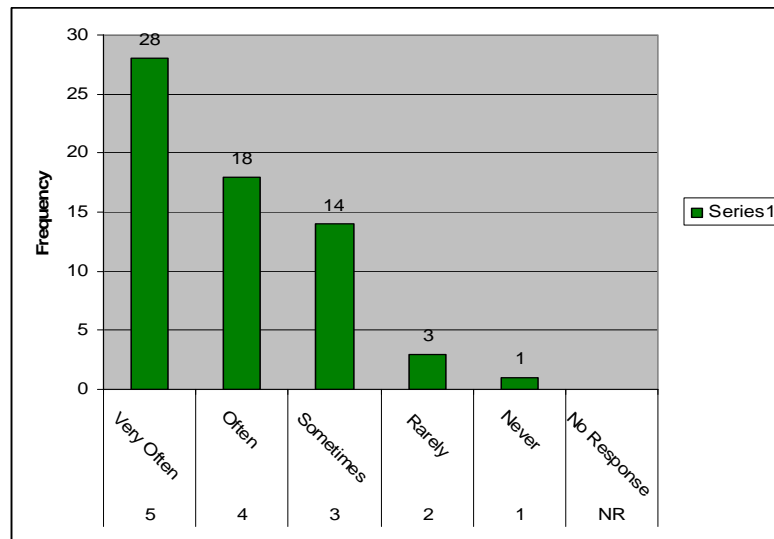


Figure 17 Survey Question 17: Provide guidance in communicating effectively with parents

The mean score for Question 17 is 4.08 with a standard deviation of 0.997. The responses in Figure 17 reveal that 93.8% (a combination of Very Often and Often, and

Sometimes) of the school counselors who responded indicated that they use their skills to assist novice teachers in communicating effectively with parents. There was only one high school counselor with 1-5 years of experience who indicated that she has never assisted novice teachers with effective communication with parents. This respondent also indicated in the previous question that she only sometimes assisted with parent conferences. She is among the 6.3% (a combination of Rarely and Never) of the respondents who is not performing one of the roles of her job as a counselor. According to the job performance statement, school counselors should communicate effectively with students, professional staff, parents and community in a positive manner (Board Policies, 2009). These results could indicate that school counselors are providing novice teachers the support they need to have effective dialogue with parents for the overall benefit of the students.

Instructional Strategies

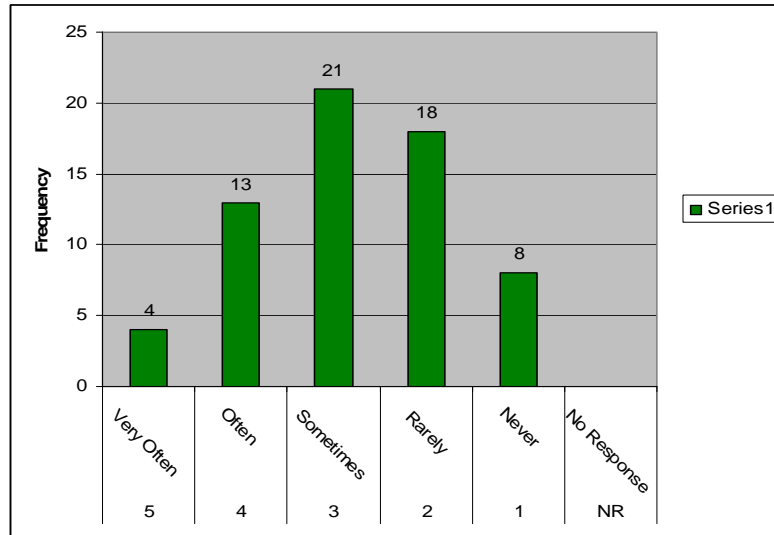


Figure 18 Survey Question 18: Assist teachers in interpreting test results

The mean for Question 18 is 2.80 with a standard deviation of 1.101. Figure 18 shows that 26.5% (a combination of Very Often and Often) of the respondents indicated that they use their skills to assist novice teachers in interpreting test results. However, 40.6% (a combination of Rarely and Never) indicated that they did not assist novice teachers with interpreting test results. The largest group of respondents, 32.8% (Sometimes) assist novice teachers with test results. Overall, the results indicate that school counselors do not use skills to assist with the interpretation of test results on a regular basis. However, the job performance statements indicate that school counselors should interpret test results for parents and students. It also states that school counselors collect and interpret test data for the use of student placement and instructional programs

as needed (Board Policies, 2009). Based on these statements, school counselors should be working with school personnel and parents to analyze test results to ensure the best placement of students.

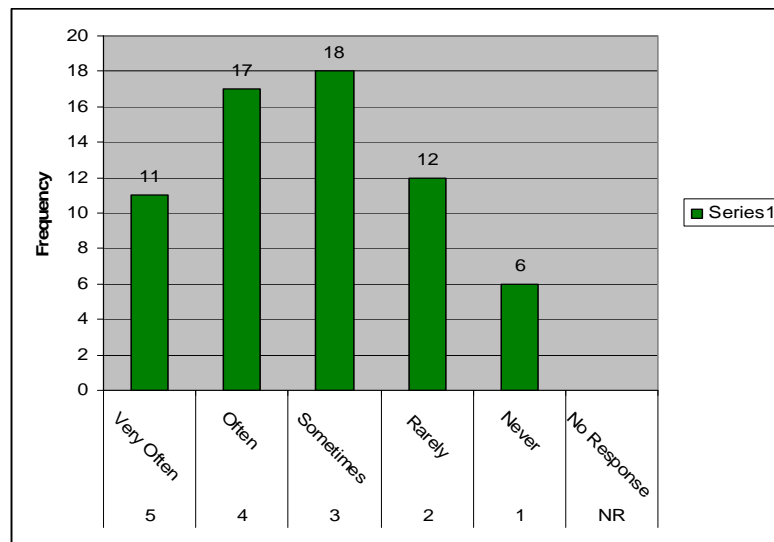


Figure 19 Survey Question 19: Identify students with special needs and abilities

The mean for Question 19 is 3.23 with a standard deviation of 1.218. The responses for this question indicated in Figure 19 reveal that 43.8% (a combination of Very Often and Often) of the respondents believe that they use their skills to assist novice teachers with identifying the special needs of students. The largest group of respondents indicated at a rate of 28.1% (Sometimes) that they occasionally used their skills to assist with interpreting test results. Only 9% of the respondents indicated that

they never assist novice teachers in identifying students with special needs and abilities. The job performance statements indicate that school counselors should cooperate with administrators and teachers in identifying students with special abilities and needs in providing appropriate classroom placement (Board Policies, 2009). This identification could occur in meetings or conferences designated to ensure that the students are in the most appropriate placement to meet their individual needs.

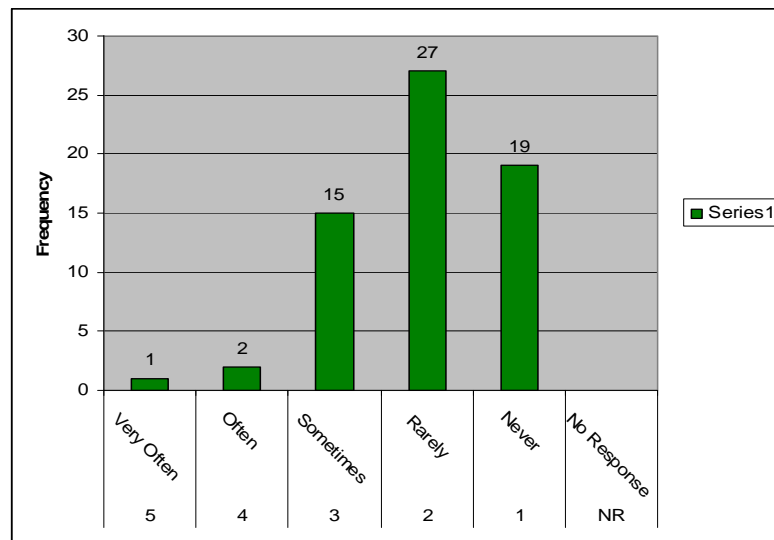


Figure 20 Survey Question 20: Provide guidance with assessment and re-teaching strategies

The mean score for Question 20 is 2.05 with a standard deviation of 0.898. According to the survey results, 4.7% (a combination of Very Often and Often) of the respondents indicated that they used their skills to provide guidance with assessment and re-teaching strategies. There were two counselors from the intermediate level and one

counselor from the 9th grade level that made up this percentage. Figure 20 indicates that 71.9% (a combination of Rarely and Never) did not use their skills to provide guidance in this area. Although the school counselors indicated low participation in this area, the job performance statement indicates that school counselors should use individual test results to help assess the strengths and weaknesses of individual students (Board Policies, 2009). These results indicate that a vast majority of the school counselors are not performing a role that is expected as part of their role as a counselor although the job performance statement does not address re-teaching strategies.

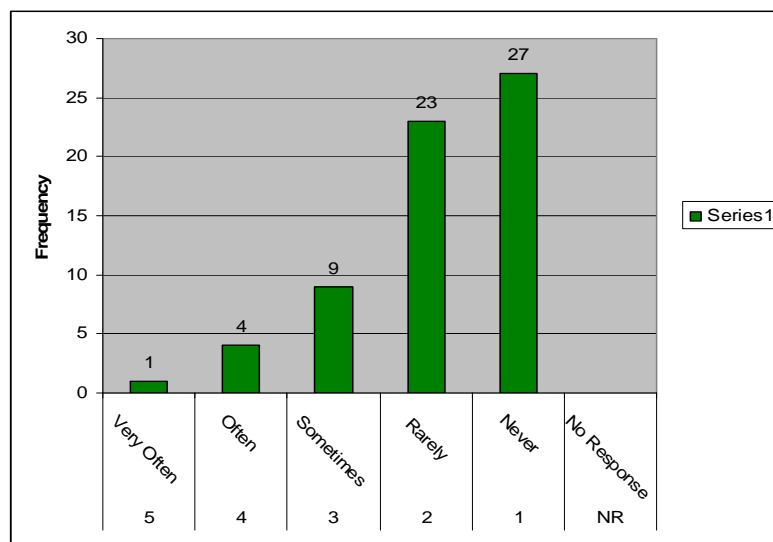


Figure 21 Survey Question 21: Integrate technology in the classroom

The mean for Question 21 is 1.89 with a standard deviation of 0.978. The question asks if the school counselor assists the novice teacher in integrating technology in the classroom. The results reveal that 78.1% (a combination of Rarely and Never) of the respondents who answered did not assist novice teachers with technology in the classroom. Figure 21 indicated that 7.8% (a combination of Very Often and Often) of the school counselors believed that they assisted novice teachers with technology. There is not a specific job performance statement that refers to the integration of technology in the classroom for school counselors, so the findings are consistent with their role as a counselor.

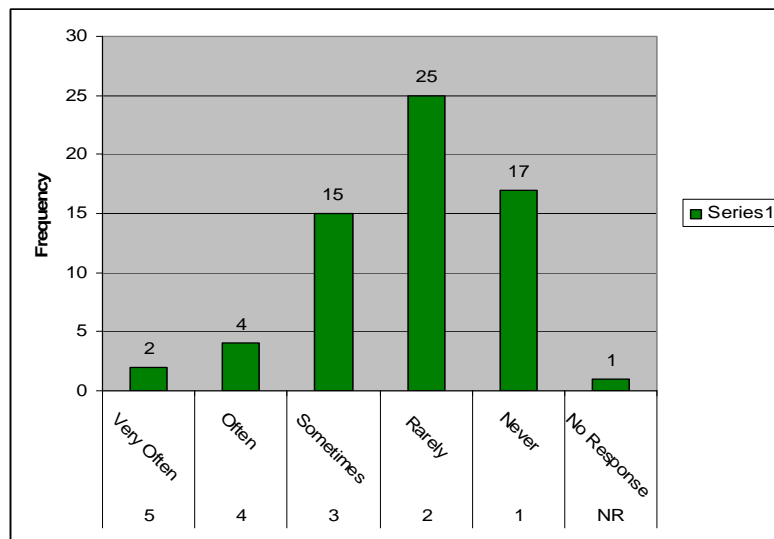


Figure 22 Survey Question 22: Provide guidance on multiple teaching strategies

The mean score for Question 22 is 2.19 with a standard deviation of 1.014.

Figure 22 indicates that 9.3% (a combination of Very Often and Often) of the school counselors believed they used their skills to provide guidance to novice teachers on multiple teaching strategies. However, this number pales in comparison to the 65.7% (a combination of Rarely and Never) of the respondents who indicated that they did not assist novice teachers with multiple teaching strategies. 39.1% believed that they used their skills occasionally in the area of multiple teaching strategies. Overall, the results from this question indicate the respondents did not commonly assist novice teachers in this area. The job performance statement indicates that school counselors should provide guidance on multiple teaching strategies to assist school administrators, faculty, and other special service personnel in developing curriculum that meets the abilities, interest and needs of students (Board Policies, 2009). Therefore, the results also indicate that a vast majority of the school counselors are not performing a role that is expected as part of their job description as a counselor. This may suggest that the school counselors may not be aware that they should be assisting with re-teaching strategies or they may not think that they have the expertise to assist novice teachers in this manner.

Discipline Management

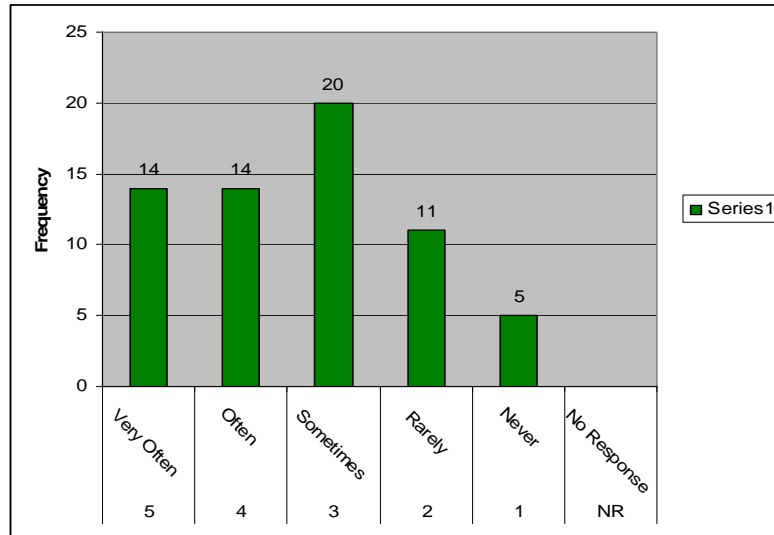


Figure 23 Survey Question 23: Provide discipline techniques

The mean for Question 23 is 3.33 with a standard deviation of 1.222. The results for this question indicate that 43% (a combination of Very Often and Often) of the respondents assist novice teachers with discipline management. Figure 23 shows that 25% (a combination of Rarely and Never) indicated that they did not assist novice teachers with discipline techniques and as a result are not performing a role that is part of their job as a counselor. The job performance statement indicates that school counselors should assist in classroom and/or behavior management planning for students (Board Policies, 2009). These results could suggest that some of the counselors think that discipline management is an area that principals and assistant principals should support.

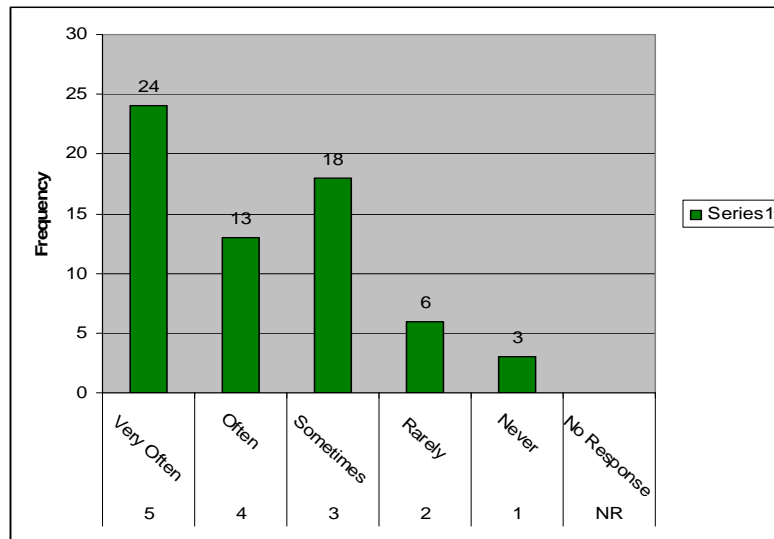


Figure 24 Survey Question 24: Provide guidance on working with students with diverse backgrounds

The mean score for Question 24 is 3.77 with a standard deviation of 1.192. The results in Figure 24 show that 57.5% (a combination of Very Often and Often) of the respondents believe they use their skills to assist novice teachers in working with students from diverse backgrounds. Only 14.1% (a combination of Never and Rarely) of the respondents indicated that they did not use skills to help novice teachers to work with students from diverse backgrounds. Overall, 85.6 % (a combination of Very Often, Often, and Sometimes) assist novice teachers in working with students from diverse backgrounds. This finding is consistent given the demographics of the selected school district. However, according to the job description of school counselors, this 14% of the respondents are not performing in an area that is part of their job description as a

counselor. The job performance statement indicates that school counselors should work toward improving morale and aid in teaching by helping teachers know and better understand students (Board Policies, 2009). Providing a continuous flow of information to the staff regarding the needs of the students can provide this type of support.

Social / Emotional Support

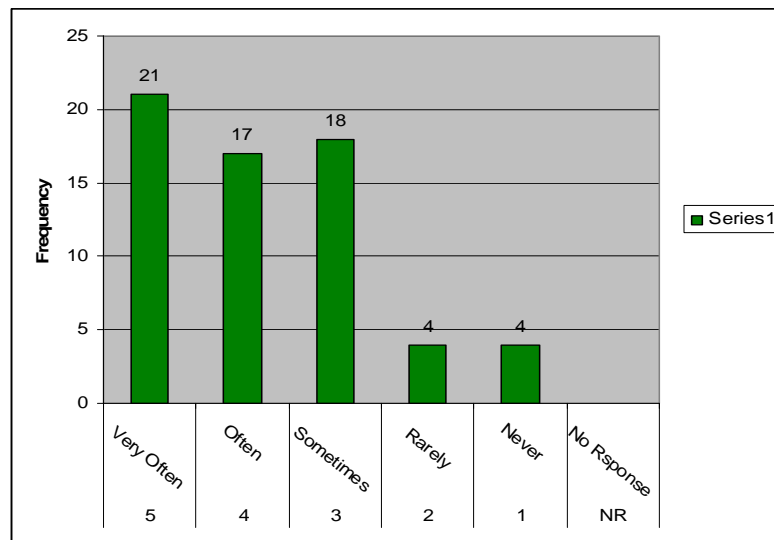


Figure 25 Survey Question 25: Provide guidance with stress management

The mean score for Question 25 is 3.73 with a standard deviation of 1.172. The results reveal that 87.5% (a combination of Very Often, Often and Sometimes) of the school counselors surveyed for this study believe they use their skills to provide guidance with stress management to novice teachers. There were 12.4% (a combination

of Rarely and Never) of the respondents who believed they did not use their skills to assist novice teachers with stress management. Figure 25 reveals a high level of participation in this area even though this skill was not listed among the job performance statements for school counselors. These results could indicate that school counselors assist in this role with novice teachers even though it is not part of their job description because it is a natural part of their role as a counselor. This role provides an example of the informal support.

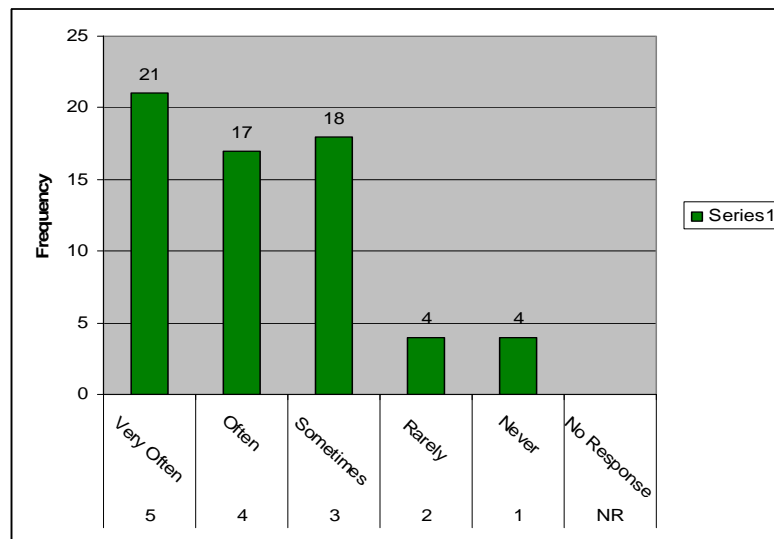


Figure 26 Survey Question 26: Provide reflection opportunities

The mean for Question 26 is 3.50 with a standard deviation of 1.127. The results indicate that a combined 81.3% (a combination of Very Often, Often and Sometimes) of

the respondents believed they assist novice teachers with reflection opportunities.

According to the results, 18.8% (a combination of Rarely and Never) did not believe that they used their skills to provide reflection opportunities for novice teachers. Figure 26 shows high participation from the school counselors even though this is not listed among the job performance statements for school counselors. They may be providing these reflection opportunities through dialogue with novice teachers and acting informally in their role to support the novice teachers.

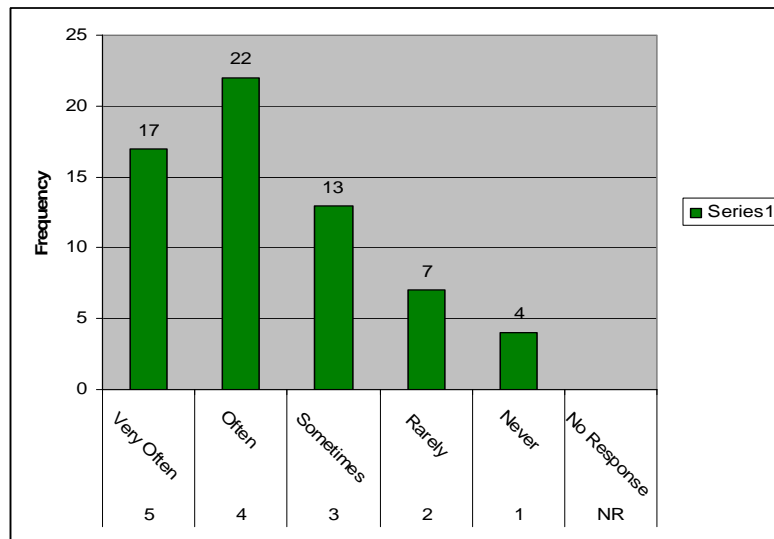


Figure 27 Survey Question 27: Enhance professionalism and personal conduct

The mean for Question 27 is 3.65 with a standard deviation of 1.180. According to the results, 81.3% (a combination of Very Often, Often and Sometimes) of the

respondents believed they assist novice teachers in enhancing their professionalism and personal conduct. Figure 27 reveals that 17.1% (a combination of Rarely and Never) of the respondents indicated that they did not use their skills to perform in this role with novice teachers. The four counselors who made up this percentage included one counselor from the middle school and three from the high school level. Three of the four counselors have less than 5 years of experience. This finding could suggest that these school counselors may not have the experience of the other counselors to assist novice teachers in this manner. School counselors indicated high participation even though this skill is not listed among the job performance statements for school counselors.

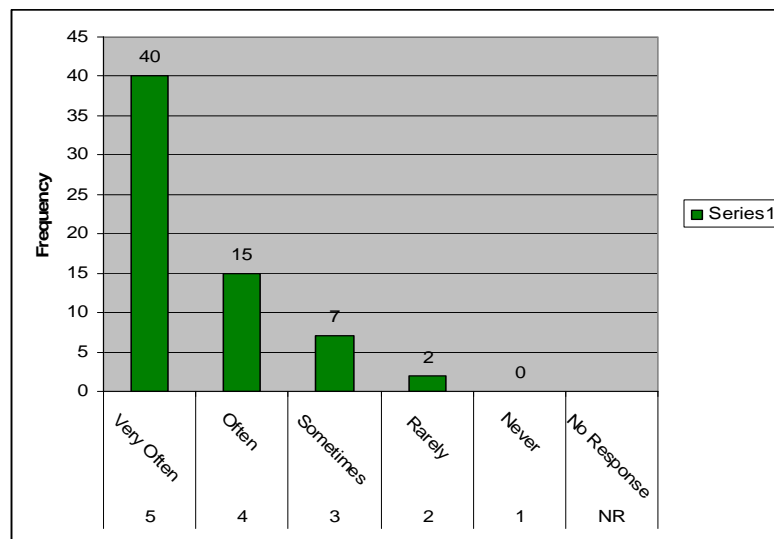


Figure 28 Survey Question 28: Provide support through empathetic listening

The mean for Question 28 is 4.45 with a standard deviation of 0.815. According to the results, 85.9% (a combination of Very Often, Often and Sometimes) of the survey respondents indicated that they support novice teachers through empathetic listening. The responses to the question indicate all of the school counselors who responded to the survey provide support through empathetic listening at some level. Figure 28 shows that 3.1% (Rarely) did not believe that they used skills to help novice teachers with empathetic listening. School counselors indicated high participation even though this was not listed among the job performance statements for school counselors.

Conclusion

The results from the survey indicate that school counselors believe that they use a variety of skills to support novice teachers. The school counselor respondents mentioned skills such as maintaining control of the classroom and using appropriate listening techniques to help a novice teacher reflect on daily classroom occurrences. These skills were acquired through their education and are required by the school district to effectively perform the role of school counselor. The results indicate that there are areas where school counselors assist novice teachers, but these actions may not be part of their job performance requirements. For example, the school counselors believed that they provided support in empathetic listening, but this is not listed as a part of their job description. This support shows that school counselors may assist novice teachers both formally and informally because it may be a natural occurrence as part of the role that they have on the campus as a school counselor. The responses from the school

counselors varied in frequency according to the addressed need of the novice teacher.

This finding could suggest that, although school counselors believed that they have some skills to support novice teachers, they should not be used as sole source of support because the novice teachers would not have access to the skills that the school counselor is lacking.

Research Question 2

What type of support do school counselors provide to meet the needs of novice teachers?

Scale	Question Number	Cronbach Alpha
Classroom Management	1,2,3,4	.658
Lesson Planning	5,6,7	.845
Local Policies and Procedures	8,9,10	.662
Organization of Instruction	11,12,13	.561
Time Management	14,15	.507
Working with Parents	16,17	.853
Instructional Strategies	18,19,20,21,22	.729
Discipline Management	23,24	.813
Social/Emotional Support	25,26,27,28	.873

SPSS compiled the reliability coefficients for the subscales below that comprise the categories listed above. The reliability coefficient of the subscales indicates the ability of the questions to provide repeatable results. Table 6 lists the Cronbach Alpha for each subscale. A set of questions is reliable if it had a reliability that is at least 0.500. There were two groups that had a reliability coefficient that was close to this 0.500 criteria. These were the subscales of Organizations of Instruction and Time Management. This finding may suggest that the questions in these categories were not as reliable as the other sets of questions.

A Chi Square was also run using SPSS to determine the relationship between the needs of the novice teachers and the level of support provided by the novice teachers using years of experience and grade level as variables. To obtain the results from the Chi Square, I first had to change the categorical values from discrete variables to continuous variables. The continuous variables were obtained by assigning a number to the two designated categories of grade level and level of experience. For example, if the grade level was intermediate, then a value of one was assigned to the category. If the grade level was middle school, then a value of two was assigned to that category. This process allowed me to use Chi Square. I only used the Likert scale options of Very Often and Often from the survey to obtain the areas that provided support. The Chi Square results are in the APPENDIX.

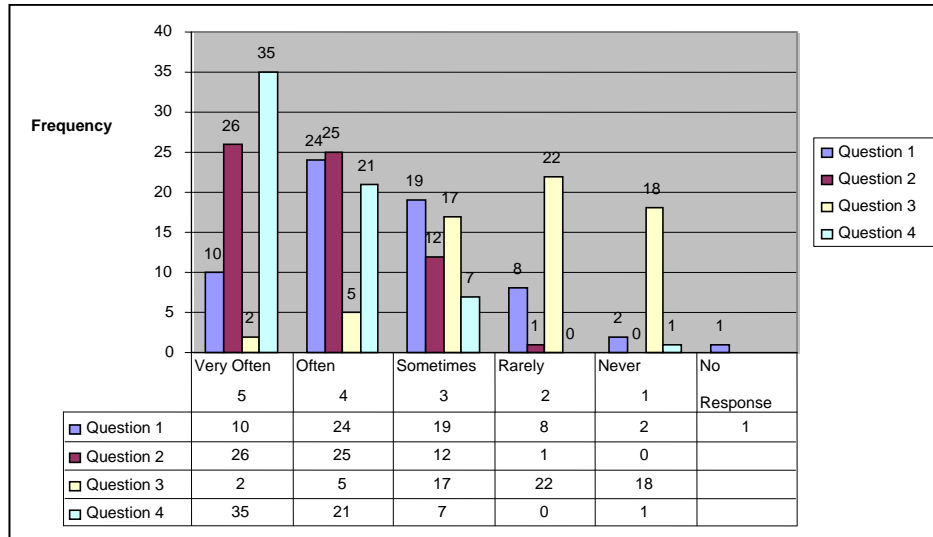


Figure 29 Classroom Management

According to the results in Figure 29, the school counselors provide support to meet the needs of novice teachers in the area of Classroom Management. These results are evident because the frequency of the responses are higher on the Very Often, Often and Sometimes scale on three of the four questions that were asked regarding this category of need. The Cronbach Alpha Reliability for the Classroom Management subscale is 0.658. This level of reliability is adequate because it is larger than 0.500; therefore indicating that the questions are reliable. Overall, the results of the survey suggest that school counselors believe they support the needs of novice teachers in the area of classroom management by assisting in classroom and behavioral management of students, building positive climate and rapport and enhancing the students' self-concept. The results from the Chi Square Analysis indicated that high school counselors with 1-5

years of experience provided the most support in the classroom management area. This finding could suggest that these counselors have a closer connection to the teachers since they left the classroom most recently. The Chi Square Analysis also indicated that school counselors with the most experience provided the least amount of support in this area. The school counselors did not believe they provided support to novice teachers in the area of developing classroom rules and guidelines. The support provided is consistent with the role of the school counselor. According to Texas Education Agency (2004), school counselors have been in the classroom first and they have an understanding of the dynamics and need for an effective classroom setting. Therefore, school counselors could be used as a source of support for novice teachers in the area of classroom management.

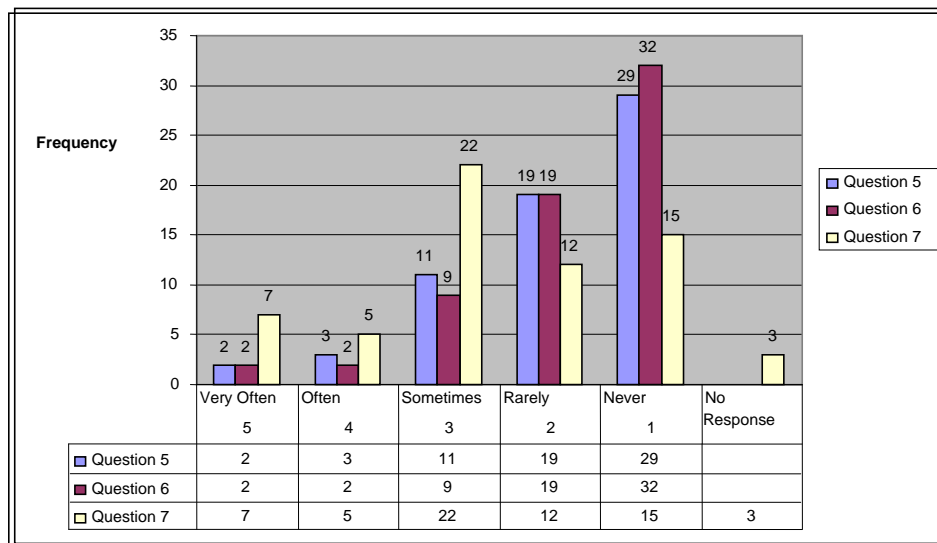


Figure 30 Lesson Planning

The results from the survey indicate that the school counselors did not believe that they provide support to novice teachers in the area of Lesson Planning. The Cronbach Alpha Reliability for the Lesson Planning subscale is 0.845. This level of reliability is adequate because it is larger than 0.500; therefore indicating that the questions are reliable. According to Figure 30, the responses to question six revealed the most amount of support but only occasionally. This question referenced the school counselor's support to the novice teacher in developing lesson plans. One third of the school counselors surveyed indicated that they provide this support sometimes. The Chi Square Analysis indicated that high school and intermediate counselors provided the most support in this area. The Chi Square Analysis also revealed that years of experience did not have an impact on the amount of support provided by school counselors. This question addresses planning for individual differences. This finding could be a result of the variety of courses on the high school level that students must pass in order to graduate; consequently, it is important that teachers know how to meet the needs of students in English class as well as physics or auto mechanics class.

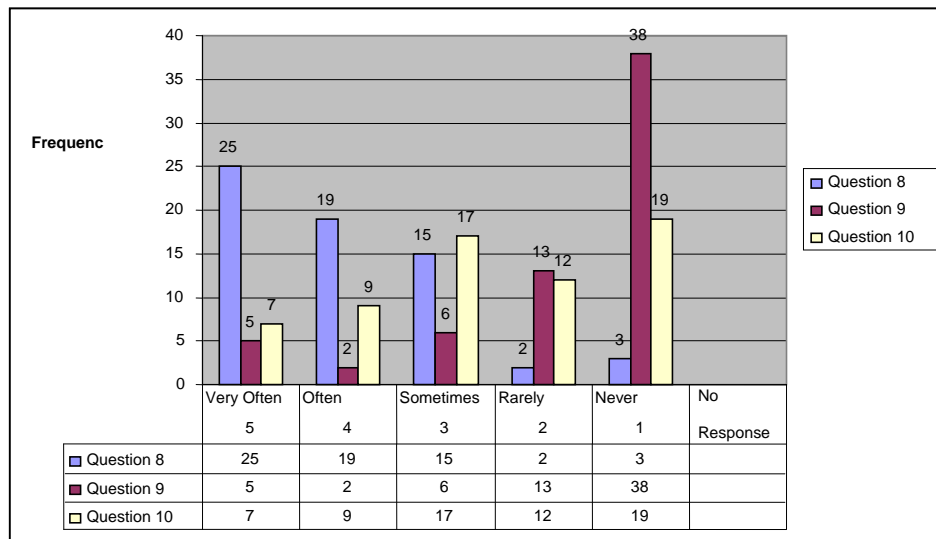


Figure 31 Local Policies and Procedures

In the area of local policies and procedures, the results from the survey indicate that school counselors assist novice teachers in some areas more than they assist others. The Cronbach Alpha Reliability for the Local Policies and Procedures subscale is 0.662. This level of reliability is adequate because it is larger than 0.500; therefore indicating that the questions are reliable. There was very little consistency among the responses in this category. In fact, only the responses to Question 8 revealed a significant level of support from the school counselors. This question addressed building policies and procedures and the respondents indicated support in this area. According to the Chi Square Analysis, school counselors with 1-5 years of experience provided the most support in this category. This finding could suggest that this group of counselors has the most recent classroom experience and is aware of the processes and procedures that the

novice needs to be aware of to be successful in the classroom. The grade level of the school counselors did not have an impact on the amount of support provided. Overall, the results in Figure 31 indicate that school counselors provide very little support to meet the needs of novice teachers in the area of Local Policies and Procedures.

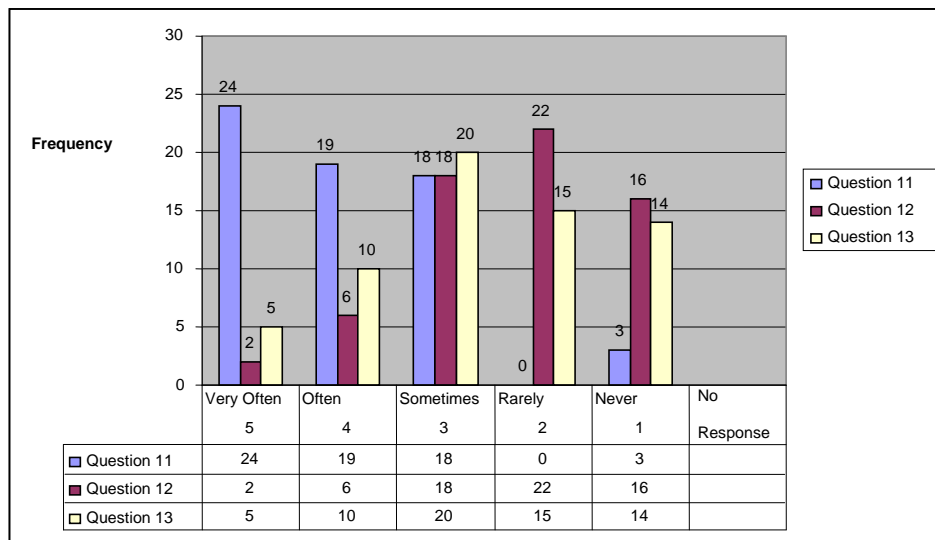


Figure 32 Organization of Instruction

The responses in Figure 32 reveal that the school counselors provide minimal support to novice teachers with assessing student academic performance. The Cronbach Alpha Reliability for the Organization of Instruction subscale is 0.561. This level of reliability is adequate because it is larger than 0.500. Although the coefficient is very

close to the 0.500 level, the questions are reliable, but may not be as reliable as questions in the other subscales. Question 11 is the only area where the school counselors indicated a high level of support. This question addressed providing support to novice teachers in assessing the academic achievement of the students. According to the Chi Square Analysis, high school counselors with 1-5 years of experience provided the most support. Intermediate and middle school counselors provided approximately the same level of support for this question. This finding could suggest that high school counselors must pay very close attention to the academic achievement of students because if the students are not successful in their courses, they will not graduate. Overall, the results of the survey indicate that school counselors believe they provide minimal support to novice teachers in the area of organization of instruction. Therefore, school counselors would not be the best source of support for novice teachers in the area of organization of instruction.

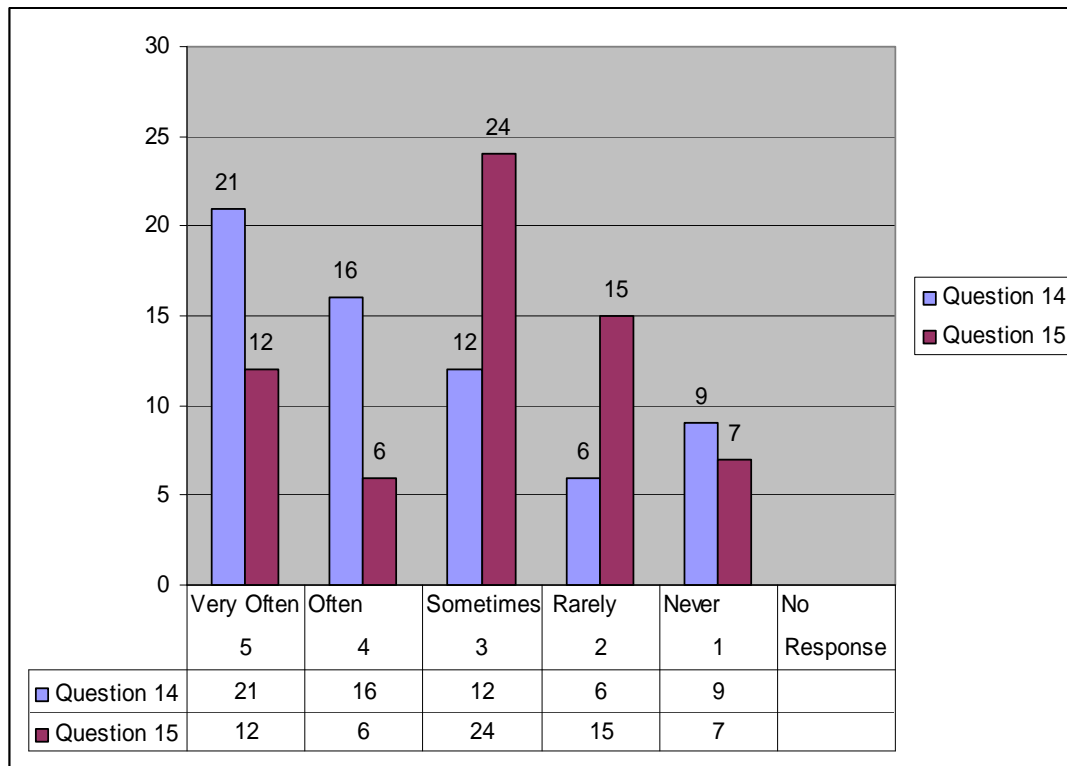


Figure 33 Time Management

There were two questions in the area of Time Management. The Cronbach Alpha Reliability for the Time Management subscale is .507. This level of reliability is adequate because it is larger than 0.500. Although the coefficient is very close to the .500 level, the questions are reliable, but may not be as reliable as questions in the other subscales. Only two questions in the section were used to obtain the reliability coefficient. Question 14 indicated the largest level of support provided to the novice teachers. This finding indicates that, overall, the school counselors who responded to the

survey assist novice teachers with grade reporting procedures. According to the Chi Square Analysis, the school counselors who indicated the most support were high school and intermediate counselors with 6-10 years of experience. These results could indicate that this group of counselors has enough experience to be able to manage their time successfully and, therefore, are capable of helping novice teachers manage their time. Based on the results in Figure 33, the school counselors provide support to novice teachers on an intermittent basis to meet the needs of the novice teachers in the area of time management.

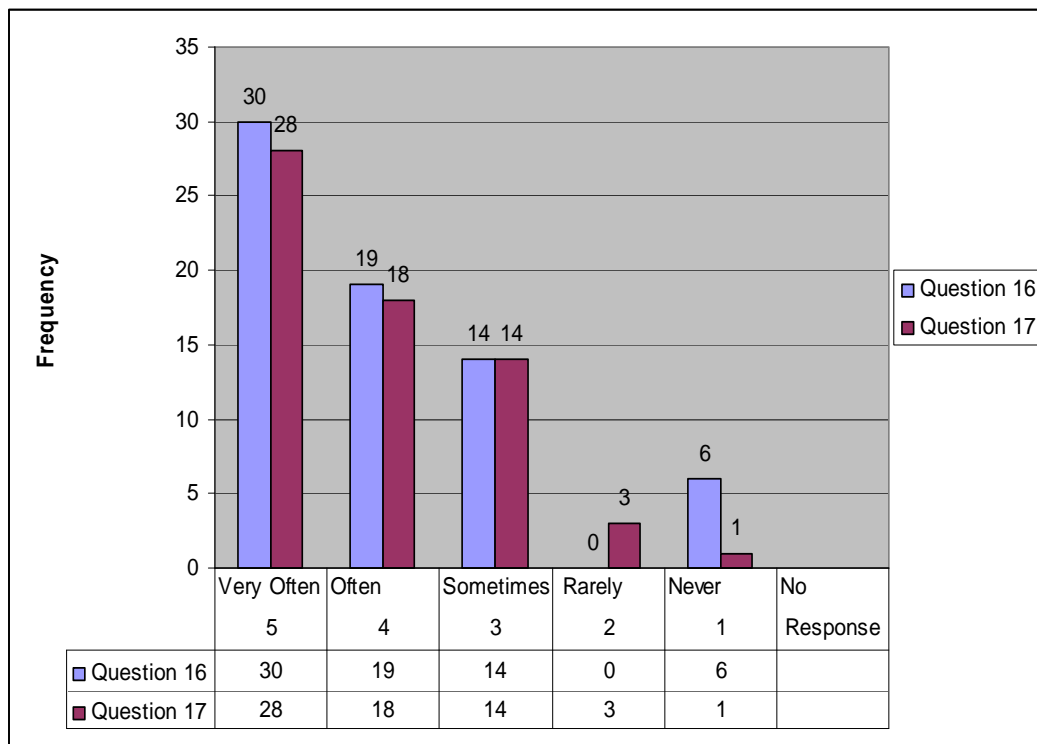


Figure 34 Working with Parents

The school counselors who participated in the survey believed they assisted novice teachers by helping them with parent conferences and providing guidance in communicating effectively with parents. The Cronbach Alpha Reliability for the Working with Parents subscale is 0.853. This level of reliability is adequate because it is larger than 0.500; therefore indicating that the questions are reliable. There were only two questions in this section that could be used to obtain the reliability coefficient. Both questions represented in Figure 34 revealed that the school counselors provided support to novice teachers in working with parents. High school counselors with 1-5 years of experience provided the most support to novice teachers in this category. This finding could be a result of the variety of parent contacts that must be made to ensure that the students are successful in their courses for graduation. The school counselors with 1-5 years of experience may also have more of a connection with novice teachers because they may have been their colleague in the classroom in the past. According to the Chi Square Analysis, the amount of support provided to the novice teachers was highest for school counselors with 1-10 years of experience as indicated in Question 16. However, high school counselors provided the most support for Question 17. These results could indicate that school counselors are providing assistance regardless of their years of experience, but high school counselors are working with novice teachers more on effectively communicating with parents. Ingram (2009) indicates that counselors should develop collaborative relationships with students, parents and teachers. Therefore,

providing support to the novice teachers in working with parents is congruent with the role of a counselor.

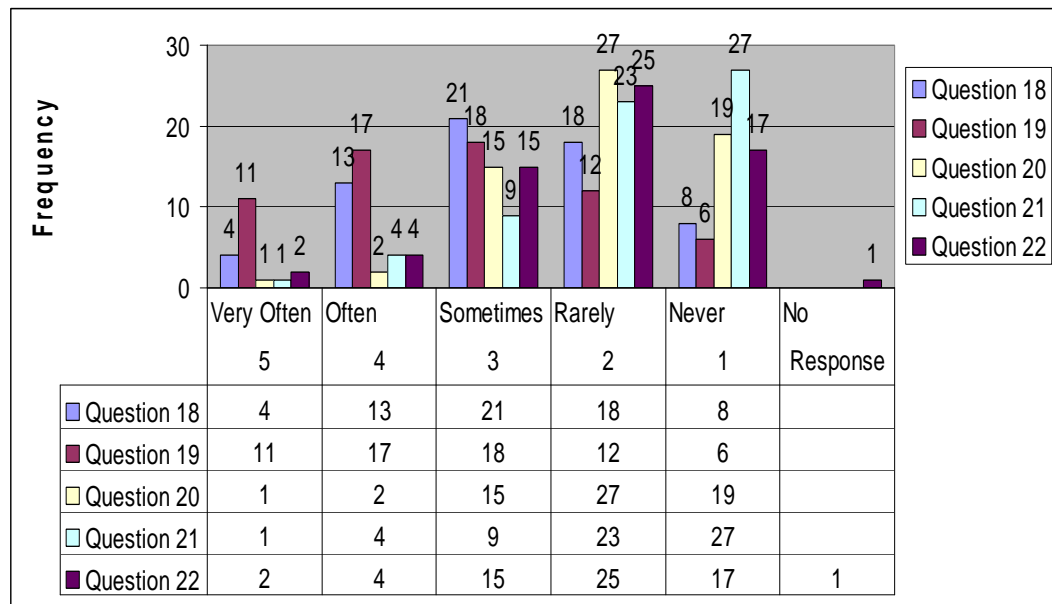


Figure 35 Instructional Strategies

The results in Figure 35 reveal that school counselors provide very little support in the area of Instructional Strategies. The Cronbach Alpha Reliability for the Instructional Strategies subscale is 0.729. This level of reliability is adequate because it is larger than 0.500; therefore indicating that the questions are reliable. Question 19 provided results with the highest frequencies. This question addressed identifying students with special needs and abilities. The Chi Square Analysis indicated that high school counselors with 6-10 years of experience provided the most support in this category. This finding could be a result of the legislative mandates that high school

students must meet to graduate. School counselors could interpret Texas Assessment of Knowledge and Skills (TAKS) scores to see where students have the most needs and place them in courses to meet those needs. High school students must pass TAKS to graduate. The Chi Square Analysis also revealed that years of experience had very little impact on the amount of support provided to the novice teachers in this category. Overall, the data suggests that school counselors do not believe they provide support to novice teachers in assisting with instructional strategies. This data suggests that school counselors may not be the best source of support for novice teachers in the area of instructional strategies.

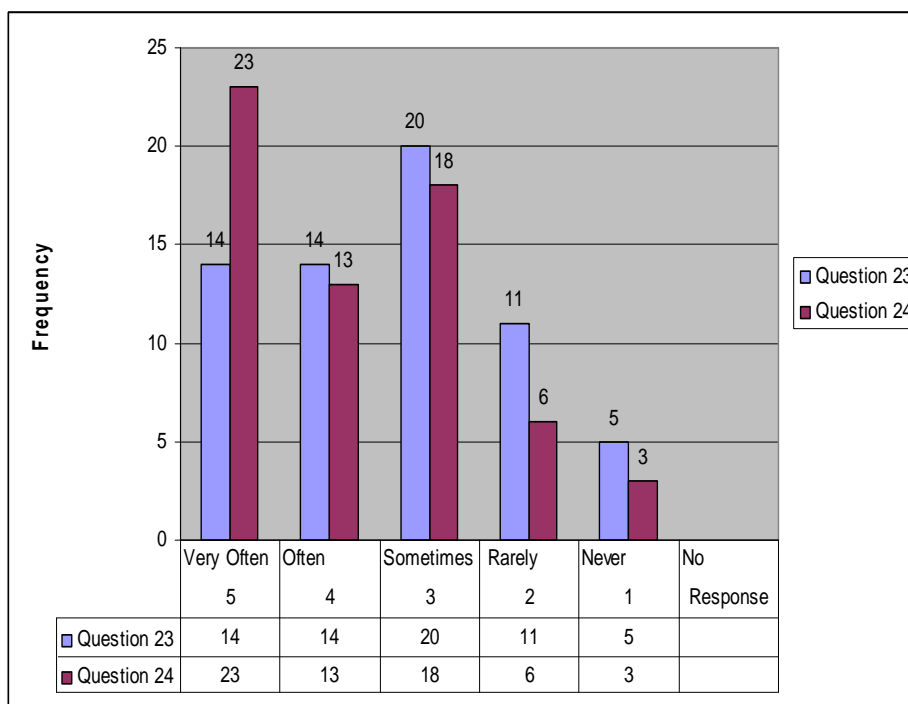


Figure 36 Discipline Management

The results in Figure 36 reveal that school counselors provide intermittent support to novice teachers in the area of discipline management. The Cronbach Alpha Reliability for the Discipline Management subscale is 0.813. This level of reliability is adequate because it is larger than 0.500; therefore indicating that the questions are reliable. There were only two questions in this section that could be used to determine the reliability coefficient. The results also indicate that the responses to the question were highest in the high and middle range of the distribution. This finding could suggest that there is a certain degree of support provided to the novice teachers in discipline management; however, the type and amount of support may not always be consistent. The Chi Square Analysis indicted that school counselors with 6-10 years of experience provided the most support in this category. It also revealed that the amount of support varied more by years of experience than grade level. This finding could be a result of the actual experience of the school counselors dealing with discipline issues and the variety of situations that they have witnessed over their career.

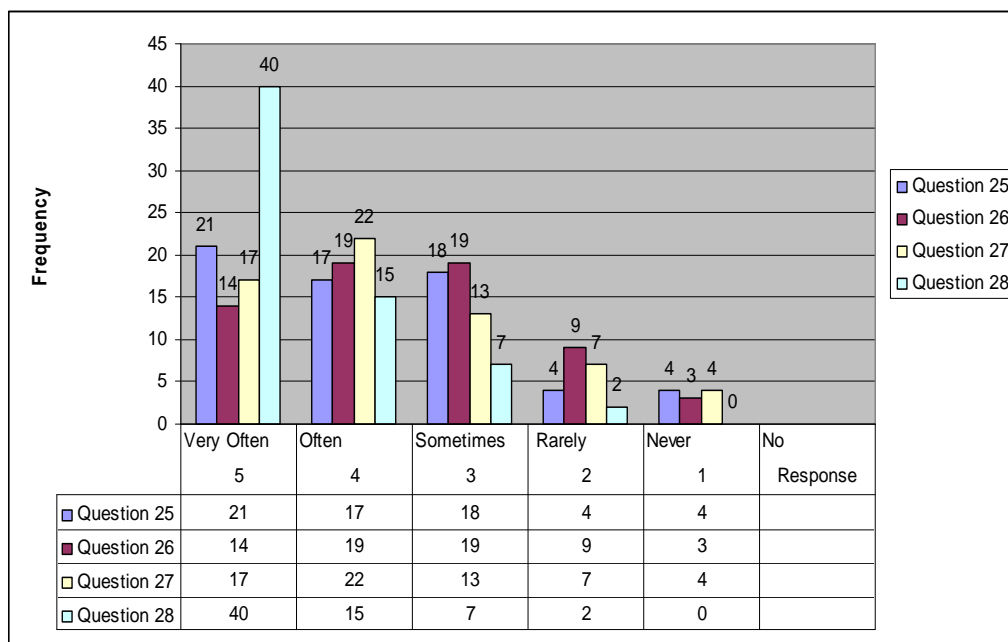


Figure 37 Social/ Emotional Support

The school counselors who responded to the survey believed that they are a source of support for novice teachers in the area of social and emotional support. The Cronbach Alpha Reliability for the Social /Emotional subscale is 0.873. This level of reliability is adequate because it is larger than 0.500; therefore indicating that the questions are reliable. Overall, all results from Figure 37 reveal that the school counselors provide novice teachers with social and emotional support. The Chi Square Analysis revealed that intermediate counselors with 1-5 years of experience provided the most support in this area. This could suggest that these counselors are comfortable providing support to novice teachers since they were most recently a teacher themselves. Texas Education Agency (2004) states that school counselors should approach others

with a warm and understanding attitude to promote change in a positive way. This finding suggests that school counselors could be used as a source of support for novice teachers in the area of social and emotional support.

Conclusion

Based on the responses from the survey, it appears that school counselors support novice teachers in some areas more than they support them in others. The survey results indicate that of the nine categories of the survey, the school counselors believed that they provide the most support in the areas of Classroom Management, Working with Parents, Discipline Management, and Social/Emotional Support. The results also revealed that high school counselors with 1-5 years of experience provided the most support in three of the four categories. Intermediate counselors with 1-5 years of experience provided the most support in the area of Social/Emotional Support. The results from this research question also revealed that the amount and type of support provided to novice teachers varies by grade level and by years of experience.

Because school counselors did not have a high level of support in the other areas of need for novice teachers, it could be concluded that school counselors may not be able to support all of the needs of the novice teachers; therefore, they should be used as a source of support in conjunction with other campus based professionals to help meet all of the needs of the novice teachers.

Research Question 3

What is the perception of school counselors regarding their participation as a source of support to meet the needs of novice teachers?

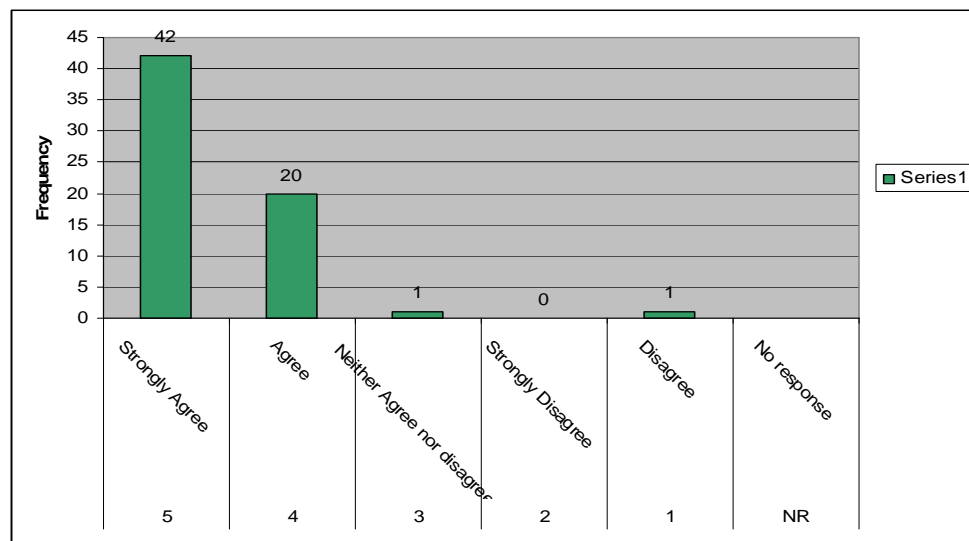


Figure 38 Survey Question 29: I am aware of the issues that novice teachers face during their first year.

The mean for Question 29 is 4.59 with a standard deviation of 0.684. The responses to this question indicate that 96.8% (a combination of Strongly Agree and Agree) of the school counselors surveyed believe that they are aware of the issues that novice teachers face during their first year. According to Figure 38, only 3.2% of the counselors who responded indicated that they were not aware of the issues that novice teachers face.

The responses from the interview process revealed a variety of perceptions regarding the issues that novice teachers face. During the interviews, the school counselors mentioned issues such as classroom management, time management, dealing with students from diverse backgrounds, and not feeling connected on the campus and not knowing to whom to turn. Other issues mentioned during the interview included lack of exposure to real life situations, difficulty dealing with student populations and trying to manage the increase in the student-teacher ratios.

These interview responses from the school counselors indicate that they are familiar with the needs of the novice teachers and are able to verbalize very specific needs where novice teachers could use additional support. This awareness could indicate that the novice teachers and the school counselors have interacted with one another in a setting where the school counselors have either observed or been consulted on the issues that have been stated.

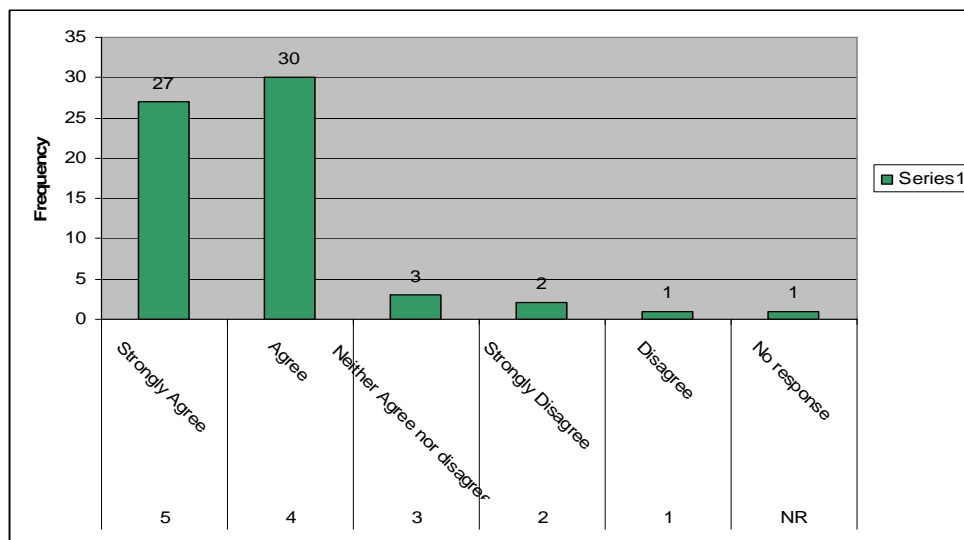


Figure 39 Survey Question 30: Novice teachers need more support from campus personnel than they currently receive.

The mean for Question 30 is 4.27 with a standard deviation of 0.827. The responses for this question show that 88% (a combination of Strongly Agree and Agree) of the school counselors who responded believe that novice teachers need more support from campus personnel than they currently receive. Only 5% of the respondents believed that the novice teachers did not need more support than they currently receive.

Figure 39 indicates that a vast majority of school counselors agree that novice teachers need more support on the campus. The responses from the interview process revealed that the respondents felt that a counselor could be of assistance to novice teachers as a resource to help reduce stress and solve problems; however, other school counselors felt that teachers would be better suited to support novice teachers because

they could better identify with the challenges that the novice teachers are facing. One of the respondents indicated that supporting a novice teacher would depend on the needs of her students because it could not interfere with her duties as a counselor.

The interview responses support the information in the graph as the school counselors are aware that the novice teachers need additional support and were able to verbalize ways that the school counselor may be able to support them. However, even though some of the respondents realize that there is a need, there may be doubt that school counselors are the best group to meet those needs due to lack of time and their obligation to the needs of the students.

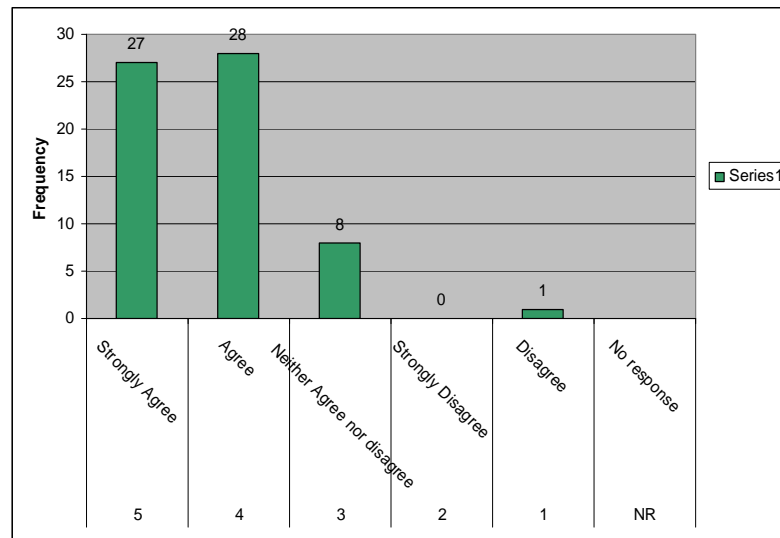


Figure 40 Survey Question 31: I would serve as part of a support team with other campus personnel for a novice teacher if given the opportunity.

The mean for Question 31 is 4.25 with a standard deviation of 0.797. The responses to this question indicate that 86% (a combination of Strongly Agree and Agree) of the school counselors who responded to the survey would agree to serve as part of an induction team for a novice teacher if given the opportunity. Figure 40 reveals that 12.5% (Neither Agree nor Disagree) of the respondents could not make a determination regarding this question. Only 1.6% of the respondents indicated that they would not serve on an induction team for a novice teacher if given the opportunity. This finding indicates that the school counselors who responded believe that teacher induction is important and would agree to serve on an induction team for novice teachers.

During the interview process, the interview respondents stated that if they helped the teacher, it would help the student. Another counselor indicated that she already provides support to novice teachers and realizes the importance of support when starting a new position. Other school counselors revealed that time would be an issue and the role of support to novice teachers would need to be defined and specified to determine whether to provide support.

These responses from the school counselors during the interview process indicate that there is a belief among those interviewed that school counselors are already providing support to novice teachers. The responses also suggest that if they help the teachers then they are ultimately helping the students, also. However, the lack of time was mentioned and considered a factor in providing support to the novice teachers.

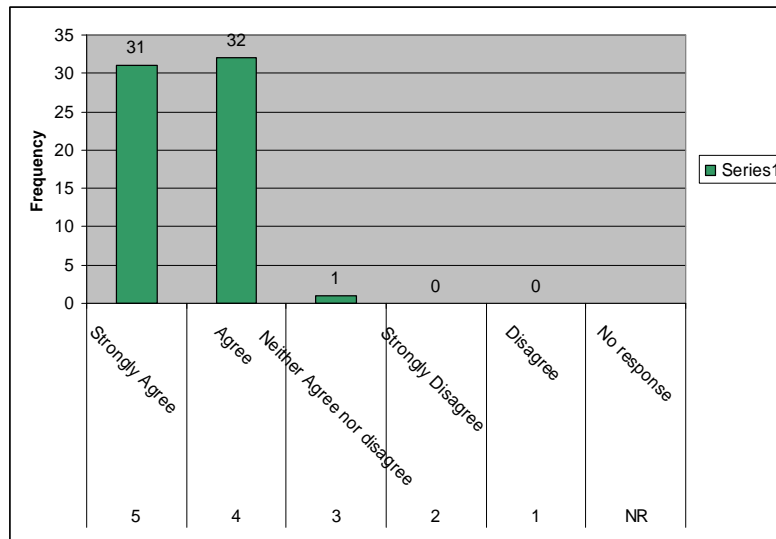


Figure 41 Survey Question 32: The skills that I have acquired to become a school counselor could be used to support novice teachers.

The mean for Question 32 is 4.47 with a standard deviation is 0.534. The responses to this question, revealed in Figure 41, indicate that 98.4% (a combination of Strongly Agree and Agree) of the school counselors who responded to the survey believe that the skills that they have acquired as school counselors could be used to support novice teachers. Only one respondent was indecisive about this question.

When interviewed, the school counselors responded that they had the skills to assist novice teachers because they had been a teacher before and could assist them with organization, grading, and dealing with classroom issues. Other skills that the school counselors mentioned during the interview were help in understanding students, graduation requirements, managing student behavior, and communicating with parents.

One school counselor stated that school counselors have the training to service novice teachers and they can share their knowledge of child development and counseling techniques.

These interview responses suggest that school counselors are aware of the needs of novice teachers and can verbalize how their role as a school counselor can help meet those needs. The state requirement that school counselors had to have classroom experience prior to becoming a counselor allows the school counselor to have first hand knowledge of the issues of novice teachers and develop a connection with how their role as a counselor may be able to help meet those needs.

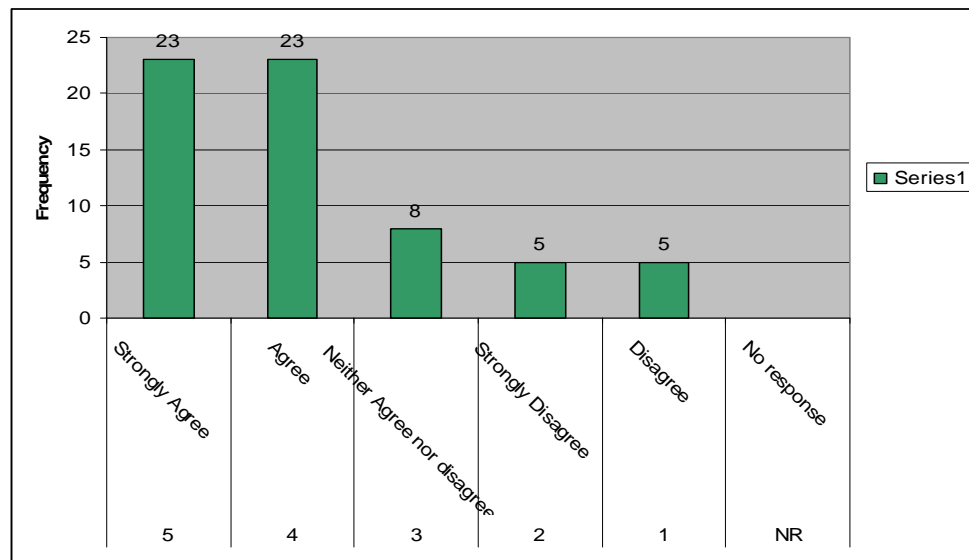


Figure 42 Survey Question 33: The demand on the time of school counselors would make it difficult to provide support for novice teachers.

The mean for Question 33 is 3.84 with a standard deviation of 1.224. The responses to this question indicate that a combined 71.8% (a combination of Strongly Agree and Agree) of the school counselors who responded believe that the demand on the time for school counselors would make it difficult for them to provide support to novice teachers. The frequency distribution for this question is concentrated in the high end of the scale. This finding indicates that a majority of the school counselors indicate that lack of time would prevent them from providing support to novice teachers. There were 12.5% (Neither Agree Nor Disagree) of the respondents who could not agree one way or the other on this statement while 15.6% (Strongly Disagree and Disagree) of the respondents did not feel that time would be a factor in supporting novice teachers. The results indicate the school counselors believe that lack of time would be a major factor in supporting novice teachers.

During the interview process, one school counselor stated that she would love to help novice teachers, but she would have to make herself available because her time is so limited. Statements such as this one support the results in Figure 42 because the school counselors do not believe they have the time to support novice teachers without interfering with their obligations to their students.

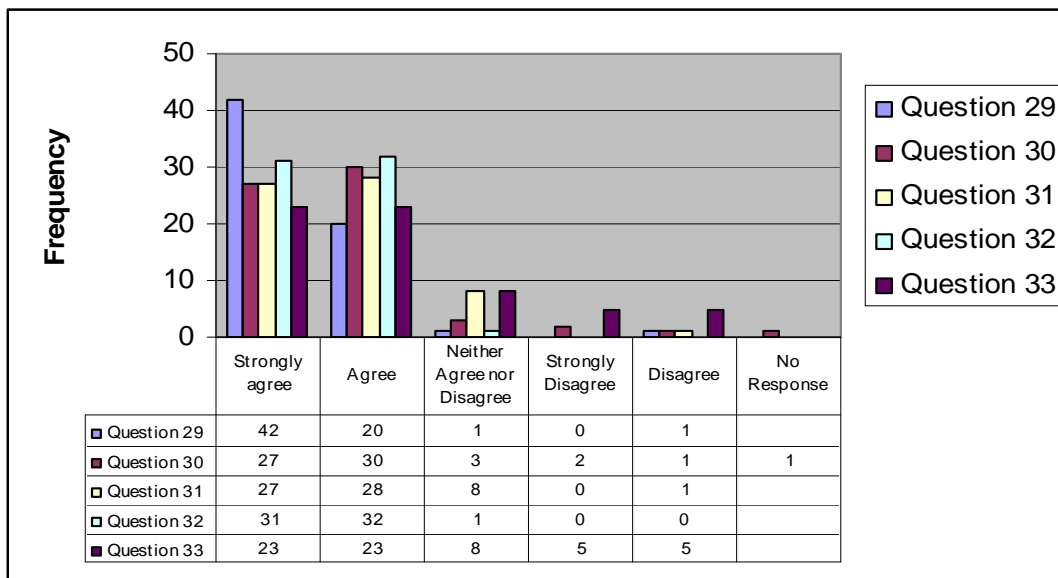


Figure 43 Overview of Perception Responses

Figure 43 represents an overview of the survey question related to the perception of school counselors serving as a source of support for novice teachers. The school counselors responded that they are aware of the needs of the school counselors and indicated that they need more support than they are currently receiving. The school counselors also responded that they would serve as a source of support for novice teachers if given the opportunity because they perceive that they have skills that would be beneficial to the novice teachers. As indicated in Figure 43, the school counselors responded that time would be a factor and make it difficult to provide support to novice teachers. In conclusion, the school counselors are aware of the issues that novice teachers face and they believe that novice teachers need more support than they are currently receiving. The school counselors also believe that they have certain skills that

could be used to support the novice teachers, but they indicate that it would be too time consuming for school counselors to provide support to the novice teachers.

This research question was also answered using the open-ended question on the Perception of Support Survey. The responses received from this portion of the survey are described below and have been separated into categories based on the responses.

Based on the responses from the interview participants, the following categories emerged from the responses to the open ended questions: **Supportive** of the idea of school counselors providing support to novice teachers, **Supportive Apprehension** of the idea of school counselors providing support to novice teachers, and **Unsupportive** of the idea of school counselors providing support to novice teachers.

Supportive

This set of responses from the survey participants indicate a level of support for the idea of school counselors serving as a source of additional support for novice teachers. The numbers in parentheses correspond to the verbatim survey responses listed in APPENDIX M. These responses indicate that a couple of school counselors feel that it is part of the responsibility of the school counselor to support the novice teacher (30, 29). The responses also indicate that allowing the school counselor to support the novice teacher may strengthen the administrative team as they collaborate on certain issues (26, 43). According to several respondents, school counselors are an excellent resource because they already have experience as a teacher and can assist school counselors by

transferring their experiences to them (54, 41, and 2). Several school counselors indicate that they already assist novice teachers on their campus. Two of the respondents indicate that they either currently serve as the mentor coordinator who works with novice teachers or do staff development for mentors (35, 46). The survey participants express the need for them to assist the novice teachers by guiding them, supporting them and being a bridge for them to cross as they grow professionally and academically (62, 14, 12, and 9).

Supportive Apprehension

This category of responses indicates survey participants support the idea of school counselors serving as additional support for novice teachers but are apprehensive due to the implication their involvement may have on their current duties. The numbers in parentheses correspond to the verbatim survey responses listed in APPENDIX N. Several respondents listed time as a barrier to providing this type of support (39, 31, 58, 51, 8, and 5). These respondents feel that they do not have enough time in their day to serve in such a role although they think it is a good idea. The workload of school counselors was also listed as a problem (60, 28, and 24). The school counselors who responded indicated that they are commonly given responsibilities that are not counseling in nature and are too busy doing paperwork and other duties. Their workload will not accommodate such a role for novice teachers. Another apprehension of this group was that if they began assisting novice teachers then it would eventually become a main duty or responsibility for school counselors. They indicated that it should be a

shared role of the administration and not just one group of professionals (55, 52, and 47). These respondents believed that if they had any type of role in supporting novice teachers, it would become a main role and not one of assisting as described.

Unsupportive

This set of responses from the school counselors revealed that they were not in favor of school counselors serving as a source of support for novice teachers. The numbers in parentheses correspond to the verbatim survey responses listed in APPENDIX O. They indicated that they have too many other responsibilities and time did not allow them to be involved in such a manner (40, 33). These responses indicate that the school counselors feel too overwhelmed with other responsibilities to take on supporting novice teachers (19). One respondent indicated that role clarification would be necessary to consider before engaging in supporting novice teachers.

Conclusion

Based on the results of the open-ended survey questions, the school counselors who responded to the survey believe they are aware of the needs of novice teachers. Professionally, the school counselors indicated they believe novice teachers need help with classroom management and time management. They believe novice teachers need to be exposed to real life experiences that will help them in the classroom. The school counselors also noted that they believe novice teachers are often disconnected and have difficulty relating to others. Some novice teachers have difficulty relating to students from different backgrounds and this could cause issues with classroom management.

Overall, the school counselors believed that they were very aware of the needs of novice teachers. There were varying responses when asked if school counselors should be the group of professionals best able to meet the needs of the novice teachers. The school counselors indicated that time was a major factor and that students were the first priority.

The results also indicate that most of the school counselors were supportive of the idea of serving as a source of support for novice teachers. The responses in the Supportive Apprehension group indicated a level of support but with varying degrees of reluctance based on the time involved and the potential effect it could have on the students that they serve. Those school counselors who were unsupportive indicated that time was a factor and the role of the school counselor is already stretched far enough. Based on these responses, if school counselors were to serve as a source of support for novice teachers, there would have to be certain parameters set to ensure they were able to meet their other obligations as well.

Summary

Chapter IV presented the results and findings for this research study that was based on the following research questions.

1. In what ways are the skills of school counselors being used to support novice teachers?
2. What type of support do school counselors provide to meet the needs of novice teachers?

3. What is the perception of school counselors regarding their participation as a source of support to meet the needs of novice teachers?

The findings for these research questions were presented to determine how the skills of school counselors can be used to support novice teachers, if school counselors have a role in supporting the novice teachers, and how school counselors feel about serving as a source of additional support for novice teachers. The results for this study were achieved through a Perception of Support Survey and an interview process. Each of the research questions was examined using categorical and demographic information to best represent the results of the survey. A brief summary of the findings was presented after each of the survey questions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the findings from the analysis of data in Chapter IV and consists of four sections: summary of the study, major findings, implications, recommendations for further research and conclusions.

Summary of Study

Teacher turnover is a problem that most educators must contend with on a daily basis. It is highest among teachers who are new to the profession and those who have reached retirement age (Kukla-Acevedo, 2009). For those who are new to the profession, it is essential to provide them with the support they need to be successful in the early years of their career. Otherwise, they may not return to the teaching profession for another year. This study was conducted to assess the role that school counselors may have in supporting novice teachers. To conduct this study, a survey was distributed to 98 regular education counselors to determine the role that school counselors have in supporting novice teachers. Ten school counselors with at least 10 years of experience were interviewed to determine their perception of school counselors participating as a source of support for novice teachers. Based on the results of the survey and interview, it was determined that school counselors have several skills that could be used to support novice teachers. However, because they do not have all of the skills to support the needs

of novice teachers, school counselors should not be used as a sole source of support for novice teachers. The school counselors indicated an awareness of the issues that school counselors face and believe that they need more support than they are currently receiving on campus. Although the school counselors believe that they have skills that could be used to support novice teachers, they also indicated that lack of time would prevent them from serving as a source of support for novice teachers.

Purpose of the Study

The first goal was to determine the skills that school counselors have to meet the needs of novice teachers. The second goal was to assess what school counselors are currently doing to provide support to meet the needs of novice teachers. The third goal was to determine the perception of school counselors on serving as a source of support for novice teachers.

The research questions for this study were:

1. In what ways are the skills of school counselors being used to support novice teachers?
2. What type of support do school counselors provide to meet the needs of novice teachers?
3. What is the perception of school counselors regarding their participation as a source of support to meet the needs of novice teachers?

Major Findings

Research Question One

In what ways can the skills of school counselors be used to support novice teachers?

The response to question one was obtained by evaluating the type of support that school counselors believed they provide to the novice teachers. An analysis of each response was performed according to the skills and performance statements as indicated in the job descriptions for school counselors in the selected school district.

The responses to the survey indicated that school counselors believe they provide support to novice teachers in the following areas. There was a job performance statement related to each of these areas: 1) classroom management and behavioral management for students, 2) building a positive climate and rapport, 3) enhancing students self-concept, 4) assistance with adherence to district and building practices and policies and regulations, 5) guidance on grade reporting procedures, 6) conducting parent conferences, 7) communicating effectively with parents, 8) identifying students with special needs, 9) providing discipline techniques, 10) guidance on working with students from diverse backgrounds, 11) guidance with stress management, 12) reflection opportunities, 13) enhancing professionalism and personal conduct, and 14) support through empathetic listening.

Because there was a job performance statement to support each of these areas, it indicates that school counselors are required by the selected district to have skills in these areas to perform their role as a counselor. Furthermore, these findings also indicate

that school counselors could provide support to novice teachers by using the same skills they are required to have to perform their role as a counselor. This support could be beneficial to the field of mentoring because it provides novice teachers with another group of qualified individuals who can assist, support, and mentor them in these areas of need during their first year in the classroom.

There were four areas where school counselors believed they provided support to novice teachers but the areas were not supported by a job performance statement:

- 1) guidance with stress management, 2) reflection opportunities, 3) enhancing professionalism and personal conduct and 4) empathetic listening.

These findings suggest that school counselors often share their skills and expertise with the novice teachers even though it is not a part of their everyday performance criteria. School counselors are the resource for social and emotional support for students and they share their skills with novice teachers as well. This finding implies that school counselors may use their skills to support novice teachers in an informal capacity, one that may be a natural part of the job they do on a daily basis.

The school counselors did not believe that they used their skills to support novice teachers in the following areas: 1) classroom rules and guidelines, 2) developing lesson objectives, 3) developing and implementing lesson plans, 4) planning for individual differences, 5) assisting with Professional Development Appraisal System (PDAS), 6) legal rights and responsibilities, 7) assessing student academic performance, 8) organizing learning activities, 9) disaggregating data for instructional purposes, 10)

providing guidance on managing and organizing the school day, 11) assisting in interpreting test results, 12) providing guidance with assessment and re-teaching activities, 13) integrating technology in the classroom, and 14) guidance on multiple reteaching strategies.

Although these were areas where school counselors did not believe that they used skills to support novice teachers, there were job performance statements in the following areas: 1) planning for individual differences, 2) assisting with legal rights and responsibilities, 3) assessing student performance, 4) organizing learning activities, 5) disaggregating data for instructional purposes, 6) interpreting test results, 7) guidance with assessment and re-teaching activities, and 8) guidance on multiple teaching strategies. These findings point out that, even though school counselors may not be using these skills to support novice teachers, the school counselors should have these skills to be proficient in their role as a counselor. This finding further supports the idea that school counselors could be a source of support for novice teachers and would not need additional training because of the skills that they already have to perform their job.

Overall, the data related to Research Question One reveals that the school counselors in this study believe that they have some of the skills necessary to support novice teachers in certain areas. These skills are identified by job performance statements that each school counselor must be able to perform to be proficient in their role as a counselor. The results suggest that school counselors should not be a sole

source of support for novice teachers, but could be added as a member of an induction team to expose novice teachers to the skills that school counselors are trained to provide. Allowing school counselors to serve as the sole source of support would not be beneficial to the novice teachers because not all of their needs would be met. Furthermore, due to the time restraints and the ultimate responsibility to students, school counselors could not adequately provide the level and type of support that novice teachers need if they were the only means of support.

Therefore, the results reveal that school counselors should not be used as the sole source of support for novice teachers but could possibly be used in conjunction with other campus personnel. This combination will allow the novice teachers to have access to a skilled group of professionals who can best meet their needs according to the training received by the professionals.

Research Question Two

What type of support do school counselors provide to meet the needs of novice teachers?

The school counselors believed they provide the most frequent support to novice teachers in the areas of 1) classroom management, 2) working with parents 3) discipline management and 4) social and emotional support. The results indicate that the school counselors provide most of the support in areas that coincide with their role as a counselor. School counselors are trained to assess the emotional development of students and the results indicate that the support is also transferred to novice teachers.

One of the roles of the school counselor is to help students deal with academic, social, and emotional issues (ASCA, 2008). This role could also be used with novice teachers to assist them in providing professional, social and emotional support. School counselors deal with parents on a regular basis to discuss behavior, grades, and progress and, therefore, are a good resource to assist novice teachers in dealing with parents. The school counselors in the district that was studied must have previously been a classroom teacher for at least three years (Board Policies, 2009). This requirement is critical because these school counselors have first hand experience on functioning as a teacher in the classroom in the school district. However, once they are no longer in the classroom, they may not be kept abreast of all of the professional development activities to which teachers are exposed. For this reason, school counselors may not be the best resource to assist novice teachers with lesson planning, instructional strategies, and organization of instruction. A mentor teacher who is also in the classroom and exposed to the same staff developments as the novice teacher may better support these areas of need. School counselors can be a great resource for consultation and coordination of services in these areas (ASCA, 2008). They can assist the novice teacher in expressing their needs and coordinate services among other members of the induction team to provide support in the designated areas. The results also indicate that high school counselors with less than five years of experience provided the most support to novice teachers overall.

Research Question Three

What is the perception of school counselors regarding their participation as a source of support to meet the needs of novice teachers?

The results of the survey and the interview process revealed that school counselors are aware that novice teachers need support. School counselors also believed that novice teachers need more support than they are currently receiving on their campus. Novice teachers struggle with classroom management, paperwork and time management (Robertson, Hancock & Allen, 2006). The school counselor respondents when asked about the biggest challenges that novice teachers face confirmed these areas of need. Several of the respondents stated classroom management. The school counselors realize that novice teachers need help and they indicated that they would serve as a source of support for the novice teachers in that area.

However, approximately one third of the respondents expressed concerns with engaging in this role with novice teachers. The respondents believed that if they agreed to serve as a source of support then they would be obligated and committed to do so. This was the perception of the school counselors who participated in the survey and not necessarily that of their administration. The school counselors were also concerned that supporting novice teachers would take away from the duties that they have to perform for their students. Regardless of the needs novice teachers have, the students' needs seemed to come first.

Only five school counselors were not in favor of the idea of school counselors supporting novice teachers. These counselors felt that teachers were a better choice to provide support and that lack of time would prevent them from serving in this capacity. Overall, school counselors recognized the needs that novice teachers have and the majority of them agreed that they would be willing to support the novice teachers as long as they were not the sole source of support and that the role that they would have is outlined specifically so as not to hinder their work with their students.

Implications

The results of this study suggest that school counselors could be used to help combat the high turnover of novice teachers. School counselors are required to hold a masters degree in counseling and must have served as a classroom teacher for three years as a requirement to become a counselor in the school district in this study (Texas Education Agency, 2004). The education and classroom experience enables the school counselor to be knowledgeable and have a familiarity of the requirements and responsibilities to which novice teachers are exposed. According to the review of literature of the needs of novice teachers and the results of the study, school counselors believe they support some of the needs of novice teachers but do not provide support to meet all of their needs.

Therefore, the data suggests school counselors can be used as a source of support for novice teachers in conjunction with other campus personnel.

The results of the study indicate that there are job criteria of the school counselor that require them to support and guide teachers in certain areas. Therefore, the role of the school counselor in this district is not only to support students academically, emotionally and socially but could also be transitioned to their teachers by providing the same support.

There are needs that novice teachers have that are not in the skill set of the school counselor. Therefore, the novice teachers will require assistance from other campus and district personnel to effectively meet their needs. These additional personnel allow the novice teachers to be supported by the professionals who can best meet all of their needs collectively.

The results of this study add another dimension to the discourse of teacher induction programs that deviates from teacher to teacher support with administrative supervision, but adds the possibility of the school counselor as a member of the teacher induction framework. The school counselor responses from the Perception of Support Survey that was administered indicate that the counselors are aware of the needs of novice teachers and have the skills to support those needs but not all of them. Therefore, this study suggests that an increase in the depth of campus personnel who support novice teachers can be achieved by including school counselors in teacher induction programs.

The study also indicates that school counselors already provide support to novice teachers both formally and informally so their addition to a teacher induction program

would not be obtrusive on the role that they currently have on the school campus.

However, their role should not be one of sole support but one that is in conjunction with a team of other campus professionals such as campus mentor, mentor coordinator, and administrators to help meet all of the needs of the novice teacher.

Recommendations for Further Research

Based on the findings of this study, the following areas are recommended for further study:

1. Induction teams should be developed for novice teachers where school counselors serve as a source of support for novice teachers. This relationship could be analyzed in comparison to the typical mentor-mentee relationship, as they currently exist on a school campus. Such a study would allow the researcher to determine the degree to which the school counselor's support has an impact on the level of support that the novice teacher currently receives.
2. Novice teachers could be surveyed to determine their perception of school counselors serving as a source of support for them during their first year in the classroom. Such a study might take place after the novice teachers' first year so that they can reflect on the year to determine if the school counselor could have been supportive in their areas of need.
3. A research study could be conducted to determine the perception of mentors and principals on school counselors serving as a source of support for novice

teachers. Such a study might provide insight on the views of those campus personnel who are currently responsible for supporting novice teachers.

4. A study could be conducted in more than one school district to compare the role that school counselors have in supporting novice teachers in the respective school districts.
5. A study could be conducted that examines the role that elementary school counselors have in supporting novice teachers in comparison to the other grade levels.

Conclusion

The literature is compelling that novice teachers need support in the classroom. They are leaving the profession and affecting the academic achievement of students. The teacher turnover rate is highest among those teachers who are in the classroom for less than five years. Novice teachers have certain professional, social and emotional needs that must be met in order for them to be successful. The research from the literature review identified the needs of novice teachers, discussed the framework and functions of teacher induction programs, and discussed the history, role, and characteristics of school counselors. School counselors were surveyed and interviewed to determine their perception on serving as a source of support for novice teachers and the amount and type of support they currently provide. The school counselors surveyed indicated that the support they believe they provide to novice teachers is not substantial enough for them to serve as a single source of support for novice teachers. However, used as an additional

resource, school counselors could help positively affect the retention rates of novice teachers.

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APPENDIX A

Keep this information sheet for your records.

LETTER TO SCHOOL PERSONNEL

Dear Participant,

You are invited to participate in a study on the role of school counselors and the support they provide to novice teachers. My name is Keena Bradley and I am a doctoral level student at Texas A&M University in the Department of Teaching, Learning, and Culture. I am requesting your help with this study that focuses on the role of school counselors in supporting novice teachers.

The purpose of this study is to examine the role that school counselors have in supporting novice teachers during their first year in the classroom. Novice teachers enter into their first year with very little classroom experience and are asked to perform the same duties as a veteran teacher. The first year in the classroom can be critical to the success of the overall teaching experience. This study seeks to determine if school counselors have a role in supporting novice teachers during their first year.

Your participation is voluntary. You may discontinue participation in this study at any time. Your response to all questions is needed. This study will provide valuable information to provide recommendations for the development of induction programs as a support mechanism for novice teachers.

There will be no monetary compensation for participation in this study.

No reference will be made to any person or school in this study, and it will not affect your future relations with Aldine ISD or Texas A&M University. Attached you will find a consent form. Please sign the form acknowledging your understanding of this study and your role as a participant in the study.

If you have any questions, please contact me at 832-221-0344 or by email at keena.sims@yahoo.com. If you have any additional questions, you may contact my professor, Dr. Stephen Carpenter at Texas A&M University – College Station or by email at the following address: bscarpenter@tamu.edu.

Sincerely,

Keena Bradley

Consent Form

I have read the above information. I have asked questions and have received answers to my satisfaction. I have been given a copy of this consent document for my records. By signing this document, I consent to participate in the study.

Signature of the Subject: _____ Date: _____

Signature of the Investigator: _____ Date: _____

APPENDIX B
Perceptions of Support Survey
School Counselors

Age

21-30 31-40 41-50 51-60 61 and above

Gender

Male Female

Ethnicity

African American Anglo Asian

Hispanic Other

Years of experience as a counselor

1-5 years 6-10 years 11-15 years 16-20 years

21 years and above

Counseling Grade Level

PK Elementary Intermediate Middle School

9th Grade High School

Please complete the following survey and indicate the level of support you provide to novice teachers by circling the appropriate rating for each item listed.

Classroom Management

1. Assist in classroom and or behavioral management for students

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

2. Assist in building a positive climate and rapport

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

3. Develop classroom rules and guidelines

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

4. Enhance students self concept

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

Lesson Planning

5. Develop lesson objectives

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

6. Develop and implement lesson plans

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

7. Plan for individual differences

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

Local Policies and Procedures

8. Assist in adhering to district and building practices, policies, and regulations

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

9. Assist with Professional Development Appraisal System (PDAS)

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

10. Assist with legal rights and responsibilities

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

Organization of Instruction

11. Assess student academic performance

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

12. Organize learning activities

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 – Never

13. Desegregate data for instructional purposes

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 – Never

Time Management

14. Provide guidance on grade reporting procedures

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

15. Provide guidance on managing and organizing the school day

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 – Never

Working with Parents

16. Assist in conducting parent conferences

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

17. Provide guidance in communicating effectively with parents

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

Instructional Strategies

18. Assist teachers in interpreting test results

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

19. Identify students with special needs and or abilities

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

20. Provide guidance with assessment and re-teaching strategies

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

21. Integrate technology in the classroom

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 – Never

22. Provide guidance on multiple teaching strategies

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

Discipline Management**23. Provide discipline techniques**

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

24. Provide guidance on working with students with diverse backgrounds

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

Social / Emotional Support**25. Provide guidance with stress management**

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

26. Provide reflection opportunities

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

27. Enhance professionalism and personal conduct

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

28. Provide support through empathetic listening

5 -Very Often 4 – Often 3 – Sometimes 2 - Rarely 1 - Never

Please answer the following questions using the Likert Scale below.

5 Strongly Agree

4 Agree

3 Neither Agree nor Disagree

2 Strongly Disagree

1 Disagree

Novice teachers are defined as any teacher with less than one year of classroom experience.

29. I am aware of the issues that novice teachers face during their first year.

_____5 Strongly Agree

_____4 Agree

_____3 Neither Agree nor Disagree

_____2 Strongly Disagree

_____1 Disagree

30. Novice teachers need more support from campus personnel than they currently receive.

_____ 5 Strongly Agree

_____ 4 Agree

_____ 3 Neither Agree nor Disagree

_____ 2 Strongly Disagree

_____ 1 Disagree

31. I would serve as part of a support team with other campus personnel for a novice teacher if given the opportunity.

_____ 5 Strongly Agree

_____ 4 Agree

_____ 3 Neither Agree nor Disagree

_____ 2 Strongly Disagree

_____ 1 Disagree

32. The skills that I have acquired to become a counselor could be used to support novice teachers.

_____ 5 Strongly Agree

_____ 4 Agree

_____ 3 Neither Agree nor Disagree

_____ 2 Strongly Disagree

_____1 Disagree

33. The demands on the time of school counselors would make it difficult to provide support for novice teachers.

_____5 Strongly Agree

_____4 Agree

_____3 Neither Agree nor Disagree

_____2 Strongly Disagree

_____1 Disagree

In your own words, please provide your thoughts as a school counselor being used as a source of additional support for novice teachers.

APPENDIX C**SCHOOL COUNSELOR INTERVIEW**

Name_____

Years of experience as a counselor_____

Counseling Grade Level_____

1. What are some of the biggest challenges you think novice teachers face today?
2. Briefly describe the amount and type of support, if any, you may provide to novice teachers on your campus.
3. Describe your response if asked to serve on an induction team as a source of support for a novice teacher.
4. Describe your views on school counselors serving as a source of support for novice teachers.
5. What knowledge and/or expertise do you think you could offer to support a novice teacher?
6. What additional information would you like to provide regarding the idea of school counselors serving as a source of support for novice teachers

APPENDIX D

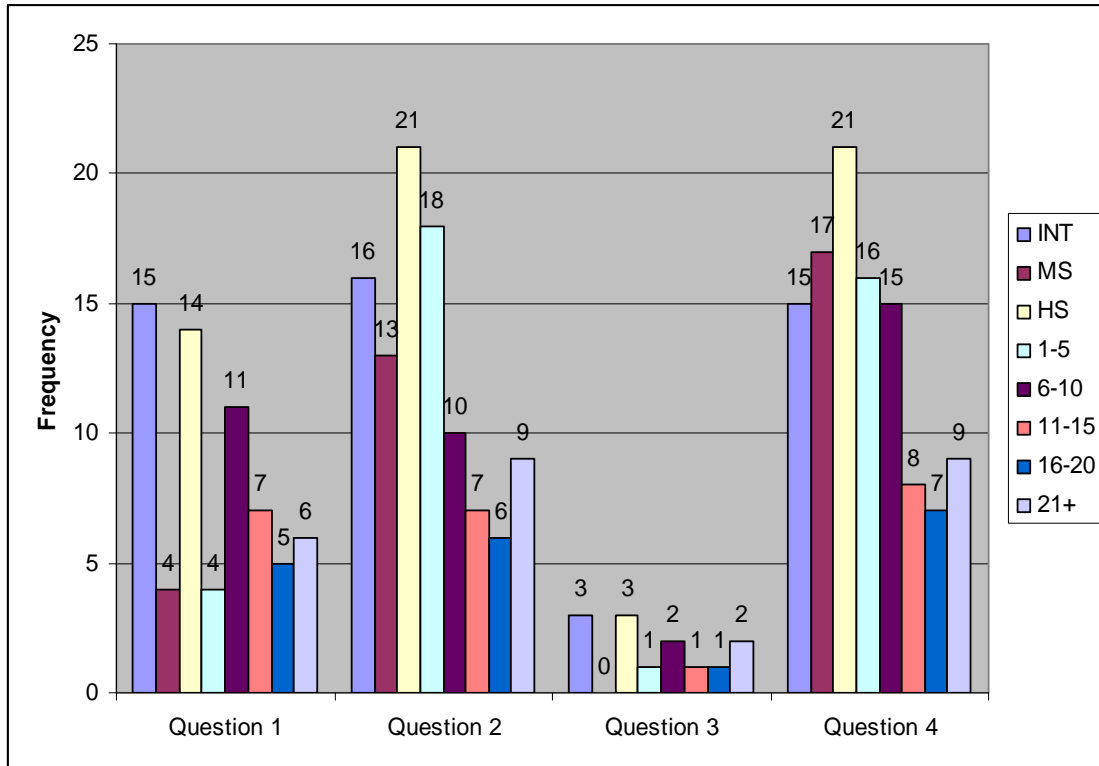


Figure 44 Classroom Management Chi Square Analysis Results

APPENDIX E

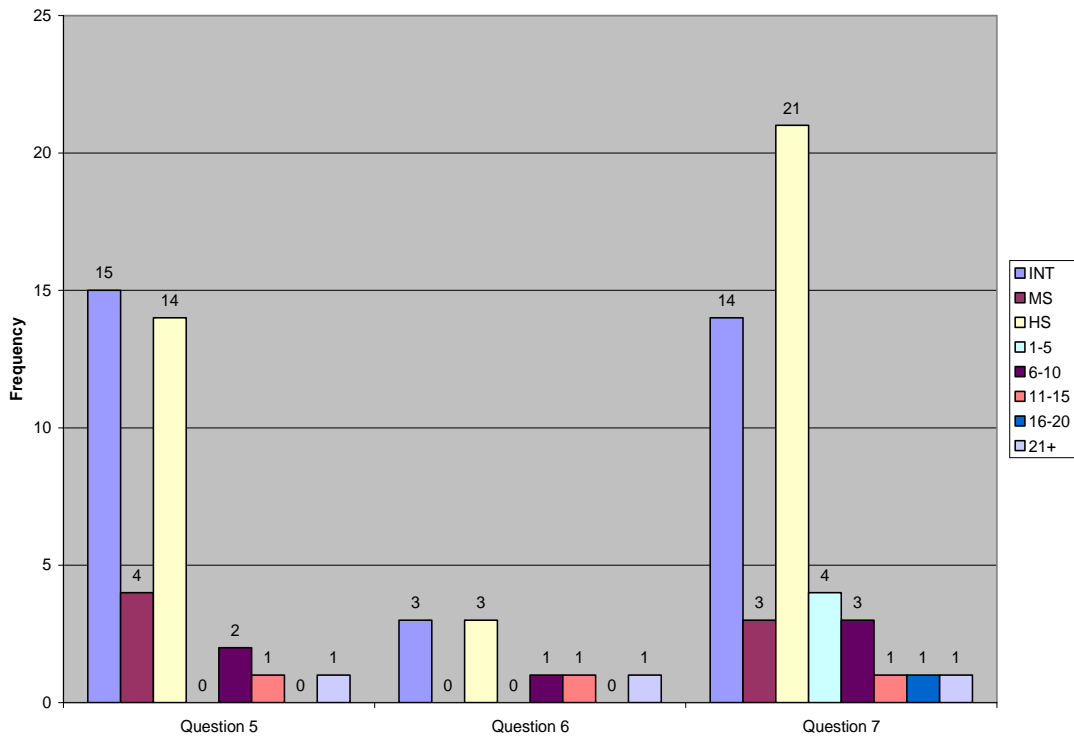


Figure 45 Lesson Planning Chi Square Analysis Results

APPENDIX F

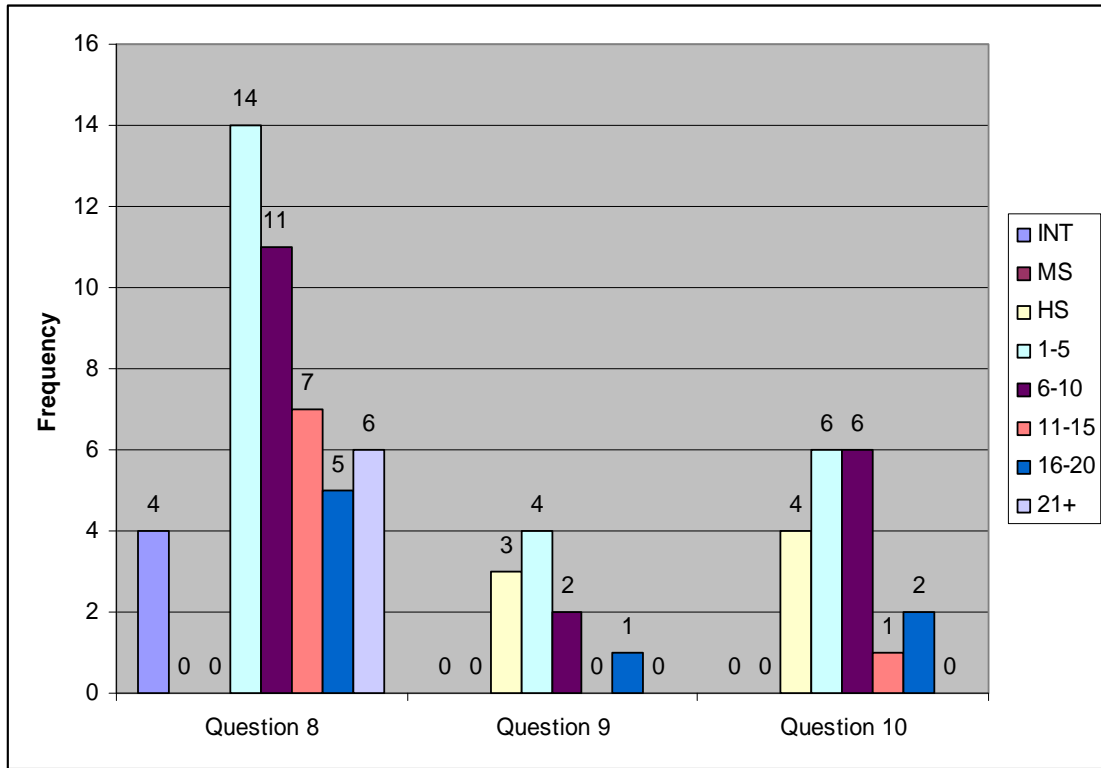


Figure 46 Local Policies and Procedures Chi Square Analysis Results

APPENDIX G

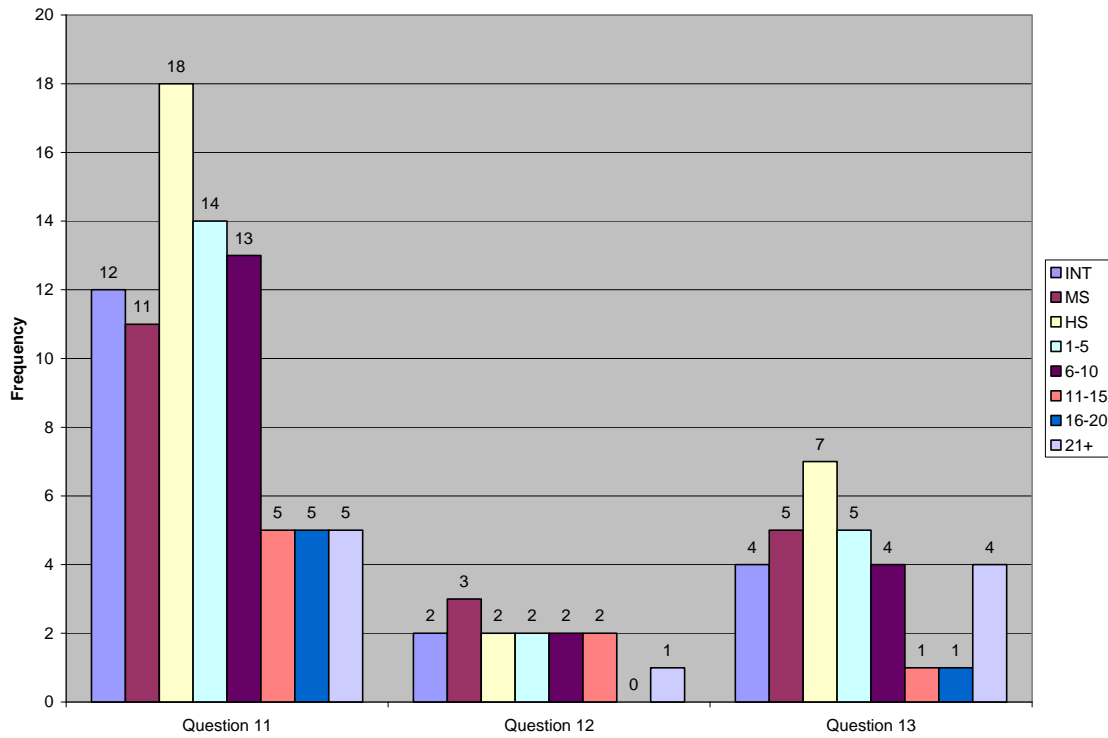


Figure 47 Organization of Instruction Chi Square Analysis Results

APPENDIX H

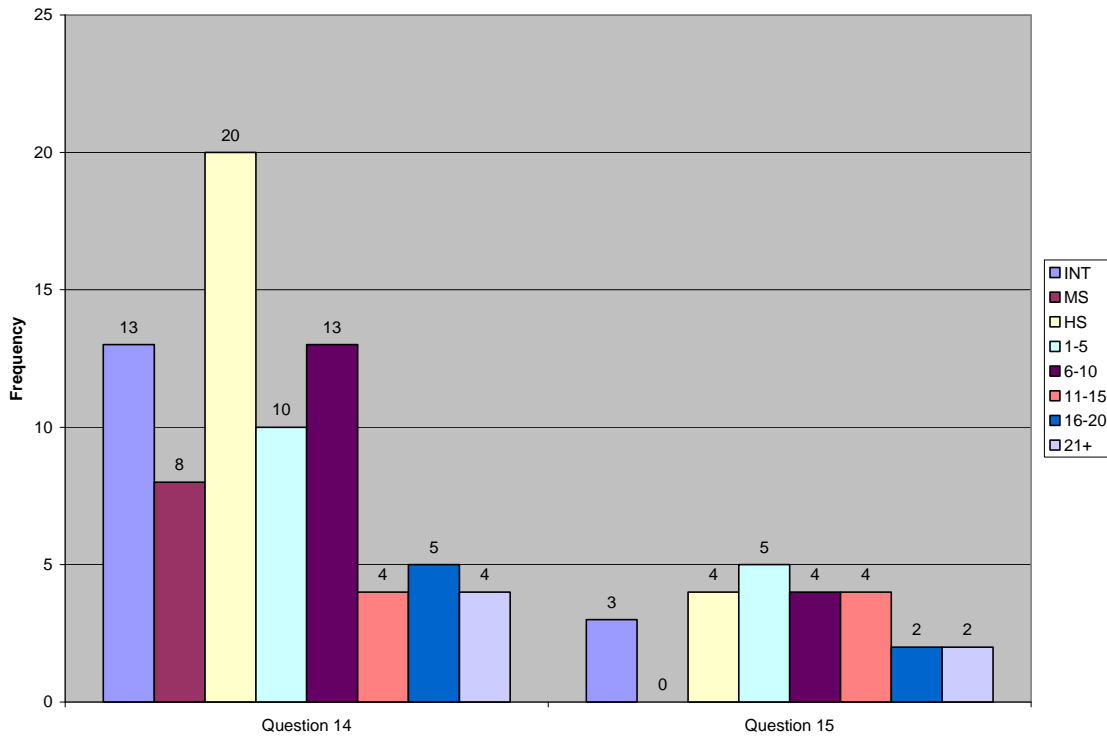


Figure 48 Time Management Chi Square Analysis Results

APPENDIX I

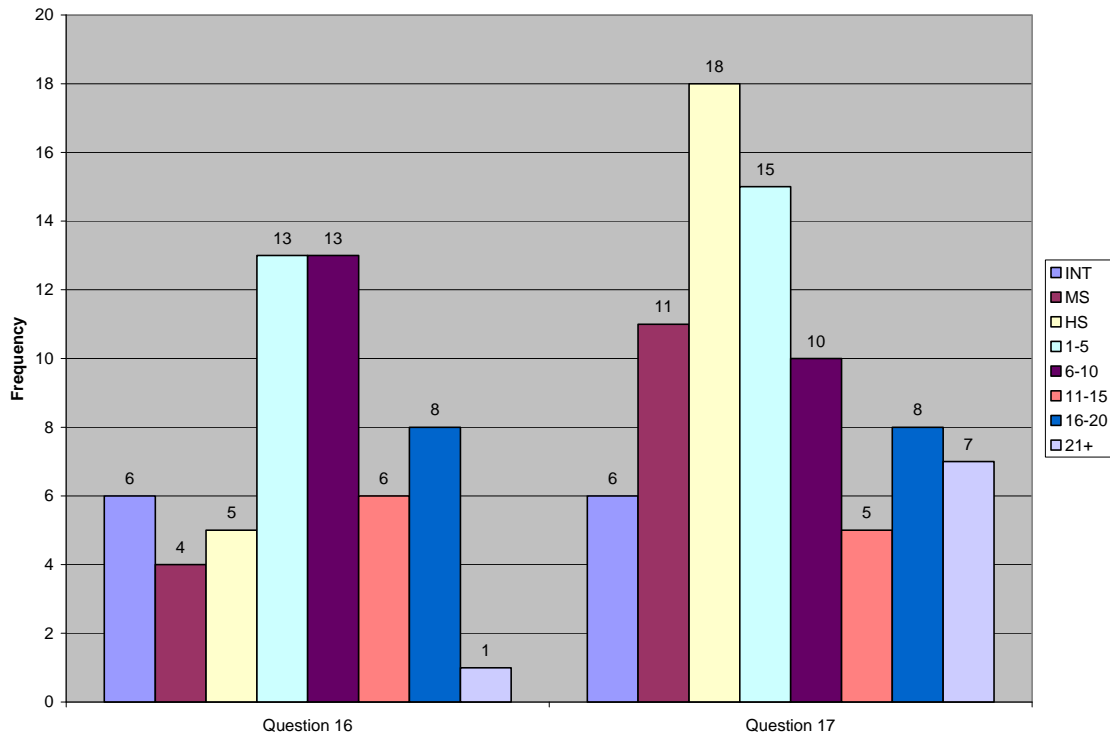


Figure 49 Working with Parents Chi Square Analysis Results

APPENDIX J

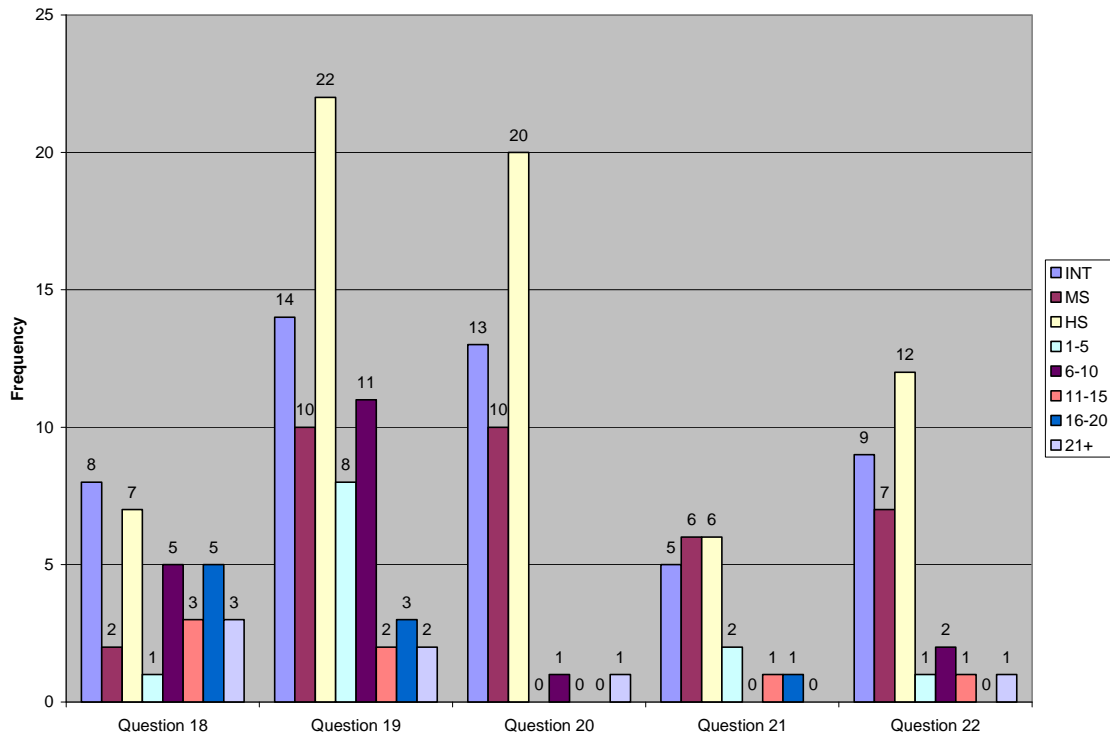


Figure 50 Instructional Strategies Chi Square Analysis Results

APPENDIX K

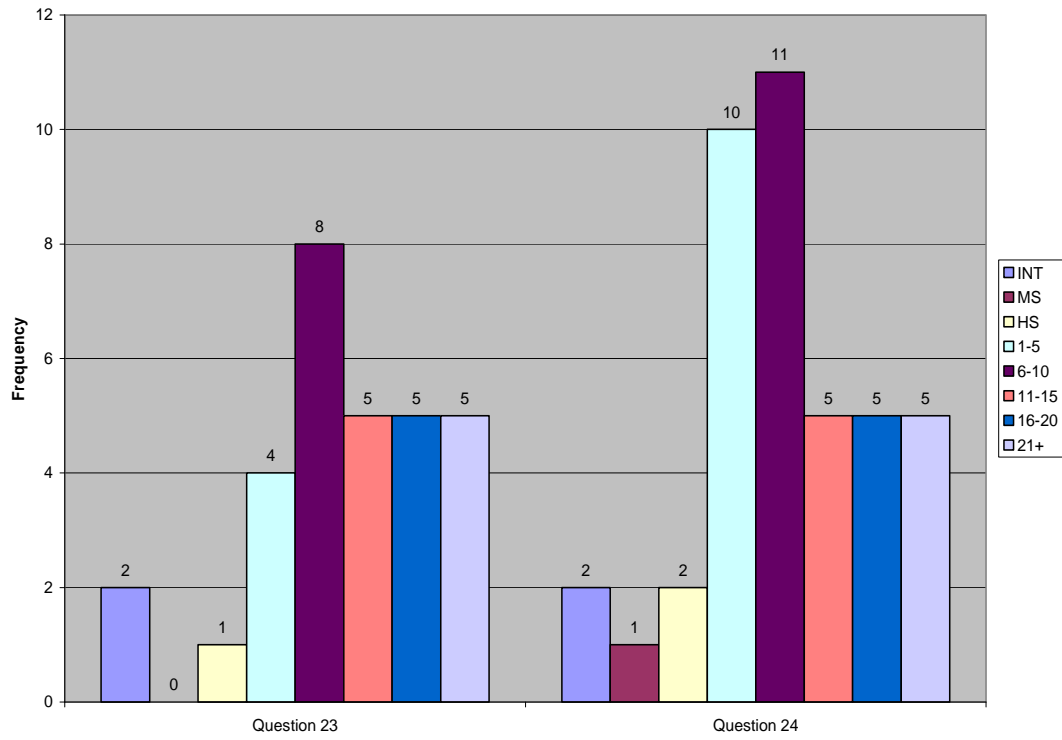


Figure 51 Discipline Management Chi Square Analysis Results

APPENDIX L

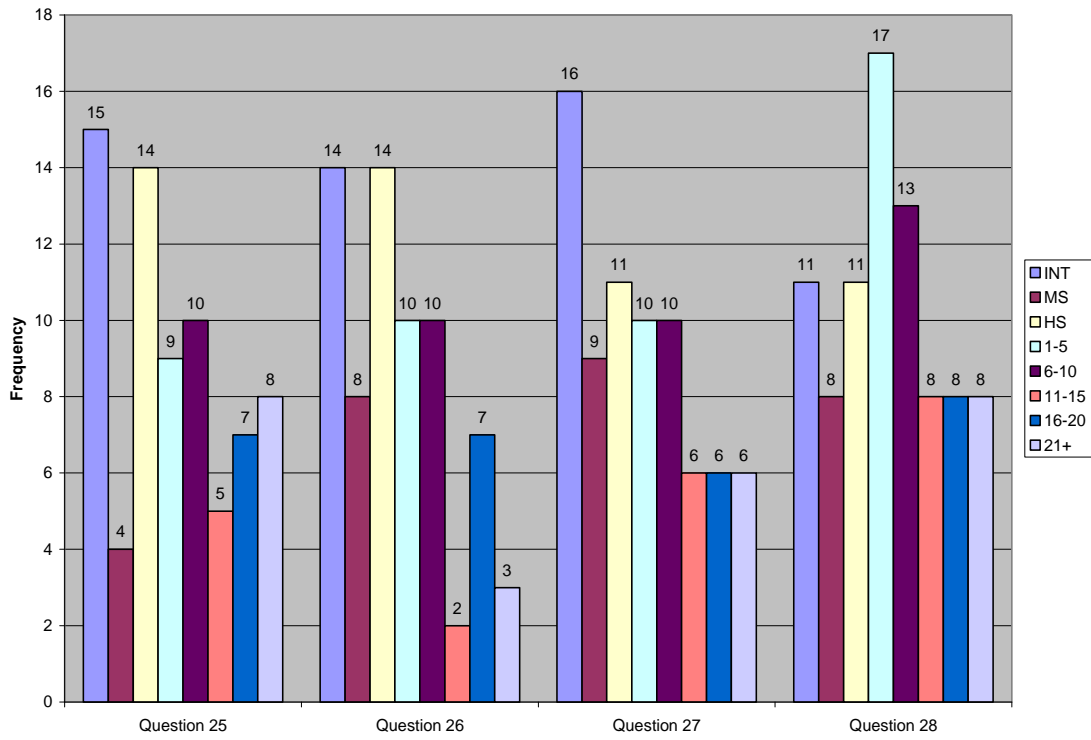


Figure 52 Social/ Emotional Support Chi Square Analysis Results

APPENDIX M

Supportive Survey Responses

Survey Response #62

Although the primary role of the school counselor is to work with students, there are times that counselors must serve as a support for teachers. Novice teachers may seek the advice of the school counselor if they are having problems in their class with a particular student. They may also seek advice on how to conduct an effective parent conference or make referrals for special education, 504 or dyslexia.

Survey Response # 59

Could be used to guide new teachers through educational process-

To provide answers to questions

To be a source of support

Survey Response # 54

Most counselors are veteran teachers and have refined and mastered classroom management, teaching strategies and many other imperative skills needed to be a successful teacher.

Survey Response # 50

I think it would be wonderful!

Survey Response # 46

I along with the other counselor provide staff development sessions during the mentor/mentee meetings. They receive information on policies, procedures as well as information on dealing with difficult students

Survey Response # 43

I think it could benefit novice teachers. We are able to give a different perspective in situations. For years, administrators have come to the counseling department for assistance. I see no reason why we could not extend the assistance to novice teachers

Survey Response # 41

School counselors would be excellent resources for novice teachers. They have had the classroom experience (in most cases) and the advantage of knowledge from additional studies to be in a position to provide usable strategies for success

Survey Response # 35

I am the campus mentor coordinator. I would like to be able to provide a lot more help to novice teachers. We try to match the mentees with the very best mentor who has been trained.

Survey Response # 30

I believe that as a school counselor, I feel as though it is a part of my job to support the novice teachers. I also strongly agree with this idea.

Survey Response # 29

As a school counselor I believe that I am suppose to provide a support system for the students and the staff on campus. I feel that providing additional support for novice teachers is a part of a counselor's role.

Survey Response # 26

It is OK to be used as a resource for novice teachers. This way, the administrative and school team will work better together for student success.

Survey Response # 22

Being the counselor for our district's alternative school, I have found it critical to provide assistance for novice teachers for them to survive their first year with us and beyond. I am actively involved in providing additional support for our novice teachers.

Survey Response # 18

School counselors being used as a source of additional support would be very beneficial to novice teachers as we could share information and resources on dealing with student issues as well as for behavior issues and parent communication.

Survey Response # 14

Counselor support will be helpful in aiding novice teachers in recognizing academic weakness may be connected to personal needs (physical and/or emotional). Students often react to deficiencies in needs that affect classroom behavior. School counselors can also advise on student level of grade equivalency.

Survey Response # 12

Often novice teachers would visit the counselor's office for support in the areas of a student's behavior that could be somewhere between passive and aggressive; refusing to complete assignments; or that have been made aware of a problem in their student's home. Novice teachers have sought guidance from counselors in dealing with parents concerns and their own personal concerns as a novice teacher. Counselors could productively support novice teachers both academically and personally. We are a listening ear for stress reduction and a neutral person supporting them as a novice teacher in many areas.

Survey Response # 9

As part of the leadership team, I believe the school counselor played an integral part in assisting with support of the novice teacher. The counselor is able to provide the teacher with background information that sheds light on different behaviors, attitudes, and conduct of the student.

Survey Response # 2

School counselors because of their teaching backgrounds would be an excellent candidate to assist novice teachers. Not only that, I feel that one of the biggest fears of novice teachers besides classroom management would be grade reporting. That's were we come in.

Survey Response # 1

Model calm during the storm

Guidance on communication skills (parents, students and staff)

Guidance on confidentiality and other sensitive topics (parent and students)

Guidance on working with the whole child (academic, social, post secondary)

In other words, the counselor is an advocate for student achievement. We could be the bridge for novice teachers. One side of the bridge is security and overwhelmed – to the other side –skills on how to better interpret the dynamics of a highly effective classroom culture.

APPENDIX N

Supportive Apprehension Survey Responses

Survey Response # 60

I would help if needed even though my workload is already too much

Survey Response # 58

I think counselors would be a good source of support. Two problems are:

1. No time for additional responsibilities
2. Principal would not consider counselors an appropriate support source or new teachers.

Survey Response # 55

I think counselors can be used as a resource and not the main person. I think everyone has something to give to help those teachers. I also think consistency is very important.

Survey Response # 52

As a counselor I would not mind helping novice teachers (we already do that). However, if that were a duty for us, we would eventually be over mentors and mentees. Helping is a big difference than leading.

Survey Response # 51

I feel that I have been giving support to novice teachers. Any more time would take away from the dire needs of the students.

Survey Response # 47

I feel they need my support as well as the administrators, experienced staff and through staff development training.

Survey Response # 39

We have many valuable resources to offer but do not have time to be part of such a program.

Survey Response # 31

Number 32 and 33 kinda sum it all up. We should and would be an excellent resource but we are so bogged down with paperwork and secretarial duties that we don't have time.

Survey Response # 28

Although I have many duties, I do not mind assisting new teachers. I feel that in order to have an effective team we must all work together to help one another

Survey Response # 24

Due to a heavy workload, I am often not able to check on our new teachers enough. However, I assist them in any way that I can. Our campus does a great job of helping new school teachers adjust and maintain throughout the school year through various team members.

Survey Response # 8

I wouldn't mind assisting new teachers; however, many of the tasks assigned to counselors probably would not allow for much time. In addition, I am also a novice counselor in the process of learning.

Survey Response # 5

I feel that it is a great concept; however, with the time constraints for counselors, it would be very difficult if not impossible to do an effective job.

Survey Response # 4

It is a great idea. The reality is that we are given additional task each year in addition to the tasks we already have that are not counseling in nature but more administrative tasks and paperwork.

APPENDIX O

Unsupportive Survey Responses

Survey Response # 40

Too many other responsibilities. It's just not possible.

Survey Response # 34

Role clarification would be an issue and time constraints.

Survey Response # 33

Time is a critical factor in providing mentorship to a novice teacher. Also, as a novice counselor it may appear a tad zealous to attempt to juggle too many tasks.

Survey Response # 19

I think counselors are often a source of additional support for novice teachers. However, school counselors are asked to do administrative duties beyond their scope which interferes with the time counselors have to interact with novice teachers.

Survey Response # 6

I haven't given it much thought until today. I think of my 1st year as a teacher and how much my mentor helped me. She taught my subject so it was so much easier to come to her for everything.

VITA

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