A historical-descriptive assessment of the teachers-as-counselors project at Monument Mountain Regional High School.

George P. Lane
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A HISTORICAL-DESCRIPTIVE ASSESSMENT OF THE
TEACHERS-AS-COUNSELORS PROJECT AT
MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL

By

GEORGE P. LANE

A Dissertation Submitted to the Graduate School
of the University of Massachusetts in partial
fulfillment of the requirements for
the degree of

DOCTOR OF EDUCATION

School of Education
Amherst, Massachusetts
November, 1972
A HISTORICAL-DESCRIPTIVE ASSESSMENT OF THE
TEACHERS-AS-COUNSELORS PROJECT AT
MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL

A Dissertation
By
George P. Lane

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School of Education
Amherst, Massachusetts

November, 1972
Dedicated to

my wife,

Barbara G. Lane

for her patience,

her understanding,

her affection,

and for the sacrifices she

made during this study
Acknowledgements

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Dr. Roger Peck, the investigator's major advisor, who provided critical analysis throughout the study and constantly was available for assistance, a scholar and a friend.

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CHAPTER I
BACKGROUND OF THE PROBLEM

During the years of the emergence and growth of Guidance, questions of role and role responsibility have been raised. The guidance function in education has been assigned to administrators, teachers and pupil personnel specialists. In our attempt to insure more than incidental "guidance," we have differentiated role responsibilities among school personnel for various facets of the guidance function. Perhaps too much emphasis has been placed upon defining various role responsibilities for this function and we have created an entity divorced from the center of the educative process—classroom teaching. During this process we have siphoned away some of the effectiveness of the classroom teacher. Isolating the guidance or counseling function has created a wall between the classroom teacher and the counselor. The disharmony and desparity between guidance and instruction has inhibited rather than enhanced the process. "It is high time that we reexamine the guidance function in an attempt to synergize the efforts of all school personnel."¹

Within the ranks of the counseling staffs the question of identity continues to force the question, "What is our role?" The accumulating evidence of the effectiveness of guidance is dismal.

More and more those outside of the profession are asking, "Is what you are doing effective, and do you know what you are

supposed to be doing?" "Current practices are failing to meet our
current needs in education and society. A more blunt way to put it
is to say that the public will not continue to pay for what they are
now getting from guidance services."2

Even though public education is facing a financial crisis, studies are indicating an increase in the number of counselors to the school population is needed.

Examples of studies completed

1. Pupil Services for Massachusetts Schools. This is a summary report of the Massachusetts Advisory Council on Education which states each school system should develop a reasonable schedule for achieving a pupil services worker-student ratio of 1:125 to within ten years. In the absence of objective evidence regarding staffing criteria suggested standards for staffing must be based on the judgment of experienced practitioners. The National Association for Pupil Personnel Administrators recommends one pupil services worker for each 125 or 135 students.3

2. Quality Education for High Schools in Massachusetts. This is a study of the Comprehensive High School in Massachusetts which states improved organization and coordination of the guidance program are needed in many high schools. Approximately sixty percent of the schools reported a ratio of one counselor to 300 students or more. The number and quality of consultative resources are often inadequate and the number of counselors must be increased in many schools.4


3. Secondary Schools Guidance Programs for the 70's: Roles and Functions. This report prepared by Massachusetts School Counselors Association, states that to make the most effective use of the counselor's time, energy and skill, he should be assigned an appropriate counselee load. A student-counselor ratio of 250-1 or less should be sought. Two hundred to one should be a realistic goal in Massachusetts.5

Teachers as Counselors Project

The Berkshire Hills Regional School District is comprised of the towns of Great Barrington, Stockbridge and West Stockbridge, Massachusetts. It is a regional school district made up of grades kindergarten through twelve, accommodating 2615 students. There are five elementary schools, one middle school (grades 7-8) and a high school with an enrollment of 867 students. Monument Mountain Regional High School's guidance staff includes one director who devotes one-fifth of his time to counseling and two full time counselors. There is a teaching staff of 62 professionals with a student ratio of 1:14.7 excluding counselors and one librarian.

Examples of deficiencies within the present program

1. A Survey of Students', Teachers', and Administrators' Awareness of Guidance in Maine, Massachusetts, Rhode Island, and Vermont - A research report completed by the New England Educational Assessment Project. This survey indicated deficiencies in personnel, orientation planning and study skills, testing and appraisal, occupational information, self understanding, sense of agency, group worth in guidance, personal problems, counseling relationships and parent consultations.6


2. **Quality Education for the High Schools in Massachusetts.** This study of the Comprehensive High School in Massachusetts states that sixty-eight percent of the parent respondents felt that additional information about the guidance program in their school would be of particular interest to them. Forty-four percent of the students indicated that the counseling they had was "Very little help," "Not helpful at all," or "Haven't received any in this school." About one-third of the students said they would like to talk to someone more often than now concerning "... such matters as selecting courses, going to college, getting a job."^7

3. **Evaluative Criteria - Section 7 Guidance Services.** New England Association of Colleges and Secondary Schools. Monument Mountain Regional High School just completed (November, 1971) the self evaluation and the evaluation by New England Association and was accredited for ten years. The following areas for improvement of the guidance program are stated:
   a) improve the rapport within the Guidance Department, 
   b) improve student-teacher rapport, 
   c) increase the counseling staff, 
   d) improve inter-intra-staff communication.\(^8\)

4. Superintendent's Student Advisory Council. This group advises and discusses problems within the high school with the superintendent and principal. Repeatedly they have discussed problems relating to guidance; more to the amount of guidance than to the quality of guidance.

5. Questions from the community to the School Committee which were reported to the administration relative to the relationship of students and guidance.

The School Committee and Administration of the Berkshire Hills Regional School District as well as the Principal and Guidance Director of Monument Mountain Regional High School, recognized the problem. Increased financial support was not forthcoming even though the

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Committee and Administration felt that ratios had to be reduced. An alternative had to be devised in order to improve the guidance functions. Monument Mountain's statement of philosophy and objectives does allow for this type of flexibility and experimentation.

During the summer of 1971 the administration, with the help of the Guidance Director, evolved a plan of action and presented the program to the staff on orientation day when they returned to school. The program initiated a team approach to counseling: utilizing teacher and guidance personnel performing the counseling functions. The incoming freshman class (227 ninth graders) was selected for the pilot project. After discussion with the School Committee and administrators the following objectives were selected.

1. To increase students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project.

2. To improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher.

3. To determine community attitudes and support for the guidance function.

4. To improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance functions by the teachers.

With these objectives as the focus of attention, twenty volunteers from the staff of Monument Mountain expressed an interest to be part of the project. The administration was to report the success or failure of the alternative at the August, 1972, School Committee meeting. If the study proved successful, long range goals and operational plans would be developed.
Statement of the Problem

The major objectives of this study were 1) to identify the principal actors and incidents influencing the inception and implementation of the Teacher-as-Counselor Project at Monument Mountain Regional High School, 2) to determine the relative effectiveness of the program in meeting five selected objectives of the Monument Mountain Project as stated prior to the initiation of the operational-instructional phase of the program.

The specific purposes of the study were:

1. Through a study of documents from Berkshire Hills Regional School District identify the major actors, incidents and problems crucial to the inception and organization and implementation of the Monument Mountain Project.

2. Through the use of the posttest only design utilizing Students' Inventory of Guidance Awareness (SIGA) determine the attitudes of the students involved in the project. These attitudes relate specifically to guidance.

3. To compare the results of the Students' Inventory of Guidance Awareness (SIGA) to the results of the New England Assessment Project.

4. Through the use of closed and open-ended questions in two structured telephone surveys determine the parents' awareness toward the effectiveness of the Teacher-as-Counselor Project.
5. Through the development and implementation of a "Weekly Log" determine the type and amount of counseling being performed.

6. Through the use of the posttest only quasi-experimental design using the Teachers' Inventory of Guidance Awareness (TIGA) determine the attitudes of the teachers involved in the project. These attitudes relate specifically to guidance.

7. To compare the results of Teachers' Inventory of Guidance Awareness to results of twenty teachers not involved in the project and the results of the New England Assessment Project.

8. Through the use of interviews, determine how the guidance counselors perceive their role in relation to the Monument Mountain Project.

9. Through various unobtrusive measures such as informal discussions, reports and statements made by students, determine the relative degree to which the four objectives have been accomplished.

10. Through an analysis and synthesis of the findings from the procedures described above (items 3 through 9) develop conclusions relating to the four objectives of the Monument Mountain Project.

11. From the conclusions developed from the project prepare:
   a) Assessment report of the project to be presented to the School Committee
   b) Recommendations for the future of the program
Definition of Terms

School District refers to an autonomous governmental unit that administers its own schools. Massachusetts has 351 cities and towns, each having its own school district, 51 regular regionals, 5 Industrial Vocational, 20 Vocational-Technical and 3 County Agriculturals, for a total of 430 districts.9

School Committee refers to "School Boards that are legal bodies organized to govern the school districts and to enforce the laws relating to the public schools."10

Superintendent of Schools refers to "the executive office of the committee, and under its general direction, shall have the care and supervision of the public schools, shall assist it in keeping its records and accounts and in making such reports as are required by law, and shall recommend to the committee teachers, textbooks and courses of study."11

High School refers to that school organization consisting of students attending grades nine through twelve.

Principal refers to the administrator who is responsible for the administration of the Monument Mountain Regional High School.

Guidance Director refers to the administrator whose function it is "... to be involved in the following six activities: planning--

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determining what is to be done; organizing--grouping activities into administrative units; assembling resources--obtaining personnel and equipment; directing--issuing instructions; supervising--helping staff do well the tasks assigned to them; and controlling--evaluating the program to determine that operating results conform to plans."12

Counselor, school: A specialist who helps students with personal, vocational, academic, and other problems.13 Guidance counselor and school counselor will be used interchangeably.

Teacher-Counselor refers to that individual that does both teaching and student counseling.

Assessment refers to the evaluation of the objectives of the Teacher-Counseling Project.

Teacher-as-Counselor Project and Monument Mountain Project utilizing teachers as counselors will be used interchangeably.

Team Approach refers to counselors and teachers working together to perform the guidance functions: counselors acting as a consultant to the teacher, the teacher acting as a counselor to the student.

Assumptions in the Study

1. Participants were candid and honest to questions concerning the strengths, weaknesses and values of the Teacher-as-Counselor Project at Monument Mountain Regional High School.


2. Participants reacted to attitudinal instruments in terms of their own attitudes at the time of responding to the items.

Limitations of the Study

1. The present study was concerned with only the information available for investigation and judged to importance as it related to the stated objectives of this investigation.

2. The present study, as a whole, was limited to the period from September, 1971, to June 30, 1972. The measurement of effectiveness of operational phase was limited to the period from January 1, 1972, to June 30, 1972. Therefore generalities deduced from this limited time period may be limited in scope.

3. Some certain portions of these objectives contain subjective elements. The instrument used to measure these objectives may lack precision.

4. Some of the research data cited within this investigation was gathered from internally conducted surveys. There is a possibility of bias.

5. The investigator is the Superintendent of Berkshire Hills Regional School District, perhaps leading him to seek out information favorable to the project.

Design of the Study

The investigator incorporated two types of designs: 1) a case study method and 2) a multifaceted assessment design. These methods
in the study are described in the following paragraphs.

The use of the case study method

Data from different sources is analyzed in order to describe the planning, organization and implementation of the Monument Mountain Project. This data is presented in a narrative form utilizing this background material from these various sources:

1. Memos and correspondence from the Superintendent's office.
2. Minutes of meetings of teacher-counselors and guidance counselors.
3. Material selected for in-service program.
4. Materials generated for the guidance department at Monument Mountain.
5. Minutes from the Berkshire Hills Regional School Committee.
6. Interviews with local school officials.
7. Interviews with students involved in the project.
8. Discussions with the student advisory council.
9. Discussions with the staff involved in the Teacher-as-Counselor Project.

The resulting narration provides the background for the second phase of the proposed study which is the assessment of the degree of accomplishment of the four selected objectives for the Teacher-as-Counselor Project.

The use of the assessment design

The second phase of the study incorporates a multifaceted assessment design. These assessment approaches were used to determine the effectiveness of the Monument Mountain Project in meeting the four selected objectives.
Objective #1 To increase students' awareness of guidance particularly those areas reported negatively by the New England Assessment Project.

Assessment procedures used: In June, 1972, The Students' Inventory of Guidance Awareness was administered to all of the ninth grade students (227) involved in the Project. This is the same test administered by the New England Assessment Project. Results were compared to those of the New England Assessment Project. This is presented in tabular form with percentages similar to the New England Assessment Project design.

Objective #2 To improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher. This was done by developing a team approach to counseling utilizing teachers and counselors.

Assessment procedures used: During the year until June, 1972, the guidance director evaluated through supervisory visits and inspections of daily counseling reports the number of times each student was counseled by a member of the guidance staff. The counselor's log was used to determine the number of times the teacher and counselor have consulted. Responses on items from the Teachers' Inventory of Guidance Awareness were also used to evaluate this objective. The Teacher-as-Counselor logs provided information relative to the number of times a student was counseled. The log indicated the type of counseling which occurred: 1) personal problems, 2) individual counseling, 3) crisis counseling,
4) academic problems, 5) educational plans (in school), 6) post high school plans, 7) jobs and placement, 8) counselor-parent conference, 9) career - vocational. Items from the Students' Inventory of Guidance Awareness, Teachers' Inventory of Guidance Awareness and the Parents' Telephone Survey were also used to evaluate this objective.

Objective #3 To determine community awareness and support for the Teacher-as-Counselor guidance function.

Assessment Procedures used: To assess progress in meeting this objective, community attitudes were surveyed by means of two structured telephone surveys. These were conducted as follows:

1. In March seventy-five parents of those students involved in the project were called. Each parent was asked the same questions in the same manner.

2. In June seventy-five additional parents of those students involved in the project were called.

The same questions were asked in the same manner for both surveys. The form of this survey was adapted from an instrument devised to measure community attitudes by Project Lighthouse (Title III ESEA - Project No. OEG 3-7-7-3873574) staff. Data from this survey was processed and presented in a tabular form.

Objective #4 To improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance function.

Assessment procedures used: In April, ten of the teachers in the Monument Mountain Project were administered the Teachers' Inventory of Guidance Awareness. Results from this sampling were used for in-service purposes. In June twenty teachers from the project and twenty teachers from the regular staff were administered the Teachers' Inventory
of Guidance Awareness. A comparison of the results was made and subjected to analysis.

Unobtrusive measures used

Various unobtrusive measures were utilized for the purpose of enriching the data from the assessment procedures. These unobtrusive measures included: 1) comments from consultants and visitors, 2) unsolicited responses from parents and staff members, and 3) formal visitations by the investigator.

Development of conclusions

This data was analyzed and whatever conclusions developed are incorporated within the study not as isolated instances.

Significance of the Study

In the book The Courage to Change edited by Roman C. Pucinski and Sharlene Pearlman Hirsch, they state:

Americans are faced with the growing reality that public education may well be dying. Various bids have already been made for the corpse. Ivan Illich would abolish all schools. Christopher Jencks would give vouchers to parents and make schools lure customers or die. Both are intriguing ideas which bear study and experimentation, but these paths cannot be allowed to replace universal public education. Clearly, a great many aspects of the present situation are untenable, and alternatives must be offered. Yet, neither obliteration nor resurrection of the existing concept is sufficient. Nothing short of a new renaissance for learning is now in order, and it cannot come about unless we have the courage to change.

The crucial question for the seventies is two-pronged: it asks whether most educators are ready to change and, even more fundamentally, whether the nation has sufficient
perseverance, patience, and commitment to support one of its key institutions in the throes of transformation.14

This study is most important to the Berkshire Hills Regional School District. It is an opportunity to incorporate alternatives that will prove successful and will develop the Humanistic Concept, a concept that is rapidly slipping away. Pucinski also refers to this problem in his book:

The humanistic concept of education, based on warm, supportive interaction between people, is rapidly slipping away. As Harold C. Lyon, Jr., has written: "We have conditioned teachers to deny feelings and, hence, have cut them and their students off from the rich vistas of learning which feeling can open." In view of a growing hostility developed among young people and carried into adulthood, we can ask if the emergence of intellect over instinct has made man the most destructive of all living creatures.15

Furthermore it gives an opportunity to dismantle the barriers between the teaching and counseling functions that exist presently within the public school system. If this study is successful, the staff, students and community can profit by the change.

Samuel G. Sava in a special issue of The IDEA Reporter stated:

Yet it is clear that our schools MUST change if they are to educate successfully a generation growing up in a world that differs in important respects from the one that shaped our convictions, expectations, intellectual assumptions, and emotional responses.16


15Ibid.

Dwight W. Allen commenting on "The $100,000 Teacher" states: "The real problem in the education profession is that teachers don't feel important."17

To paraphrase a statement made at the Gresham Teacher Challenge Conference, The Teacher in 1984, it would be said that by 1984 far more time will be spent with individual pupils and with small groups. "Counseling" and "Teaching" will have become synonymous. When they do deal with pupils the teachers tend then to be alive and fresh and fun.18

Innovation changes an entire school atmosphere. Staff and students' morale is improved as involvement develops in planning and implementation.

The study is also significant due to the fact that incorporated in it are a number of assessment procedures. The knowledge gained through the development, implementation and refinement of these assessment procedures should be valuable for in-service training and for future attempts of public school personnel to implement more flexible, yet valid and reliable assessment methods in other school districts.


Organization of the Dissertation

Chapter I consists of a description of problem and its background, design of the study, its limitations, the assessment designs and its significance.

Chapter II presents a review of literature as it relates to: a) brief history of guidance, b) teacher-counseling, and c) the role of the counselor in the high school.

Chapter III is a description of Monument Mountain Regional High School and a narrative account of the planning, organization, in-service and implementation of the Monument Mountain Teacher-as-Counselor Project.

Chapter IV presents a description of the methodology used for assessing the effectiveness of the project in meeting its objectives. The instruments used in the study are presented.

Chapter V is an analysis of data gained through the assessment procedures used in the study and the results it implies.

Chapter VI presents the summary, conclusions and recommendations for the Monument Mountain Teacher-as-Counselor Project suggested by the data collected in the dissertation.
CHAPTER II
REVIEW OF RELATED LITERATURE

The Early Years

In Boston, a wealthy philanthropist, Mrs. Quincy A. Shaw sponsored an experiment directed by Frank Parsons which introduced the first organized program in guidance that received national recognition. Often referred to as the father of guidance, Frank Parsons advocated the adoption of vocational guidance in the public schools in his first report to the Executive Committee on May 1, 1908, at the Vocational Bureau in Boston.¹ Interesting enough the experiment was to develop "all around manhood" by group "Systematic training of body and brain, memory reason and character according to individual difference." Guidance is defined for the first time in terms of Vocational fitness. Vocational Guidance is "the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success."² This humanitarian experiment in Boston thrived without initiative from

² Harold L. Munson, Guidance for Education in Revolution, ed. by David R. Cook (Boston, Mass.: Allyn and Bacon, Inc., 1971).
³ Roy DeVerl Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955).
⁵ Willey and Andrew, op. cit.
the public schools. Parson's work was continued after his untimely death by Meyer Bloomfield, who was instrumental in establishing the Vocational Bureau of Boston and the Public School Bureau in 1912. Nordberg contends that if all subsequent vocational counselors had read and agreed with Parsons, the guidance movement might have become personalized much sooner.

Other types of guidance were studied by Jesse Davis, (1914). Davis, an English teacher, experimented a great deal with vocational and moral guidance through integration in other instructional areas. His ideas emphasized the importance of the classroom teacher in assisting boys and girls to plan for the future. Davis stated:

> Not all subjects lend themselves to the general discussion of vocational or moral topics as does English composition. However, every branch has its practical application to certain vocations and often to certain moral issues. These opportunities are always grasped by the earnest teacher who is doing something more than giving instruction in a certain subject. If the subject is made to serve as an instrument in the hands of the pupil, the greater purpose of education will be obtained.

The term "educational guidance" was first used by Truman L. Kelly at Teacher's College, Columbia University in 1914. His usage categorized those aspects of self-direction conceived with school progress and educational planning.

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5 Jesse Davis, Quotation from Harold L. Munson's *Guidance for Education in Revolution* p. 336.

Vocational and educational guidance have origins in the early years of the guidance movement. Research during the intervening years indicated a search for a philosophy and procedure for helping students deal successfully with problems of an educational and vocational guidance nature.

Confusion followed and in 1935 Kitson wrote:

Some members (of the National Vocational Guidance Association) assert that vocational and educational guidance, if properly carried on, cover all that needs to be called guidance. Others insist that this is only one form of guidance; and that there are many other forms of "guidance," e.g., "directing," "leading," "orienting." The term is applied to a weird assortment of unrelated activities: counseling of individuals on any matter, group instruction in any subject, home visiting, trips to factories, probation work, teaching pupils how to study, chaperoning dances, club leadership, the giving of tests--whatever cannot be easily classified is called guidance. Then, too, everybody and anybody performs these services; principals, assistant principals, school psychologists, visiting teachers, deans, class advisers, homeroom teachers, teachers of subject matter courses, all may claim to be doing guidance.

The testing movement

The investigator will not research deeply into the testing movement in guidance as mentioned by Kitson. However some information is necessary as it relates to the history of guidance. A wide variety of psychological instruments for measuring abilities and aptitudes were developed rapidly following World War I. Schools have used stand-

7H. L. Munson, Guidance for Education in Revolution.


ardized tests since the historic development of the Binet Scales for identifying mentally retarded children in the Paris schools. In 1961 Goslin estimated that an average of more than one ability test (achievement, aptitude and intelligence) was administered annually to every person in the country. From the amount of testing carried out annually within the American schools we can assume educators feel they contribute a great deal to the potential success of students. Testing became synonymous with guidance until Rogers (1942-1951) placed the emphasis upon the individual subjective self as the determiner of behavior and as the internal focus for evaluation. Continued reliance upon test results for the guidance of students is founded upon a stated assumption by Berdie, Layton, Swanson and Hagenah (1963): "The more information we have about students the better we can work with them." Testing has a legitimate role in the guidance program provided it makes a contribution to the validity of the student's educational and vocational planning, decision making and self-understanding. According to Lister, (1971) three aspects of this viewpoint should be stressed:

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1. The student's welfare is the only justification for the existence of guidance services.

2. Tests must provide information that is empirically correct or true otherwise their use will only confuse and mislead students who modify their behavior on the basis of results.

3. Tests should provide information not readily available from other sources.

Recognition of guidance

Continued dissatisfaction and confusion of the role of guidance was evident. "One of the most critical issues of guidance and personnel work today is the confusion among the leaders in the field as to the meaning of these terms and the place of guidance and personnel work in the educational program. We use the same words but do not speak the same language. No wonder our public is confused and progress so slow." 

Although there was some misunderstanding and confusion, the guidance services continued to find their place in schools. Prior to 1950 only twenty percent of the schools could claim a guidance program; in 1960 seventy-three percent could make the claim.

Education for all - helped the emergence of guidance into the school program. An emphasis was placed on individual differences thus guidance became a vital part of the educative process. Brewer (1935) conceived of guidance as permeating every aspect of the curriculum.

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He proposed meeting the guidance needs of youth through a school program which was designed to provide a rich and meaningful life experience.16

During the 50's education strived for a life-centered curriculum until 1957 when the Russians' Sputnik zoomed into space. From life-centered programs, full speed ahead was the cry that firmly re-established academic oriented curriculum. Guidance flourished and the differentiation between guidance and instruction was continued. New approaches for instituting guidance practices in the school were examined and explored.17

Most of these counselors during the early fifties had received heavy doses of orientation of the Rogerian self theory.18

By 1957 guidance had achieved recognition and was accepted in secondary schools. On December 2, 1957, Dr. James E. Allen, Jr., Commissioner of Education of the State of New York wrote in a news letter: "Guidance is looked upon by laymen as well as those in education as an integral and vital part of the educational process. The education profession and public have come to expect substantial contributions from guidance in assisting boys and girls toward optimum development for their own fulfillment and for economic and social contributions." Allen speaks directly to these expectations: "This implies ... increasing faculty participation in the guidance program, close


17H. L. Munson, Guidance for Education in Revolution, p. 335.

coordination of guidance with other pupil personnel services and with instruction, continuous contacts with parents and the wide use of community resources for guidance."

Cribben (1951) justified the global view of the progress. The unifying influence of guidance and personnel work was needed because of the great increase in the number of students, the multiplication of schools and curriculum, the introduction of the departmental and elective systems, the introduction of coeducation at the college level, the varied backgrounds of students who attended school for diverse motives and the increased leisure and social activities of the students. Specifically, the needs which called the guidance movement into being toward the end of the nineteenth century and which have made its continued development a necessity, may be classified under four general headings: a changing vocational picture, a complex educational scene, a confused social pattern and the weakening of traditional morality.

We should at this time try to determine the influences for this phenomenal growth. Harris identifies ten significant ones: 1) the influence of culture a changing social scene, 2) the influence of evolving American education, 3) the influence of professional movements, 4) the influence of wars, 5) the influence of federal legislation, 6) the influence of measurement standardization, 7) the influence of

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19 J. E. Allen, Jr., Good Guidance--And Enough of It (Albany: The New York State Education Department, 1957).

professional standardization, 8) the influence of individuals, 9) the influence of private enterprise, 10) the influence of colleges and universities. 21

The real impetus for the large scale expansion of the new profession however came with the National Defense Education Act in 1958, in the wake of general concern about the state of American education as the result of Sputnik. 22 Conant (1959) further helped to put counseling on the educational map by making it a major plank in his recommendations for school reform. The counselor function in his view is embedded in the organization of the high school's "elective program." 23

"... a high school staff should assist a student in the choice of his or her elective program ... therefore a good counseling system, I believe, is basic to the organization of a satisfactory widely comprehensive high school." 24

McCully (1965) points out that school guidance programs began as a nuts and bolts operation. The nuts and bolts were the individual inventory, educational and occupational information and counseling for


a "realistic" matching of individual traits with occupation opportunities and placement and follow-up.25

The development of guidance has been explored with a hazing of the testing program. Guidance has just completed fifty years in education but confusion is still evident as counselors continue to question, "What is our role?"

What is Guidance

In 1909 Parsons provided the first definition of guidance in terms of vocational fitness, i.e. vocational guidance is the choice of a vocation, adequate preparation for it and the attainment of efficiency and success.26

It is interesting to note the different definitions over the years relating to guidance, the points of agreement and disagreement. A. B. Crawford (1932) stated student personnel work as a whole may be regarded as a means whereby the individual's total educative experience may be most effectively related to his personal need and potentialities.27


26Roy DeVerl Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance.

Also in 1932 Koos and Kefauver stated:

Guidance and methods may at times have elements in common, but teaching cannot often be guidance and guidance does not comprehend methods of teaching. Classroom teaching becomes guidance only in instances such as instructing in courses in occupations, of exploratory courses or where the teacher administers and interprets prognostic tests for guidance purposes. The upshot of the whole matter is that guidance is not the whole of education. The term should not be regarded as a beneficent synonym for education.28

Kitson stated in 1935 that, "Guidance is nothing more than an attempt to individualize education that is, to assist each pupil, as an individual, to develop himself to the highest possible degree in all respects."29

Brewer also stated in 1935 that, "Wherever there are important life activities to be learned, and wherever assistance in these activities is needed and appropriate to give, there should be guidance."30

Proctor in 1937 felt:

Guidance is a service which is designed to assist individuals and groups of individuals, in school or out of school, in making of necessary adjustments to their environment and also in distributing themselves to suitable vocational, recreational, health, and social-civic opportunities.31


Strang in 1938 stated, "The purpose of guidance is to promote the best development possible for every child . . . The tasks of guidance should be integrated with instruction."\(^{32}\)

Wrenn stated in 1940 that, "The very term "guidance" has lost its usefulness through excessive use. To some the word connotes a permeating philosophy of education; to others it means teacher-counseling. Guidance may be described as a point of need that affects the total educational program, teaching and administration."\(^{33}\)

Traxler stated in 1945:

Guidance as defined by those who approach the problem rationally implies first of all recognition and understanding of the individual and creation of conditions that will enable each individual to develop his fullest capacities and ultimately to achieve the maximum possible self-guidance and security both economically and socially.\(^{34}\)

Fowler thought the purposes of the guidance program is to help the student to make more favorable personal adjustments.\(^{35}\)


Healthy living and long range goals became the focus of guidance.

The principal objective of guidance is to help to bring about in the lives of those dealt with conditions which may be the basis of happy and effective living.36

Guidance consists in helping pupils to set up objectives that are for them dynamic, reasonable, and worthwhile, and in helping them, so far as possible to attain these objectives.37

Personnel work helps the individual pupil to understand and accept himself and to choose and engage in the school subjects, extra-class activities, recreation, and part-time work experiences that he needs for his physical, intellectual, social, and emotional development... the aim of personnel work is to help every pupil, as a social human being to discover and develop his best potentialities.38

Guidance is assistance made available by competent counselors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, and carry his own burdens.39

Cribbins in 1955 attacked the confusion with a particularly sharp analogy. "Guidance has always been something of an educational tourniquet, seeking to staunch the loss of potentialities for good caused by an educational system which can't make up its mind whether it is a physician or butcher."40


Continuing in 1959, Johnston, Peters and Evraiff stated that, "Guidance is unity. There are not distant and separate kinds of guidance. Guidance and instruction are complimentary phases of the instructional process. All members of the school staff are part of the guidance team. The role of the classroom teacher is basic."\(^{41}\)

The following definition helps to sum up some of the attitudes: Counseling is a kind of helping relationship in which two people communicate about plans, decisions, feelings and attitudes.\(^{42}\)

Massachusetts School Counselors Association in 1969 attempted this definition: through the counseling relationship, the counselor seeks to help each student to understand himself in relation to the world in which he lives; to know himself, his strengths, his weaknesses and to develop an ability to cope with and solve problems.\(^{43}\)

Nordberg stated that, "Guidance is school-sponsored assistance to the pupil or student which help to personalize and individualize his education."\(^{44}\)

Cook probably summarizes all of these definitions most effectively—the goal of guidance is to bring off the Humanization of Education in the post modern world on behalf of all.\(^{45}\)

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As we review the definition of guidance or its goals, it is evident that through the years "role perception" still has not been clarified. Also one notices the lack of emphasis in vocational or occupational guidance in the latter period. Wrenn (1962) quoted Talent Study that vocational counseling is noted more for its absence than its performance.\(^\text{46}\)

The Role of the Secondary School Counselor

Most independent observers would agree that the school counselor is struggling to establish an identity since there is not a clear consensus among guidance personnel regarding the "role" of the secondary school counselor.\(^\text{47}\)


According to Wasson and Strowig (1965) studies of the secondary school counselor role have generally focused on personality factors and interests of counselors. Results have been ambiguous rather than explicit relating to role. The American Personnel and Guidance Association (1964), The American School Counselor Association (1962), Loughary and Fitzgerald (1963) and the Association of Counselor Education and Supervision (1962) strived hard to develop basic agreements as to the school counselor's role.

A primary concern is whether the school counselor is essentially an educator, a teacher working with individual students in essentially a teaching relationship, or whether the counselor is a member of a separate profession whose basic preparation is psychological in nature.

Resolution infrequently comes about by stating the teacher teaches subject matter and the student is the subject matter of the counselor.

48 Wasson and Strowig, Ibid.


Wrenn (1957) at one time appears to have viewed the counselor as both an educator and a psychological counselor, but in 1962 viewed him only as the latter as does Arbuckle (1963). Hoyt views this position with alarm and appears to feel that there is a profession of education and counselors are educators first and counselors second. Grant (1960) and Patterson (1962) feel even if a teacher is trained in counseling the roles will become confused and the students will suffer.

The educator- psychological- counselor difference adds to the confusion. Moore (1961) ascertains the emphasis of the counselor should serve all students—not only or merely those who have problems. Wrenn (1962) supports this by stating "Theoretically the counselor must be a counselor to all, not any one group."

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However it is interesting to note there appears to be common agreement that the counselor should not be involved in administering disciplinary functions or administering punishment. He should be available to work with students who are disciplinary problems. Discipline should be therapeutic, but it is not therapy. 56

It is interesting at this point to see how students perceive the role of the counselor. Studies have been completed indicating that the students do not reflect favorably to the counselor as a

source of help. Studies have indicated students would rather turn to teachers for help, particularly problems of a personal nature. Brough (1965), Rippee, Hanvey and Parker (1965) showed the counselor is responsible to an extent for the perception others have of his role.

Many counselor activities involve the dissemination of information. Berdie (1949) says, "In a large majority of cases one of the major tasks of the student personnel worker is to aid the student to acquire information, the skills, the conceptual tools which will enable him to gain the ability to express his emotions and motivations in a positive and constructive fashion. Too often our current awareness of the importance of emotions and motivations


as determiners of action has led us to overlook the importance of cognitive processes."Thus Berdie feels tests are important. Counseling can be generally reviewed as a process of assisting students in choice making.

Froehlich's (1952) definition encompasses a viewpoint appropriate for high school counselors: "Counseling is a process by which an individual is stimulated to: 1) evaluate himself and his opportunities 2) make a feasible choice in light of his unique characteristics and opportunities, 3) accept responsibilities for his choice and 4) indicate a course of action consonant with his choice.

As we review the literature there is definitely confusion within the ranks of counselors relative to their role as evidenced by the research stated previously. The Association for Counselor Education and Supervision, American School Counselor Association (Divisions of the American Personnel and Guidance Association) and the American Association of School Administrators issued a joint statement concerning the School Counselor:

Educational excellence requires teamwork. The unique contribution of the school counselor to the educational team is not always clearly understood. Even though there is general agreement about the need for counselors, there is confusion about how best to make use of their potential. This statement is designed to help superintendents and school board members understand the conditions under which school counselors can make their greatest contributions to educa-

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tional excellence. The superintendent and the school board have a right to hold certain expectations of a school counselor. In turn they have a responsibility to make certain commitments to him if their expectations are to be realized.\textsuperscript{62}

This policy statement explains the role of the secondary school counselor in relation to the total school program and appears to be similar to the guidelines established by the Massachusetts School Counselors Association.\textsuperscript{63}

All of the research so far indicates that most of the persons in the field agree with certain parts of the role description.

The Professional Development Committee of the Massachusetts School Counselors Association established guidelines for meaningful and effective guidance programs in secondary schools in 1971.

Through the counseling relationship, the counselor seeks to help each student to understand himself in relation to the world in which he lives; to know himself, his strengths, his weaknesses and to develop an ability to cope with and to solve problems. In accomplishing this goal in the high school environment, the counselor engages in a number of activities.\textsuperscript{64}

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\textsuperscript{64}Massachusetts School Counselors Association Professional Development Committee, Secondary Schools Guidance Programs for the 70's: Roles and Functions, Revised February, 1971.
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Teamwork should be the key in the role of a successful counselor. From the research there seems to be a problem with "role" perception, "Are we part of education?" "Are we counselors or therapists?" Although the setting may vary greatly, counseling means involvement. He cannot serve all but he must be able to interact equally with other human beings, staff and counselee.

Counselor-Student Ratio

As indicated previously counselor-student ratio or load creates quite a dialogue. Conant (1960) feels the ratio should be one for every 250-300 students. Wrenn (1962) suggests one full-time counselor to each 300 pupils would be adequate in some schools and inadequate in others. The American School Counselor Association (ASCA, 1964) recommends approximately 250 pupils to one full-time counselor.

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ASCA conducted a study reported by Wrenn (1962) that high school counselors had student loads ranging from fewer than 100 students per counselor to over 1,000. "The median counselor-student ratio is up to 412 students. Over 10 percent are in schools with ratios of 1 to over 1,000." It is important to recognize when a counselor is assigned 412 students immediately the counselor becomes potentially involved with 412 "six teacher sets" and approximately 412 "two parent" sets.

In many school situations reducing the counseling load or adding more counselors is not the total answer to the work load problem. The number of counselors needed depends upon other resources within the school. Guidance functions are the responsibility of the whole school, and the degree to which the counselor is able to concentrate on individual counseling will correlate highly with the degree of positive guidance orientation of the entire program and staff of the school. As various school agents assist, the counselor can direct his efforts to the higher level type guidance needs.

Studies have found that counselors do not spend that much time on counseling, but spend it on clerical tasks. Even when given extra time to counsel they have lost their enthusiasm and spirit toward the primary counseling function. Such observations are reported by Munger,


69 Brough and Bergstein, School Counseling, 1967, A View From Within.
Myers and Brown (1963); Brough (1964); and Gold (1962).

Wittmer (1971) takes the approach that the notion of counseling 250 to 300 students for one school counselor is a ridiculous concept. If a counselor were to work five hours a day counseling on an individual basis, it would require approximately 12 weeks for him to see his 300 counselees a minimum of one time each. Carkhuff (1971) feels that this type of counseling is basically ineffective. Even if the counselor works at it, he has only a 50 percent success rate.

Possibly at this point we should abandon the notion that only professionals with master's degrees in counseling should work in guiding others. Perhaps we should seek out those people who have the helping attitude and use them in the school's guidance program. Continuing the same thought that there are many people in the school setting, including teachers and students plus many people in the community who can be of invaluable assistance in the total guidance program if given the opportunity and if provided the necessary leadership by qualified counselors.

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73 Wittmer, op. cit.
Several research studies have concluded that students do not view the counselor as an effective source of help in personal emotional problems. Grant (1954) found that students at best perceived the counselor as playing a minor role in assisting them with problems of a personal emotional nature. Jenson (1955) found that high school students preferred to discuss their personal problems with parents and peers. There is evidence that peers (Wittmer, 1969) and paraprofessionals (Truax and Carkhuff, 1967) can be effective helpers if provided leadership by counselors.

When one discusses counselor ratio it is questionable if the load decreases, the counseling becomes more effective. However, more time for individual counseling could mean an increase in effectiveness and in positive student assessments of the counseling function. More and more it becomes apparent that counseling is a school-wide process - a team activity. One wonders why the teacher can't become more involved in counseling and the counselor a consultant to the teacher.

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The Teacher's Role in Counseling

The counselor, the teacher and the administration are team members in the total school counseling program. Wrenn (1965) in "A Second Look" characterized the school counselor as a team worker always. In the opinion of Howe (1966) the guidance function is properly performed by "a hierarchy of personnel." Strang, Dunsmoor and Miller, Arbuckle and Tennyson, through the books they have written, have made us very much aware of the role of the teacher in the performance of the guidance function.

Who should do the counseling has elicited tremendous discussion and argument. These points of view are generally considered: 1) the classroom teacher should do the counseling for he is the one who is in direct contact with the student and is in the best position to know his needs, 2) the counseling should be left to the specialist because it requires specific training and skill that most classroom teachers do not possess and 3) a compromise between these two indicates that every member of the school faculty might do some counseling. Frazer feels

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81 Willey and Andrew, Modern Methods and Techniques in Guidance, 1955.
that teachers and counselors should join forces and work together in harmony to bring about better coordination in the counselor process.  

Four general headings illustrate the role of the teacher in the guidance program: 1) understanding the pupils, 2) developing a healthy personality, 3) dissemination of occupational materials and 4) counseling.

Teachers perform guidance in the classroom and homeroom. Pupils may gain acquaintance with educational and vocational opportunities through varied experiences which subjects afford. Such self-knowledge and world-knowledge are basic to rational choice. Since these values are not automatically retained, the teacher must be aware of them and plan for their realization. Continuing along these lines the homeroom has been one alternative described since it involves about seventy percent of the faculty. In large high schools it is ideally intended to be an agency which brings about intimate contact between the pupil and one teacher, a teacher who realizes the needs of the whole pupil.

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82 Alexander Frazier, "Teacher and the Counselor, Friends or Enemies?" National Education Association Journal (February, 1949), 38, pp. 104-105
84 Hutson, op. cit.
The form and function of such a plan is described as:

The homeroom teacher has four major guidance duties to perform. These are: 1) counsel with individual students, 2) conduct group guidance sessions for the homeroom, 3) serve as contact between the student and the special subject teachers and 4) serve as liaison between the school and the home. 85

Munson (1971) stated even though teachers have been warned repeatedly that they are not counselors, they have been involved in classroom guidance activities for years. Guidance represents the individual and in the school, it is the teacher-learning process that represents the individual. 86 According to Willey and Dunn guidance is characterized as a helping activity involving planning and decision making. It is continual and on going identifying four predominant areas of individual concern, vocational, educational, social and personal. This focus must incorporate and account for the individual's experiences in his classroom learning. Teachers are involved daily with guidance through subject area, individualized instruction and by being accepting, under-

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Hutson, op. cit.

standing and trusting. Teachers should be encouraged to become part of the guidance team.87

Regardless of the system of guidance followed in the school, the teacher is involved in guidance daily during the regular classroom and extracurricular activities.88

Shapiro and Sherman (1969) as the result of their study, "Teacher-Counselor Communication" state teachers do wish to participate in guidance activities. They see themselves as engaged in a wide variety of guidance activities on behalf of their own students.89 Living requires problem solving, no one person can help all students, but many can help some students. The teacher-counselor, with some training can certainly extend his role.90

Research incorporating teachers' effectiveness in counseling has indicated that teachers can perform as effectively as the counselor

87 Roy DeVerl Willey and Melvin Dunn, The Role of the Teacher in the Guidance Program (Bloomington, Ill.: McKnight & McKnight Publishing Co., 1964).


and in some cases come out even higher on a scale. Aspy and Hadlock (1966) and Martin and Carkhuff (1967) stated that teachers in a classroom setting function at a higher level than guidance counselors.\(^91\)

Evidently the American School Counselor Association and the Department of Classroom Teachers feel that there is an increasing awareness that teachers and counselors are involved in the same process, that of assisting each young person to develop: 1) meaningful values, 2) realistic goals that are appropriate to himself and to society, 3) sensitivity to and awareness of the factors that influence his behavior and learning, 4) realistic attitudes toward himself and others, 5) insight into his potential for growth and achievement, 6) self-discipline by the assumption of responsibility for his own behavior, 7) skills and attitudes that will enable him to achieve his goals.\(^92\)


\(^92\)The American School Counselor Association and The Department of Classroom Teachers, Teachers and Counselors Work Together for a More Effective Guidance Program, American Personnel and Guidance Association and the National Education Association of the United States, 1965).
Guidance is inherent in the entire school, teachers and other helpers within the school cannot be divorced from the counseling process. Examples of programs that utilized teachers and other helpers are Simon's Rock Early College and the Quabbin Regional High School.

The teacher is a vital agent in the counseling process. Teamwork is a necessity as we attempt to "Humanize" education. Students cannot be pawns in the various power plays in the educational society. All the human resource possible must be rallied in order to meet the need of the individual. Teachers have day to day contact with students and should be able to identify high and lows, advise vocationally and just listen to the students when they want or need to talk to someone.

With the continuing uncertainty as to what the counselor does in the school, it is not surprising to find much evidence as to uniqueness of either the counselor or his task. The question is not so much whether what the counselor does is unimportant but rather whether it can be done just as well by other school personnel. In the overwhelming majority of articles written in the professional magazines teacher could


94 Simon's Rock Early College, An interview with the Dean of Faculty and staff and students. March, 1972.
Bulletin to Quabbin Regional High School Faculty from The Grade Level Guidance Coordinators NEACSS Self-Evaluation Sub-Committee, Re: Recommendations adopted by the two above groups and the Learning Coordinator Council for Guidance Services, 1972-73, (March 6, 1972).
just as well have been substituted for the word counselor.\textsuperscript{95} Frank Morin (1969), past president of the ASCA appeared concerned when he said, "We, the counselors, must become accountable for initiating necessary changes in our profession or face the alternative of having some other professional group determine our destiny. But the time is late. It may even now be too late."\textsuperscript{96}

\textbf{Future Dimensions of Counseling}

The Ostrich Syndrome may be defined as burying one's head in the sand when confronted with a stressful situation. According to Dworkin and Walz, (1971), guidance personnel are afflicted with the Ostrich Syndrome. They have been confronted with the efficacy of the guidance process and have reacted by burying their heads in the sand. It serves no purpose other than to maintain the status quo, and further alienates guidance personnel from the critical problems confronting American society. Plagued with identity problems, cutbacks in federal funding and a lack of respect from those individuals, guidance is supposed to be helping, has caused a loss of confidence by the public.\textsuperscript{97}

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\textsuperscript{95} Dugald S. Arbuckle, "Does the School Really Need Counselors?" The School Counselor, May, 1970.
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\textsuperscript{96} F. E. Morin, "The President's Message," School Counselor, (1969), 17, p. 3.
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Rapid changes are taking place in many sectors of our society that have implications for guidance. However, guidance must come to grips with these throngs instead of remaining in a state of inertia.  

The student, the teacher, and the counselor are an emerging consortium as they have been established as a merging force in the teacher-learning process. The student is the center of the consortium with the teacher gradually emphasizing individualized approaches to study. Within this framework, the counselor will have to get closer to the classroom, helping the teacher to examine the impact of new technology and methods. Teachers and counselors working together will cooperate in disseminating career information. Young people will need to develop flexibility in anticipating and meeting change. Life in the future will become a matter of continuing education and preparation for work. Human relationships will be the central problem of the modern society. We are what we are and we will be what we can be only through others. Within this consortium, the counselor will become a consultant to the teacher, an important agent in the development of curriculum and instructional change.

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101Munson, op. cit.
The role of the computerized systems in guidance and counseling cannot be minimized. Very easily the computer could be the "Big Brother" of counseling. Tiedeman (1965) proposed an Information System for Vocational Decisions as the means of providing the facts and data about individuals that he requires for research on his concept of personal determination in career development. Information could be graded so that it would be appropriate to users from age four to retirement. Loughary (1966) wanted a national program for a data center which would utilize a computer-based data processing storage and retrieval system. Systems have been set up providing youth with educational-vocational orientation opportunities, a provision too often neglected because of the difficulty of managing numerous complex categories of information about the world of work, the educational avenues to work and the vocationally relevant personal facts.


Career development models (Super, 1957) and the systematic problem-solving models (Carkhuff, 1969) (Friel, 1972) have been tried and appear to be effective. Carkhuff suggests along with the computer, "helper" skills could increase the counselor's effectiveness. An effective computer program is better than the average working counselor. . . ."But a good computer program is not better than a good program plus a counselor trained to utilize the program."

When the distinguished psychologist Gordon W. Allport delivered the Terry Lectures at Yale on the subject "Becoming" he had human beings in mind, not machines. Today we are in a position to discourse of what machines may become. What man may become might very well depend upon what he can make of his machines, his powerful extensions of himself.

The ultimate power inherent in the computer is of a "becoming" nature, there lies its beauty and its difference.

A computer without a program will do nothing, whether or not

it is plugged in, because computers are not like other machines. In a sense the computer is not a machine at all in its own right, and yet it can become many machines, in fact, anyone which can be fully described to it. The computer can do other things tomorrow. Whereas the power of most machines is in what they do, the power of the computer rests in what it can become, and the essential idea of a computer is that it is an incomplete machine ready to be completed in an infinite number of ways, each way producing a different machinery.\textsuperscript{110}

Computers have the potential to be turned into guidance machines and how far man will go in building counseling machines we cannot presently predict. Vriend (1970) stated,

One can imagine the machine-counselor of the future responding appropriately and effectively to every change in voice tone and speed, to the slightest restlessness indicated by body movement, to the most minute change in pulse rate, to moistened palms, to loss of eye contact, to all physical harbingers of affect, in short.

Where human counselors overlook such data, the computer would not. Where human counselors frequently confound and decelerate the counseling process in a rich assortment of erring ways, whether it be to inappropriately reinforce, to completely miss significant data, or to project their own feelings onto clients at grossly inopportune times, the "ultimate" computer-counselor, with its lack of ego, with its built-in will to provide service, and with its never "tuned out" listening capacity could become the totally attentive, effectively pansophic counselor for which any client might pray.\textsuperscript{111}

\textsuperscript{110}\textsuperscript{Vriend, Ibid.}


The dehumanization of interpersonal or social life through the introduction of man-machine systems can only occur when there is an abdication of the part of those most qualified to promote humanization of interpersonal and social life. The systems will come.\textsuperscript{112}

Mindel (1967) discusses the role of the guidance specialist as the in-service education catalyst to teachers. A three-pronged approach is offered which requires the services of a developmental guidance specialist whose function would be to:

1. Maximize the development of all children within the school.

2. Assist the administration in improving the continuity, sequence and integration of guidance services of the school and the community.

3. Improve the competency of the teacher to a level where the teacher can operate effectively as a guidance person within the classroom.\textsuperscript{113}

During the research the investigator observed a new specialist in the guidance and counseling field—a Learning Development Specialist. Historically the guidance and counseling movement has been concerned with what has been described as the adaptive function modifying the institution to fit the individuals in it. School counselors have placed most of their efforts on the adjustive and information dissemination needs of students. As a result of this emphasis they have neglected


assisting in the areas of curriculum and evaluation reform, student management, community relations, in-service training, parent relations, race relations, student directed learning and teacher-student interaction. The Massachusetts School Counselors Association recognized an essential function of guidance staff is to act as a consultant, change agent and a learning catalyst in working with a variety of personnel in the school.\textsuperscript{114} It appears the Learning Development specialist activities would include the same activities.

In June, 1971, at Lake Wilderness, Washington, the Report of the National Conference of Pupil Personnel Services developed a new model for Pupil Personnel Services.

What is interesting about this model, is that the school counselor has disappeared and is replaced by a Learning Development Consultant. The Learning Development Consultant (LDC) serves primarily as a facilitator and coordinator rather than as a direct provider of specialized services as shown in Figure 1.\textsuperscript{115}

\textsuperscript{114} Massachusetts School Counselors Association Professional Development Committee, Secondary Schools Guidance Programs for the 70's: Roles and Functions, Revised February, 1971.

Figure 1.—The proposed Model for Learning Development.
New dimension sometimes strike fear in those involved with the function presently. However, education change is inevitable if we expect to survive. Education is a team effort and no matter what titles we use it will remain a team effort, possibly with staff having different goals, responsibilities and emphasis. A relevant statement for this time is Rosner (1969) which might be correct: "My guess is that guidance and counseling as it is currently defined and practiced will disappear but the disappearance will be gradual. Some counselors may . . . move into the field of interpersonal relations, some may elect administration. Some may return to teaching or leave the school for other social service agencies or enter industry. Some may take advantage of the information processing capabilities of the computer.116

The way the American public school is legally, administratively and professionally organized makes it one of the most conservative and rigid institutions in our society.117 Change is inevitable and change we must to meet the contemporary needs of society.


CHAPTER III
ORIGIN AND IMPLEMENTATION OF THE PROJECT

The previous chapter reviewed the literature related to the history of guidance, the role of counselor, and the role of the teacher in counseling. The purpose of this chapter is to describe 1) the background of Monument Mountain Regional High School, 2) the origin of the Teachers-as-Counselors Project at Monument Mountain Regional High School, and 3) the institution and/or organization of the Teacher-as-Counselor Project at Monument Mountain Regional High School of the Berkshire Hills Regional School District, Great Barrington, Massachusetts.

Background of Monument Mountain Regional High School

Monument Mountain Regional High School is a comprehensive high school for grades 9-12 with an enrollment of 869 students. Students from the towns of Stockbridge, West Stockbridge, and Great Barrington, with tuition students from Sandisfield, make up this enrollment. There is a teaching staff of 62 professionals with a student ratio of 1:14.7, excluding counselors and one librarian. The guidance staff includes one director who devotes one-fifth of his time to counseling and two full-time counselors. The guidance director counsels 173 students, and each counselor, 347 students.

Historically, Monument Mountain Regional High School is the result of ten years of attempts to regionalize resources for students from the Searles High School in Great Barrington, and West Stockbridge
and Stockbridge students from the Williams High School in Stockbridge. Each of these high schools employed one trained counselor each. When regionalization was finally accepted, the present guidance staff evolved with one director and two counselors. Monument Mountain Regional High School opened in September, 1967, and has been operating with the present guidance staffing for five years.

During this five-year period there have been many questions raised about the role of guidance. Students at the Student Advisory Council meetings, parents at parent-teacher meetings, and members of the Berkshire Hills Regional School Committee from time to time publicly questioned the guidance program.

The Student Advisory Council raised strong objections to the type of counseling being administered and to the number of times each pupil was seen. Some students saw a counselor only to set up their programs during their four-year stay at Monument Mountain Regional High School. Parents felt that there was a lack of communication between student and guidance.

A major part of the secondary school evaluation by the New England Association of Secondary Schools and Colleges is a self-evaluation. During the school year 1970-71 the Monument Mountain staff took part in the self-evaluation in preparation for the formal evaluation by the New England Association. This self-evaluation was significant because the same questions were reported by the staff and by the guidance staff themselves in their self-evaluation.
The Teacher-as-Counselor Project

The discussion of the Teacher-as-Counselor Project 1) identifies the counseling areas needing improvement, 2) describes the development of the Teacher-as-Counselor Project, 3) shows how the approval of the Teacher-as-Counselor Project by the staff was gained, and 4) notes the steps leading to the approval of the Teacher-as-Counselor Project by the Berkshire Hills Regional School Committee.

Counseling areas needing improvement

The information discussed in this section was collected from the evaluation of Monument Mountain Regional High School by the New England Association of Secondary Schools and Colleges.

The self-evaluation indicated the staff felt the guidance department was well prepared and well qualified, administered a fine program for placement of college students, and developed a fine testing program. Areas of needed improvement mentioned were: inter-staff and intra-staff communication, rapport within the guidance department, student-counselor rapport, and increased counseling staff. These are discussed in the following sections.

Inter-staff and intra-staff communication. - There was a lack of communication within the department and between the department and the entire teaching staff. Teachers didn't fully understand the role of the counselors, and the counselors didn't attempt to communicate their role to the staff. During the Student Advisory meetings the students also discussed this openly. Parents were aware of this lack of communication as a result of parent-teacher or parent-counselor conferences.
Rapport with guidance department. - Role definitions as they related to counselors became confused, and problems occurred within the department as it related to students, types of counseling, and the teacher role.

Student-counselor rapport. - After interviews with the students and parents, the self-evaluation indicated a need for improving the image of the counselor and developing a closer relationship between student and counselor. It was thought that teachers and counselors should consult more to promote a greater effectiveness in the personal development of the student.

Increased counseling staff. - Since the student-counselor ratio was high, the question of additional counseling staff became evident. An increase in staff would improve the situation, and the counselors would have more time to devote to individual students. However, when budgets were submitted and approved, additional counselors were not forthcoming. Although the district would like increased service, the school committee wasn't ready financially to accept the responsibility, nor was the administration since it felt that additional counselors were not the only remedy.¹

Within the evaluative structure of the New England Association of Secondary Schools and Colleges, the self-evaluation and the formal stressed some major areas in need of improvement. These areas included

¹Information from the evaluation of Monument Mountain Regional High School by the New England Association of Secondary Schools and Colleges. November 7-10, 1971
a) inter-staff and intra-staff communication, b) rapport with the guidance department and c) increased counseling staff. This section discussed these areas recommended for improvement.

Development of the Teachers-As-Counselors Project

After reviewing the self-evaluation and the discussions of the Student Advisory Council, the Superintendent of Schools realized that a problem existed but at that time didn't have an apparent solution. As a result of courses and relationships developed through the doctoral program at the School of Education, a possible solution seemed to evolve. This occurred in informal conferences with Dr. Jack Hruska and Dr. Ronald Frederickson of the School of Education at the University of Massachusetts. The idea of utilizing teachers as counselors was proposed and the Superintendent of Schools pursued the idea, becoming the principal investigator. It became a component of the investigator's doctoral program and leadership training program.

The idea was then discussed with the high school principal (Joseph Wood) and the Director of Guidance (Myron Niedzwiecki). At first the administration wasn't sure that the staff would be interested, but if the staff felt the situation existed and should be improved, then involvement would help them to understand the role of guidance in the school.

2The administration: the Superintendent, the High School Principal and the Director of Guidance.
The Director of Guidance felt the program had merit provided it wasn't an attempt to eliminate guidance in the school system. After assurances that it was an attempt to strengthen the guidance role and initiate a greater involvement in the program by the teacher staff, the guidance director developed a list of situations that would need careful consideration.

It was important for the administration to discuss these areas which involved the following:

1. The facts that counseling takes time and that the process of carrying out plans of action formulated through counseling takes even more time. It is important to understand the need for time in effective counseling.
2. The over-zealous teacher-counselor who has the answer for everything, and generally based only on pseudo-scientific reasons.
3. The teacher-counselor who does more talking than listening.
5. Responsibility for liaison between home and school.
6. Responsibility for writing recommendations, filling out forms, etc.
7. Dependence of student on teacher-counselor rather than growth and development of independence. It is easier to give advice than it is to allow a lot of time for expression of feelings.
8. The integrity of the teacher-counselor in safeguarding the confidential relationship between him and the counselee.

9. The teacher-counselor as a threat—wearing two hats at one time.3

The administration with the director of guidance felt the problem of providing more students with more frequent guidance services, to which the students were entitled, could probably best be resolved through lowering the case load of the counselor to an optimum level so that his effectiveness could be readily felt. In the absence of providing for additional specially trained personnel (guidance counselors) the use of existing staff potential might be worthy of exploration.

The question at which grade level an experimental program should be carried out required careful consideration. In order to get an experimental program successfully launched, using teachers as counselors, that grade level which seems to require the lesser attention to its immediate needs had to be considered. The ninth grade was selected. There were two-hundred twenty-seven students enrolled in grade nine. A teacher-counselor ratio of fifteen-to-one would require at least fifteen personnel while a twenty-to-one ratio would require only twelve personnel.

One of the key questions that had to be answered was, who would do the counseling? Counseling takes place in many obvious and obscure places and is a function that most teachers carry out at one time or another. There had to be a differentiation between the counselor as an

3 Memorandum to the Administration from the Director of Guidance.
information-giver, which is probably the easiest of all guidance activities to perform, and that of the counselor who has been trained to identify and resolve the sub-surface problems that manifest themselves in not quite obvious ways. Special in-service training would have to become a reality before the use of teachers as counselors began. The existing guidance staff would have to be available to act as resource people and help organize the in-service program.

A tentative list of problem areas and conditions that teacher-counselors might become involved in was formulated. Although the list is not complete, it was a start for further evaluation in the in-service program. The areas considered were:

Health and physical development. - Problems within this area would include physical defects involving sight, hearing, speech, or deformity. Malnutrition and lack of vigor or coordination were discussed under this heading. Physical unattractiveness was a particularly important consideration.

Home and family relationships. - This essential area involved many conditions; dominance of parents, lack of control by parents, lack of home fellowship, and broken homes due to death, divorce, or separation. Teachers should become more aware about the lack of cooperation from a disapproving family in counseling a student.

Leisure time. - Lack of interest in sports, games, reading, handicraft, or any worthwhile use of leisure time could develop into a problem area. Inspection of the resources affecting enjoyment, health, or physical handicaps would be vital to this condition.
Personality. - Personal characteristics such as shyness, lack of aggressiveness, extreme sensitiveness, strong aversions, and a lack of or an overabundance of self-confidence could require additional consultation with guidance personnel. This area would include emotional instability, inferiority or superiority feeling, lack of sportsmanship, delusions, carelessness, inability to get along with people, and excessive conceit or egotism.

School. - School life could easily be a problem to the student or to the teacher-counselor. Budgeting time, ineffective study habits, lack of application, lack of independence, dislike for teacher or just school itself, are a part of this condition. In addition truancy, planning work in preparation for college, choice of school or college, and poor preparation are major contributing factors.

Social. - This condition cannot be underscored as so many factors become relevant in counseling such as cheating, lying, stealing, lack of moral standards, drugs, smoking, drinking, for example. This area can be expanded to include insufficient social life, excessive social life, rebellion against authority, intolerance of others, disappointment in love, perverted leadership, unreasonable restriction on friendships with the opposite sex and racial handicaps.

Vocational. - One of the most challenging areas for a teacher-counselor to be involved in would be this area as it related to the student's present and future. Insistence by parents on a certain vocation, lack of freedom to choose a vocation, determining fitness for a given vocation, electing the best preparation for the vocation, and a lack of time or money to secure the preparation necessary for the chosen vocation, can contribute to many challenges in counseling.
It was decided by the administration in order for the program to be successful if initiated, that an in-service program for the teacher-counselors would be mandatory.4

This section reviewed the development of Teacher-as-Counselors Project. It identified some of the major areas, the administration including the Superintendent of Schools, the Principal of Monument Mountain Regional High School and the Director of Guidance at Monument Mountain Regional High School. The guidance director developed a tentative list of problem areas to be considered in an in-service program. This list included: a) health and physical development, b) home and family relationships, c) leisure time, d) personality, e) school life, f) social problems, and g) vocational interests.

Approval of the Teachers-As-Counselors Project by the Teaching Staff

Before any further planning took place, the administration decided to discuss this program with the present guidance counselors. The guidance counselors were enthusiastic in their responses and wanted to take part in the planning of the in-service program. Their involvement was welcomed and the administration and guidance staff were in complete agreement about the project. One major concern expressed by the counselors was: would the faculty respond favorably?

Anticipating this concern, the administration explained how the program would be presented to the high school staff. When the high school

4The investigator took part in these sessions.
staff returned in September, 1971, for orientation, the superintendent, in his remarks, would discuss goals and innovations for the school year. Included in his remarks would be possible alternatives to problems or areas in need of improvement as a result of the staff self-evaluation.

This presentation occurred on September 7, 1971, with the superintendent mentioning the possibility of a Teacher-as-Counselor Project being one of the alternatives offered to the staff and students. In describing the concept the superintendent referred to the teachers' contract as it pertains to secondary teachers: a secondary teacher cannot be assigned more than six teaching and/or duty periods per day. Most of the secondary teachers at Monument Mountain Regional High School teach or have duty for only five periods out of an eight-period day. Thus time should not be a factor; if the teacher and administrators as professionals feel something needs improvement, then together they should want to get involved a) to improve the condition, b) to develop a greater understanding of the function, and c) to be part of the solution. Staff members interested in this alternative should make their feelings known to the guidance department or the building principal. Twenty-six teachers indicated an interest and signed up to take part in the program. At the first meeting of teachers interested in becoming teacher-counselors, they suggested before involvement in counseling, it would be important to have had some exposure or in-service training.

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Approval of the Teachers-As-Counselors Project by the Berkshire Hills Regional School Committee

In-service training had started before the approval of the School Committee was obtained. The administration felt that if it could secure genuine interest by the staff, it would be more difficult for the Committee to respond negatively. In early October of 1971, in executive session, the superintendent and high school principal presented a preliminary proposal, stating that on a voluntary basis teachers would be available to ninth-grade students for guidance. In-service sessions would be set up by the guidance department, and discussions between counselors and the teacher-counselors would be held regularly. This arrangement would allow more time for guidance counselors to assist grades 10-12 academically and vocationally. It was tabled, until the regular meeting where it would be presented again and voted upon. This matter was presented in executive session because it was imperative that the public or the School Committee didn't receive the impression that the administration was dissatisfied with the guidance staff or program. This was an attempt to improve the services offered to students and ignite teacher involvement. The administration was optimistic from the comments made at the end of the executive session.

Regular School Committee meeting agendas are published prior to the meetings and the teacher-counselor program appeared under the superintendent's report (11-1-71). Public and press attend all regular School Committee meetings under the open-meeting law according to the General Laws of the Commonwealth of Massachusetts. All legal ramifications had been checked thoroughly by the School Committee's attorney, and the
Berkshire Hills Teachers' Association endorsed the program. The superintendent described the program as one which is voluntary and will attempt to lessen the pupil-load of the present guidance staff and enable the counselor to meet with students more often. Twenty-six teachers have signed up for the in-service program and would be willing to serve as teacher-counselors for grade nine. It was hoped that since some of the teachers have contact with the students daily, the student would become more aware of the guidance program and the teacher would be more aware of the student's needs.

One of the School Committee members felt that it sounded like a good program but it might become tremendously expensive in the future; it might mean more guidance personnel or the teachers would wish to get paid for the additional services. The administration could not guarantee that this wouldn't happen in the future. After discussion with the School Committee and administrators the following objectives were selected.

1. To increase students' awareness of guidance, particularly those areas reported negatively by the New England Assessment project.

2. To improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher.

3. To determine community attitudes and support for the guidance function.

4. To improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance functions by the teachers.
A motion was made to approve the program with review in the summer of 1972. It was so voted unanimously.\(^6\)

The origin of the Teachers-as-Counselors Project at Monument Mountain Regional High School has been described, identifying those areas that needed improvement within the present guidance program. A description of the development of the Teachers-as-Counselors Project was presented with the technique used to gain approval of the Teachers-as-Counselors Project by the staff and the approval of the Teachers-as-Counselors Project by the Berkshire Hills Regional School Committee.

Included in this section are the four objectives selected by the School Committee and administration for the Teachers-as-Counselors Project.

1. To increase students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project.

2. To improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher.

3. To determine community attitudes and support for the guidance function.

4. To improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance functions by the teachers.

\(^6\)Minutes of the Berkshire Hills Regional School Committee, November 1, 1971 - Superintendent's Report.
Initiation and Implementation of the Teachers-as-Counselors Project

This section presents the 1) in-service program training for the teachers-as-counselors, 2) notification of student and parents concerning the Teachers-as-Counselors Project, 3) notification of the regular teaching staff concerning the Teachers-as-Counselors Project, and 4) implementation of the Teachers-as-Counselors Project.

In-service program

In-service training was easily arranged since the Berkshire Hills Regional School District has a regularly scheduled release time in-service program throughout the school year for teachers. Normally it is designed for curriculum development, but a natural spin-off of this was the teachers-as-counselors training periods. The guidance staff at Monument Mountain Regional High School prepared and developed the materials and presented the in-service program.

First session - Outline of the program. - An outline of the program was presented to the participating staff members.

Responsibilities of the teacher-as-counselor were discussed including areas of personal counseling, school problems, social problems, vocational problems, including career information, and school and college information. Home and family relationships, personality problems, leisure-time problems, and liaison between home and school utilizing telephone calls and parent conferences were part of the outline. Within the framework of responsibilities of the teachers-as-counselors were case conferences, liaison between pupil and school, writing references, report forms as well as individual teacher-counselor meetings with guidance counselor
each week, and group teacher-counselor meetings with the guidance staff periodically.

Stress was placed on the importance of finding time for counseling both on an informal and formal basis. The teacher-as-counselor should be available as much as possible, particularly in times of stress or crisis.

Along with this the importance of confidentiality between the counselor and teacher, counselor and administration, counselor and parent, and counselor and outsider was emphasized throughout the first session. Records were to be discussed only with the students or other auxiliary services as needed in order to help the counselor and not as a part of conversation in the faculty room or on the street.

Basic techniques of counseling were discussed informally relating to such areas as information-giving versus counseling, listening versus dominating, allowing time for expression of feelings, and methods of motivating the student to communicate in more than monosyllabic form. Fundamentally there must be good student response--a willingness to be counseled.

Counselor ineffectiveness could develop from discipline problems with the students, and from wearing two hats. When this occurred it would be essential that the teacher-as-counselor meet with the regular counselor assigned to assist them.

Second session - Testing and records. - Testing always provides excitement during an in-service program as it seems to generate a great deal of interest on the part of teachers. Terms such as stanine, percentile, standard scores, and composite scores were discussed and explained.
Some of the tests and test scores were described. The district testing program as it related to the teachers-as-counselors was outlined.

1. Lorge-Thorndike (gives 2 separate scores)
   a. Verbal I.Q.
   b. Non-Verbal I.Q.

2. Iowa tests of Basic Skills
   a. Predictive Value
   b. Descriptive Value

3. Tests of Academic Progress
   a. Comparison with present scores to those of previous years.
   b. Comparison with national norms.

4. Differential Aptitude Tests - In this category the CEEB, PSAT, SAT and Achievement tests were defined.

This presentation included the purposes of testing, stressing that tests should be used primarily to help the individual develop his potentialities to the fullest and to his own satisfaction vocationally, emotionally, and academically. In curriculum development, tests can be used as a resource for relevant planning. To the guidance department it is an aid for planning counseling programs.

For the counselor, tests provide information for precounseling, information for the counseling process itself, and information relating to the counselee's past counseling decisions. It also has a non-informational use as a means to stimulate interest in areas not previously considered and to lay groundwork for future counseling.

Students' folders and records were used as examples of how tests and their results are recorded in the counseling process.

Third session - Counseling. - Counseling assists the counselee to better understand and accept himself and to develop his individual poten-
tial so as to become self-sufficient, self-directive, and decisive regarding his present and future welfare. Guidance in contrast is largely information giving and is data oriented. In this session this was given as the purpose of guidance.

A counselor should have certain qualities or abilities to enable him to be effective. One must have the ability to listen perceptively and to be patient and understanding. The ability to empathize honestly, to be kind and supportive, and to be insightful, "What is the counselee really saying?" Above all, the counselor should have the ability to admit personal limitations and look for other resources when necessary.

Counseling environment requires a comfortable atmosphere, a freedom from external distractions. The atmosphere has to be conducive to confidential exchanges. Regardless of the environment, an essential is for the counselor to be himself; a natural rather than an artificial technique is most effective.

Anecdotal records should be written immediately after the session and not during the counseling period. They are to be brief and to the point, in order to remind the counselor of the content of previous counseling sessions. Commit to writing that which is not of a highly confidential nature. These records should be kept in a safe place, preferably under lock and key with the grade and date the counseling session occurred.

Confidentiality is a key to effective counseling. This mutual trust that is shared between counselor and counselee is usually the result of hard-won rapport with other students, with fellow teachers,
and with the community; this rapport should not be jeopardized. Best rule of thumb is not to betray a confidence unless the situation demands it and then to secure the counselee's permission first if possible.

Referrals should be directed to the full-time counselors if exceptional problems are evident. They in turn may well perceive a need to refer even further.

In dealing with psychological and sociological dynamics of behavior, the counselor has to exhibit the highest level of skill. This is particularly true in discipline cases where the student has an opportunity to learn the insight and control he needs and to realize that some forms of restrictions are not repressing but only, in fact, release him from self-limitations and open him up to the advantages of meaningful inter-personal relationships. Yet basically, the counselor is a trusted confidant; he must gauge the level of maturity possessed by the counselee and assist him to view discipline as a positive element as it relates to mature personal development.

Fourth session - Guidance. - Different forms of guidance were introduced to the prospective teachers-as-counselors.

Educational Guidance was divided into two categories: in-school and post high school. In-school guidance included the selection of curriculum that best fits the abilities, interests, and future needs of the student; the development of work and study habits that enable the student to achieve satisfactory success in studies as well as in appraisal of fitness for continued study in a particular program. Within the in-school guidance is the discovery of all the school has to offer and the effort to plan a program of studies accordingly, possibly gaining some
experience in learning areas outside the particular field of special interests and talents. The counselor should attempt to have the counselee elect exploratory courses in order to gain insight into learning areas that still lie ahead and learn about the purpose and function of the college or school the student might desire to attend after his completion of high school. Participation should be encouraged in out-of-class activities in which the student can develop potential leadership qualities, keeping in mind, however, that all students are not and cannot be leaders.

Post high school educational guidance should attempt to develop the value to the individual and to society of further schooling. In order to advance the pupil's interests, the types of schools available, entrance requirements, costs, and length of courses should be explored. Based on the college or school selection, the opportunities for productive or satisfying activity after completing a course of study should be available to the individual.

Vocational Guidance should assist a pupil to acquire knowledge of the functions, duties, responsibilities, and rewards of occupations that lie within the range of his choice. This type of guidance should enable the student to discover his own abilities and skills and to fit them into the general requirement of the occupation under consideration. Exploratory opportunities that will enable the learner to get the feel of several types of activities in the different areas of school experiences should be available. An attempt should be made to instill in the pupil a confidence in the teachers and other guidance personnel that will encourage him when he confers with them on personal and vocational
problems. The counselor should assist the pupil to secure necessary information about the facilities offered by various educational institutions involved with occupational training and provide information for the student about admission requirements, the length of training, and the cost of attending vocational training. The pupil should be alerted to the long-range training needed to become proficient in a vocation and should be cautioned concerning fads and pseudoscientific short cuts to vocational competency.

Recreational Guidance helps the pupil prepare for participation in wholesome activities and encourages students to make wise use of leisure time. Attempts should be made to lead a pupil to participate in out-of-class activities and to develop skills that will be of value to him in later leisure-time living.

Health Guidance involves helping pupils prepare for healthful living and to assist them to evaluate their own physical assets and weaknesses. This should also encourage pupils to follow a well-balanced program of physical activities.

Fifth session - Information gathering. - Counselors have the responsibility of keeping information current and interpreting it to qualified personnel. Undated or incomplete information is valueless. Yearly the record should be reviewed and cleared of information not necessary for viewing the total growth of the child.

The individual inventory found in the cumulative file-record folder located in the guidance office should include items useful for counseling. Personal items such as name, date, place of birth, sex, and residence of parents and pupil should be listed. Items relating to home and community including names of parents or guardians, parent's
employment and marital status, number of siblings, sibling order of the child are essential. Test scores and ratings with I.Q., achievement, and other scores should be included. Scholarship progress relating to grades by year and subject, special reports on progress or failure, and record of reading status should be available. A complete health file filled in by a physician complete with a record of disabilities, vaccination record, and disease census should be incorporated in the available information, along with school attendance, records, and dates of schools attended. Employment records during school, vocational plans, counselor's notes, and teacher anecdotal reports make up additional material available for the counselor's use.

Sixth session - Placement. - The key points to keep in mind in placement are to know your student and how he fits into the placement activity. Some examples of the more common placement activities include grouping students within classes so that they can achieve some skill or understanding in specific areas and assisting pupils in the selection of curriculum or school subjects. Similarly aiding pupils in their transfers from one grade to another or from one school to another and assisting pupils in the selection of extra-class activities in the school or other activities in the community are parts of placement.

Helping pupils to find part-time and summer employment or to aid pupils in locating and securing permanent employment when they leave school after graduation or otherwise involves one in placement. Another example of placement would be the assisting of pupils in their effort to enter college, vocational school, or any other training sit-
uation when they leave school. The counselor must be continually aware of the placement opportunities within the community to be effective.

Seventh session - Follow through. - Follow through implies counselor and counselee participation beyond the time and place of the counseling experience. Ideally it should be sought outside of the counseling setting although it could occur within the setting too. The realities of the many hours and days beyond the counseling session necessitates counselor-counselee planning for check points (other than counseling) to determine if all is going well. This may be done via a telephone call, a brief meeting in the hall, a "report back" to the counselor. A counseling session may be needed sooner than the next one scheduled. Students should check in to determine their progress in the desired directions. The "check-ins" are brief but important.

Evaluation of adjustment and progress of former students provides a method of determining if the school's program is being effective. This type of evaluation can determine what improvements are necessary in the curriculum according to changes in the community and the people the school is serving. It also can stimulate better teaching by letting the teacher increase his sense of accomplishment. The value of the guidance services can be increased by demonstrating the various areas that need emphasis. Local occupational and education information for students currently in school could be provided by such evaluations as well as establishing better school-community relationships.

Leadership in initiating a follow-up study should be provided by the Director of Guidance Services.
Some of the methods of follow-up would include combination of questionnaire and personal interview, follow-up letters, and an acknowledgement of the reply. Group guidance activities are advisable before a student leaves school to discuss the need and purpose of follow-up. The summary report on any study to be prepared should be done promptly, briefly, and in objective form.

Eighth session - Teacher-as-counselor responsibilities. - During this last session some of the specifics were discussed as they related to the role of the teacher-as-counselor. Most pertinent were the teacher-counselor logs, which should provide information relative to the number of times a student was counseled. The log indicates the type of counseling which occurred: 1) personal problems, 2) individual counseling, 3) crisis counseling, 4) academic problems, 5) educational plans (in school), 6) post high school plans, 7) jobs and placement, 8) counselor-parent conference and 9) career-vocational. In addition to the different types of counseling, the teacher-as-counselor was to initiate case studies of students with special problems and write recommendations and evaluations.

Certain responsibilities to the Director of Guidance were established so lines of communication would not be confused. All recommendations were to go through the Director's office, and case studies were to be cleared by that office.

Regular guidance counselors would serve as team leaders during the project to help the teacher-as-counselor with problem areas and for possible referral of students to guidance personnel. The group was divided into three teams of six, six, and seven; nineteen teachers
completed the in-service program. Each guidance counselor served as a resource person in a specific area. One was responsible for job placement, the other, personal and special problems, and the director, schools, colleges, and careers.

At this last meeting, the group expressed concern about the number of pupils they felt they could counsel adequately. The consensus was ten students; however, a compromise was reached with each teacher-as-counselor having twelve clients (students). This meant the project would involve all (227) grade nine students.

Availability of stations for counseling was a main concern of the group, and it was indicated that an answer would be forthcoming. The group agreed to submit first a list of those freshmen they prefer to counsel and additional students will be assigned as needed. This was permitted in an attempt for the teachers-as-counselors to recommend those students they come in constant contact with through daily classes or extra-class activities.7

During the in-service phase of the teachers-as-counselors program eight sessions were held for the nineteen teacher-counselors. The regular guidance counselors and the guidance director planned and conducted each of the eight sessions. These sessions included a) the outline of the Teachers-as-Counselors Project, b) student testing, information gathering, and record keeping, c) counseling versus guidance, d) educational and vocational placement, e) follow-through and f) teacher-as-counselor responsibilities.

7Ditto outlines for each in-service session prepared by the guidance personnel.
Notification of Students and Parents Concerning Teacher-As-Counselor Project

During the first week in January, 1972, all the ninth grade students were asked to come to the auditorium for a guidance assembly. The guidance staff announced that the ninth grade class had been selected to take part in a pilot project utilizing teachers-as-counselors. Each student was to be assigned to a teacher-counselor, and the listing would be posted in each homeroom. Most of the ninth graders hadn't seen a counselor yet, so there wasn't any great excitement shown. Very few to this date had been counseled unless they had had a special problem. This was not uncommon, as most students were only seen on a regular basis once a year and there were still six months left in the school year.

Parents were notified by letter through the U.S. mail service. Announcements were also made in the two (2) local newspapers and on the local radio station.8 The letter stated is shown in Figure 2.

After the letters were sent to the parents, there was a time lag of ten days waiting for any parental rejection. It is important to note that there was not one parental call requesting their child be removed from the program. Therefore, all two hundred twenty-seven (227) ninth graders were officially a part of the project.

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8Press releases were reviewed by the investigator to two (2) local newspapers and the local radio station.
Re: (name of student)

Dear Parent,

A new program utilizing teachers-as-counselors has begun. Your child's counselor is__________.

This new approach will undoubtedly provide better services to each student at your high school. The teacher/pupil ratio will be no greater than 1 to 12; consequently it will be possible for your child to see his/her counselor more frequently.

If you have any question about this program, please call the high school guidance director.9

Fig. 2.—Letter sent to the parents informing them of the Teacher-as-Counselor Project at Monument Mountain Regional High School.

Notification of the Regular Staff of Teachers-as-Counselors Project

After the completion of the in-service program for the Teachers-as-Counselors Project and the selection of the ninth-grade students to take part in the project, the administration felt it was necessary to inform the entire teaching staff of the characteristics of the project.

In Figure 3 is illustrated the general bulletin about the Teachers-as-Counselors Project.

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9Copy of letter sent to the parents informing them of the Teacher-as-Counselor Project at Monument Mountain Regional High School.
To all staff members:

The Monument Mountain Teachers-as-Counselors will begin on Wednesday, January 5, 1972.

A list of counselors along with their free periods is enclosed. Wherever possible the teacher's choice was honored. Posted in each ninth-grade homeroom will be listing of pupil assignments to teacher-counselors.

A list of rooms available for counseling purpose is enclosed. Counseling may take place in the library conference rooms, main office conference, departmental conference rooms, free classrooms, a corner of the study-hall - in other words, in any free place available.

Students will continue to be counseled only during free periods, before or after school. Students should only be removed from regular classes if a special problem develops. Guidance passes are enclosed. Planning ahead will be very important so that passes can be distributed to pupils during homeroom. Please turn these passes into the guidance office so we can distribute them for you.

Appointments by the student can be made on a call-in or self-referral basis. Self-referrals should be made by the student directly to the teacher-counselor. Emergency cases may have to be referred to the regular counselor. In such cases the teacher-counselor will be notified as soon as possible.

Each teacher-counselor has been assigned to one of the regular counselors for consultation purposes. The regular counselor will be available to meet with you if any problem develops.

Teachers who wish to make student referrals will do so directly to the teacher-counselor.
A counselor's daily schedule form should be maintained as a record of having seen the student. These should be submitted to the guidance director each Friday morning. A record of the counseling session should be made on the Record of Guidance Interviews form. This should include purpose of session, recommendations made, etc. These will be maintained in the teacher-counselor's office as confidential information.

Problems that the teacher-counselor feels need special attention should be referred to the counselor assigned to work with you.

Good luck.10

Fig. 3--Bulletin to all teachers about the Teachers-as-Counselors Project.

This bulletin as described in Figure 3 informed the regular teachers that the Teachers-as-Counselors Project was being implemented. It described to the regular teachers what the role of the teacher-counselor would be, a list of counselors, and information where this counseling would take place. It explained how appointment by students would be administered and where the regular teacher should refer a student to the teacher-counselor. Times when a student would be counseled were stated.

Information gained from these referrals and guidance sessions would be kept in the teacher-counselor office as confidential information. The teacher-counselor was required to keep a record of all referrals and counseling sessions indicating a) the purpose of the

10Copy of the bulletin to all teachers from the High School Principal of Monument Mountain Regional High School and the Director of Guidance.
session and b) recommendations. Weekly each teacher-counselor sent a record of the number and types of sessions held during each week.

The major actors of this Teacher-as-Counselor Project are:
a) the administration, (as previously defined), b) the three regular guidance counselors, c) the nineteen teacher-counselors (one dropped from the program voluntarily because of other duties) and two hundred twenty-seven ninth grade students.

Figure 2 and 3 illustrated the information and procedures in the notification of parents, students, and regular teachers that occurred to implement the project. Pertinent information contained in these figures was discussed. The major actors of the Teacher-as-Counselors Project were a) the administration, b) nineteen teacher-counselors, and c) two hundred and twenty-seven ninth-grade students.

Implementation of the Teachers-as-Counselors Project

The teachers-as-counselors began initial interviews with their counselees during the week of January 12, 1972. A Counselor's Daily Schedule Form was kept by each teacher-counselor identifying the purpose of the guidance session as previously stated, personal problems, individual problems, crisis-counseling, career-vocational, educational plans in school, academic problems, jobs and placement, and counselor-parent conferences.

Prior to the beginning of the Teachers-as-Counselors Project, each regular guidance counselor kept a daily student log of interviews. This log was established originally by the guidance department and approved by the administration. The log is a record of the guidance
counselors' sessions with the students. Notes from the conversation and recommendations for follow-through activities are recorded for future counseling sessions. As a student is interviewed the log is updated and becomes part of the student's guidance folder. This log was explained to the teachers who were interested in participating in the Teacher-as-Counselor Project. During each interview session it was necessary to record the purpose and content of the counseling session. These were to be kept updated with the number of counseling sessions and were to be available for review by the guidance department.

During the teacher-as-counselor in-service program in addition to the student's guidance log a classification of the different types of counseling was discussed and became a part of the student log. This was classification of the types of counseling sessions that took place during the meeting with the student. These classifications were the results of the sessions between the teacher-as-counselors and the regular guidance staff during the in-service program. Counseling sessions would be classified as a) initial interview - first meeting the student, b) personal problems, c) individual problems, d) crisis counseling, e) career-vocational, d) educational plans in school, g) academic problems, h) post high school plans, i) jobs and placement and counselor-parent conferences. This log as shown in appendix A contains the date of interview, grade of the student, comments about the session, classification of the session, length of counseling session, and the counselor's initials.
A second log was jointly developed by teachers-as-counselors and the regular guidance staff from the discussions during the in-service program for the teachers-as-counselors. This log as shown in appendix A is a weekly log for the teachers-as-counselors to record the number of times a student was seen by the teacher-as-counselor during the previous week and the classification of the session from the student's log. At the end of each week this log would be turned in to the guidance director to help determine the amount and types of counseling taking place during the Teachers-as-Counselors Project. This information provided the administration with a record of the number of times the individual counselee was seen by the teacher-as-counselor. The log also included the types of counseling that took place and how often each one of the counseling categories occurred.

A number of the teacher-counselors had their counselees in class daily or two or three times per week. Nine of the nineteen teacher-as-counselors, or 47 percent reported this incidental type of guidance meeting; although it did not appear in the log it helped the teacher-as-counselor observe the counselees' attitudes and habits. The teacher-as-counselors found this helpful and convenient for counseling sessions.
The table below indicates the number of times each counsellee was seen by the teacher-counselor during the project period.\(^{11}\)

**TABLE 1**

NUMBER OF TIMES AN INDIVIDUAL STUDENT WAS SEEN BY A TEACHER-COUNSELOR
January 1972 - June 1972

<table>
<thead>
<tr>
<th>Number of Times Seen By a Counselor For An Individual Student</th>
<th>Number of Students</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>73</td>
<td>146</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>180</td>
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<tr>
<td>4</td>
<td>32</td>
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<tr>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>711</td>
</tr>
</tbody>
</table>

In this table is included the total number of official times students were seen by teacher-counselors: 711 as recorded in the teacher-counselor logs of the ninth-grade students. Only nineteen students, or 8 percent, were seen but once by the teacher-counselor during the project period.

One hundred and thirty-five (135) students, or 60 percent met their teacher-as-counselor more than twice during the project period.

One hundred and twelve (112) students, or 49 percent, were seen a total of three, four, or five times: 26 percent - three times, 14 percent - four times, and 9 percent - five times.

\(^{11}\)Data from the teacher-counselor logs.
Sixteen (16) students or 7 percent were seen six times, five students, seven times, and one student seen eight times, and another seen nine times by the teacher-counselor during the project.

In discussion and interviews with the regular guidance counselors it was atypical for a ninth-grade student to be seen more than once by the regular counselor during a complete school year.

Dividing the number of students (227) into the number of times a student was seen by the teacher-counselor (711) gives us the average number of times a student was seen (3.14) on a formal basis with the teacher-counselor.

These figures represent that time period only from January to June. In previous years a freshman student would have been seen at least once during the school year - this usually was to arrange the following year's program of studies.

Included in the counseling log as mentioned previously the teacher-as-counselor had to identify the purpose of type of counseling that took place during a session. A session could involve more than one type of counseling. In Table 2 the types of counseling session are presented.  

12Table 2 data from the teacher-counselor logs.
TABLE 2

TYPES OF COUNSELING SESSIONS

<table>
<thead>
<tr>
<th>Type of Counseling Session</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Interviews</td>
<td>227</td>
</tr>
<tr>
<td>Personal Problems</td>
<td>100</td>
</tr>
<tr>
<td>Individual Problems</td>
<td>207</td>
</tr>
<tr>
<td>Crisis Counseling</td>
<td>1</td>
</tr>
<tr>
<td>Career - Vocational</td>
<td>16</td>
</tr>
<tr>
<td>Educational Plans in School</td>
<td>151</td>
</tr>
<tr>
<td>Academic Problems</td>
<td>179</td>
</tr>
<tr>
<td>Post-High School Plans</td>
<td>12</td>
</tr>
<tr>
<td>Jobs and Placement</td>
<td>3</td>
</tr>
<tr>
<td>Counselor-Parent Conference</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>918</strong></td>
</tr>
</tbody>
</table>

As illustrated in this table each student was seen initially after the program began by the teachers-as-counselors, (227 sessions). Six hundred and ninety-one sessions were held after the initial interviews. As stated previously a counseling session could involve more than one type of counseling. From one of the teachers-as-counselor's logs a student was seen for a personal problem, and at the same time academic problems and educational plans in the school were discussed.

Three hundred and seven counseling sessions were held involving personal and individual problems, 33 percent. Three hundred and fifty-eight conferences, or 36 percent were sessions involving, vocational, educational plans, academic problems, and post high school plans.

There was only one student referred for further testing in a crisis situation, and the teacher-counselor referred it to the guidance counselor and the guidance counselor to the school psychologist.
Career and placement counseling as well as jobs and placement would be higher in the upper grades than at the freshman level.

Career-vocational sessions were recorded primarily when the students were counseled for the forthcoming year.

It appears to the investigator that the counselor-parent conferences were low. One possible reason this would be was that a guidance night for freshmen parents was presented. There was a good representation of parents at this meeting to discuss the program of studies. The teacher-as-counselor didn't record this as a counselor-parent conference.

**Teacher-As-Counselor Workshop Session**

During the period from the week of January 12, 1972, through June 9, 1972, three more teacher-as-counselor group sessions were held with the administration.

First session - Second week of March. - This session was devoted to three areas: a) discussion of any problems that existed during the initiation of the project, b) the announcement of forthcoming community telephone survey to seventy five parents and c) the administering of the Teacher Inventory of Guidance Awareness (TIGA) to ten of the teachers serving as counselors.

It was interesting at this point to log the enthusiasm of the group; very minor problems existed mostly due to communication snags. One teacher was upset at an administrator who by force of habit, sent a child to a regular counselor instead of the teacher-counselor. This was quickly cleared up. A group of teachers stated they didn't realize
that guidance did this much with students. Everything was still new and even though time-consuming, it was not a boresome task.

The initial telephone survey was explained to the group as a basis for the next group session along with the results of the Teacher's Inventory of Guidance Awareness. These procedures will be fully explained in Chapter Five.

Second session - Last week of April. - During this group session problems were the first item on the agenda. Quite a bit of discussion developed concerning the in-service program described previously in this chapter. Although they felt the in-service program was valuable a major component was missing, "How does a teacher-as-counselor start an interview and draw the student out?" and "How do we develop a good dialogue?" This seemed to be the problem with most of the group. Through questioning of the teacher-counselor we found that each one of them who had difficulty went to the regular counselor for direction and advice. We thought these were constructive criticisms.

Time needed for counseling was becoming a factor. The teachers felt that in order to perform more effectively, they would like more time with the students. An observation made by the group was that many students didn't want to be counseled and had a great deal of self-direction educationally and vocationally.

Results from the telephone survey were discussed and some insights gained from the TIGA. As a result of the phone survey a press release was published emphasizing that the program was progressing and operative, and hoping to encourage more community interest.
Third session - Second week of June. - The administration was looking forward to this final session. The teacher-counselor reviewed some of the problems they encountered and discussed what they thought were the highlights of the program. Counselor logs were turned in and the whole group took the Teacher's Inventory of Guidance Awareness. Following the completion of the TIGA a questionnaire was distributed relating directly to the program. These will be discussed in more detail.\(^{13}\)

**Guidance counselor interviews**

During and at the completion of the Teacher-as-Counselor Project, the full-time counselors were interviewed. A questionnaire was prepared by the investigator for the guidance counselor to evaluate the teacher-as-counselor program. Two of the questions are pertinent at this time; the remainder of the survey will be discussed in Chapter Five.

To the question, "To what extent did the teacher-counselor confer with the regular counselor?" the guidance counselor reported initially very slowly; as the project gained momentum approximately once every other week. Some solicited advice and help more often if they felt they were weak in a particular type of counseling. Prior to the project, teachers didn't frequent the guidance offices.

To the question, "To what extent did the teachers-as-counselor refer pupils to the regular counselor?" it was noted that during the project, only one counselor was referred to a regular conference for a teacher-as-counselor in a crisis situation as indicated by the teacher-

\(^{13}\)The investigator as a member of the administration took part in these group sessions.
as-counselor log. Academic problems of three students initiated group meetings (teachers, teacher-counselors, regular counselors) to determine a course of action for the student. The full-time counselors encouraged the teacher-as-counselor to solve his own problems.

During the interview with the guidance counselor, the investigator questioned the regular counselor about the counseling load during the period of the project. The Teacher-as-Counselor Project allowed each counseling load to be lighter. Each of the full-time counselor's ratio was 233 students to one counselor; prior to the project it was 347 students to one. This enabled the full-time counselor to meet with students with serious problems more often.\(^\text{14}\)

The implementation of the Teachers-as-Counselors Project has been described. Information from the teacher-as-counselor logs, including: a) the number of times a teacher-as-counselor met with the student, and b) the type of counseling that took place at these sessions was analyzed. A description of the teacher-as-counselor role and function was presented. During the project, group sessions with the teacher-as-counselor were presented and their relationship with the regular counselors referred to. The regular counselor pupil ratio was lowered as a result of the project.

\(^{14}\) Interviews with the investigator.
CHAPTER IV

METHODOLOGY USED FOR ASSESSING THE TEACHER-AS-COUNSELOR PROJECT

In the previous chapter, a description of the inception, in-service, and implementation of the Monument Mountain Project was presented in narrative form. Chapter IV will describe the methodology used for assessing the effectiveness of the Teacher-as-Counselor Project in meeting the four established objectives: 1) to increase students' awareness of guidance particularly those areas reported negatively by the New England Assessment Project, 2) to improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher, 3) to improve community attitudes and support for the guidance function, and 4) to improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance function.

Methodology Used for the Assessment of Objective #1

The first objective of the Teacher-as-Counselor Project was to try to increase students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project. In January, 1972, as explained in Chapter III, all of the ninth grade students (227) of Monument Mountain Regional High School were involved in the Teacher-as-Counselor Project. These students were administered the Students' Inventory of Guidance Awareness in June, 1972, at the
completion of the Teacher-as-Counselor Project. The inventory was administered in the auditorium at Monument Mountain Regional High School to all of the ninth grade students simultaneously.

The Students' Inventory of Guidance Awareness (SIGA) was derived from a similar inventory developed by Dr. H. Eugene Wysong of the Ohio State Department of Education which was revised by Mr. Clarence Steinberger of the Connecticut State Department of Education. This inventory was used by the New England Educational Assessment Project during the spring of 1969 and concerned with the evaluation of available guidance services by students, teachers and administrators. This project originally selected schools randomly in the six New England state boundaries to 10 percent of the student population. Connecticut and New Hampshire did not participate in the study therefore only 74 schools were surveyed instead of the intended 100.

SIGA showed a 74 percent response rate with 68,000 students from 69 junior and senior high schools contacted and 50,781 students from 56 schools responding. Of the junior and senior high school populations in these four states, 12 percent were sampled. Robert P. O'Hara of Harvard University analyzed the data from the Students' Inventory of Guidance Awareness for the New England Educational Assessment Project. The Students' Inventory of Guidance Awareness includes thirty-five questions, each of which is answered by a "yes" or "no." The questions are arranged in fourteen categories as shown in Figure 4.

---

<table>
<thead>
<tr>
<th>Number</th>
<th>Category</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facilities and personnel</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Orientation and study skills</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Tests and appraisal</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Educational guidance</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Occupational information and career development</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Military information</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Self understanding</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Sense of agency</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Group work</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Personal problems</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Counseling relationship</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Parent consultation</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Post high school plans</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Jobs and placement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

Fig. 4.—The categorization of the thirty-five questions of the Students' Inventory of Guidance Awareness.²

The questions are shown here by category. The Students' Inventory of Guidance Awareness as used in the New England Assessment Project and the Monument Mountain Project is shown in the appendix.

**Facilities and personnel**

Do you know who is your school counselor?

Do you know where your school counselor’s office is located?

**Orientation and study skills**

Were you given help in learning about your high school when you first attended?

Were you helped before grade nine to plan your high school program?

Have you had help in improving study skills and habits?

²Student's Inventory of Guidance Awareness, New England Educational Assessment Project, ibid.
Tests and appraisal

Does your school counselor discuss test results with you individually?

Do you get help in understanding test results, i.e., meaning of percentile, achievement testing, aptitude?

Does your school send home information or have a meeting with your parents about tests you have taken at school?

Have tests given by the guidance department or school been helpful in planning future training and/or a job?

Have you had help to decide if you have the ability to succeed in some training after high school, i.e. trade apprenticeship, school or college?

Educational guidance

Has your school counselor discussed your school program with you?

Have you had help in planning which subjects and what activities you need and want to take in high school?

Has your school counselor helped you find better ways to solve problems about school or other things you've had to face?

Have you been satisfied with the courses you have selected?

Do you know where to find information about schools and/or colleges which you might attend after high school?

Occupational information and career development

Do you know where to find information about occupations in your school?

Do you know yourself better in terms of picking a job or occupation as a result of visiting your school counselor?

Has your counselor discussed your occupational or job plans with you?
Did your counselor suggest you look up personal qualifications and training requirements for jobs you might consider?

Do teachers talk about the jobs which relate to the subjects they teach?

**Military information**

Does your school provide information about military obligation of the boys?

**Self-understanding**

Do you get help in understanding yourself from your school counselors?

Do you know yourself better as a student as a result of visiting your school counselor?

**Sense of agency**

Has school helped you to grow in your ability to make real plans for yourself?

Has school given you a chance to feel more independent?

**Group work**

Does your school provide opportunities for groups of students to meet and discuss these problems?

Have you been to a group discussion meeting?

**Personal problems**

Does your school provide materials which help in solving personal and social problems?

**Counseling relationship**

Can you talk about your real feelings about things with your school counselor?

**Parent consultation**

Have your parents ever talked to your school counselor?

Have your parents visited your counselor about your school program?

Have your parents visited your counselor about your plans after high school?
Post high school plans

Are you thinking and planning what to do when you finish high school?

Jobs and placement

Has the school helped you learn about getting a job?

Have you had help in becoming familiar with job possibilities in your community and surrounding areas?

The data will be presented in Chapter V in tabular form with percentages. The first table will present a listing and ranking in descending order according to the strength of the positive responses from the questions on the Students' Inventory of Guidance Awareness. It will also indicate the differences in percentages of the positive responses between the New England Assessment Project and the Monument Mountain Project. Categories from which the items are a part of will be included in this ranking. The investigator will identify the upper third of the ranking of positive responses by the participants in the Monument Mountain Project. This will be done by analyzing the category, items and differences in tabular form. Eleven items will be considered in the upper third of the ranking of positive responses above the 60th percentile. A similar analysis will be presented for those twelve items that are below the 39th percentile in the ranking of positive responses.

Further analysis of the data will be presented that met the following criteria: 1) those items that are below the 60th percentile in the New England Assessment Project, 2) those ten items from the data that appear to the guidance director of Monument Mountain Regional High School and the investigator to be in need of improvement and
warrant continued emphasis. These items will be categorized and the data summarized.

The methodology used for assessing Objective #1 has been presented. An analysis of the data is presented in Chapter V.

Methodology Used for the Assessment of Objective #2

The second objective of the Teacher-as-Counselor Project was to improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher. This will be done by developing a team approach to counseling utilizing teachers and counselors. During the period of the Teacher-as-Counselor Project, January, 1972, through June, 1972, the guidance director will evaluate through supervisory visits and inspection of daily counseling reports, the number of times each student is counseled by a member of the guidance staff. This report will indicate the number of students seen by the regular counselor to verify the counselor-student ratio.

In order to determine if the counselor and teacher-as-counselor have consulted, the counseling reports and structured interviews were used. Questions from the structured interviews are included in this section. Also responses on items from the Teachers' Inventory of Guidance Awareness that pertain to this objective will be analyzed in Chapter V. The Teachers' Inventory of Guidance Awareness will be fully presented in the assessment procedures used in assessing Objective #4. Items from the Teachers' Inventory of Guidance Awareness will be presented in tabular form with percentages.

Chapter III described the teacher-as-counselor logs used in
the Teacher-as-Counselor Project. These logs provide information relative to the number of times a student was counseled. The logs also indicate the type of counseling that occurred: 1) personal problems, 2) individual counseling, 3) crisis counseling, 4) academic problems, 7) jobs and placement, 8) counselor-parent conference, and career-vocational.

At the completion of the Teacher-as-Counselor Project, the investigator submitted four questions to the teacher-as-counselors to determine possible attitudes to the team approach to counseling utilizing teachers and counselors. These questions were:

1. What do you consider the strong points of the teacher-as-counselor program to be?

2. What do you consider the weaknesses of the teacher-as-counselor program to be?

3. What recommendations do you as a participant in the Teacher-as-Counselor Project have for the future of the program?

4. Has your attitude towards guidance in Monument Mountain Regional High School changed as a result of your participation in the Teacher-as-Counselor Project? Please explain if possible.

The results of these questions will be presented and analyzed in narrative form in Chapter V.

Student interviews were held informally and as a part of the administration's Student Advisory Council meetings. The Student Advisory Council is composed of students from all four grades at
Monument Mountain Regional High School. They are selected from different areas of interest, i.e. academic, vocational, business, student government, liberals and conservatives. During the duration of the project additional freshman students involved in the Teacher-as-Counselor Project were invited to the Student Advisory Council meeting to discuss the strengths and weaknesses of the project.

At the completion of the Teacher-as-Counselor Project the investigator interviewed each of the three guidance counselors. The questions during the interview related to role identity and the guidance counselors' attitude toward the team approach to the guidance function utilizing teachers as counselors.

1. To what extent did the teachers-as-counselors confer with you, the regular counselor?
2. Did you have any pupil referrals from the teacher-counselors to the regular counselor?
3. Have you had any reaction from other staff members not involved in the Teacher-as-Counselor Project toward the project?
4. Has there been any reaction to the Teacher-as-Counselor Project from parents to you?
5. Has the reaction of the freshman students in the program been positive or negative?
6. Was your student-counselor ratio lowered as a result of the Teacher-as-Counselor Project?
7. Do you see the Teacher-as-Counselor Project as a threat to regular guidance function?
8. What do you see as the positive outcome from the Teacher-as-Counselor Project?

9. What do you consider the negative aspects of the Teacher-as-Counselor Project?

10. What is your general evaluation of the Teacher-as-Counselor Project?

The information from these questions will be analyzed and presented in narrative form.

A review of the methodology used to assess Objective #2 was presented. Information from Chapter III will be used in the data presentation in Chapter V. Questions used in the interviews to evaluate the Teacher-as-Counselor Project with the teacher-as-counselor and regular guidance counselors was presented.

Methodology Used for the Assessment of Objective #3

The third objective of the Teacher-as-Counselor Project was to attempt to improve community attitudes and support for the guidance function. In order to accumulate data to assess this objective, two structured telephone surveys were conducted. A structured telephone survey was selected because of the high response rate. The highest response the Berkshire Hills Regional School District ever received for a mailed survey out of a random sampling of 1000 parents was 22 percent. As indicated in Chapter V the response from the structured telephone survey is much higher than that of a mailed survey.

The form for this survey was adapted from an instrument
devised to measure community attitudes by the Project Lighthouse (Title III ESEA-Project No OE93-7-7-3878574) Staff and the Rockland Junior High School Study in Team Governance by John Rogers.3

In March, 1972, seventy-five parents of those ninth grade students involved in the Teacher-as-Counselor Project were randomly selected and called by teacher-aides from Monument Mountain Regional High School. Each parent was asked the same question in the same manner. The results of this first survey were used for discussion in the group sessions during the Teacher-as-Counselor Project as described in Chapter III.

Again in June, 1972, seventy-five parents of those ninth grade students involved in the Teacher-as-Counselor Project were randomly selected and called by the teacher-aides from Monument Mountain Regional High School. Again each parent was asked the same question in the same manner. The results of the March survey and the June survey were processed and presented in tabular form in Chapter V with percentages.

---

In order to determine what the level of significance is between the positive responses on the March survey and the June survey, the following formula will be used:

\[ T = \frac{p^1 - p^2}{\sqrt{\frac{p^1 \cdot q^1}{N^1} + \frac{p^2 \cdot q^2}{N^2}}} \]

- \( p^1 \) = percent of group one that possess same trait
- \( q^1 \) = percent of group one that do not possess the trait
- \( p^2 \) = percent of group two that possess same trait
- \( q^2 \) = percent of group two that do not possess the trait
- \( N^1 \) = number of participants in group one
- \( N^2 \) = number of participants in group two

Upon completion of the "T" formula, find the "D.F" using the formula:

\[ D.F = N^1 + N^2 - 2 \]

- \( N^1 \) = number of participants in group one
- \( N^2 \) = number of participants in group two

Any "T" answer that has a level of significance above .05 will be shown at the bottom of respective table and explained as part of the narrative.

Sixty-six percent of the parents of the ninth grade students involved in the Teacher-as-Counselor Project were surveyed.

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The investigator has included a sample of the telephone survey form used by the teacher-aides in the Monument Mountain Teacher-as-Counselor Project.

MONUMENT MOUNTAIN PROJECT

Telephone Survey

Name______________________________ Phone________________
Address____________________________________________________________________

Good morning (or good afternoon)! My name is _________. I am calling you on behalf of the guidance office at Monument Mountain Regional High School to get your opinion about our 9th grade teacher-counselor guidance program. Would you be willing to help by answering a few questions?

____ yes       ____ no

Thank you!

I am going to ask you some questions about our guidance program. Will you answer yes or no to each question? (Y = Yes. N = No. ? = Don't know.)

1. Y N ?  Do you know who your child's counselor is?
2. Y N ?  Has your child been seen by his counselor?
   Y N ?  2A  Do you know how many times this year?
   Y N ?  2B  Has the counselor talked with your child about his future educational and vocational plans?
Phone Survey—Continued

Y N ? 2C Has the counselor talked with your child about his success or failure in his school work?

Y N ? 2D If your child had a special problem did his counselor discuss this with him?

3. Y N ? Have you had occasion to contact your child's counselor by telephone about any problem?

3A What was the problem?

Y N 3B Do you feel the counselor acted on this problem satisfactorily?

4. Y N Have you ever visited your child's counselor at school?

5. Y N Do you feel your child is seen often enough by his counselor?

6. Y N Has the counselor established a satisfactory relationship with your child?

7. Do you have any suggestions for improving the guidance program at the high school using the teachers-as-counselors?

8. Additional Comments

Do you have any negative comments about the teacher-as-counselor guidance program?

Do you have any positive comments about the teacher-as-counselor guidance program?

Thank you again.

The investigator has described the methodology used to assess community attitudes and support for the guidance function of those parents who had students involved in the Teacher-as-Counselor Project.
A structured telephone survey was selected because of its high response pattern.

Methodology Used for the Assessment of Objective 4

The fourth objective of the Teacher-as-Counselor Project was to improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance function. In March, 1972, ten of the teachers-as-counselors in the Monument Mountain Project were administered the Teachers' Inventory of Guidance Awareness. The results of this sampling were used for discussion in the group sessions during the Teacher-as-Counselor Project as described in Chapter III. In June, 1972, all nineteen teachers-as-counselors were administered the Teachers' Inventory of Guidance Awareness. Twenty regular teachers from Monument Mountain Regional High School not participating in the Teacher-as-Counselor Project were also administered the Teachers' Inventory of Guidance Awareness in June, 1972, and their results were compared to the nineteen teachers-as-counselors' responses on the inventory. The results will be analyzed in tabular form with percentages. If there is any level of significance between the positive responses of the two groups, this also will be presented.
In order to determine what the level of significance is between the positive responses on the March survey and the June survey, the following formula will be used:

\[ T = \frac{p^1 - p^2}{\sqrt{\frac{p^1 \cdot q^1}{N^1} + \frac{p^2 \cdot q^2}{N^2}}} \]

- \( p^1 \) = percent of group one that possess same trait
- \( q^1 \) = percent of group one that do not possess the trait
- \( p^2 \) = percent of group two that possess same trait
- \( q^2 \) = percent of group two that do not possess the trait
- \( N^1 \) = number of participants in group one
- \( N^2 \) = number of participants in group two

Upon completion of the "T" formula, find the "D.F" using the formula:

\[ D.F = N^1 + N^2 - 2 \]

- \( N^1 \) = number of participants in group one
- \( N^2 \) = number of participants in group two

Any "T" answer that has a level of significance above .05 will be shown at the bottom of respective table and explained as part of the narrative.

The Teachers' Inventory of Guidance Awareness (TIGA) was derived from a similar inventory developed by Dr. H. Eugene Wysong of the Ohio State Department of Education which was revised by Mr. Clarence Steinberger of the Connecticut State Department of
Education. This inventory was used in a study by the New England Educational Assessment Project of the evaluation of available guidance services by students, teachers, and administrators. Seventy-four junior and senior high schools were surveyed from Maine, Vermont, Rhode Island and Massachusetts.

Of the 3911 teachers from seventy-four junior and senior high schools contacted for the Teachers' Inventory of Guidance Awareness, there was a 64 percent response rate. Two thousand four hundred and ninety-eight inventories were returned. Terence J. O'Mahoney was the author of the final report of Teachers' Awareness of Guidance for the New England Educational Assessment Project.5

The Teachers' Inventory of Guidance Awareness (TIGA) presents thirty-seven questions which are answered with "yes" or "no" responses. Two responses are requested for each item: 1) to be given in terms of what the teachers feel guidance services should be like in their schools, the Optimum, and 2) what the teachers see as being the existing state of guidance in their schools, the Current condition. The investigator is interested in the responses relating to the Current condition. The thirty-seven questions in the Teachers' Inventory of Guidance Awareness are grouped and discussed under the following headings as shown in Figure 5.

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5Teachers' Inventory of Guidance Awareness, New England Educational Assessment Project, op. cit.
Number | Category                                                                 | Number of Questions |
--------|---------------------------------------------------------------------------|---------------------|
 1      | Counselor-teacher conferences                                             | 3                   |
 2      | Counselor-parent conferences                                              | 3                   |
 3      | Counseling services - availability and use                                 | 6                   |
 4      | Testing and appraisal - cumulative records                                | 9                   |
 5      | Orientation of new students                                               | 3                   |
 6      | Research and evaluation - follow-up studies                               | 1                   |
 7      | Educational and vocational information and planning                        | 5                   |
 8      | Personal and social development                                           | 5                   |
 9      | Place of guidance program in school organization                          | 3                   |
10     | Guidance staff services                                                   | 1                   |
11     | Placement services                                                        | 1                   |
          | **Total**                                                                | **37**              |

Fig. 5.—Categorization of the thirty-seven questions on the Teachers' Inventory of Guidance Awareness.\(^6\)

The questions that are included in the eleven categories on the Teachers' Inventory of Guidance Awareness are presented here.

In the appendix the Teachers' Inventory of Guidance Awareness is shown as it was administered to the regular teachers at Monument Mountain Regional High School and the teachers-as-counselors.

**Counselor-teacher conferences**

Has the staff cooperatively planned the guidance program?

Have you participated with the counselor and other teachers in case conferences concerning students?

Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?

\(^6\)Ibid.
Counselor-parent conferences

Are counselor-parent conferences held concerning students?

Do you hold conferences with parents concerning their child?

Are parents informed of their children's standardized test results?

Counseling services: availability and use

Is an organized program of guidance available to all students?

Is individual counseling of students part of the guidance program?

Do you seek assistance of the counselor in helping students?

Do teachers accept and take advantage of the guidance services offered?

Do students accept and take advantage of the guidance services offered?

Do you make referrals of students to the school counselor?

Testing and appraisal: cumulative records

Do cumulative records contain information about the educational and vocational plans for students?

Do you know the educational and vocational plans of the students in your class?

Do the cumulative records contain information about the home and family background of the student?

Are standardized test results interpreted for teacher use?

Do cumulative records contain information which indicates special abilities or talents of students?

Are the cumulative records of students accessible to teachers in your building?

Do the cumulative records show an educational growth pattern of students?
Are teachers provided with summaries of important data from records on tests?

Do the cumulative records contain anecdotal reports or summaries of student progress written by teachers?

Orientation of new students

Have guidance services been provided to orient new students in the school?

Is help given to students in planning an educational program to meet individual needs?

Are organized activities provided to assist students in developing good study habits?

Research and evaluation: follow-up studies

Does the current guidance program include research and evaluation studies?

Educational and vocational information and planning

Do you discuss with your students the vocational application of your subject matter field?

Are organized activities provided to assist students in planning careers?

Are informational materials on education provided for students?

Do you discuss with your students the educational implications of your subject matter field?

Are informational materials available to your students concerning occupational opportunities and requirements?

Personal and social development

Are informational materials available to students concerning personal and social development?

Is an opportunity provided for groups of students to discuss matters of concern to them?
Place of guidance program in school organization

Are teacher responsibilities in the guidance program clearly defined and understood?

Does the administrative staff support and assist in the development of the guidance program?

Are group procedures used in the guidance program?

Guidance staff services

Do you have an in-service education program for the staff in guidance services?

Placement services

Are placement services provided to assist students to obtain additional education or training?

The data will be presented in Chapter V in tabular form with percentages and the level of significance between responses that are above .05 on the categorical analysis will be presented. The first table will present a listing and ranking in descending order according to the strength of the positive response to the questions by the teachers-as-counselors on the Teachers' Inventory of Guidance Awareness. This table will include the regular teachers' responses and the difference between the two groups within the category from which the item is related. From the data in the table, the investigator will analyze in Chapter V, those items that appear in the upper third of the ranking of positive responses by the teachers-as-counselors relating to the current conditions of guidance. This will include twelve items with their related categories. Further analysis of the data will include those items that appear in the lower third of the ranking of positive responses by the teachers-as-counselors with their related categories.
An analysis of the items that do not appear in the upper third or the lower third of the ranking of positive responses on the Teachers' Inventory of Guidance but have a level of significance above .05 will be presented. From the data, ten items will be discussed that meet the following criteria: 1) those items that do not appear in the upper third of the ranking of positive responses by the teachers-as-counselors in the Teachers' Inventory of Guidance, 2) those ten items the investigator and guidance director of Monument Mountain Regional High School feel warrant further improvement and emphasis. Related information to this objective will also be presented in the analysis of data for this objective.
CHAPTER V
PRESENTATION AND ANALYSIS OF THE FINDINGS

In the previous chapter a description was given of the methodology employed for gathering and processing the data to be utilized in the assessment phase of the present study. In this chapter are presented the analyses of these data. More specifically, the task was to determine the relative degree of effectiveness of the Teacher-as-Counselor Project in achieving the four selected objectives for the program. The four objectives are as follows:

1. To increase the students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project.

2. To improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher. This will be done by developing a team approach to counseling utilizing teachers and counselors.

3. To improve community attitudes and support for the guidance function.

4. To improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance function.

In the following sections the data for each of the four objectives are presented and analyzed. In these analyses, each objective is treated separately.
Presentation and Analysis of the Data Relating to Objective Number One

The first objective of the Teacher-as-Counselor Project was to increase students' awareness of guidance, particularly those areas reported negatively by the New England Educational Assessment Project. The major instrument for assessing this objective was the Students' Inventory of Guidance Awareness. This Inventory was administered to 215 ninth graders at the Monument Mountain Regional High School. All of the ninth grade students (227 students) participated in the Teacher-as-Counselor Project; however, twelve students were absent in June, when the regular guidance staff administered the instrument to the ninth grade student body.

As was described earlier in Chapter IV, the Students' Inventory of Guidance Awareness includes thirty-five questions, each of which is answered by a "yes" or "no." The items in the Inventory fall under one of fourteen categories, the details of which are presented in Figure 6.

<table>
<thead>
<tr>
<th>Number</th>
<th>Category</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facilities and personnel</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Orientation and study skills</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Tests and appraisal</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Educational guidance</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Occupational information and career development</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Military information</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Self understanding</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Sense of agency</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Group work</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Personal problems</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Counseling relationship</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Parent consultation</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Post high school plans</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Jobs and placement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

Figure 6.—The categorization of the thirty-five questions of the Students' Inventory of Guidance Awareness.¹

In Table 3 are presented the students' responses to the Students' Inventory of Guidance Awareness. The data in this table indicates the results of the New England Survey, as well as, the Monument Mountain Project survey. The items in the table are listed in a rank-order, according to the percent of positive responses made by the students participating in the Monument Mountain Project survey. The information in Table 3 also indicates the differences in percent of positive responses between the New England Survey and the Monument Mountain Project survey.

As is illustrated by these data, the greatest percent of positive response for any one item in the Monument Mountain Project survey was 100 percent; while the lowest percent of positive response was 9 percent. For the New England Survey, the greatest percent of positive response for any one item was 92 percent; while the lowest was 15 percent.

In the Monument Mountain Project survey 46 percent of the items (16 items) elicited positive responses from over one half of the participants. The results of the New England Survey indicate that 37 percent of the items (13 items) elicited positive responses from over half of the participants.

Fourteen items (40% of the items) elicited a greater percent of positive responses from the New England Survey participants than from the participants of the Monument Mountain Project. The greatest degree of difference for any one of these twelve items was 37 percent.

Twenty items (57% of the items) elicited a greater percent of positive responses from the participants of the Monument Mountain Project, than from the New England Survey participants. The greatest degree of difference for any one of these twenty items was 28 percent.
## Table 3

**Students' Responses to the Students' Inventory of Guidance Awareness—Listed in a Descending Order According to Strength of Positive Responses**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Question</th>
<th>Positive Response to N.E. Project</th>
<th>Positive Response to H.M. Project</th>
<th>Difference</th>
<th>Category No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-Do you know your school counselor</td>
<td></td>
<td>100</td>
<td>92</td>
<td>+8</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2-Do you know where your school counselor is located</td>
<td></td>
<td>100</td>
<td>79</td>
<td>+21</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>3-Has your school program been discussed</td>
<td></td>
<td>81</td>
<td>65</td>
<td>+16</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>33-Thinking and planning after high school</td>
<td></td>
<td>81</td>
<td>71</td>
<td>+10</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>15-Information about schools and colleges</td>
<td></td>
<td>78</td>
<td>74</td>
<td>+4</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>12-Help in planning subjects in high school</td>
<td></td>
<td>76</td>
<td>58</td>
<td>+18</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>4-Help before grade 9 for high school</td>
<td></td>
<td>71</td>
<td>54</td>
<td>+17</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>14-Satisfied with courses</td>
<td></td>
<td>68</td>
<td>61</td>
<td>+7</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>20-Teachers talk about jobs</td>
<td></td>
<td>67</td>
<td>59</td>
<td>+8</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>16-Information about occupations</td>
<td></td>
<td>64</td>
<td>71</td>
<td>-7</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>10-Help to decide future training</td>
<td></td>
<td>62</td>
<td>34</td>
<td>+28</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>18-Counselor discussed occupational plans</td>
<td></td>
<td>59</td>
<td>40</td>
<td>+19</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>7-Help in understanding test's results</td>
<td></td>
<td>57</td>
<td>52</td>
<td>+5</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>3-Help in learning about high school</td>
<td></td>
<td>55</td>
<td>46</td>
<td>+9</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>30-Parents ever talked to school counselor</td>
<td></td>
<td>52</td>
<td>41</td>
<td>+11</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>5-Help to improve study habits</td>
<td></td>
<td>51</td>
<td>37</td>
<td>+14</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>22-Help in understanding yourself</td>
<td></td>
<td>49</td>
<td>39</td>
<td>+10</td>
<td>7</td>
</tr>
<tr>
<td>18</td>
<td>24-Help to make real plans for yourself</td>
<td></td>
<td>48</td>
<td>53</td>
<td>-5</td>
<td>8</td>
</tr>
<tr>
<td>19</td>
<td>29-Talk about real feelings with counselor</td>
<td></td>
<td>47</td>
<td>43</td>
<td>+4</td>
<td>11</td>
</tr>
<tr>
<td>20</td>
<td>26-Opportunities for group meeting of students</td>
<td></td>
<td>42</td>
<td>37</td>
<td>+5</td>
<td>9</td>
</tr>
<tr>
<td>21</td>
<td>13-Help in solving problems</td>
<td></td>
<td>41</td>
<td>32</td>
<td>+9</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>6-Discuss test results individually</td>
<td></td>
<td>39</td>
<td>40</td>
<td>-1</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>25-School makes you feel independent</td>
<td></td>
<td>39</td>
<td>51</td>
<td>-12</td>
<td>8</td>
</tr>
<tr>
<td>24</td>
<td>31-Parents visited your counselor</td>
<td></td>
<td>36</td>
<td>15</td>
<td>+21</td>
<td>12</td>
</tr>
<tr>
<td>25</td>
<td>19-Suggest qualifications and training for jobs</td>
<td></td>
<td>34</td>
<td>37</td>
<td>-3</td>
<td>5</td>
</tr>
<tr>
<td>26</td>
<td>23-Know yourself better after visiting counselor</td>
<td></td>
<td>36</td>
<td>36</td>
<td>-5</td>
<td>7</td>
</tr>
<tr>
<td>27</td>
<td>32-Parent visited counselor: plans after high school</td>
<td></td>
<td>27</td>
<td>31</td>
<td>-4</td>
<td>12</td>
</tr>
<tr>
<td>28</td>
<td>17-Know yourself in picking a job or occupation</td>
<td></td>
<td>26</td>
<td>29</td>
<td>-3</td>
<td>5</td>
</tr>
<tr>
<td>29</td>
<td>8-Tests' results to parents</td>
<td></td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>34-Help you learn about getting a job</td>
<td></td>
<td>23</td>
<td>28</td>
<td>-5</td>
<td>14</td>
</tr>
<tr>
<td>31</td>
<td>28-Providing material for personal and social problems</td>
<td></td>
<td>22</td>
<td>28</td>
<td>-6</td>
<td>10</td>
</tr>
<tr>
<td>32</td>
<td>35-Familiar with job possibilities in community</td>
<td></td>
<td>12</td>
<td>23</td>
<td>-11</td>
<td>14</td>
</tr>
<tr>
<td>33</td>
<td>27-Attended group discussion meeting</td>
<td></td>
<td>12</td>
<td>18</td>
<td>-6</td>
<td>9</td>
</tr>
<tr>
<td>34</td>
<td>9-Test helpful in planning future</td>
<td></td>
<td>11</td>
<td>18</td>
<td>-7</td>
<td>3</td>
</tr>
<tr>
<td>35</td>
<td>21-Information about military obligation</td>
<td></td>
<td>9</td>
<td>46</td>
<td>-37</td>
<td>6</td>
</tr>
</tbody>
</table>
In the following sections are presented a more detailed analysis of the students' reactions to the items on the Students' Inventory of Guidance Awareness. In these presentations, an analysis of the data is made in the following manner: a) an analysis of the positive responses in the upper third of the ranking, b) an analysis of the positive responses in the lower third of the ranking, and c) a further analysis of other areas in need of improvement, as determined from the results of the survey.

**Analysis of the positive responses in the upper third of the ranking**

Using an arbitrary cutoff point of 60 percent positive response, there are eleven items in the upper third of the Inventory as determined by the percent of positive responses made by the participants in the Monument Mountain Project survey. As is indicated in Table 3, the percent of positive responses for these top eleven items range from 62 percent to 100 percent. Two items had a positive response of 100 percent, while nine items elicited positive responses from 81 percent to 62 percent of the participants.

These eleven items, representing the upper third of the positive responses on the Inventory, are clustered under one of six separate categories on which the Inventory focused. The six categories represented by these items are a) facilities and personnel, b) educational guidance, c) post high school plans, d) orientation and study skills, e) occupational information and career development, and f) tests and appraisal. In the following tables are presented the results of the students' responses to the items in each of these separate categories.
The results presented in Table 4 are focused specifically on the upper-ranked items falling within the category of "Facilities and Personnel."

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know your school counselor (N=50631 - N.E. Survey)</td>
<td>N.E. Survey 92</td>
</tr>
<tr>
<td>Do you know where your school counselor is located (N=37885 - N.E. Survey)</td>
<td>79</td>
</tr>
</tbody>
</table>

As is indicated by the data in this table, both questions relating to facilities and personnel were in the upper third of the positive responses on the Inventory. These two questions were the only items in the Inventory which reached the level of 100 percent positive response from the participants of the Monument Mountain Project. It appears that almost all of the participants in both surveys know who their school counselor is. On the other hand, only 79 percent of the participants in the New England Survey knew where their school counselor was located, while 100 percent of the participants in the Monument Mountain Project survey knew where their counselor was located.

These data appear to indicate that one of the strongest outcomes of the Monument Mountain Project was that the participants in the Project have gained a greater knowledge as to the location of their school counselor. This is supported by the fact that 100 percent of the participants
knew where their school counselor was located, while slightly less than 80 percent of the participants in other school counseling programs know where their school counselor is located.

In Table 5 are presented the results of the students' reactions to the upper-ranked items focused specifically on the category of "Educational Guidance."

### TABLE 5

A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS POSITIVE REACTIONS TO THE QUESTIONS IN THIS CATEGORY RANKED IN THE UPPER THIRD OF THE INVENTORY THAT SPECIFICALLY RELATES TO "EDUCATIONAL GUIDANCE"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your school program been discussed (N=50165 - N.E. Survey)</td>
<td>65</td>
</tr>
<tr>
<td>Information about schools and colleges (N=49303 - N.E. Survey)</td>
<td>74</td>
</tr>
<tr>
<td>Help in planning subjects in high school (N=23782 - N.E. Survey)</td>
<td>58</td>
</tr>
<tr>
<td>Satisfied with courses (N=36298 - N.E. Survey)</td>
<td>61</td>
</tr>
</tbody>
</table>

Out of a total of five Inventory items relating to the category of "educational guidance," there were four items representing this category in the upper third of positive responses, of the Monument Mountain Project survey. The range of positive responses from the Monument Mountain Project survey was from 81 percent to 68 percent, while the range from the New England Survey was 74 percent to 61 percent.

For both surveys, the four items listed in Table 5 fell within the upper third of positive responses. On the other hand, the item
focused on the help received by the student in planning subjects in high school elicited positive responses from 18 percent more participants in the Monument Mountain Project survey than from the participants in the New England Survey. Similarly there was a 16 percent difference relating to the question, "Has your school counselor discussed your school program with you?" This question received the highest positive response in this category. According to Table 5, 68 percent of the students responded positively in the Monument Mountain Project compared to 61 percent of the students in the New England Assessment Project to the question, "Have you been satisfied with the courses you have selected?" This was 7 percent higher than the New England Assessment Project. This might raise a question for future analysis, why 31 percent of the ninth graders are dissatisfied with the courses they have selected when they have had help planning their program.

These data appear to indicate that another aspect of the Monument Mountain Project which has shown strong results, is focused on the assistance being provided for the students in planning their high school programs. This is supported by the fact that over three fourths of the participants in the Project perceive that they are obtaining help with their high school programs, while less than two thirds of the students participating in other guidance programs indicate that they are receiving help in planning their high school programs.

In Table 6 are presented the results of the students' reactions to the item focused specifically on the category of "Post High School Plans."
There is only one question in the Students' Inventory of Guidance Awareness that relates to post high school plans. The percent of positive responses to this question placed it fourth in the overall rankings.

Eighty-one percent of the ninth grade students in the Monument Mountain Project are thinking and planning what to do when they finish high school. This is a 10 percent greater positive response than from the participants in the New England Assessment Project. The New England Survey canvassed grades 9-12. The investigators of that survey suggested that the 29 percent negative response might fall largely in grades 9 and 10 because students in grades 11 and 12 may be showing more signs of vocational maturity. However, the ninth grade students in the Monument Mountain Project did have a higher positive response than the New England Assessment Project. As these students move on to the higher grades, further student reactions to this item should be assessed. This should be done in order

\[ \text{Ibid, p. 17.} \]
to maintain a high degree of positive response to this aspect of the
guidance program.

The results presented in Table 7 are focused on the upper-ranked
item falling within the category of "Orientation and Study Skills."

**TABLE 7**

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>N.E. Survey</th>
<th>M.M. Project (215)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped before grade 9 for high school (N=36853 - N.E. Survey)</td>
<td>54</td>
<td>71</td>
<td>17</td>
</tr>
</tbody>
</table>

As is indicated by the data in this table, 71 percent of the
students in the Monument Mountain Project received help before grade
nine to plan their high school program. This is the only item, of the
three in the inventory relating to this category, that is in the upper
third of positive responses. This item deals with assistance provided
for the student before he has actually participated in the Monument
Mountain Project. Although it represents a very important aspect of
the total guidance program, the difference in the results between the
two surveys cannot be attributed to the Project.

In Table 8 are presented the results of the students' reactions
to the top-ranked items focused specifically on the category of "Occu-
pational Information and Career Development."
A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS' POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS' POSITIVE REACTIONS TO THE QUESTIONS IN THIS CATEGORY RANKED IN THE UPPER THIRD OF THE INVENTORY THAT SPECIFICALLY RELATES TO "OCCUPATIONAL INFORMATION AND CAREER DEVELOPMENT"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers talk about jobs (N=37705 - N.E. Survey)</td>
<td>N.E. Survey 59</td>
</tr>
<tr>
<td>Information about occupations (N=50119 - N.E. Survey)</td>
<td>71</td>
</tr>
</tbody>
</table>

Of the five questions in the Inventory relating to the category of "occupational information and career development," only two of these items ranked in the upper third of positive responses. Sixty-seven percent of the ninth grade students felt that teachers talk about the jobs which relate to the subjects they teach. Even though the question, "Do you know where to find information about occupations in your school?" was in the upper third; this item elicited positive responses from 7 percent fewer participants in the Monument Mountain Project than from the participants in the New England Assessment Project. With the present emphasis on career development, it would appear that there might have been a greater positive response for this item. However, it suggests an area that might be designated for improvement since only two of the five questions on the inventory in this category were within the upper third of positive responses.

In the following table (Table 9) are presented the results of the students' reactions to the upper-ranked item focused on the category
of "Tests and Appraisal."

<table>
<thead>
<tr>
<th>TABLE 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS POSITIVE REACTIONS TO THE QUESTIONS IN THIS CATEGORY RANKED IN THE UPPER THIRD OF THE INVENTORY THAT SPECIFICALLY RELATES TO &quot;TESTS AND APPRAISAL&quot;</strong></td>
</tr>
<tr>
<td>Statement of the Question and (N for N.E. Survey)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Help to decide future training (N=25249 - N.E. Survey)</td>
</tr>
</tbody>
</table>

At Monument Mountain Regional High School there is an extensive guidance testing program. However, only one of the five questions that relate to tests and appraisals is in the upper third of positive responses. Two of the questions are in the lower third of the ranking, and will be discussed in another section that will follow. The question, "Have you had help to decide if you have the ability to succeed in some training after high school?" elicited positive responses from 62 percent of the Monument Mountain Project students; while the same question elicited a 34 percent positive response from the New England Survey participants. This is a difference of 28 percent, and could be attributed to the emphasis placed upon this aspect of guidance through the in-service program. Still, to the investigator, this entire category of "tests and appraisal" may be an area that needs further investigation.

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3Berkshire Hills Regional School Committee Policy Book, Guidance Testing Policy, Stockbridge, Massachusetts.
In summary, in the present section a detailed analysis has been made of the upper-ranked items on the Students' Inventory of Guidance Awareness. These data relate to the items ranked in the upper third of the Inventory, as determined by the percent of positive responses made by the ninth grade students in the Monument Mountain Project. There were eleven upper-ranked items, each of which falls within one of six separate categories. The six categories represented by these upper-ranked items are a) facilities and personnel, b) educational guidance, c) post high school plans, d) orientation and study skills, e) occupational information and career development, and f) tests and appraisal.

The results from an analysis of these appear to indicate that two of the major strengths of the Monument Mountain Project are a) the participants in the Project have gained a greater knowledge as to the location of their school counselor; and b) the participants are being provided greater assistance in planning their high school program. These premises are supported by the fact that the items related to these two aspects of the guidance program elicited a high percent of positive responses from the participants of the Project; while the same items elicited positive responses from a relatively lower percent of students participating in other types of guidance programs.

Analysis of the positive responses in the lower third of the ranking

In this section, the analysis of the data will concentrate on the twelve items which fall in the lower third of the Inventory, as determined by the percent of positive responses made by the participants of the Monument Mountain Project survey. As is indicated in Table 3, the percent
of positive responses for these bottom twelve items range from 39 percent to 9 percent.

Each of these twelve items, representing the lower third of the positive responses on the Inventory, are clustered under one of eight separate categories on which the Inventory focused. The eight categories represented by these items are: a) parent consultation, b) occupational information and career development, c) self-understanding, d) tests and appraisal, e) jobs and placement, f) personal problems, g) group work, and h) military information. In the following tables are presented the results of the students' responses to the items in each of these eight separate categories.

The results presented in Table 10 are focused specifically on the lower-ranked items falling within the category of "Parent Consultation."

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>N.E. Survey</th>
<th>N.M. Project (N=215)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents visited your counselor (N=50029 - N.E. Survey)</td>
<td>15</td>
<td>36</td>
<td>+21</td>
</tr>
<tr>
<td>Parents visited counselor: plans after high school (N=37093 - N.E. Survey)</td>
<td>31</td>
<td>27</td>
<td>-4</td>
</tr>
</tbody>
</table>

The Inventory includes a total of three items which are related to the category of "Parent Consultation." As is indicated from the data in Table 10, two of the three items in this category fall in the lower
third of the ranking. Twenty-seven percent of the participants in the Monument Mountain Project survey responded positively to the question, "Have your parents visited your counselor about your plans after high school?" while 31 percent of the participants in the New England Survey responded positively to the same question.

The question, "Have your parents visited your counselor about your school program?" elicited positive responses from 15 percent of the participants in the New England Survey; while 36 percent of the participants at Monument Mountain responded positively to the same question. This appears to be significant, in that, it is the only item in the lower third of the Inventory which elicited a greater percent of positive response from the participants of the Monument Mountain Project survey, than from the participants of the New England Survey. The difference in these results may be due to the fact that the Monument Mountain Project survey included 100 percent of ninth grade students; while the New England Survey included the full range of high school students. This is important, in that ninth grade parents are generally more concerned about their child when he enters a new building, such as the high school.

In Table 11 are presented the results of the students' reactions to the lower-ranked items focused specifically on the category of "Occupational Information and Career Development."
TABLE 11

A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS' POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS' POSITIVE REACTIONS TO THE QUESTIONS IN THIS CATEGORY RANKED IN THE LOWER THIRD OF THE INVENTORY THAT SPECIFICALLY RELATES TO "OCCUPATIONAL INFORMATION AND CAREER DEVELOPMENT"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>N.E. Survey (%)</th>
<th>M.M. Project (215) (%)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggest qualifications and training for jobs</td>
<td>37</td>
<td>34</td>
<td>-3</td>
</tr>
<tr>
<td>(N=49146 - N.E. Survey)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know yourself in picking a job or occupation</td>
<td>29</td>
<td>26</td>
<td>-3</td>
</tr>
<tr>
<td>(N=48672 - N.E. Survey)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Only 34 percent of the participants in the Monument Mountain Project responded favorably to the question, "Did your counselor suggest you look up personal qualifications and training requirements for jobs you might consider?" This is 3 percent less than the positive responses to the same item provided by the participants of the New England Survey. There was only a 26 percent favorable response to the question, "Do you know yourself better in terms of picking a job or occupation as a result of visiting your school counselor?" compared to a 29 percent positive response provided by the participants in the New England Survey. These results together with the results presented in Table 8, indicate a need for improvement in the counseling of students in the areas related to occupational information and career development.

In Table 12 are presented the results of the students' reactions to the lower-ranked items focused specifically on the category of "Self-understanding."
The specific question, "Do you know yourself better as a student as a result of visiting your school counselor?" elicited a positive response from only 31 percent of the Monument Mountain participants; while 36 percent of the participants in the New England Survey gave positive responses to the same item. Assisting students in making valid self appraisals is a function counselors regularly perform. Thus, in view of the results of the students' reactions to this item, the investigator feels there is a need for improvement in this aspect of the Teacher-as-Counselor Program.

The results presented in Table 13 are focused on the students' reactions to the lower-ranked items falling within the category of "Tests and Appraisal."

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TABLE 13

A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS POSITIVE REACTIONS TO THE QUESTIONS IN THIS CATEGORY RANKED IN THE LOWER THIRD OF THE INVENTORY THAT SPECIFICALLY RELATE TO "TESTS AND APPRAISAL"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test results to the parents (N=50314 - N.E. Survey)</td>
<td>N.E. Project</td>
</tr>
<tr>
<td></td>
<td>Survey</td>
</tr>
<tr>
<td>Test results to the parents (N=50314 - N.E. Survey)</td>
<td>25</td>
</tr>
<tr>
<td>Tests helpful in planning future (N=25109 - N.E. Survey)</td>
<td>18</td>
</tr>
</tbody>
</table>

Two of the five questions in this category of "tests and appraisal" are in the lower third of the ranking on the inventory. The question, "Does the school send home information or have a meeting with your parents about tests you have taken at school?" elicited positive responses from 25 percent of the participants in both survey groups. Only 11 percent of the participants in the Monument Mountain Project survey provided positive responses to the question, "Have tests given by the guidance department at school been helpful in planning future training and/or a job?" while 18 percent of the participants in the New England Survey gave positive responses to the same item.

According to the Guidance Director at Monument Mountain Regional High School, by the time a student reaches the ninth grade, he has had achievement tests each year; and has had periodic I.Q. tests and the Differential Aptitude Tests. Nevertheless, 89 percent of the students report they are not used in student counseling sessions. According to this data, it would appear that this is an area in need of improvement.
in the Teacher-as-Counselor Program.

In the following table (Table 14) are presented the results of the students' reactions to the lower-ranked items focused on the category of "Jobs and Placement."

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Percent of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help you learn about getting a job (N=36999 - N.E. Survey)</td>
<td>N.E.</td>
</tr>
<tr>
<td></td>
<td>Survey</td>
</tr>
<tr>
<td>Help you learn about getting a job</td>
<td>28</td>
</tr>
<tr>
<td>Familiar with job possibility in community (N=25566 - N.E. Survey)</td>
<td>23</td>
</tr>
</tbody>
</table>

Both of the questions in this category are in the lower third of the ranking on the inventory. According to the report of the New England Survey, counselors regularly or occasionally help students or graduates find jobs. However, it seems from the results presented in Table 14, that this function is not clear to the teachers in the Teacher-as-Counselor Program. This notion is supported by the fact that the participants in the Monument Mountain Project gave a low percent of positive responses to the items in the category of "Jobs and Placement." Since the Monument Mountain Project included only ninth graders, this could be a partial rationale for the low positive

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5Ibid, p. 18.
response. Nevertheless, there appears to be a need for improvement in the Teacher-as-Counselor Program in assisting the students to become familiar with job possibilities in their community and surrounding areas. This assistance should be provided early in the students' secondary school career.

The results presented in Table 15 are focused specifically on the lower-ranked item falling within the category of "Personal Problems."

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>N.E. Survey</th>
<th>N.M. Project (215)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing materials for personal and social problems (N=25796 - N.E. Survey)</td>
<td>28</td>
<td>22</td>
<td>-6</td>
</tr>
</tbody>
</table>

Both surveys elicited a low percent positive response to the question, "Does your school provide materials which help in solving personal and social problems?" According to the Director of Guidance, the ninth grade students in the Monument Mountain Project should know where they can obtain materials for solving personal and social problems. This was covered in the orientation of students and in the orientation program for the teachers. However, from the response, it would appear that this area needs improvement.

In Table 16 are presented the results of the students' reactions to the lower-ranked item focused on the category of "Group Work."
The question, "Have you been to a group discussion meeting?" elicited a positive response from only 12 percent of the students in the Monument Mountain Project. This is compared to 18 percent on the New England Survey. The investigator found, in discussions with the guidance staff, that group discussion sessions have been kept to a minimum in the present guidance program. Individual counseling seems to attract their talents; however, they would like to become more involved with group sessions.

In Table 17 are presented the results of the students' reactions to the item related to the category of "Military Information."

TABLE 16
A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS POSITIVE REACTIONS TO THE QUESTIONS IN THIS CATEGORY RANKED IN THE LOWER THIRD OF THE INVENTORY THAT SPECIFICALLY RELATES TO "GROUP WORK"

<table>
<thead>
<tr>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of the Question and (N for N.E. Survey)</strong></td>
</tr>
<tr>
<td>Attended group discussion meetings (N=49562 - N.E. Survey)</td>
</tr>
</tbody>
</table>

TABLE 17
A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS POSITIVE REACTIONS TO THE QUESTIONS IN THIS CATEGORY RANKED IN THE LOWER THIRD OF THE INVENTORY THAT SPECIFICALLY RELATES TO "MILITARY INFORMATION"

<table>
<thead>
<tr>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of the Question and (N for N.E. Survey)</strong></td>
</tr>
<tr>
<td>Information about military obligation (N=23591 - N.E. Survey)</td>
</tr>
</tbody>
</table>
This question would be pertinent only to those boys eligible for or thinking about the military. For the most part ninth graders probably wouldn't be thinking about their military obligation. However, the investigator found that the guidance department does have available information about the armed forces.

In summary, the investigator has analyzed the data that relate to those positive responses in the lower third of the ranking in the Students' Inventory of Guidance Awareness; as determined from the ninth grade students in the Monument Mountain Project. Those items in the lower third had a range of positive responses from 9 to 36 percent of the students. The eight categories represented by these lower-ranked items are: 1) parent consultation, 2) self-understanding, 3) occupational information and career development, 4) group work, 5) tests and appraisal, 6) jobs and placement, 7) personal problems, and 8) military obligations.

Only one of the lower-ranked items elicited a greater positive response from the participants of the Monument Mountain Project, than from the New England Survey participants. This item related to the question, "Have your parents visited your counselor about your school program?"

These results do not support the conclusion that the Teacher-as-Counselor Program is achieving its first stated objective; namely, "To increase the students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project."
Analysis of other areas reported negatively by the New England Survey

Keeping in mind that the first objective of the Monument Mountain Project was "To increase the students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project;" a further analysis of the negatively-ranked items is presented in this section. An analysis is made of the items which fall within both of the following two criteria: 1) those items eliciting less than 60 percent positive responses from the participants of the New England Assessment Project, and 2) those items that the investigator and the Director of Guidance feel are in need of improvement and warrant continued emphasis. There are ten items which meet both of these criteria. These ten items represent five separate categories.

In the following table (Table 18) are presented the results of the students' reactions to the negatively reported items focused on the category of "Occupational Information and Career Development."

### Table 18

A Comparison of the New England Survey Students' Positive Reactions to the Monument Mountain Students Positive Reactions to the Questions That Meet the Criteria for Improvement Specifically in the Category of "Occupational Information and Career Development"

<table>
<thead>
<tr>
<th>Statement of the Question</th>
<th>N.E. Survey %</th>
<th>M.M. Project %</th>
<th>Difference %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor discussed occupational plans</td>
<td>40</td>
<td>59</td>
<td>+19</td>
</tr>
<tr>
<td>Suggest qualifications and training for jobs</td>
<td>37</td>
<td>34</td>
<td>-3</td>
</tr>
<tr>
<td>Know yourself in picking a job or occupation</td>
<td>29</td>
<td>26</td>
<td>-3</td>
</tr>
</tbody>
</table>
As was indicated in a previous analysis, relating to occupational information and career development, an important function of guidance is to prepare the students for the future. There was a 59 percent positive response to the question, "Has your counselor discussed your occupational or job plans with you?" On the other hand, the results of the students' reactions to the other items in this category indicate that, in the Teacher-as-Counselor Program, more emphasis should be on discussing occupational plans with the student. The counselor should suggest to the students that they investigate the qualifications and training necessary to fulfill their occupational goals. As a result of visiting the counselor, and utilizing the resources available, the student should gain a greater knowledge of themselves in terms of picking an occupation or type of future training.

The data presented in Table 19 are focused on the results of the students' reactions to the negatively reported items falling within the category of "Tests and Appraisal."

<table>
<thead>
<tr>
<th>Statement of the Question</th>
<th>N.E. Survey Percent</th>
<th>M.M. Project Percent</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss test results individually</td>
<td>40</td>
<td>39</td>
<td>- 1</td>
</tr>
<tr>
<td>Test results to parents</td>
<td>25</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Tests helpful in planning future</td>
<td>18</td>
<td>11</td>
<td>- 7</td>
</tr>
</tbody>
</table>
Only 39 percent of the students in the Monument Mountain Project responded positively toward the notion that the school counselor discusses tests' results with the individual student. If testing is vital to the guidance program than the results should be interpreted for the student and parent for future planning. The low percentage of positive responses to the items in this category indicate that this is an area that needs improvement in the Teacher-as-Counselor Project.

The category of "Parent Consultations" is represented by the two items presented in Table 20.

<table>
<thead>
<tr>
<th>Statement of the Question</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.E. Survey</td>
</tr>
<tr>
<td>Parents ever talked to school counselor</td>
<td>41</td>
</tr>
<tr>
<td>Parents visited your counselor</td>
<td>15</td>
</tr>
</tbody>
</table>

For these two items there was a higher percent of positive response made by the students of the Monument Mountain Project than those surveyed in the New England Assessment Project. However, these data indicate that this area of parent consultation appears to need improvement in the Teacher-as-Counselor Project. More parents have to be encouraged to come in and discuss their child's program and future plans. Increased interaction and involvement between counselors and parents could result in a better coordination of the areas of parent
consultations, interpreting test results, and occupational information and career development.

The results presented in Table 21 are focused specifically on the negatively-reported item falling within the category of "Jobs and Placement."

<table>
<thead>
<tr>
<th>TABLE 21</th>
</tr>
</thead>
</table>

A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS POSITIVE REACTIONS TO THE QUESTIONS THAT MEET THE CRITERIA FOR IMPROVEMENT SPECIFICALLY IN THE CATEGORY OF "JOBS AND PLACEMENT"

<table>
<thead>
<tr>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Question</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Familiar with job possibilities in community</td>
</tr>
</tbody>
</table>

Continued emphasis should be placed on familiarizing the students with the career and job opportunities in the community and surrounding areas. The data in Table 21 indicate that the item in this category elicited a 12 percent positive response. From these results, it would appear that this area of the Teacher-as-Counselor Program should be emphasized as the student continues through high school.

In Table 22 are presented the results of the students' reactions to the negatively reported item falling within the category of "Educational Guidance."

<table>
<thead>
<tr>
<th>TABLE 22</th>
</tr>
</thead>
</table>

A COMPARISON OF THE NEW ENGLAND SURVEY STUDENTS POSITIVE REACTIONS TO THE MONUMENT MOUNTAIN STUDENTS POSITIVE REACTIONS TO THE QUESTIONS THAT MEET THE CRITERIA FOR IMPROVEMENT SPECIFICALLY IN THE CATEGORY OF "EDUCATIONAL GUIDANCE"

<table>
<thead>
<tr>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Question</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Help in solving problems</td>
</tr>
</tbody>
</table>
Of the five items falling within the category of "Educational Guidance;" the question, "Has your counselor helped you find better ways to solve problems about school or things you've had to face?" is the only item reported negatively from the New England Survey. This item elicited a positive response from 41 percent of the participants in the Monument Mountain Project survey.

These results indicate that a greater effort should be made, in the Teacher-as-Counselor Project, to assist students in finding ways to solve problems, and encourage students to come to them with problems.

In summary, the data, presented in this section reveal that, for most of the items on the Students' Inventory of Guidance Awareness, the participants from both surveys provided similar reactions. These results do not support a conclusion that the Teacher-as-Counselor Project is successfully achieving Objective Number One. This is supported by the fact that the participants of the Monument Mountain Project do not have a greater awareness of guidance in those areas reported negatively by the New England Assessment Project.

Presentation and Analysis of the Data
Relating to Objective Number Two

The second objective of the Teacher-as-Counselor Project at Monument Mountain Regional High School was to improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher. This was to be accomplished by developing a team approach to counseling, utilizing teachers and counselors in a close working relationship.
The major procedures used to assess this objective, and the data resulting from the utilization of these assessment procedures, were presented in Chapter III of this report. In the following sections are presented a summary of these results in addition to other findings related to Objective Number Two. In these presentations an analysis of the data is made in the following manner: a) the findings relating to the counselor-student ratio; b) the findings relating to a team approach of utilizing teachers and counselors; c) related findings as determined by teacher interviews and open-ended questionnaire items; and d) related findings as determined by interviews with the counseling staff.

Findings relating to counselor-student ratio

In Chapter III was presented a description of the inception of the Teacher-as-Counselor Project, the development of the in-service program, and a summary of the program in action. In this presentation the data illustrating the number of times a student was seen by a teacher-counselor was shown in Table 1 and the data illustrating the type of counseling which occurred was presented in Table 2. As is indicated by the data in these tables, nineteen teachers served as teacher-counselors to 227 ninth grade students during the Teacher-as-Counselor Project. This is a ratio of one teacher-counselor to twelve ninth grade students.

Prior to this project it was atypical for a ninth grade student to be seen more than once during the school year by the regular counselor during the school year. Within the project the average number of times a ninth grader was seen on a formal basis by a teacher-counselor was
3.14 times on a formal basis. This figure represents only that time period from January to June. In the teacher-counselors' logs the type of counseling sessions that occurred were categorized according to the following: 1) personal problems, 2) individual counseling, 3) crisis counseling, 4) academic problems, 5) educational plans (in school), 6) post high school plans, 7) jobs and placement, 8) counselor-parent conferences, and 9) career-vocational.

The Teacher-as-Counselor Project helped to lighten the regular counselors' student load. The investigator, through questioning of the guidance staff, found that prior to the Teacher-as-Counselor Project each regular counselor had a load of 347 students; and the guidance director's student load was 165 students. While the project was in operation each of the full-time counselors' student load dropped to 233 students. This was a 33 percent decrease in the counselor load. This enabled the counselor to meet more often with students with serious problems.

**Findings relating to a team approach of utilizing teachers and counselors**

Two items on the Teachers' Inventory of Guidance Awareness relate to cooperative planning and mutual participation of counselors and teachers. The data in Table 23 present the results of the teacher-counselors and the regular teachers in the Monument Mountain reactions to the two questions related to this cooperative planning and mutual participation in the counseling program.
TABLE 23

A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE ITEMS FOCUSED SPECIFICALLY ON THE QUESTIONS

<table>
<thead>
<tr>
<th>Statement of the Question</th>
<th>Response Pattern</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular Teachers</td>
<td>T.C. Teachers</td>
</tr>
<tr>
<td></td>
<td>(N=20)</td>
<td>(N=19)</td>
</tr>
<tr>
<td>Has the staff cooperatively planned the guidance program?</td>
<td>Yes</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>75</td>
</tr>
<tr>
<td>Have you participated with the counselor and other teachers in case conferences concerning students?</td>
<td>Yes</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>69</td>
</tr>
</tbody>
</table>

* P > .01 < .001 (t = 2.85)

As is indicated from the data in this table, the question, "Has the staff cooperatively planned the guidance program?" elicited a positive response from 67 percent of the teacher-counselors; while 25 percent of the regular teachers responded positively to this same question. The difference of 42 percent between the positive responses of both groups reached a .01 level of statistical significance (t = 2.85). These results indicate that the participants of the Teacher-as-Counselor Project plan cooperatively with the guidance staff to a greater extent than do the regular teachers.

The data in Table 23 indicate that 58 percent of the teacher-counselors participated in case conferences with the regular counselor concerning students; while only 31 percent of the regular teachers participated in such conferences. Although the difference in the reactions between both groups does not reach a level of statistical significance, these results support the notion that the participants of the Teacher-as-
Counselor Project mutually participate with the guidance staff to a greater extent than do the regular teachers.

As was described in Chapter III, the investigator interviewed the regular guidance counselors concerning their role in the Teacher-as-Counselor Project. One of the questions that was asked was, "To what extent did the teacher-counselor confer with the regular counselor?" The response to this question was that initially conferences were few but as the project developed, teacher-counselors met with the guidance counselors approximately once every other week. Prior to the project, teachers didn't frequent the guidance offices. The data in Table 23 substantiate this statement with 58 percent of the teacher-counselors conferring with counselors; as compared to only 31 percent of the regular teachers confer with these counselors.

In summary, the data presented in Chapter III indicate that cooperative planning took place during the project. The results from the responses to the questions on the Teachers' Inventory of Guidance Awareness indicate this also. Responses in interviews with the guidance counselors indicate a continued increase in interest to the team approach to counseling throughout the project.

Related findings as determined by teacher interviews and open-ended questionnaire items

During the operation of the program, and at the completion of the Teacher-as-Counselor Project the administration conferred with the teacher-counselors to discuss their attitudes toward the program. At the final group session each teacher-counselor was asked to respond, in writing, to four questions. The results of the responses to three of these questions
are discussed under the present program objective. The results of the responses to the fourth question are described under Objective Number Four.

The first open-ended question to which the teacher-counselors were asked to respond was, "Please identify what you feel are the strong points of the Teacher-as-Counselor Program." In the following list are presented the teacher-counselors' responses to this question:

1. Students have easier access to a counselor. Constant contact with the counselee for those who have them in class. Counselees were seen often when necessary.

2. Counselees had individual sessions prior to registering for 1972-73 school year. The teacher-counselor was able to recommend courses to fit their abilities since they had observed their assets and liabilities in the classroom.

3. Developed a good relationship with guidance.

4. It afforded a healthy teacher-student relationship, it enabled the teacher-counselor to get to know their students.

5. Faculty became more aware of guidance problems and the role of guidance.

6. Able to help students in some small way with their problems.

7. Students volunteered discussion more readily since they had easy access to teacher-counselors.

8. A better understanding of other departments and teachers developed on the part of teacher-counselors.

The second open-ended question to which the teacher-counselors were asked to respond was, "Please identify what you feel are the weaknesses of the Teacher-as-Counselor Program." In the following list are presented the teacher-counselors' responses to this question:
1. Lack of experience on the part of the counselor in relating with the students.

2. At times unaware of personal problems handled directly by guidance which might or might not have been advantageous to the teacher-counselor.

3. How long can a volunteer program continue?

4. Need for more private meeting places.

5. Need more time to counsel adequately.

6. Guidance counselor should be available to meet with the teacher-counselors more frequently.

7. At times there seems to be too much paperwork.

8. Students should be assigned at the beginning of the year.

9. Some teachers never actually believed that other teachers were students' teacher-counselors and thought they were prying or meddling.

The third open-ended question to which the teacher-counselors were asked to respond was, "What do you recommend, as a teacher-counselor, for the future of this Project?" In the following list are presented the teacher-counselors' responses to this question:

1. All of the counselors recommended that the program be continued. Some wanted to continue with the same students through to graduation, others wanted to begin with programming the eighth grader even before they came into the high school.

2. Expand the teacher-counselor program into the middle school.

3. Attempt to interest more people into the teacher-counselor project.

4. Keep the ratio at one to twelve.

5. Extra pay is not desired ... one teacher-counselor suggested extra pay for this program.
6. If possible allow more free time for the teacher-counselor to counsel students.

7. Expand the in-service program for college credit.

8. Meet more often with regular counselor on problems. Regular counselors should not have any regular counselee load but act as a consultant to the teacher.

The teacher-counselors' responses to the interview questions indicate that some of the staff came to realize the very significant role counseling plays with the vocationally oriented students, and the non-college bound student. It also became increasingly evident to these teachers that much time and effort needs to be expended by the teacher-counselor, in order to establish the rapport needed for a confidential relationship to exist between the student and the counselor. As teacher-counselors, they realized the difficulty in establishing a one-to-one relationship with the student. Some of the teacher-counselors found it difficult to discuss students' problems with other teachers.

There was a general feeling that the services of the guidance staff should be expanded. Some of the teachers felt that a greater attempt should be made to encourage more teachers to become more intensively involved in the guidance process. As a result of conducting the interviews the investigator received the impression that the teacher-counselor especially enjoyed the team approach to guidance and counseling.

Related findings as determined by interviews with the guidance staff

During the operation of the program and at the completion of the Teachers-as-Counselors Project, the full-time counselors were interviewed. The focus of these interviews tended to relate to role identity - did
they consider the teacher-as-counselor program a threat to their role within the education process at Monument Mountain Regional High School? Most importantly, they did not see their identity, or role, threatened. They did not perceive that their area of expertise was being taken away. They liked the role of a referral-resource person; and by involving the teachers, they felt a positive team approach had been developed. Furthermore, they felt that counselors should do some teaching of students on a regular basis.

The counselors were asked if they had received any reaction from teachers outside of the project. The counselors perceived that some of the staff outside of the project felt they were already performing these counseling services; and they were critical of this type of innovation, thus opted to get involved. One interesting comment made to a counselor by a regular teacher was, "Guidance is a waste of money, students need to become more responsible and all guidance does is hold their hand." The investigator checked this teacher's folder and found that the teacher is taking courses to become certified in guidance; and has applied for a guidance position in the school district.

According to the guidance counselors, the students' reactions toward the project have been positive. The counselors perceive that the major contributing factor was that the students knew someone was readily available to see them.

In general, the attitude of the full-time counselors was highly positive toward the project. They felt it had developed improved communication between the staff and the guidance office; resulting in an improved teacher awareness of the complexity and extensiveness of the
guidance process. Being used as a referral-resource person was a role with which they liked to be identified. They felt the project had a lot of potential and should be expanded. Finally, they were self-assured that the teacher-counselors realized that their function as a teacher-counselor is information giving and not psychological counseling.

In summary, the results presented in this section appear to indicate that the Teacher-as-Counselor Project has achieved its second objective. This data indicates that there was an improvement in the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher.

Presentation and Analysis of the Data Relating to Objective Number Three

The third objective of the Teacher-as-Counselor Project was to improve community attitudes and support for the guidance function. As described in Chapter IV two structured telephone surveys were conducted. The first one was in March, 1972, when seventy-five parents of the students in the Monument Mountain Project were called. In June, 1972, seventy-five additional parents of those students involved in the project were called. The questions were asked in the same manner for both surveys. Data from these surveys will be processed and presented in tabular form with percentages analyzing community attitudes and support for the guidance function. Those percentage tables that have a level of significance > 0.05 will be noted at the bottom of the table.

A total of one hundred and fifty parents were contacted which is 66 percent of the parents of the students participating in the
Monument Mountain Project.

In Table 24 and 25 the results of the parent participation in the telephone survey in March and June are presented.

TABLE 24
RESULTS OF PARENT PARTICIPATION IN THE MARCH TELEPHONE SURVEY

<table>
<thead>
<tr>
<th>No. of Parents Contacted</th>
<th>Percent of Parents of 9th Grade Students Contacted</th>
<th>No. of Contacted Parents Who Participated in Survey</th>
<th>Percent of Contacted Parents Who Participated in Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>33%</td>
<td>61</td>
<td>81%</td>
</tr>
</tbody>
</table>

The results in Table 24 indicate that 81 percent of the parents participated in the March telephone survey. Fourteen parents or 19 percent refused to participate in the March telephone survey. Seventy-five parents is 33 percent of parents involved in the Monument Mountain Project.

TABLE 25
RESULTS OF PARENT PARTICIPATION IN THE JUNE TELEPHONE SURVEY

<table>
<thead>
<tr>
<th>No. of Parents Contacted</th>
<th>Percent of Parents of 9th Grade Students Contacted</th>
<th>No. of Contacted Parents Who Participated in Survey</th>
<th>Percent of Contacted Parents Who Participated in Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>33%</td>
<td>75</td>
<td>100%</td>
</tr>
</tbody>
</table>

In Table 25 results of the June telephone survey indicate that 100 percent of the parents participated. Seventy-five parents is 33 percent of the parents involved in the Monument Mountain Project.

There was a difference of 19 percent in participation between the March telephone survey and the June telephone survey according to Tables 24 and 25. The telephone survey elicited a strong response by
the parents of the students of the Monument Mountain Project.

Findings relating to Question #1

The data in Table 26 specifically focuses on the parents' responses to the question, "Do you know who your child's teacher-counselor is?"

<table>
<thead>
<tr>
<th>Table 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, &quot;DO YOU KNOW WHO YOUR CHILD'S TEACHER-COUNSELOR IS?&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total</th>
<th>A March</th>
<th>B June&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97</td>
<td>72</td>
<td>45</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>28</td>
<td>16</td>
<td>26</td>
</tr>
</tbody>
</table>

<sup>a</sup>Two persons didn't respond to the question

According to the responses as indicated in Table 26, 74 percent of the sixty-one parents in the March survey knew their child's teacher-counselor. Seventy-one percent of the seventy-three parents contacted in the June survey knew their child's counselor. These two figures relate favorably to each other with only 26 percent in the March survey and 29 percent in the June survey responding negatively. In the total survey 72 percent of the parents knew their child's teacher-counselor.

Findings relating to Question #2

The second question on the telephone survey related to, "Has your child been seen by his counselor?" These findings are set forth in Table 27.
TABLE 27
RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, "HAS YOUR CHILD BEEN SEEN BY HIS COUNSELOR?"

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total</th>
<th>March</th>
<th>June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>93</td>
<td>36</td>
<td>57</td>
<td>18*</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>13</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Don't Know</td>
<td>31</td>
<td>28</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

*One person didn’t respond to the question  
* P > .05 < .02 (t = 2.25)

Data in Table 27 indicates that 77 percent of the parents of the students in the Monument Mountain Project knew their child had been seen by the teacher-counselor. The March survey reported 59 percent of the parents knew their child had been seen by a teacher-counselor. Data in the June survey reveals only 4 percent responded negatively and 19 percent didn’t know as compared to 13 percent negative responses and a 28 percent don’t know in the March survey. Sixty-nine percent of the parents in both surveys knew their child had been seen by the teacher-counselor. The difference of 18 percent between the positive responses on the March survey and the June survey reached a .05 level of significance (t = 2.25). These results indicate that an improvement in the awareness on the part of the community might be developing.

Findings relating to Questions 2A, 2B, 2C, 2D

The data in Tables 28, 29, 30 and 31 relate to questions 2A, 2B, 2C, and 2D on the telephone survey. These four questions inquired: 1) Did the parent know how many times their child was seen by the teacher-counselor? 2) Has the teacher-counselor talked with your child about his future plans? 3) Has the teacher-counselor talked with your child about his success or failure in his school work? and 4) If your child had a special problem, did the teacher-counselor discuss this with him?
TABLE 28

RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, "DO YOU KNOW HOW MANY TIMES YOUR CHILD WAS SEEN BY THE TEACHER-COUNSELOR?"

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total</th>
<th>A March</th>
<th>B June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
<td>65</td>
<td>36</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>35</td>
<td>25</td>
<td>17</td>
</tr>
</tbody>
</table>

*Fifteen persons didn't respond to the question

TABLE 29

RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, "HAS THE TEACHER-COUNSELOR TALKED WITH YOUR CHILD ABOUT HIS FUTURE PLANS?"

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total</th>
<th>A March</th>
<th>B June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78</td>
<td>58</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>15</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Don't Know</td>
<td>36</td>
<td>27</td>
<td>15</td>
<td>21</td>
</tr>
</tbody>
</table>

*Nine persons didn't respond to the question

TABLE 30

RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, "HAS THE TEACHER-COUNSELOR TALKED WITH YOUR CHILD ABOUT HIS SUCCESS OR FAILURE IN HIS SCHOOL WORK?"

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total</th>
<th>A March</th>
<th>B June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>47</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>18</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Don't Know</td>
<td>41</td>
<td>35</td>
<td>11</td>
<td>30</td>
</tr>
</tbody>
</table>

*Eighteen persons didn't respond to the question

TABLE 31

RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, "IF YOUR CHILD HAD A SPECIAL PROBLEM DID THE TEACHER-COUNSELOR DISCUSS THIS WITH HIM?"

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total</th>
<th>A March</th>
<th>B June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>38</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>28</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Don't Know</td>
<td>37</td>
<td>40</td>
<td>13</td>
<td>24</td>
</tr>
</tbody>
</table>

*Twenty-five persons didn't respond to the question

*Nineteen persons didn't respond to the question
The data in Table 28 indicated that 72 percent of the parents that answered in the June survey knew how many times their child had been seen by the teacher-counselor. The March survey, according to Table 28 indicated 59 percent knew how many times their child had been seen by the teacher-counselor and 41 percent replied with a "no" while the June survey had a negative response of 28 percent. The average positive response for both surveys was 65 percent.

According to the data in Table 29, 61 percent of the parents that answered in June knew the teacher-counselor had talked with their child about his future plans. Forty-six percent responded favorably in March. Both surveys had 29 percent that didn't know. Only 10 percent replied negatively in the June survey as compared to 25 percent in the March telephone survey. Both surveys had an average positive response of 58 percent.

Both the March and June telephone surveys, according to the data in Table 30, had the same positive response of 47 percent to the question, "Has the teacher-counselor talked with your child about his success or failure in school?" Twenty-eight percent in March replied negatively and 12 percent in June. Forty-one percent didn't know in June and 25 percent didn't know in March with fourteen less persons responding to the question.

Again in Table 31 both the March and June surveys recorded almost the same positive responses to the question, "If your child had a special problem did the teacher-counselor discuss it with him?" In March there was a 39 percent positive response and in June a 38 percent positive
response. In June there were 42 percent that didn't know as compared
to 36 percent that didn't know in March.

The data in Tables 28 and 29 indicated an improvement in an
awareness of the teacher-counselor's role in the Monument Mountain
Project by the parents surveyed. Although not overwhelmingly positive,
the results in Tables 30 and 31 appear to indicate that there was some
communication between parent and child relating to their child's teacher-
counselor.

Findings relating to Question 3, 3A, 3B

Results of the positive responses to questions 3, 3A, and 3B are
presented in Tables 32, 33, and 34. These three questions related to:
1) Have you had occasion to contact the teacher-counselor by telephone?
2) What was the problem? and 3) Do you feel the teacher-counselor acted
on the problem satisfactorily?

### TABLE 32
RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, "HAVE YOU HAD OCCASION TO CONTACT THE TEACHER-COUNSELOR BY TELEPHONE?"

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total</th>
<th>A March</th>
<th>B June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Yes</td>
<td>16 16</td>
<td>5 10</td>
<td>11 22</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>88 84</td>
<td>48 90</td>
<td>40 78</td>
<td>12</td>
</tr>
</tbody>
</table>

*Eight persons didn't respond to the question
bTwenty-four persons didn't respond to the question

### TABLE 33
RESULTS OF THE PARENTAL RESPONSES MADE TO THE QUESTION, "WHAT WAS THE PROBLEM?" (The investigator
developed a response pattern as a result of the parent responses to this question.)

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>A March</th>
<th>B June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Planning for next year's courses</td>
<td>- 60 4</td>
<td>36 23</td>
<td>36 23</td>
</tr>
<tr>
<td>Failing notices</td>
<td>3 60</td>
<td>4 37</td>
<td>23</td>
</tr>
<tr>
<td>Racial problem</td>
<td>- -</td>
<td>1 9</td>
<td>9</td>
</tr>
<tr>
<td>Occupational training</td>
<td>2 40</td>
<td>2 18</td>
<td>22</td>
</tr>
</tbody>
</table>
Tables 32, 33, and 34 indicate the number of times a parent contacted a teacher-counselor by telephone, the type of problem and if the parent was satisfied with the teacher-counselor's handling of the problem. Only five parents or 10 percent of the March survey had occasion to call the teacher-counselor. In June there were eleven parents or 22 percent that called the teacher-counselor as indicated in Table 32.

The types of problems were arranged in tabular form with percentages as indicated in Table 33. Of the five problems in the March survey, three of them or 60 percent were a result of failing notices and the other two (40 percent) were inquiries relating to entering their child in occupational training. The June survey revealed eleven phone calls from the parents to the teacher-counselors. Thirty-six percent of them were related to planning for next year's program, 37 percent to receiving a failing notice, 18 percent for entrance of their child into occupational education and one phone call (9 percent) relating to a racial problem.

All of the parents responded positively in their satisfaction
of the teacher-counselor's action as illustrated in Table 34. The investigator might assume from this data, that when a parent had a problem with their child in school, their contact with the teacher-counselor proved satisfactory. Also the teacher-counselor had sufficient knowledge or know how to resolve the problem. A problem that is solved for the parent with satisfaction usually produces a positive attitude towards the function.

Findings relating to Question #4

The data in Table 35 focuses specifically on the parental responses to the question, "Have you ever visited your child's teacher-counselor at school?"

<table>
<thead>
<tr>
<th>Response Pattern</th>
<th>Total A March</th>
<th>Total B June</th>
<th>Difference Between A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$Z$</td>
<td>$Z$</td>
<td>$Z$</td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>86</td>
<td>85</td>
<td>35</td>
</tr>
</tbody>
</table>

*Twenty-two persons did not respond to the question
Thirteen persons did not respond to the question

Table 35 indicates only four parents or 10 percent, ever visited their child's teacher-counselor at school according to the March survey. In the June survey, 18 percent or eleven parents that were surveyed visited the teacher-counselor at school. According to the guidance director, a 15 percent positive response to this question is about average.
Findings relating to Question #5

The parental responses to the question, "Do you feel your child is seen often enough by the teacher-counselor?" are summarized in Table 36.

Table 36 indicates that of the parents surveyed in March, 72 percent of them felt their child had been seen often enough by the teacher-counselor as compared to 70 percent in the June survey. In March only 19 percent responded negatively and in June, 16 percent responded negatively. This appears to indicate a positive attitude toward the Teacher-as Counselor Project and the guidance function.

Findings relating to Question #6

The data in Table 37 specifically relates to the teacher-counselor's relationship with the child.

Table 37
Ninety percent of the parents surveyed in June according to Table 37 felt the teacher-counselor had established a satisfactory relationship with their child. In March, 78 percent reacted favorably with only five parents (14%) responding negatively. In June, three parents (5%) replied negatively. An average of 86 percent positive response for both surveys is a possible indication of a positive attitude for the guidance function that was developed from the Teacher-as-Counselor Project.

Findings relating to Question #7

The last question on the survey solicited comments about the Teacher-as-Counselor Project at Monument Mountain Regional High School. These comments were categorized by the investigator and described in the following table.

Table 38 categorizes the comments made to the surveyors from
the parents willing to comment on the Teacher-as-Counselor Project and the guidance function. In March, 63 percent felt the Teacher-as-Counselor Project was a good idea and that the teacher-counselor was doing a good job. Twenty-five percent of the parents wanted to talk to their child more about the project. In June, 90 percent of the parents responded positively toward the project and the teacher-counselors. None of the parents wanted to talk with their child before commenting in June. One parent in the response added, "Teacher-as-Counselor Project was excellent, even worth paying for." The parental positive comments increased in June from the March survey indicating that the group sessions as described in Chapter III and IV with the teacher-counselors were effective.

The parent in the March telephone survey who commented that "Students should choose their own counselor" also wrote a letter about the project. In the letter the parent praised the project and the teacher-counselor her child had been assigned to. However, the parent constructively questioned, "Suppose the student and teacher-counselor relationship didn't develop satisfactorily?" The investigator followed this up with a phone call reassuring the parent that the child had an option then to select another teacher-counselor. This parent seemed satisfied with the comment.

In summary, one of the teacher-aides commented following the completion of the June telephone survey that the ninth grade parents were certainly aware of the Teacher-as-Counselor Project just as a result of the telephone survey itself. The responses in Table 25 indicated 100 percent participation by the parents in the June survey. Increases in
positive responses from the March survey to the June survey appear to indicate an improvement in positive attitudes toward the guidance function and the Teacher-as-Counselor Project as shown by Tables 29, 37, and 38. The structured telephone survey with its personal contact helped to develop this attitude and generate a support for the project as previously indicated by the investigator.

**Presentation and Analysis of the Data Relating to Objective Number Four**

The fourth objective of the Teacher-as-Counselor Project was to improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance function. The major instrument for assessing this objective was the Teachers' Inventory of Guidance Awareness.

The Inventory was administered to the nineteen teachers-as-counselors in the Monument Mountain Project and to twenty teachers from the regular teaching staff at Monument Mountain Regional High School. As was described earlier in Chapter IV, this instrument was administered by the guidance director and the administration of the school district.

The Teachers' Inventory of Guidance Awareness presents thirty-seven questions which are answered with "yes" or "no" responses. These items in the Inventory fall under one of eleven categories, the details of which are presented in Figure 7.
<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor-teacher conferences</td>
<td>3</td>
</tr>
<tr>
<td>2. Counselor-parent conferences</td>
<td>3</td>
</tr>
<tr>
<td>3. Counseling services: availability and use</td>
<td>6</td>
</tr>
<tr>
<td>4. Testing and appraisal: cumulative records</td>
<td>9</td>
</tr>
<tr>
<td>5. Orientation of new students</td>
<td>3</td>
</tr>
<tr>
<td>6. Research and evaluation: follow-up studies</td>
<td>1</td>
</tr>
<tr>
<td>7. Educational and vocational information and planning</td>
<td>5</td>
</tr>
<tr>
<td>8. Personal and social development</td>
<td>2</td>
</tr>
<tr>
<td>9. Place of guidance program in school organization</td>
<td>3</td>
</tr>
<tr>
<td>10. Guidance staff services</td>
<td>1</td>
</tr>
<tr>
<td>11. Placement services</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

Figure 7.—Areas of the Teachers' Inventory of Guidance Awareness.6

In Table 39 are presented the teacher-counselors' responses and the regular teachers' responses to the Teachers' Inventory of Guidance Awareness. The items in the table are listed in a rank-order, according to the percent of positive responses made by the teacher-counselors. The information in Table 39 also indicates the difference in percent of positive responses between the teacher-counselors and the regular teachers in the Monument Mountain Regional High School ninth grade program.

As is illustrated by these data, the greatest percent of positive response made by the teacher-counselors, for any one item, was 100 percent. Seven of the items elicited a positive response of 100 percent from these teacher-counselors. The lowest percent of positive response from the teacher-counselors, for any one item, is 16 percent.

The greatest percent of positive response made by the regular teachers, for any one item, was also 100 percent. Four of the items elicited a positive response of 100 percent from the regular teachers. The lowest percent of positive response from the regular teachers, for any one item, is 11 percent.

Eighty-nine percent of the items elicited positive responses from over one half of the teacher-counselors; while 62 percent of the items elicited positive responses from over one half of the regular teachers.

Twenty-six items (70 percent of the items) elicited a greater percent of positive responses from the teacher-counselors than from the regular teachers. The greatest degree of difference for any one of these twenty-six items was 83 percent.

Eight items (22% of the items) elicited a greater percent of positive responses from the regular teachers than from the teacher-counselors. The greatest degree of difference for any one of these eight items was eleven percent.

In the following sections are presented a more detailed analysis of the teachers' reactions to the items on the Teachers' Inventory of Guidance Awareness. In these presentations, an analysis of the data is made in the following manner: a) an analysis of the positive responses in the upper third of the ranking; b) an analysis of the positive responses in the lower third of the ranking; c) an analysis of the items not in the upper third, but indicate successful results; and d) an analysis of other items in need of improvement.
### TABLE 39

**TEACHER-AS-COUNSELOR RESPONSES AND REGULAR TEACHER RESPONSES TO THE TEACHERS' INVENTORY OF GUIDANCE AWARENESS - LISTED IN DESCENDING ORDER ACCORDING TO THE STRENGTH OF POSITIVE RESPONSES TO THE CURRENT PROGRAM**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Question</th>
<th>R.T. I</th>
<th>T.C. I</th>
<th>Difference</th>
<th>Category #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-O rganized program available to all students</td>
<td>74</td>
<td>100</td>
<td>+26</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>23-In-service for staff in guidance services</td>
<td>79</td>
<td>100</td>
<td>+21</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>16-Administrative support for guidance</td>
<td>74</td>
<td>100</td>
<td>+26</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>31-Cumulative records - growth pattern</td>
<td>58</td>
<td>100</td>
<td>+42</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>30-Planned program to meet individual needs</td>
<td>70</td>
<td>100</td>
<td>+30</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>9-Individual counseling part of guidance</td>
<td>100</td>
<td>100</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>25-Cumulative record - accessible to teachers</td>
<td>100</td>
<td>100</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>10-Materials on education provided for students</td>
<td>100</td>
<td>95</td>
<td>-5</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>14-Teachers' responsibilities in guidance defined</td>
<td>12</td>
<td>95</td>
<td>+83</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>6-Placement services to assist students</td>
<td>89</td>
<td>95</td>
<td>+6</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>3-Guidance orient new students</td>
<td>79</td>
<td>95</td>
<td>+16</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>24-Referrals of students to counselor</td>
<td>90</td>
<td>95</td>
<td>+5</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>20-Discuss educational implications of subject field</td>
<td>100</td>
<td>89</td>
<td>-11</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>22-Seek assistance of counselor for students</td>
<td>90</td>
<td>89</td>
<td>-1</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>29-Students take advantage of guidance services</td>
<td>53</td>
<td>84</td>
<td>+31</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>4-Vocational application of subject matter field</td>
<td>79</td>
<td>84</td>
<td>+5</td>
<td>7</td>
</tr>
<tr>
<td>17</td>
<td>28-Counselor-parent conference concerning students</td>
<td>89</td>
<td>84</td>
<td>-5</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>27-Materials for occupational opportunities</td>
<td>88</td>
<td>84</td>
<td>-4</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>12-Cooperative planning in evaluation of students</td>
<td>79</td>
<td>83</td>
<td>+4</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>11-Knowledge of plans of students in your class</td>
<td>65</td>
<td>83</td>
<td>+18</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>8-Cumulative records - educational and vocational plans</td>
<td>53</td>
<td>82</td>
<td>+29</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>17-Informational materials available to students for personal development</td>
<td>11</td>
<td>82</td>
<td>+71</td>
<td>8</td>
</tr>
<tr>
<td>23</td>
<td>19-Teachers take advantage of guidance</td>
<td>41</td>
<td>82</td>
<td>+41</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>7-Organized activities on planning students' careers</td>
<td>79</td>
<td>79</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>25</td>
<td>32-Conferences with parents concerning their child</td>
<td>83</td>
<td>76</td>
<td>-7</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>15-Standardized test results for teachers' use</td>
<td>33</td>
<td>68</td>
<td>+35</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>13-Cumulative records - home and family background</td>
<td>25</td>
<td>67</td>
<td>+42</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>2-Staff cooperatively planned guidance program</td>
<td>25</td>
<td>67</td>
<td>+42</td>
<td>1</td>
</tr>
<tr>
<td>29</td>
<td>21-Cumulative records - abilities and talents of students</td>
<td>33</td>
<td>67</td>
<td>+34</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>26-Opportunity - student group discussions</td>
<td>48</td>
<td>59</td>
<td>+11</td>
<td>8</td>
</tr>
<tr>
<td>31</td>
<td>5-Teachers and guidance - case conferences</td>
<td>31</td>
<td>58</td>
<td>+27</td>
<td>1</td>
</tr>
<tr>
<td>32</td>
<td>36-Cumulative records - anecdotal records</td>
<td>25</td>
<td>52</td>
<td>+27</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>18-Group procedures used in guidance</td>
<td>53</td>
<td>52</td>
<td>-1</td>
<td>9</td>
</tr>
<tr>
<td>34</td>
<td>37-Guidance include research and evaluation</td>
<td>41</td>
<td>48</td>
<td>+7</td>
<td>6</td>
</tr>
<tr>
<td>35</td>
<td>35-Parents informed of standardized test results</td>
<td>40</td>
<td>33</td>
<td>-7</td>
<td>2</td>
</tr>
<tr>
<td>36</td>
<td>33-Activities to help develop good study habits</td>
<td>28</td>
<td>32</td>
<td>+3</td>
<td>5</td>
</tr>
<tr>
<td>37</td>
<td>34-Summaryes of test data provided for teachers</td>
<td>11</td>
<td>16</td>
<td>+5</td>
<td>4</td>
</tr>
</tbody>
</table>
Analysis of the positive responses in the upper third of the ranking

The upper third of the ranking consists of the twelve items in the Inventory which elicited positive responses from the greatest percent of the teacher-counselors. As is indicated in Table 39, the percent of positive responses from the teacher-counselors for these top twelve items range from 95 percent to 100 percent. Seven items elicited positive responses from 100 percent of the teacher-counselors; while five items elicited positive responses from 95 percent of the teacher-counselors.

The percent of positive responses from the regular teachers for the twelve upper-ranked items range from 12 percent to 100 percent. Three items elicited positive response from 100 percent of the regular teachers; while nine items elicited positive responses from 90 percent to 12 percent of the regular teachers.

These twelve items, representing the upper third of the positive responses on the Inventory, are clustered under one of six separate categories on which the Inventory focused. The six categories represented by these items are, a) counseling services, b) testing and appraisal, c) orientation of new students, d) place of guidance program within school organization, e) educational and vocational information and planning, f) guidance staff services, and g) placement services.

The results presented in Table 40 are focused specifically on the upper-ranked items falling within the category of "Counseling Services." There are a total of six questions on the Inventory relating to this category. Three of these items are in the upper third of the ranking. As is indicated from the data in Table 40, both groups, the teacher-as-
counselors and the regular teachers, felt that individual counseling was part of the current guidance program. According to the data, 90 percent of the regular teachers and 95 percent of the teachers-as-counselors made referrals to the regular school counselor. To the question, "Is an organized program of guidance available to all students?" there was a 100 percent positive reaction by the teachers-as-counselors, compared to 74 percent of the regular teachers. The difference in the reactions between the two groups reached a >.02 level of statistical significance (t = 2.58).

TABLE 40
A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE HIGHER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "COUNSELING SERVICES - AVAILABILITY AND USE"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Percent of Responses</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is an organized program of guidance available to all students? (N=2429 - N.E. Survey)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>97</td>
<td>74</td>
<td>100</td>
<td>+26</td>
<td>.02*</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>26</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is individual counseling of students part of the guidance program? (N=2368 - N.E. Survey)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>98</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>ns</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you make referrals of students to the school counselor? (N=2318 - N.E. Survey)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>97</td>
<td>90</td>
<td>95</td>
<td>+ 5</td>
<td>ns</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* P > .02 < .01 (t = 2.58)

In Table 41 are presented the results of the teachers' reactions to the upper-ranked items focused on the category of "Testing and
According to the data in this table there are two questions, of the nine questions, that relate to tests and appraisal in the upper third of the ranking. Both groups provided a 100 percent positive response to the question of the accessibility of cumulative records to teachers at Monument Mountain Regional High School. One hundred percent of the teacher-counselors indicated that the cumulative records provided an educational growth pattern of students. Only 58 percent of the regular teachers reported positively to this question. The difference between the two groups in their positive responses to this question was significant at the >.001 level (t = 3.70). These results indicate that the teacher-counselors have a greater awareness of this aspect in the use of cumulative records.
In Table 42 are presented the results of the teachers' responses to the upper-ranked items focused on the category of "Orientation of New Students."

**TABLE 42**

A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE HIGHER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "ORIENTATION OF NEW STUDENTS"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>A</th>
<th>B</th>
<th>Difference Between A &amp; B</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have guidance services been provided to orient new students in the school? (N=2365 - N.E. Survey)</td>
<td>Yes</td>
<td>96</td>
<td>79</td>
<td>95</td>
<td>+16</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>21</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Is help given to students in planning an educational program to meet individual needs? (N=2321 - N.E. Survey)</td>
<td>Yes</td>
<td>97</td>
<td>70</td>
<td>100</td>
<td>+30</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

* P > .01 < .001 (t = 2.92)

There are a total of three questions in the Inventory that relate to this category. Two of these items are in the upper third of the ranking. As is illustrated by the data in Table 42, 95 percent of the teacher-counselors indicate that guidance services are provided to orient new students in the school; while 79 percent of the regular teachers perceive this to be true. According to the guidance director, there is a program of orientation of new students and it might be that the regular teachers don't understand what is involved in the orientation program. One hundred percent of the teacher-counselors responded positively that planning to meet individual needs was taking place in
the guidance program. Seventy percent of the regular teachers surveyed gave a positive response to the same item. The difference of 30 percent is significant at the >.01 level (t = 2.92). These results indicate that the teacher-counselors have a stronger belief, than the regular teachers, that the guidance program is providing assistance to the students in planning an educational program to meet the students' individual needs.

In Table 43 are presented the results of the teachers' reactions to the upper-ranked items focused on the category of "Place of Guidance Program Within the School Organization."

There are a total of three items on the Inventory relating to this category. Two of these items fall within the upper third of the ranking. The data in Table 43 indicate that all of the teacher-counselors (100%) feel that the administrative staff supported and assisted in the development of the guidance program. This is compared to a 74 percent positive response from the regular teachers. There was a 95 percent positive response by the teacher-counselors to the question, "Are teacher responsibilities in the guidance program clearly defined and understood?" while only 12 percent of the regular teachers responded positively to this question.
TABLE 43

A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE HIGHER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "PLACE OF GUIDANCE PROGRAM WITHIN SCHOOL ORGANIZATION"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>Monument Mountain Survey</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the administrative staff support and assist in the development of the guidance program? (N=2294 - N.E. Survey)</td>
<td>Yes</td>
<td>N.E. Survey</td>
<td>95</td>
<td>74</td>
<td>100</td>
<td>+26</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>A</td>
<td>5</td>
<td>26</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>T.C. Teachers</td>
<td>(N=19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Difference</td>
<td>Between A &amp; B</td>
<td>(N=20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of signif-</td>
<td>icance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are teacher responsibilities in the guidance program clearly defined and understood? (N=2337 - N.E. Survey)</td>
<td>Yes</td>
<td>N.E. Survey</td>
<td>90</td>
<td>12</td>
<td>95</td>
<td>+83</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>A</td>
<td>10</td>
<td>88</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>T.C. Teachers</td>
<td>(N=19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Difference</td>
<td>Between A &amp; B</td>
<td>(N=20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of signif-</td>
<td>icance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* P > .02 < .01 (t = 2.58)
** P > .001 (t = 9.07)

These results indicate that the teacher-counselors have a far greater belief, than the regular teachers, that the teachers' responsibilities in the guidance program are clearly defined and understood. The difference in reactions, between the participants and non-participants of the Teacher-as-Counselor Program, to this item, appears to be one of the most significant in the entire study.

In Table 44 are presented the results of the teachers' reactions to the upper-ranked item falling within the category of "Educational and Vocational Information and Planning."
TABLE 44
A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE HIGHER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "EDUCATIONAL AND VOCATIONAL INFORMATION AND PLANNING"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>N.E. Survey</th>
<th>A Regular Teachers (N=20)</th>
<th>B T.C. Teachers (N=19)</th>
<th>Difference Between A &amp; B</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are informational materials on education provided for students? (N=2357 - N.E. Survey)</td>
<td>Yes</td>
<td>98</td>
<td>100</td>
<td>95</td>
<td>-5</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Only one item, of the five that relate to this category, is in the upper third of the ranking. All of the regular teachers responding to this item, (100%) indicated that informational materials on education were provided for the students. Ninety-five percent of the teacher-counselors felt that these materials were provided.

In Table 45 are presented the results of the teachers' reactions to the upper-ranked item falling within the category of "Guidance Staff Services."

TABLE 45
A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE HIGHER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "GUIDANCE STAFF SERVICES"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>N.E. Survey</th>
<th>A Regular Teachers (N=20)</th>
<th>B T.C. Teachers (N=19)</th>
<th>Difference Between A &amp; B</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have an in-service education program for the staff in guidance services? (N=2250 - N.E. Survey)</td>
<td>Yes</td>
<td>84</td>
<td>79</td>
<td>100</td>
<td>+21</td>
<td>.05*</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>16</td>
<td>21</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* P > .05 < .02 (t = 2.24)
According to the data on Table 45, 100 percent of the teacher-counselors responded positively to the question related to in-service education for the staff. Seventy-nine percent of the regular teachers responded positively to the same item. While an extensive in-service program for the teacher-counselors was in progress, there was some in-service training for the regular teachers going on at the same time. According to the guidance director, the regular teachers might have considered these sessions as orientation and not in-service.

The results presented in Table 46 are focused specifically on the upper-ranked item falling within the category of "Placement Services."

**TABLE 46**

A Comparison of the Teacher-Counselor Reactions with the Regular Teachers Reactions to the Higher Ranked Items Focused Specifically on the Category of "Placement Services"

<table>
<thead>
<tr>
<th>Percent of Responses</th>
<th>Monument Mountain Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.E. Survey</td>
<td>Regular Teachers (N=20)</td>
</tr>
<tr>
<td>Statement of the Question and (N for N.E. Survey)</td>
<td>Response Pattern</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Are placement services provided to assist students to obtain additional education or training? (N=2334 - N.E. Survey)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Both the regular teachers (89%) and the teacher-counselors (95%) gave a relatively high percent of positive response to the only question in this category. The regular staff and the teacher-counselors felt that placement services are provided to assist students to obtain additional education or training.
In summary, in this section a detailed analysis has been made of the twelve items representing the upper third of the ranking of positive responses made by the teacher-counselors on the Teachers' Inventory of Guidance Awareness. These twelve items represent seven separate categories on which the Inventory focused. These categories are: a) counseling services, b) testing and appraisal, c) orientation of new students, d) place of guidance within the school organization, e) educational and vocational information and planning, f) guidance staff services, and g) placement services.

Of these twelve items, seven items elicited positive responses from 100 percent of the teacher-counselors; and five items elicited positive responses from 95 percent of the teacher-counselors.

The item which elicited the greatest difference in percent of positive responses between the teacher-counselors and the regular teachers was, "Are teachers' responsibilities in the guidance program clearly defined and understood?" The teacher-counselors provided an 83 percent greater positive response for this item than did the regular teachers.

Five of the remaining upper-ranked items elicited a statistically significant higher percent of positive response from the teacher-counselors than from the regular teachers. These questions are: a) "Is an organized program of guidance available to all students?" b) "Do cumulative records show an educational growth pattern of students?" c) "Is help given to students in planning an educational program to meet individual needs?" d) "Does the administrative staff support and assist in the development of the guidance program?" and e) "Do you have an in-service
education program for the staff in guidance services?"

**Analysis of the positive responses in the lower third of the ranking**

In this section the analysis of the data will concentrate on the twelve items which fall in the lower third of the Inventory, as determined by the percent of positive responses made by the teacher-counselors. As is indicated by the data in Table 39, the percent of positive responses made by the teacher-counselors for these twelve lower-ranked items range from 68 percent to 16 percent. The percent of positive responses from the regular teachers for these twelve lower-ranked items range from 53 percent to 11 percent.

Each of these twelve items, representing the lower third of the positive responses on the Inventory, are clustered under one of seven separate categories on which the Inventory focused. The seven categories represented by these items are: a) counselor-teacher conferences, b) testing and appraisal - cumulative records, c) counselor-parent conferences, d) orientation of new students, e) research and evaluation, f) personal and social development, and g) place of guidance in the school organization. In the following tables are presented the results of the students' responses to the items in each of these seven categories.

The results presented in Table 47 are focused specifically on the lower-ranked items falling within the category of "Counselor-Teacher Conferences."
TABLE 47
A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE LOWER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "COUNSELOR-TEACHER CONFERENCES"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Percent of Responses</th>
<th>Monument Mountain Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Response Pattern</td>
<td>N.E. Survey</td>
</tr>
<tr>
<td>Have you participated with the counselor and other teachers in case conferences concerning students? (N=2482 - N.E. Survey)</td>
<td>Yes</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
</tr>
<tr>
<td>Has the staff cooperatively planned the guidance program? (N=2374 - N.E. Survey)</td>
<td>Yes</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>14</td>
</tr>
</tbody>
</table>

* P > .01 < .001 (t = 2.85)

Two questions, of the three items in the category of counselor-teacher conferences, appear in the lower third of the ranking. Fifty-eight percent of the teacher-counselors have participated with the guidance counselors and other teachers in case conferences concerning students; while 31 percent of the regular teachers have participated in this type of conference. In commenting on the results of this item, the Director of Guidance feels that 100 percent is not necessary; since only special problems may require case conferences.

Sixty-seven percent of the teacher-counselors felt the staff cooperatively planned the guidance program; while 25 percent of the regular teachers felt this to be true. The difference in the reactions between the two groups to this item is significant at the >.01 level (t = 2.85). However, the low percent of positive response from the
teacher-counselors to this item is difficult to understand, since the Teacher-as-Counselor Project was cooperatively planned and evaluated.

In Table 48 are presented the results of the teachers' reactions to the lower-ranked items falling within the category of "Testing and Appraisal - Cumulative Records."

**TABLE 48**

A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE LOWER-RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "TESTING AND APPRAISAL - CUMULATIVE RECORDS"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>Monument Mountain Survey</th>
<th></th>
<th>N.E. Survey</th>
<th></th>
<th>A Regular Teachers (N=20)</th>
<th></th>
<th>T.C. Teachers (N=19)</th>
<th></th>
<th>Difference Between A &amp; B</th>
<th></th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do cumulative records contain information which indicates special abilities or talents of students? (N=2280 - N.E. Survey)</td>
<td>Yes</td>
<td>94</td>
<td>33</td>
<td>67</td>
<td>+34</td>
<td>.05*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>67</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do cumulative records contain information about the home and family background of the student? (N=2309 - N.E. Survey)</td>
<td>Yes</td>
<td>90</td>
<td>25</td>
<td>67</td>
<td>+42</td>
<td>.01**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>75</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher use? (N=2338 - N.E. Survey)</td>
<td>Yes</td>
<td>94</td>
<td>33</td>
<td>68</td>
<td>+35</td>
<td>.05***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>67</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do cumulative records contain anecdotal reports or summaries of student progress written by teachers? (N=2246 - N.E. Survey)</td>
<td>Yes</td>
<td>85</td>
<td>25</td>
<td>52</td>
<td>+27</td>
<td>na</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>15</td>
<td>75</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are teachers provided with summaries of important data from records on tests? (N=2304 - N.E. Survey)</td>
<td>Yes</td>
<td>91</td>
<td>11</td>
<td>16</td>
<td>+5</td>
<td>na</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>89</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* P > .05 < .02 (t = 2.17)
** P > .01 < .001 (t = 2.85)
*** P > .05 < .02 (t = 2.27)
Of the nine questions in this category, five of the items are represented in the lower third of the ranking of positive responses. For all of the items in this table, the teacher-counselors provided a greater positive response than did the regular teachers. The items dealing more specifically with cumulative records focus on special abilities of student, home and family background, and anecdotal reports by teachers. For two of these items, the differences in reactions, between the teacher-counselors and the regular teachers, reached a level of statistical significance.

According to the guidance director, those teachers who make use of cumulative records, would have found this information available on each student. The data would appear to indicate the need for a group session focused on the use of cumulative records.

In the discussion of the results related to Objective #1, it was found that the use of test results received a low positive response by the students. The results in Table 48 relating to the use of tests, indicate that the regular teachers responded with a low positive response (33%). It would also appear, from these data, that teachers and teacher-counselors have not been provided with sufficient information on tests and interpretation of standardized test results. This is an area that should be considered for further investigation, as it relates to the total school program.

In Table 49 are presented the results of the teachers' reactions to the lower-ranked item falling within the category of "Counselor-Parent Conferences."
TABLE 49
A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE LOWER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "COUNSELOR-PARENT CONFERENCES"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>N.E. Survey (N=20)</th>
<th>Regular Teachers (N=19)</th>
<th>T.C. Teachers (N=19)</th>
<th>Difference Between A &amp; B</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are parents informed of their children's standardized test results?</td>
<td>Yes</td>
<td>81</td>
<td>40</td>
<td>33</td>
<td>-7</td>
<td>ns</td>
</tr>
<tr>
<td>(N=2203 - N.E. Survey)</td>
<td>No</td>
<td>19</td>
<td>60</td>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These data indicate that both groups had a low positive response to this question of informing parents of their child's standardized test results. The guidance director informed the investigator that test results in the past have only been used if the results were relevant to the purpose of the conference or specifically requested. This is an area that appears to be in need of further investigation.

The results presented in Table 50 are focused on the lower-ranked item falling within the category of "Orientation of New Students."

TABLE 50
A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE LOWER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "ORIENTATION OF NEW STUDENTS"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>N.E. Survey (N=20)</th>
<th>Regular Teachers (N=19)</th>
<th>T.C. Teachers (N=19)</th>
<th>Difference Between A &amp; B</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are organized activities provided to assist students in developing good study habits? (N=2306 - N.E. Survey)</td>
<td>Yes</td>
<td>89</td>
<td>28</td>
<td>32</td>
<td>-4</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>11</td>
<td>72</td>
<td>68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the data in Table 50 only 32 percent of the teacher-counselors, and 28 percent of the regular teachers responded positively to the question related to organized activities to develop good study habits for students. At the present time there isn't a program at Monument Mountain Regional High School to assist students to develop study habits. According to the guidance director, a program was attempted in 1970 and proved unsuccessful. There is a strong feeling by the guidance staff that the best place for a program like this is in the classroom situation.

In Table 51 are presented the results of the teachers' reactions to the lower-ranked item within the category of "Research and Evaluation."

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>N.E. Survey %</th>
<th>A Regular Teachers (N=70) %</th>
<th>B T.C. Teachers (N=19) %</th>
<th>Difference Between A &amp; B %</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the current guidance program include research and evaluation studies? (N=2181 - N.E. Survey)</td>
<td>Yes</td>
<td>92</td>
<td>41</td>
<td>48</td>
<td>+7</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
<td>59</td>
<td>52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in this table indicate that 41 percent of the regular teachers and 48 percent of the teacher-counselors feel that the current
guidance program includes research and evaluation studies. In the
district, surveys are done annually on the previous year's graduates.
Other than this type of study, the guidance department has not included
research and evaluation studies in the program.

The category of "Personal and Social Development" is represented
by the lower-ranked item presented in Table 52.

| TABLE 52 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE | | | | | |
| LOWER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "PERSONAL AND SOCIAL DEVELOPMENT" | | | | | |
| Statement of the Question and (N for N.E. Survey) | Response Pattern | Monument Mountain Survey | | | |
| and (N for N.E. Survey) | N.E. Survey A | Regular Teachers B | | | |
| Yes | 92 | 48 | 59 | 11 | ns |
| No | 8 | 52 | 41 | | |

Fifty-nine percent of the teacher-counselors indicate that an
opportunity was provided for groups of students to discuss matters of
concern to them; while the same item elicited a positive response
from 48 percent of the regular teachers. The guidance department
indicated that this area, and the area concerned with group procedures
will receive continual emphasis. The lower-ranked item, related to
the use of group procedures, is presented in the following table
(Table 53). This item falls under the category of "Place of Guidance
Program in School Organization."
TABLE 53
A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE LOWER RANKED ITEMS FOCUSED SPECIFICALLY ON THE CATEGORY OF "PLACE OF GUIDANCE PROGRAM IN SCHOOL ORGANIZATION"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>N.E. Survey %</th>
<th>A Regular Teachers (N=20) %</th>
<th>B T.C. Teachers (N=19) %</th>
<th>Difference Between A &amp; B</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are group procedures used in the guidance program? (N=2207 - N.E. Survey)</td>
<td>Yes</td>
<td>86</td>
<td>53</td>
<td>52</td>
<td>-1</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>14</td>
<td>47</td>
<td>48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As is indicated from the data in this table, approximately 50 percent of the members of both groups perceive that group procedures are used in the guidance program. Again, the Director of Guidance has stated that the guidance department, with the teaching staff, will continue to give the area of group procedures continual emphasis.

Analysis of items not in upper third or lower third but have significance

There are three items, representing two categories, which elicited a statistically significant difference in positive responses between the teacher-counselors and the regular teachers. These items do not appear in the upper third or the lower third of the ranking.

In Table 54 are presented the results of the teachers' reactions to two of these items which fall within the category of "Counseling Services - Availability and Use Of."
TABLE 54

A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THE ITEMS NOT IN THE HIGHER RANKING OR LOWER RANKING BUT HAVE SIGNIFICANCE SPECIFICALLY FOCUSED ON THE CATEGORY OF "COUNSELING SERVICES - AVAILABILITY AND USE"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>N.E. Survey (N=20)</th>
<th>Regular Teachers (N=19)</th>
<th>T.C. Teachers (N=19)</th>
<th>Difference Between A &amp; B</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do students accept and take advantage of the guidance services offered? (N=2522 - N.E. Survey)</td>
<td>Yes</td>
<td>96</td>
<td>53</td>
<td>84</td>
<td>+31</td>
<td>.05*</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>47</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do teachers accept and take advantage of the guidance services offered? (N=2522 - N.E. Survey)</td>
<td>Yes</td>
<td>94</td>
<td>41</td>
<td>82</td>
<td>+41</td>
<td>.01**</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>59</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* P > .05 < .02 (t = 2.10)
** P > .01 (t = 2.70)

According to the data in Table 54, the teacher-counselors had a positive response of 84 percent; compared to a 53 percent positive response by the regular teachers, to the question relating to students accepting and taking advantage of the guidance services offered. The difference in positive responses between the two groups reached a statistical level of significance of > .05 (t = 2.10).

Eighty-two percent of the teacher-counselors felt that teachers accepted and took advantage of the guidance services offered. Only 41 percent of the regular teachers indicated a positive reaction to the same item. The difference in positive responses between the two groups reached a statistical level of significance of > .01 (t = 2.70).

These results indicate that the teacher-counselors possess a...
greater belief, than do the regular teachers, that the students accept and take advantage of the guidance services; and that the teachers accept and take advantage of the guidance services offered.

In Table 55 are presented the results of the teachers' reactions to the item dealing with the availability of materials concerning personal and social development.

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>Monument Mountain Survey</th>
<th>A Regular Teachers (N=20)</th>
<th>B T.C. Teachers (N=19)</th>
<th>Difference Between A &amp; B</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are informational materials available to students concerning personal and social development? (N=2297 - N.E. Survey)</td>
<td>Yes</td>
<td>94</td>
<td>11</td>
<td>82</td>
<td>+71</td>
<td>.001*</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>89</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* P > .001 (t = 6.03)

The data in Table 55 indicate significance in that 82 percent of the teacher-counselors responded positively to the question concerning informational material being available to students relating to personal and social development; while only 11 percent of the regular teachers gave a positive response for the same item. The differences in the positive responses between the two groups was 71 percent. These results indicate that the teacher-counselors are significantly more aware than the regular staff of the availability of materials dealing with personal
and social development.

In summary, the investigator has presented an analysis of those items which have elicited a significant difference in positive responses between the two groups; but do not appear in the upper third or lower third of the ranking. These areas are important as they indicate some areas of strength of the teacher-counselors; and areas in need of improvement for the regular teachers.

Analysis of areas in need of improvement

In this section is presented a further analysis of the data that meets both criteria of: 1) not appearing in the lower or upper third of the ranking, and 2) the investigator and guidance director feel warrant further improvement and emphasis at Monument Mountain Regional High School. Four items, representing two categories, meet both of these criteria.

In Table 56 are presented the teachers' reactions to the items falling within the category of "Testing and Appraisal - Cumulative Records."

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>Percent of Responses</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do cumulative records contain information about the educational and vocational plans for students? (N=2289 - N.E. Survey)</td>
<td>Yes</td>
<td>92</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td>Do you know the educational and vocational plans of the students in your class? (N=2349 - N.E. Survey)</td>
<td>Yes</td>
<td>84</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>16</td>
<td>35</td>
</tr>
</tbody>
</table>
The investigator and the guidance director selected two additional items, from the category of tests and appraisal, that need improvement. Of particular interest are the positive responses relating to the use of cumulative records of students. Only 65 percent or less of the regular staff know about the educational and vocational plans of students from the cumulative records, or from the students in their class. In light of the present emphasis on career education and career and occupational plans, interest and family backgrounds are vital to understanding and helping students formulate future plans. This is not meant to be misinterpreted as a means to develop a caste system but a use of information to help students and staff. Otherwise the investigator might ask, "Why have cumulative records at all?"

The teacher-counselors, throughout the in-service program and throughout their participation in the Teacher-as-Counselor Program made greater use of the cumulative records. It would appear that additional in-service is necessary for the entire staff, stressing the content of cumulative records, and the possible uses of these records. In addition, the in-service program should include an interpretation of standardized test results. Summaries of important test data should be provided for the teachers, to help the teachers to better understand the talents and abilities of their students.

In Table 57 are presented the results of the teachers' reactions to the items focused on the category of "Educational and Vocational Information and Planning."
TABLE 57

A COMPARISON OF THE TEACHER-COUNSELOR REACTIONS WITH THE REGULAR TEACHERS REACTIONS TO THOSE ITEMS THAT MEET THE CRITERIA FOR IMPROVEMENT SPECIFICALLY FOCUSED ON THE CATEGORY OF "EDUCATIONAL AND VOCATIONAL INFORMATION AND PLANNING"

<table>
<thead>
<tr>
<th>Statement of the Question and (N for N.E. Survey)</th>
<th>Response Pattern</th>
<th>Monument Mountain Survey</th>
<th>A Regular Teachers (N=20)</th>
<th>B T.C. Teachers (N=10)</th>
<th>Difference Between</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you discuss with your students the vocational application of your subject matter field? (N=2363 - N.E. Survey)</td>
<td>Yes</td>
<td>91</td>
<td>79</td>
<td>84</td>
<td>45</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>21</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are organized activities provided to assist students in planning careers? (N=2340 - N.E. Survey)</td>
<td>Yes</td>
<td>93</td>
<td>79</td>
<td>79</td>
<td>0</td>
<td>ns</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Even though these two items were ranked 16th and 24th, with a relatively high percent of positive responses from both groups, the investigator and guidance director feel that these two important questions should be stressed further with the staff. It is pertinent that the teacher continues to discuss the vocational application of their respective subject areas, particularly with the present student and parent interest in occupations. At the same time, the guidance department, together with other departments in the school should organize activities to provide assistance for students in planning careers.

Related findings to Objective #4

As stated previously, in Chapter IV, the teacher-counselors were requested to provide written responses to four questions related
to the project.

One of these questions was, "Has your attitude towards the guidance program changed as a result of your participation in the Teacher-as-Counselor Project?" Sixteen, of the nineteen teacher-counselors, felt their attitude had improved toward the guidance function. The remaining three participants stated they had a positive attitude to begin with, and the project reinforced it. Seventy-four percent (14 teacher-counselors) of the teacher-counselors felt they had a better understanding of the guidance function. Fifty-three percent (10 teacher-counselors) stated that they had developed a new awareness and understanding of the guidance function, and the difficulties and problems the guidance counselors face daily.

The three guidance counselors were asked by the investigator in a structured interview, "What do you see as a positive outcome of the program?" All three of the counselors stated that the communication within the staff had improved. They became better acquainted with the teacher-counselors, and a favorable relationship developed. In their opinion, the in-service program and the teacher-counselors, by actually taking part in the guidance function, developed a greater understanding of the guidance program at Monument Mountain Regional High School.

Since the termination of the Teacher-as-Counselor Project, the investigator and guidance director met with the teacher-counselors and they have indicated a desire to continue the teacher-counselor program for the ninth grade students. Two teachers asked to be relieved from participating in the project and five additional teachers requested
an opportunity to serve as a teacher-counselor. The entire group of
teacher-counselors requested they have the opportunity to counsel the
incoming ninth grade for the 1972-73 school year.

In September, 1972, the investigator and the guidance director
discussed the Teacher-as-Counselor Project with the Searles Middle
School staff (grades 7 and 8). Nineteen teachers of the twenty-two
regular staff volunteered to start a Teacher-as-Counselor Program for
the incoming 7th grade. An in-service program has started and the
counseling program is expected to start in November, 1972.
CHAPTER VI
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of this study were: 1) to identify the principal actors and incidents influencing the inception and implementation of the Teacher-as-Counselor Project at Monument Mountain Regional High School, 2) to determine the relative effectiveness of the program in meeting the four selected objectives of the Monument Mountain Project.

Specifically, the study was an attempt to determine the attitude of the students as they relate specifically to guidance utilizing the post test only quasi-experimental design with the Students' Inventory of Guidance Awareness. Two closed open-ended telephone surveys were used to determine the parents' awareness toward the effectiveness of the Teacher-as-Counselor Project. A "weekly log" was developed and implemented to determine the type and amount of counseling performed. The teacher-counselors' results on the Teachers' Inventory of Guidance Awareness were compared to twenty teachers not involved in the Monument Mountain Project in an attempt to determine the attitudinal change if any of the teacher-counselors toward the guidance function. Interviews of the regular guidance counselors were conducted to determine how they perceived their role in relation to the Teacher-as-Counselor Project. From the conclusions developed from this project, the investigator is to prepare an assessment report of the project and make recommendations for the future of
the Teacher-as-Counselor Project to the Berkshire Hills Regional School District Committee.

In the previous chapter the findings were presented and analyzed. In the present chapter the purposes and methodology used in the study will be reviewed and a summary of the results will be presented. At the completion of the summary of each objective, conclusions for each objective reached from these findings will be presented. The recommendations based upon the findings and conclusions of this study will then be set forth.

The Method

The investigator incorporated two types of designs: 1) a case study method, and 2) a multifaceted assessment design.

The use of the case study method

Data from different sources was analyzed in order to describe the planning, organization and implementation of the Monument Mountain Project. This data was presented in a narrative form utilizing this background material from various sources such as: 1) memos and correspondence from the Superintendent's office, 2) minutes of meetings of teacher-counselors and guidance counselors, 3) material selected for in-service programs, 4) materials generated for the guidance department at Monument Mountain Regional High School, 5) minutes from the Berkshire Hills Regional School Committee, 6) interviews with local school officials, 7) interviews with students involved in the project, 8) discussions with the Student Advisory Council, and 9) discussions with the staff involved in the Teacher-as-Counselor Project.
The use of the assessment design

The second phase of the study incorporated a multifaceted assessment design. These assessment approaches were used to determine the effectiveness of the Monument Mountain Project on meeting the four objectives.

Objective #1 To increase students' awareness of guidance particularly those areas reported negatively by the New England Assessment Project.

In June, 1972, the Students' Inventory of Guidance Awareness was administered to all of the ninth grade students (227) involved in the Teacher-as-Counselor Project. This test was used by the New England Assessment Project. Results are presented in tabular form and compared to those of the New England Assessment Project.

Objective #2 To improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher.

This was done by developing a team approach to counseling utilizing teacher-counselors and guidance counselors. A teacher-as-counselor's log was developed by the teacher-counselors and guidance staff to determine the number of times the teacher-counselor met with students and the regular guidance counselor. These teacher-as-counselor logs also provided information indicating the type of counseling that occurred: 1) personal problems, 2) individual counseling, 3) crisis counseling, 4) academic problems, 5) educational plans (in
school), 6) post high school plans, 7) jobs and placement, 8) counselor-parent conferences, and 9) career-vocational.

**Objective #3** To determine community awareness and support for the teacher-as-counselor function.

A structured telephone survey was used in March, 1972, and June, 1972, to determine community awareness. Seventy-five different parents of the ninth grade students in the Teacher-as-Counselor Project were surveyed. A total of one hundred and fifty calls were made with the same questions being asked in the same manner for both surveys. Data from this survey was processed and presented in tabular form in Chapter V.

**Objective #4** To improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance function.

In April, ten teacher-counselors were administered the Teachers' Inventory of Guidance Awareness. Results from this sampling were used for group sessions. In June, 1972, twenty regular teachers and the nineteen teacher-counselors were administered the Teachers' Inventory of Guidance Awareness and the results compared and analyzed.

Various unobtrusive measures were utilized for the purpose of enriching the data from the assessment procedures. These measures included: 1) comments from consultants and visitors, 2) unsolicited responses from parents and staff members, and 3) formal visitations by the investigator.
Summary of the Findings and Conclusions

In this section are presented the summaries of the findings as they relate to each of the four objectives on which the assessment phase of the study is based. In addition, the conclusions related to each of the four objectives are laid forth. These conclusions are based on the results of the data, as determined through the separate assessment procedures utilized for each of the four objectives.

Objective Number One: Students' Awareness of Guidance

The first objective of the Teacher-as-Counselor Project was to increase students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project.

Results summarized

In assessing this objective, any item on the Students' Inventory of Guidance Awareness which elicited a positive response from less than 50 percent of the participants in the New England Survey was designated as a negative response. Using this as a criteria, there were 22 items which fall within the category of one of the areas reported negatively by the New England Assessment Project.

The results of the Monument Mountain Project survey indicate that ten of these "negatively reported" items elicited a greater percent of positive responses from the participants of the Monument Mountain Project survey, than from the participants of the New England Survey. On only five of these items was the difference greater than 10 percent between
the positive responses of the two survey groups. These five items relate to the areas of assistance being provided the students in deciding future training and occupational plans; parents having talked and visited with the student's counselor; and assistance being provided the student in improving his study habits. In general, the items on the Inventory which elicited a low percent of positive response from the participants of the New England Survey were the same items eliciting a low percent of positive responses from the participants of the Teacher-as-Counselor Project.

These results indicate that the participants of the Teacher-as-Counselor Project were not more aware of guidance, than students participating in other guidance programs, on those items reported negatively by the New England Survey. In turn, these results do not support a conclusion that the first objective namely, "To increase the students' awareness of guidance, particularly those areas reported negatively by the New England Assessment Project," has been reached to a substantial degree.

Other findings, related to this objective, indicate that two of the major strengths of the Teacher-as-Counselor Program are a) the participants in the Project have gained a greater knowledge as to the location of their school counselor; and b) the participants are being provided greater assistance in planning their high school program. These premises are supported by the fact that the items related to these two aspects of the guidance program elicited a high percent of positive responses from the participants of the Project; while the same items elicited positive responses from a relatively low percent of students in other guidance programs.
The results appear to indicate that the three major weaknesses of the Teacher-as-Counselor Program are: a) lack of information being provided to the students about military information; b) the lack of perceived independence generated by the school; c) lack of information being provided about occupations. These premises are supported by the fact that the items, related to these three aspects of the guidance program, elicited a relatively high percent of positive responses from students in other guidance programs; while the same items elicited positive responses from a lesser percent of the participants of the Teacher-as-Counselor Project.

Conclusions

Based on the results related to Objective Number One, the following major conclusion and minor conclusions have been reached.

The major conclusion is that Objective Number One is being achieved at a very low degree of success. That is, the students have not substantially increased their awareness of guidance, particularly those areas reported negatively by the New England Assessment Project.

The following minor conclusions related to Objective Number One, have also been reached.

1. Two of the major strengths of the Project are: a) the participants in the Project have gained a greater knowledge as to the location of their school counselor; and b) the participants are being provided greater assistance in planning their high school program.
2. Three of the major weaknesses of the Project are: a) there is a lack of information being provided to the students about military information; b) there is a lack of perceived independence generated by the school; and c) there is a general lack of information being provided about occupations.

**Objective Number Two: Counselor-Student Ratio, Team Approach**

The second objective was to improve the counselor-student ratio allowing more time for the guidance counselor to be a consultant to the teacher.

**Results summarized**

In assessing this objective, the teacher-as-counselor logs were used along with structured interviews with the regular counselors and structured interviews with the teacher-counselors.

One log was established by the guidance department and approved by the administration. This log classified the types of counseling sessions that took place during the meeting with the student.

A second log was jointly developed by the teacher-counselors and the regular guidance staff from discussions during the in-service program for the teacher-counselors. This log is a weekly log for the teacher-counselors to record the number of times a student was seen by the teacher-as-counselor. The log provided information relating to the number of times the individual counselee was seen and types of counseling that took place and how often each one of the counseling categories occurred.
In the time period from January, 1972, through, June, 1972, the nineteen teacher-counselors logged 711 counseling sessions. The data from the logs indicated only 19 students or 8 percent were seen once by the teacher-counselor during the project period.

A strength of the project was that 60 percent of the participants were seen more than twice during the period. Forty-nine percent were seen a total of three, four, or five times. Seven percent or 16 students were seen six times, five students seven times; and one student eight times and another seen nine times.

During the time period from January to June the average number of times a student participating in the Teacher-as-Counselor Project was seen was 3.14 times on a formal basis. In previous years a freshman student would have been seen at least once during the school year but it was atypical for a ninth grade student to be seen more than once during a complete school year.

During the project operation, each regular counselor had a student load of 233 students. Prior to the Teacher-as-Counselor Project, each regular counselor carried a load of 347 students. The teacher-counselors experienced a ratio of twelve students to one teacher-counselor.

Data from logs indicating the types of counseling sessions reveals that there were 918 different types of sessions. From one teacher-counselor's log a student was seen for a personal problem and at the same time academic problems and educational plans in the school were discussed. Thirty-three percent of counseling sessions involved personal and individual problems. Thirty-six percent were sessions involving
vocational, educational plans, academic problems and post high school plans. One student was referred for further testing in a crisis situation, and the teacher-counselor referred it to the guidance counselor and the guidance counselor to the school psychologist.

Data from the Teachers' Inventory of Guidance Awareness relating to planning indicated that 67 percent of the teacher-counselors felt the staff cooperatively planned the guidance program. Only 25 percent of the regular teachers responded positively. From the data the teacher-counselors indicated an increased interest to the team approach of a cooperatively planned guidance program.

From the results of the investigator's interviews with the full-time guidance counselors, the teacher-counselor met with the regular counselors approximately once every other week. Prior to the project, teachers didn't meet with the regular counselors unless there was an emergency. In addition, the regular guidance counselors felt the cooperative spirit between regular counselors and the teacher-counselors helped to develop a positive attitude toward the guidance process. It appeared to the investigator that the regular guidance staff had a positive attitude toward the project. The regular counselors expressed the desire that the project should be expanded and continued and that they enjoyed the role of a referral-resource person to the teacher-counselor. From the interviews, it would appear that this union helped to develop a positive team approach.

Responses from the teachers-as-counselors' questionnaire administered by the investigator indicated that: 1) the ninth grade students had an easier access and a greater contact with the teacher-
counselor than the regular counselors in previous years, 2) the project developed a positive relationship between the teacher-counselors and the regular guidance staff, 3) students were counseled individually for the following year's program with the teacher-counselors, and placed in programs to fit their abilities, and 4) the teacher-counselors became more aware of the role of guidance and some of the problems relating to the guidance process.

Also from the responses, the teacher-counselors indicated some possible areas for improvement as follows: 1) the Teacher-as-Counselor Project should begin at the beginning of the school year, 2) more time should be made available for the teacher-counselor to perform the guidance function, 3) regular guidance counselors should have more time to meet with the teacher-counselors, and 4) some of the teacher-counselors stated that they needed more experience in relating to the student.

Conclusions

From the data related to Objective Number Two, the following conclusions have been reached.

The data in the teacher-as-counselor logs and teacher interviews indicate that students had easier access and greater contact with the teacher-counselors than the regular counselors in previous years. Responses from the Teachers' Inventory of Guidance Awareness, full time guidance counselors' and teacher-counselors' questionnaires indicate a cooperatively planned program of guidance emerged with the teacher-counselors and regular guidance staff utilizing a team approach. From
the data, the regular counselor-student ratio was reduced and participants in the Teacher-as-Counselor Project had a ratio of one teacher-counselor to twelve students. The responses from the teacher-as-counselor questionnaire and regular guidance counselor interviews indicated a desire for the program to be continued and expanded.

Objective Number Three: Community Attitudes, Support for the Guidance Function

The third objective of the Teacher-as-Counselor Project was to determine community awareness and support for the teacher-as-counselor function.

Results summarized

In assessing this objective a structured telephone survey was used in March, 1972, and June, 1972.

The telephone survey included 66 percent of the parents of the participants in the Teacher-as-Counselor Project. Of the 227 students, 150 parents were called, 75 in March and 75 in June. Ninety-one percent of these parents called participated in the surveys.

Results from the responses to the question, "Do you know who your child's teacher-counselor is?" indicated an overall 72 percent positive response. Sixty-nine percent knew their child had been seen by their counselor. From the data there appeared to be an increase from a 59 percent positive response in March to a 77 percent positive response in June which was significant.

The data indicated that 65 percent of the parents knew how
many times their child had been seen by the teacher-counselor during the project. There was an increase in the June survey to 72 percent from 59 percent in the March survey in positive responses.

From the data 58 percent of the parents knew that the teacher-counselor talked with their child about his future plans. Forty-seven percent responded positively that the teacher-counselor had talked about the student's success or failure in school work. Thirty-eight percent gave a positive response that the teacher-counselor did discuss special problems with the student.

The data indicated that 16 percent of those parents surveyed had occasion to contact the teacher-counselor by telephone. From the data it appeared that the calls related to planning for next year's courses, failing notices and occupational training. Of those parents that called the teacher-counselor with problems, 100 percent responded that the teacher-counselor acted on the problem satisfactorily.

The responses indicated that 71 percent felt their child had been seen often enough by the teacher-counselor. This data also indicated that 86 percent of the parents felt that the teacher-counselor had established a satisfactory relationship with their child.

From the responses to the question, "Do you have any comments about the Teacher-as-Counselor Project?" 63 percent responded that the project was a good idea and that the teacher-counselors were doing a good job in their estimation in the March survey. Results from the June survey indicated 90 percent of those willing to comment felt that the project was a good idea and that the teacher-counselors were doing a good job.
Conclusions

Based on the responses relative to Objective Number Three, the following conclusions have been reached.

From the June survey, the data appeared to indicate with the 90 percent positive responses in comments that the project was a good idea and that the teacher-counselors were doing a good job. Also the 100 percent response in both surveys that the teacher-counselor acted on problems satisfactorily is an encouraging sign of a possible change of community attitudes.

The 86 percent positive response that the teacher-counselor had established a satisfactory relationship with the child was significant to the investigator. Also that the 71 percent of the parents surveyed felt their child had been seen often enough by the teacher-counselor indicated to the investigator a possible change of attitude.

The high response rate on the structured telephone survey appears to indicate that this is an excellent method of gaining information to analyze positive and negative attitudes for programs in the school system.

Objective Number Four: Relationship and Understanding Between Teachers and Counselors

The fourth objective of the Teacher-as-Counselor Project was to improve the relationship and understanding between teachers and counselors and to generate a better understanding of the guidance function.

Results summarized

In assessing this objective, an analysis of the positive responses on the items from the Teachers' Inventory of Guidance Awareness was used.

Within the upper third of the ranking of positive responses
by the teacher-counselors on the Teachers' Inventory of Guidance Awareness, there were twelve items within seven of the eleven categories. The range of positive responses by the teacher-counselors was 95 percent to 100 percent. Responses by the regular teachers in this grouping ranged from -12 percent to 100 percent. Differences between the two groups ranged from -11 percent to +83 percent.

In the area of counseling services, 100 percent of the teacher-counselors responded that an organized program of guidance was available to all students. There was a difference of 26 percent between the regular teachers and the teacher-counselors which was significant. Both groups indicated that individual counseling of students was part of the guidance program and that they referred students to the regular counselors.

Only two of the nine questions that related to tests and appraisals were in the upper third of the ranking. One hundred percent of both groups indicated that teachers had access to the cumulative records. Highly significant was the teacher-counselors' response that cumulative records indicated an educational growth pattern of students ($P = \gt .001$). There was a 100 percent positive response by the teacher-counselors compared to a 58 percent positive response by the regular teachers which is a difference of 42 percent.

In the area of orientation of new students, a 100 percent positive response by the teacher-counselors was significant compared to the 70 percent by the regular teachers. This was related to helping students plan their educational program to meet their individual needs. There was a 26 percent difference between the teacher-counselors
and the regular teachers (74%) to the question of administrative support and assistance in the development of the guidance program which was significant. Highly significant was the 95 percent teacher-counselor positive response relating to the definitions of teacher responsibilities in the guidance program. Only 12 percent of the regular teachers gave a positive response to this question which is an 83 percent difference.

Only one question of the five questions that relate to educational and vocational information and planning was in the upper third of the ranking. One hundred percent of the regular teachers indicated that informational materials on education were provided for students compared to 95 percent of the teacher-counselors. All of the teacher-counselors (100%) indicated that an in-service education program for the staff in guidance services had taken place compared to the 79 percent positive response by the regular teachers. This difference of 21 percent was significant. There was only a 6 percent difference between the regular teachers (89%) and the teacher-counselors (95%) relating to assisting students in placement for additional education or training.

There were twelve items in seven categories that were in the lower third of the ranking in positive responses on the Teachers' Inventory of Guidance Awareness. These twelve items have a range of 11 percent to 53 percent by the regular teachers compared to a range of 16 percent to 68 percent by the teacher-counselors in positive responses. Differences ranged from -7 percent to a +42 percent.

In the area of counselor-teacher conferences there was a
+27 percent difference between the regular teachers (31%) and the teacher-counselors (58%) to questions of participating with the counselor and other teachers in student case conferences. Sixty-seven percent of the teacher-counselors indicated that the staff had cooperatively planned the guidance program. Only 25 percent of the regular teachers indicated a positive response to the question. The 42 percent difference is significant that this attitude developed from participation in the Teacher-as-Counselor Project.

Five of the nine questions that related to tests and appraisal were in the lower third of the ranking. Four of the questions had a range in the differences in positive responses between the regular teachers and the teacher-counselors of +27 percent to +42 percent. In all of the questions the teacher-counselor had a higher positive response. Three of the questions were concerned with the contents of the cumulative records. The difference between the groups was significant as the difference could be attributed to participation in the Monument Mountain Project. Sixty-eight percent of the teacher-counselors indicated that standardized tests' results were interpreted for teacher use. This was a significant response compared to the regular teachers. Both groups gave a low positive response to the question of summaries being provided for teachers of important data from records on tests.

Both groups had a low positive response to the question of informing the parents of their child's standardized test results. "Are organized activities provided to assist students in developing good study habits?" received a positive response of 32 percent by the
teacher-counselors and 28 percent by the regular teachers. Both categories of personal and social development and the place of the guidance program in the school organization had a question that related to group procedures and group meetings for students to discuss matters. Both the regular teachers and the teacher-counselors gave about the same positive response. The differences were not significant.

There were three items in two categories that were not in the upper third or lower third of the ranking but had significance. Two of the questions were related to the availability and use of counseling services. Eighty-four percent of the teacher-counselors indicated that students accepted and took advantage of the guidance services offered compared to 53 percent of the regular teachers. There was a significant difference of 31 percent between the groups. There was a significant difference of 41 percent between the two groups to the question of teachers accepting and taking advantage of the guidance services offered. Eighty-two percent of the teacher-counselors gave a positive response compared to 41 percent of the regular teachers. One of the questions related to personal and social development, specifically the question, "Are informational materials available to students concerning personal and social development?" There was a 71 percent difference in positive responses between the teacher-counselors (82%) and the regular teachers (11%).

Ten items were selected by the investigator and the guidance director that warrant further improvement and emphasis. One of the items specifically related to informing parents of standardized tests' results. Both groups gave this a low positive profile. Seven of the
items involved the category of testing and appraisal and the use of cumulative records. Even though there was a higher positive response pattern by the teacher-counselors, the percentages indicated the need for improvement and understanding by the regular teachers as to what is included in the cumulative records. Specifically, educational and vocational plans of students, home and family background, progress reports by the teachers and special abilities or talents of students according to the data should be stressed. Summaries of important data from records on tests and standardized test results should be provided and interpreted for teacher use.

In the category of educational and vocational information and planning, two items were selected for further emphasis. These items related to teachers discussing with their students the vocational application of their subject area and organizing activities to assist students in career planning. These items received a favorable positive response. The guidance director and the investigator want this category to receive continued stress.

Related findings to this objective indicated that 89 percent of the teacher-counselors felt their attitude towards the guidance function had improved. Seventy-four percent of the teacher-counselors indicated they had a better understanding of the guidance function as a result of participation in the guidance function. The full-time guidance counselors indicated that communication within the staff had improved. In their opinion, the in-service program and the teacher-counselor actively participating in the guidance process developed a greater understanding and awareness of the guidance function at Monument Mountain Regional High School.
Conclusions

Based on the results related to Objective Number Four, the following conclusions have been reached.

From the analysis and summary of the data a general conclusion can be made that the teacher-counselors became more aware of the guidance function through the in-service program and participation in the Teacher-as-Counselor Project. A close relationship between the regular counselors and those involved in the project developed. Specific items indicated significant changes in awareness by the teacher-counselors toward the guidance procedure. Involvement in the Teacher-as-Counselor Project generated a better understanding of the guidance function. The data appears to indicate that the regular teachers might become more aware and develop a better understanding of the guidance function if they became involved in either in-service or a project similar to the Teacher-as-Counselor Project.

Recommendations

The recommendations based upon the findings and conclusions of this study will be presented in three sections: 1) those that are pertinent to the further development of the Teacher-as-Counselor Project, 2) those that are pertinent to the general guidance program, and 3) those that are pertinent to further research on the Teacher-as-Counselor Project.

Recommendations for further development of the Teacher-as-Counselor Project

1. The teachers-as-counselors project should be continued and expanded to a full year.
2. In-service training should continue for interested teachers that want to become involved in the project and attempts made to interest more teachers.

3. Students should be assigned to a teacher-counselor before entering the ninth grade.

4. Attempts should be made to keep the ratio at one to twelve.

5. Expand the Teacher-as-Counselor Program into the seventh grade as in the Berkshire Hills Regional School District this is a transitional period for seven sixth grades going to the Searles Middle School.

Recommendations pertinent to the general guidance program

1. More emphasis should be placed on providing occupational and career information for the student.

2. A general in-service program for all teachers should be organized describing the cumulative record, what it contains and how the cumulative record can help the teacher in understanding the student.

3. The testing program should be reviewed by the teachers, administrators and parents to determine how the results will be used. Upon completion of this review, the information should be communicated to students, teachers and parents.
4. Attempts should be made for regular counselors to have more time for involvement with teacher-counselor problems and involvement in curriculum study.

Recommendations for further research of the Teacher-as-Counselor Project

Request approval of the Berkshire Hills Regional School Committee to continue research on the effectiveness of the Teacher-as-Counselor Project.

1. Upon approval, extend and expand the Teacher-as-Counselor Project to the seventh grade at the Searles Middle School. Before initiating the program use the Students' Inventory of Guidance Awareness as a pre-test to incoming seventh graders. Questions on this inventory should be re-categorized by the investigator and a consultant. The teachers interested in participating in the project should be administered the Teachers' Inventory of Guidance Awareness. An in-service program should be conducted for the potential teacher-counselors stressing communication technique with counselors. The "daily log" should be refined by the in-service group as part of planning the project.

After administering the Student's Inventory of Guidance Awareness to the seventh graders, involve half of the students in the seventh grade in the project and the other half act as a control group with the regular guidance staff. At the completion of the project,
administer the Students' Inventory of Guidance Awareness as a post test to both groups comparing the results of the pre-test and post test within both groups and between both groups to observe any significant change in the attitudes of the students which specifically related to the guidance function.

Administer the Teachers' Inventory of Guidance Awareness to the teacher-counselors as a post test and compare the results to determine any changes in attitude as they specifically relate to guidance.

2. Follow the same design for the incoming ninth grade students participating in the Teacher-as-Counselor Project as described for the seventh grade. At the completion of the ninth grade project, administer the Teachers' Inventory of Guidance Awareness to the teacher-counselors and compare the results to the results of this study to observe if any change in attitude has taken place. The same procedures should be used with the regular teachers to evaluate the effect of the emphasis on these areas indicated for improvement in this study.

3. In both projects, two closed open-ended telephone surveys should be conducted. A random sampling of both the control group and the participating group should be contacted. Results of these surveys should be analyzed to determine if any change in community attitudes has
taken place.

4. A follow-up study of the ninth graders that participated in the original Teacher-as-Counselor Project should be conducted. At the completion of the tenth grade, the students should be administered the Students' Inventory of Guidance Awareness and results compared to evaluate any significant changes in attitude after a year's experience with the regular guidance staff.

5. Utilize structured interviews with the regular guidance staff to determine how they continue to perceive their role in the Teacher-as-Counselor Project.
APPENDIXES
APPENDIX A

COUNSELOR LOGS
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<th>Comments</th>
<th>Purpose</th>
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Use the code letters to indicate purpose of session
**Counselor's Weekly Schedule**

Use the code letters to indicate purpose of session.

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Week of ________________________________

Counselor ____________________________
APPENDIX B

INSTRUMENTS USED IN THE STUDY
STUDENT INVENTORY OF GUIDANCE AWARENESS

We would like to discover the extent to which you are familiar with the guidance services offered in your school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able?  **DO NOT PLACE YOUR NAME ON THIS INVENTORY.**

DIRECTIONS: Will you please check (X) Yes or No to indicate your feelings about each question.

1. _ Yes _ No  Do you know who is your school counselor?

2. _ Yes _ No  Do you know where your school counselor's office is located?

3. _ Yes _ No  Were you given help in learning about your high school when you first attended?

4. _ Yes _ No  Were you helped before grade nine to plan your high school program?

5. _ Yes _ No  Have you had help in improving study skills and habits?

6. _ Yes _ No  Does your school counselor discuss test results with you individually?

7. _ Yes _ No  Do you get help in understanding test results, i.e., meaning of percentile, achievement testing, aptitude?

8. _ Yes _ No  Does your school send home information or have a meeting with your parents about tests you have taken at school?

9. _ Yes _ No  Have tests given by the guidance department or school been helpful in planning future training and/or a job?

10. _ Yes _ No  Have you had help to decide if you have the ability to succeed in some training after high school, is.e. trade apprenticeship, school or college?

11. _ Yes _ No  Has your school counselor discussed your school program with you?
12. _ Yes _ No Have you had help in planning which subjects and what activities you need and want to take in high school?

13. _ Yes _ No Has your school counselor helped you find better ways to solve problems about school or other things you've had to face?

14. _ Yes _ No Have you been satisfied with the courses you have selected?

15. _ Yes _ No Do you know where to find information about schools and/or colleges which you might attend after high school?

16. _ Yes _ No Do you know where to find information about occupations in your school?

17. _ Yes _ No Do you know yourself better in terms of picking a job or occupation as a result of visiting your school counselor?

18. _ Yes _ No Has your counselor discussed your occupational or job plans with you?

19. _ Yes _ No Did your counselor suggest you look up personal qualifications and training requirements for jobs you might consider?

20. _ Yes _ No Do teachers talk about the jobs which relate to the subjects they teach?

21. _ Yes _ No Does your school provide information about military obligation of the boys?

22. _ Yes _ No Do you get help in understanding yourself from your school counselors?

23. _ Yes _ No Do you know yourself better as a student as a result of visiting your school counselor?

24. _ Yes _ No Has school helped you to grow in your ability to make real plans for yourself?

25. _ Yes _ No Has school given you a chance to feel more independent?

26. _ Yes _ No Does your school provide opportunities for groups of students to meet and discuss these problems?

27. _ Yes _ No Have you been to a group discussion meeting?
28. **Yes** **No** Does your school provide materials which help in solving personal and social problems?

29. **Yes** **No** Can you talk about your real feelings about things with your school counselor?

30. **Yes** **No** Have your parents ever talked to your school counselor?

31. **Yes** **No** Have your parents visited your counselor about your school program?

32. **Yes** **No** Have your parents visited your counselor about your plans after high school?

33. **Yes** **No** Are you thinking and planning what to do when you finish high school?

34. **Yes** **No** Has the school helped you learn about getting a job?

35. **Yes** **No** Have you had help in becoming familiar with job possibilities in your community and surrounding areas?
Two responses are requested for each item: 1) to be given in terms of what the teachers feel guidance services should be like in their schools, the OPTIMUM; and 2) what the teachers see as being the existing state of guidance in their schools, the CURRENT condition.

1. Is an organized program of guidance available to all students? __ Yes __ No

2. Has the staff cooperatively planned the guidance program? __ Yes __ No

3. Have guidance services been provided to orient new students to the school? __ Yes __ No

4. Do you discuss with your students the vocational application of your subject matter field? __ Yes __ No

5. Have you participated with the counselor and other teachers in case conferences concerning students? __ Yes __ No

6. Are placement services provided to assist students to obtain additional education or training? __ Yes __ No

7. Are organized activities provided to assist students in planning careers? __ Yes __ No

8. Do the cumulative records contain information about the educational and vocational plans for students? __ Yes __ No

9. Is individual counseling of students part of the guidance program? __ Yes __ No

10. Are informational materials on education provided for students? __ Yes __ No

11. Do you know the educational and vocational plans of the students in your class? __ Yes __ No
Teachers' Inventory—Continued

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Optimum</th>
<th>Current</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?</td>
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<tr>
<td>13</td>
<td>Do the cumulative records contain information about the home and family background of the students?</td>
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<tr>
<td>14</td>
<td>Are teachers' responsibilities in the guidance program clearly defined and understood?</td>
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<td>15</td>
<td>Are standardized test results interpreted for teacher use?</td>
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<td>16</td>
<td>Does the administrative staff support and assist in the development of the guidance program?</td>
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<tr>
<td>17</td>
<td>Are informational materials available to students concerning personal and social development?</td>
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<tr>
<td>18</td>
<td>Are group procedures used in the guidance program?</td>
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<tr>
<td>19</td>
<td>Do teachers accept and take advantage of the guidance services offered?</td>
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<tr>
<td>20</td>
<td>Do you discuss with your students the educational implications of your subject matter field?</td>
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<tr>
<td>21</td>
<td>Do cumulative records contain information which indicates special abilities or talents of students?</td>
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<tr>
<td>22</td>
<td>Do you seek the assistance of the counselor in helping students?</td>
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<tr>
<td>23</td>
<td>Do you have an in-service educational program for the staff on guidance services?</td>
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<tr>
<td>24</td>
<td>Do you make referrals of students to the school counselor?</td>
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</tr>
</tbody>
</table>
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Teachers' Inventory—Continued

|   | Optimum |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | Yes        | No   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 25. Are the cumulative records of students accessible to teachers in your building? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 26. Is an opportunity provided for groups of students to discuss matters of concern to them? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 27. Are informational materials available to your students concerning occupational opportunities and requirements? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 28. Are counselor-parent conferences held concerning students? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 29. Do students accept and take advantage of the guidance services offered? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 30. Is help given to students in planning an educational program to meet their individual needs? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 31. Do the cumulative records show an educational growth pattern of students? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 32. Do you hold conferences with parents concerning their child? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 33. Are organized activities provided to assist students in developing good study habits? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 34. Are teachers provided with summaries of important data from records or tests? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 35. Are parents informed of their childrens' standardized results? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 36. Do the cumulative records contain anecdotal reports or summaries of student progress written by teachers? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 37. Does the current guidance program include research and evaluation studies? |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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