

The Impact Of Elementary Career Development Practices and Elementary School Counselor
Self-efficacy

Michele Goodman Seibert

Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in
partial fulfillment of the requirements for the degree of

Doctor of Philosophy
In
Counselor Education

Nancy E. Bodenhorn

Penny L. Burge

Gerard F. Lawson

Tara Y. Bane

December 3, 2013
Blacksburg, Virginia

Keywords: school counselors, elementary career development, counselor self-efficacy,
career development practices

© 2013, Michele Goodman Seibert

The Impact Of Elementary Career Development Practices and Elementary School Counselor Self-efficacy

Michele Goodman Seibert

ABSTRACT

Career development is becoming a nationwide focus beginning in elementary schools for a variety of reasons. This is particularly true in Virginia as noted by Virginia's College and Career Readiness Initiative published in September of 2010 by the Virginia Department of Education. Virginia's Board of Education adopted the Virginia state school counseling standards in January of 2004 that specifically identified career development as an integral part of elementary school counseling (Virginia Board of Education, 2004).

This study was conducted to identify what career development practices K-5 elementary school counselors reportedly conducted in the 2010-2011 school year, the extent counselors believed they were meeting Virginia elementary counseling standards, and if a relationship existed between counselor self-efficacy and specific career development practices. The researcher also measured if a relationship existed between counselor self-efficacy and the total number of career development activities each counselor conducted in the 2010-2011 school year. Virginia public elementary school counselors were emailed and asked to participate in an online survey that was comprised of a portion of The Florida School Counselors Survey 2000 (Osborn & Baggerly, 2004) and The School Counselor Self-efficacy Scale (SCSE) (Bodenhorn & Skaggs, 2005).

Results indicated the activities conducted most often by counselors who reported meeting all state standards were: conducting classroom career exploration, using print materials, and using online career exploration programs. The career development practices showing a significant practical difference in means conducted by counselors with high self-efficacy scores

included, conducted classroom career exploration, used online career exploration programs, informed parents of career development school counseling standards, and informed teachers of ways to incorporate career development into the classroom. No relationship was indicated between counselors conducting a certain number of career development practices and self-efficacy scores.

Implications from the results may benefit counselor educators to determine if it is necessary to expand elementary career development instruction and preparation for future elementary school counselors. Future research in this area would be helpful on both the state and national levels to create a detailed list of expectations and means of accountability in meeting both state career development standards and ASCA career development standards.

TABLE OF CONTENTS

TITLE PAGE.....	i
ABSTRACT.....	ii-iii
TABLE OF CONTENTS.....	iv-ix
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER ONE: INTRODUCTION.....	1
Statement of the Problem.....	3
Purpose of the Study.....	4
Implications.....	6
Research Questions.....	7
Definition of Terms.....	8
Limitations.....	10
SUMMARY OF CHAPTER.....	11
CHAPTER TWO: REVIEW OF LITERATURE.....	12
Introduction.....	12
History of Career Counseling.....	12
Early Career Development Theories.....	13
Trait and Type Theories.....	13
<i>Frank Parsons</i>	13
<i>John Holland</i>	14
Special Focus Theories.....	15

<i>John Krumboltz</i>	15
<i>Anne Roe</i>	16
Life Span Theory.....	17
<i>Donald Super</i>	17
<i>Linda Gottfredson</i>	20
Childhood Career Development Theories.....	21
Eli Ginzberg.....	21
Anne Roe.....	21
Robert Havighurst.....	22
Donald Super.....	23
Linda Gottfredson.....	23
Research to Support Elementary Career Development Theories and Practices...25	
Standards and Initiative Promoting Career Development.....	26
National Career Development Standards.....	26
American School Counselor Association Standards.....	27
Standards for School Counseling in Virginia Public Schools.....	28
Council for Accreditation of Counseling and Related Educational Program Standards (CACREP).....	28
State and National Career Development Initiatives.....	31
Elementary Career Development Practices.....	32
Elementary Career Development Resources.....	32
Researched Elementary Career Development Practices.....	34
Counselor Self-efficacy.....	35

Previous Research on Counselor Training in Career Development.....	38
Counselor Duties.....	38
Counselor Educational Requirements & Responsibilities.....	39
Counselor’s Perceptions of Course Content in Counselor Education Programs...40	
Counselor Training Program Content.....	41
SUMMARY OF CHAPTER.....	43
CHAPTER THREE: METHODOLOGY.....	45
Introduction.....	45
Population.....	46
Instrumentation.....	47
Florida School Counselor’s Survey 2000.....	47
Virginia School Counseling Standards.....	48
School Counselor Self-efficacy Scale.....	49
Section I. Demographic and Background Information.....	50
Section II. Elementary Career Practices.....	55
Section III. Virginia School Counseling Standards for Grades K-5 Career Development.....	57
Section IV. Self-efficacy Regarding Types of Elementary Career Development.....	59
Procedures.....	59
Data Analyses.....	61
Demographic Information.....	61

Research Question 1: What career development practices and activities were being implemented by school counselors in Virginia’s Elementary Schools in the 2010-2011 school year?.....	62
Research Question 2: Over the 2010/2011 school year, to what extent do elementary school counselors believe he or she met the Virginia School Counseling standards for elementary career development (K-3) and (4-5)?.....	62
Research Question 3: Are specific career development practices related to the level of counselor self-efficacy in regard to meeting Virginia Elementary Career Development Standards?.....	63
Research Question 4: What is the relationship, if any, between school counselor career development practices and the level in which each counselor believes he or she is meeting Virginia Elementary Career Development school counseling standards?.....	64
Research Question 5: What is the relationship, if any, between the number of school counselor career practices and counselor self-efficacy scores?.....	64
SUMMARY OF CHAPTER.....	65
CHAPTER FOUR: RESULTS.....	66
Data Cleaning.....	66
Recipient Survey Data.....	66
Demographic Data.....	67
Research Question 1: Career Development Practices.....	79
Research Question 2: Virginia School Counseling Standards for Career Development.....	81

Research Question 3: Counselor Self-efficacy.....	84
Research Question 4: Counselor Practices and Meeting Career Development Standards.....	89
Research Question 5: Counselor Self-efficacy and Number of Practices.....	91
SUMMARY OF CHAPTER.....	96
CHAPTER FIVE: SUMMARY, CONCLUSIONS, IMPLICATIONS.....	98
Population Representation.....	98
Demographic Data Collected.....	98
Virginia Elementary School Career Development Practices.....	100
Career Development Practices and Activities.....	101
Virginia School Counseling Standards.....	102
Counselor Self-efficacy.....	104
Career Development Practices Related to Counselor Self-efficacy Levels.....	105
Career Development Practices and School Counseling Standards.....	106
Quantity of Career Development Activities and Self-efficacy Scores.....	108
LIMITATIONS.....	109
Participants.....	109
Response Rate.....	109
Self Report Bias/ Nonresponse Error.....	110
Web Survey.....	110
Student Feedback and Outcomes.....	111
IMPLICATIONS AND RECOMMENDATIONS.....	112
Career Development Activities Being Implemented.....	112

Meeting Virginia School Counseling Standards for Elementary Career Development.....	115
Career Development Practices and Counselor Self-efficacy.....	116
Relationship Between Counselor Practices and Virginia Career Development Standards.....	119
Number of Career Practices and Counselor Self-efficacy.....	120
IMPLICATIONS AND FUTURE RESEARCH FOR COUNSELOR EDUCATION...	120
NATIONAL IMPLICATIONS AND FUTURE RESEARCH.....	121
SUMMARY OF CHAPTER.....	122
REFERENCES.....	125

LIST OF TABLES

Table 1. Virginia Counseling Standards Career Development Grades K-3.....	2
Table 2. Virginia Counseling Standards Career Development Grades 4-5.....	3
Table 3. Super’s Stages of an Occupational Career.....	19
Table 4. Summary of Four Stages in the Development of Self-Concept and Occupational Preferences.....	24
Table 5. Common Core Curriculum : Career Development Standards.....	30
Table 6. Recipient Survey Data.....	67
Table 7. Population Demographics.....	70
Table 8. Grade Levels Counselors Represented in 2010-2011 School Year.....	72
Table 9. Total Number of Years as a Practicing Elementary School Counselor.....	73
Table 10. Training Information	76
Table 11. Counselor Indications of Conducting Specific Career Development Activities.....	80
Table 12. Counselor’s Beliefs about Meeting Virginia School Counseling Standards for Career Development in the 2010-2011 School Year.....	82
Table 13. School Counselor’s Beliefs about the Use of Career Materials and Activities in Meeting the Virginia Career Development Standards for Grades K-5.....	83
Table 14. Counselor Self-efficacy Regarding Types of Elementary Career Development Activities.....	85
Table 15. Self-efficacy Regarding Types of Career Development Activities.....	86
Table 16. School Counselor Self-efficacy Scores Compared to the Use of Specific Career Development Materials and Activities.....	87

Table 17. School Counselor Activities Conducted and Belief in Career Development Standards
Met.....90

Table 18. Comparison of Demographic Data from Previous Studies.....100

LIST OF FIGURES

Figure I. Distribution Results for Self-efficacy Total and Activities Total.....	93
Figure II. Bivariate Fit of Self-efficacy Total by Activities Total.....	95

LIST OF APPENDICES

APPENDIX A.	ASCA National Standards (Competencies and Indicators).....	137
APPENDIX B.	National Career Development Guidelines.....	142
APPENDIX C.	Virginia Standards for School Counseling Programs in Virginia Public Schools Grades K-5.....	152
APPENDIX D.	Virginia Licensure Regulations for School Counselors Grades Pre-K-12 §22.1-298.2 of the Code of Virginia.....	156
APPENDIX E.	Initial Email to Dr. Baggerly and Dr. Osborn requesting permission to use a portion of the Florida School Counselors' Survey 2000.....	158
APPENDIX F.	Re: follow up.....	159
APPENDIX G.	2000 Florida School Counselors' Survey USF Counselor Education.....	162
APPENDIX H.	School Counselor Self-efficacy Scale (SCES).....	165
APPENDIX I.	Certificate of Completion for Training in Human Subjects Protection.....	167
APPENDIX J.	IRB Approval Form to Begin Activities (Exempt).....	168
APPENDIX K.	Survey Monkey Gold Plan Account Verification	170
APPENDIX L.	Survey Monkey Format of Survey Given.....	171
APPENDIX M.	Initial Email.....	179
APPENDIX N.	IRB Amendment Approval Letter	181
APPENDIX O.	Second Email.....	183
APPENDIX P.	Third Email.....	185
APPENDIX Q.	Survey Responses for Question 14.....	187
APPENDIX R.	Survey Responses for Question 21.....	190

CHAPTER ONE

Introduction

Leading career development theorists include elementary career development as a significant part of the career development process (Gottfredson, 1981; Helwig, 2004; Magnuson & Starr, 2000; Schultheiss, 2005; Sharf, 2013; Trice & Hughes 1995). Career development is viewed as a lifelong process that includes early childhood (Gottfredson, 1981; Magnuson & Starr, 2000). Although elementary career development has recently received growing attention, there is little research in this area (Schultheiss, 2005). New national and state standards have been created that specifically apply to career development in elementary school (American School Counselor Association, 2004b; ASCA, 2006; Virginia Board of Education, 2004). The American School Counselor Association (ASCA, 2004 a) created a national model as a framework for school counseling programs. The model includes career development standards for all students in grades K-12 [(ASCA, 2004b) see Appendix A for the National Standards]. In addition, individual states have used these criteria to create state specific school counseling standards.

Virginia's state school counseling standards were adopted in January of 2004 by the Virginia Board of Education (see Tables 1 and 2). These standards specifically identify career development as an integral part of elementary school counseling (Virginia Board of Education, 2004).

Table 1

Virginia Counseling Standards Career Development Grades K-3

Goal: Students will investigate the world of work in order to make informed career decisions.

Standard	Students will:
EC1.	Understand the concepts of job and career,
EC2.	Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success,
EC3.	Understand the relationship of individual effort, hard work and persistence to achievement
EC4.	Understand the importance of teamwork in working towards a common goal,
EC5.	Demonstrate the decision making process, and
EC6.	Demonstrate goal setting.

Table 2

Virginia Counseling Standards Career Development Grades 4-5

Goal: Students will investigate the world of work in order to make informed career decisions.

Standard	Students will:
EC7.	Recognize the benefits of both individual initiative and teamwork,
EC8.	Recognize that the changing workplace requires lifelong learning,
EC9.	Identify hobbies and interests, and
EC10.	Identify career choices through exploration.

Statement of the problem:

At the present time, we do not know if state and national counseling standards are being met. ASCA specifically includes accountability as one of the four components of school counseling programs (ASCA, 2004a). Currently, there is a lack of data that states what is being done in Virginia's elementary schools to promote career development. Therefore, the problem is that we do not know how or if school counselors are practicing career development. As a result, middle school counselors may be assuming that all students have engaged in the career exploration process. As middle school counselors prepare students for class selection, students

may not be prepared to select the appropriate classes that reflect their career interests.

Elementary counselors may also be doing different things to explore careers with students that vary in the content, career exploration process, time spent on career development, and relating career development to class selection in middle school. As students enter middle school, the middle school counselors are likely to encounter students with various exposures to career development, giving some students an advantage over others regarding interests, classes, and educational planning. This challenge is then passed to the middle school counselor to assist students in developing an academic and career plan with many students who are unfamiliar with career development.

Purpose of the study

In order for Virginia's elementary school counselors to effectively meet the Virginia Standards, it is important to identify what is currently being done to promote and practice career development at the elementary school level. This study is designed to determine what career practices, (activities and materials) are being used in Virginia elementary schools. In addition, the researcher aims to evaluate the extent to which counselors believe their current career development practices are meeting Virginia counseling standards. The study attempted to determine if a relationship exists between elementary career practices and counselor self-efficacy for meeting Virginia elementary school career development standards. Finally, the question was proposed to determine if a relationship existed between the number of career development practices implemented, and counselor self-efficacy.

By determining what types of resources are being used in elementary schools, one can also discover if elementary school counselors are aware of the different types of career development

resources available. This information is relevant to determine if students are receiving similar types of career development information and guidance.

Through researching the possibility of a relationship between counselor perceived self-efficacy and career development practices, we can compare this information with the standards for school counseling programs in career development. Identifying specific career development practices related to counselor self-efficacy may lead to the addition of specific practices to support Virginia's school counseling standards. Currently, school counselors are given the opportunity to attend annual workshops throughout the state to promote current practices and support new policies regarding career development. If the researcher determined that counselors with higher self-efficacy engaged in certain practices to meet career development student standards, this information would be valuable to counselors. Results could be shared with counselors to promote best practices through the basis of the research. This would give counselors an opportunity to engage in the same or similar activities to promote career development in the elementary schools. In addition, knowing current practices in general will provide information to compare to school counseling career development standards to indicate which standards are being met, and those that need to be emphasized in future studies. Collecting this information could be valuable in providing a structured list of activities that demonstrate accountability in meeting the career development school counseling standards in

elementary school. This ensures that all students and counselors are exposed to similar practices, giving all students the same career development foundation to transfer to middle school.

Implications

Recent studies conducted on the use of guidance materials in counseling programs, recommended that elementary guidance curricula be aligned with the middle and high school (Rowley, Stroh, & Sink, 2005). Rowley et al. (2005) also suggest that elementary guidance curricula, in particular, remain consistent across cities or counties serving the same middle schools. The results of this study can give information about the types of elementary career development materials and activities being used in the schools, which can later be compared in further studies at the middle and high school level for consistency in guidance curricula. This information could impact Virginia Department of Education decision making to increase counselor accountability by adding specific examples of practices that meet elementary career development standards.

Results of this study can be used to make other counselors aware of career development resources that are being used in elementary career development programs across the state of Virginia. Elementary counselors can use this information in the decision making process in selecting career development materials and activities to use in the elementary schools. Broadening the scope of career development practices in schools has the potential to increase the actual time spent on career development, and potentially begin to provide elementary students with additional opportunities to explore careers through standardized activities.

A final implication of this study was to assist counselor educators in preparing counselors to meet the state and national counseling standards specifically aimed at career development. In

addition, this can impact counselor education programs to better prepare future school counselors. Results from this study can be used to determine if counselors are prepared through the reported use of various career development resources, activities, and other practices that were identified in this study.

Research Questions

1. What career development practices and activities were being implemented by school counselors in Virginia's Elementary Schools in the 2010-2011 school year?
2. Over the 2010-2011 school year, to what extent did elementary school counselors believe he or she met the Virginia School Counseling Standards for elementary career development (K-3) and (4-5)?
3. Are specific career development practices related to the level of counselor self-efficacy in regard to meeting Virginia Elementary Career Development Standards?
4. What is the relationship, if any, between school counselor career development practices and the level in which each counselor believes he or she is meeting Virginia Elementary Career Development school counseling standards?
5. What is the relationship, if any, between the number of school counselor career practices and counselor self-efficacy scores?

Definition of Terms

ASCA: American School Counselor Association, National professional organization

CACREP: Council for Accreditation of Counseling and Related Education Programs: CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in counseling including career counseling, school counseling, doctoral degree programs, and counselor education and supervision in addition to other related education programs (Council for Accreditation of Counseling and Related Educational Programs, 2009a).

Career: A field for or pursuit of consecutive progressive achievement especially in public, professional, or business life (Webster, 2007).

Career Awareness: Magnuson and Starr (2000) describe career awareness as understanding the interrelationship of the world of work, workers, self, and other people. Career awareness is understanding the differences about people and their occupations (Beale, 2000).

Career Development: McIntosh (2000) describes career development as a cyclical planned process combining individual abilities, interests, aptitudes, and values in determining career roles and other life roles.

Career Exploration: Investigating the world of work in relation to the knowledge of self and to make informed career decisions (Auger, Blackhurst, & Wahl, 2005; Bowers & Hatch, 2003).

Early Childhood: The period of time during the elementary school years from about age 5 to age 10, or from Kindergarten through grade 5. Theorists such as Donald Super, Freud, Piaget,

and Gottfredson characterize early childhood at slightly different stages. The elementary school years are typically the focus when referring to early childhood (Sharf, 2013).

Elementary School: Schools including students from Kindergarten through grade 5.

Occasionally in sparsely populated areas, elementary schools may also include grades 6-8. This study will be limited to counselors' responses in working with students in grades K-5.

Occupation: Originally defined by Super as "the specific activity with a market value that an individual continually pursues for the purpose of obtaining a steady flow of income" (Jepsen & Choudhuri, 2001 p. 3).

Self-efficacy: Defined by Bandura, 1994, as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 71).

NOICC: National Occupation Information Coordinating Committee, "a federal interagency committee that promotes the development and use of occupational and labor market information" (NOICC, 2000, para.1).

VDOE: Virginia Department of Education.

VSCA: Virginia School Counselor Association, State professional organization.

Limitations

This study attempts to determine the current career development practices being implemented in Virginia public elementary schools. However, the results of this study are not representative of the nation as a whole, and are limited to a sample of Virginia public elementary schools. Efforts were made to contact all public school elementary counselors in Virginia. However, 103 schools included in 27 divisions were unable to be contacted. Therefore, a total of 1,178 elementary school counselor email addresses were obtained within 106 of 133 city and county school divisions. According to the Virginia Department of Education, in 2010-2011 Virginia had a total of 1,186 public elementary schools in operation. Therefore, realizing that many schools share counselors/ and/or other schools have multiple counselors, contacting 1,178 seemed to be a substantial amount representing Virginia.

Because a survey was given, results were based on counselors' self reports that do not guarantee certain practices were actually being carried out. The possibility also exists that counselors may have believed they were delivering a lesson in career exploration, but students may not have interpreted or understood the lesson in that context. In addition, there may be some differences from all Virginia elementary school counselors and those who chose to respond to the survey. Counselors who did not conduct specific career development practices may have been less likely to complete the survey. This results in the potential to have slightly more positive results reported than actual practices that are being implemented. All public elementary school counselors in Virginia were attempted to be contacted via email and invited to participate, but not all responded. In addition, the results do not reflect all of the career development practices being

implemented within Virginia elementary schools. For example, classroom teachers may conduct career development activities, or other career development activities may occur during class field trips, guest speakers, and volunteer organizations such as Junior Achievement. Students may also be engaged in career development activities outside of the school environment through parent interaction, civic organizations, religious organizations, travel, trips to museums, parks, and other activities initiated by family members or other groups outside of school.

Summary of Chapter

This chapter describes the current standards for school counseling programs implemented by ASCA and adopted by the Virginia Board of Education in relation to elementary school career development. An introduction to the growing focus on elementary career development is discussed based on a theoretical perspective. The purpose and significance of the study are discussed in addition to possible limitations. Definitions and terms conclude the chapter.

CHAPTER TWO

Review of the Literature:

Introduction

This chapter is organized into several sections necessary to understand the theoretical basis of career counseling, and how it has developed into a critical component of the elementary school guidance curriculum. Section one gives a brief history of career counseling in general. The next section describes early career development theories. Section three focuses on specific childhood career development theories and early studies on elementary career education theories. Section four describes current elementary career development standards at the state and national level, including government initiatives supporting early career readiness. Section five reviews current research on elementary career development practices. The next section relates this information to counselor self-efficacy and elementary career development. The chapter concludes with information on current research on training counselors in conducting career development practices with students in grades K-5.

History of Career Counseling

The first stage of career counseling began in 1890, and was termed vocational guidance, as a result of the industrial revolution and rapid immigration of people to large cities. Initially, vocational guidance acted as a job placement service for individuals primarily in large, industrialized, urban areas (Pope, 2000). The concept of introducing elementary school students to career development through career counseling began in 1920. During this second stage, students in elementary and middle schools were given educational guidance in response to the depression, need for literacy, and an increase in the World War II pregnancies (Schwebel, 1984). The third stage of career counseling, 1940-1959, focused on colleges and universities, and

provided formal training for almost 14,000 individual professional counselors from NDEA approved institutes (Borow, 1964). During the fourth stage of career counseling, beginning in 1960 and lasting through 1979, the Vocational Education Act of 1963 was established. This act emphasized that school counselors should focus on "pupil personnel services and be specialists in vocational guidance, occupational information, and counseling" (U.S. Department of Health, Education, and Welfare, 1963). Career counseling's fifth stage lasted from 1980-1989, and concentrated on the transition from an industrial based economy to an information focus. The sixth stage of career counseling, from 1990- present, builds on a technology driven work force with a multicultural and international career development perspective. This sixth stage has also been the origin of the school to work transition focus (Pope, 2000). Historically, the concept of elementary career counseling is approximately 87 years old, however, the focus of career counseling standards is relatively new, which in turn provides the basis for this study.

Early Career Development Theories

Trait & Type Theories

Frank Parsons

Trait and type theories are considered to be among the first career development theories (Sharf, 2013). Trait and factor theory was derived from Frank Parsons in the early 1900s. Parson's book, *Choosing a Vocation*, published in 1909, became one of the basic guidelines in career development referring to the assessment of one's abilities, aptitudes, interests, and other personal characteristics related to specific job requirements (Sharf, 2013). Parsons' (1909) principles and methods of career development are based on three factors: (a) an understanding of self; (b) understanding aspects of different types of work such as advantages, opportunities, and requirements; and (c) relating both self understanding with aspects of work in a rational manner.

Parsons (1909) first objective in working with individuals in career development was to ascertain the client's ability to make a reasonable decision based on the client's experience, education, and general knowledge of different types of vocations. Those with little knowledge or work experience were advised by Parsons to research different jobs, job requirements, and educational options before attempting to make a decision about a specific occupation (Parsons, 1909). This ideology is the basis of trait and type theories which focus on testing aptitudes, achievements, interests, values, and personality types.

John Holland

Another early trait and type theorist, John Holland, believes in matching individual's personalities with specific careers based on certain categories (Sharf, 2013). As Parsons (1909) advocated for the understanding of self and the world of work to make rational occupational choices, Holland specifically created assessments such as the Vocational Preference Inventory in 1958 and the Holland's Self Directed Search (Sharf, 2013). Holland's theory focuses on people and their interactions in vocational environments (Spokane & Holland, 1995). This theory addresses three basic questions of individual career development:

1. What personal and environmental characteristics lead to satisfying career decisions, involvement, and achievement; and what characteristics lead to indecision, dissatisfying decisions, or lack of accomplishment?
2. What personal and environmental characteristics lead to stability or change in the kind and level of work a person performs over a lifetime?
3. What are the most effective methods for providing assistance to people with career problems? (Holland, 1997, pp.1).

Holland's Self Directed Search (1997) created terms to describe an individual's interests, competencies, and personality traits that guide the individual's choices of occupations. The basis of Holland's theory focuses on the interaction of individuals and their environment within six basic types termed as realistic, investigative, artistic, social, enterprising, and conventional (Holland, 1997). These types are assumed to predict an individual's behavior that influences specific occupational choices (Holland, 1997). Holland (1997) addresses the practical applications of his theory for elementary aged students by emphasizing the need for students to be provided with a full range of experiences that address the six different types to foster the development of adaptive vocational behaviors. Providing students with the opportunity to discover relevant information about themselves and careers over a long period of time is a central strategy Holland recommends for elementary aged students (Holland, 1997). This is opposed to creating short "critical" moments for students to make educational and occupational decisions, based on small amounts of information about the student's self. Throughout this entire theory, Holland emphasizes the necessity of schools adjusting information, strategies, and methods based on socioeconomic factors and cultural background (Holland, 1997). While trait factor theories rely on the interaction of individuals and the environment related to six trait types, other theories began to emerge that shifted focus to genetics and cognitive behavioral techniques. These theories are considered special focus theories.

Special Focus Theories

John Krumboltz

Social learning theory was created by John Krumboltz based on the work of Albert Bandura. This theory of career decision making relies on a cognitive- behavioral orientation with a focus on genetics, the environment, experiences, and skills (Sharf, 2013). Behavioral

techniques such as reinforcement, modeling, and simulation are combined with cognitive methods such as identifying and disputing inaccurate thoughts and beliefs. Krumboltz (1979) emphasizes researching occupational information as a basis for selecting a career. He focuses on the interaction of learning experiences and decisions that result in either positive or negative consequences (Krumboltz, 1979). Self-observation generalization, task approach skills, and subsequent actions are the three types of consequences that create the process of career planning and development. The outcomes of these three consequences result in “occupational preferences, career decision making skills, and job entry behaviors” (Krumboltz, 1979, p.49). This career choice content and process theory specifically focuses on the likelihood of individuals entering an occupation and learning appropriate career decision making skills as a result of direct “punishment or reinforcement” of the individual’s behaviors, and the type of exposure to “learning and employment opportunities” in the career field (Minor, 1992, p. 23). Krumboltz views the career planning and development process as a series of learning experiences combined with positive and/or negative reinforcement of skills, training opportunities, and access to resources (Minor, 1992).

Anne Roe

Personality development theory created by Anne Roe, focuses on the ability to predict one's career choice based on an individual's psychological needs developed between a parent and child. Basically, Roe wanted to demonstrate the similarity of backgrounds for those who chose similar occupations. Roe's theory bases occupational choices on a variety of factors including culture, gender, family background, and parental relationships (Sharf, 2013). Based on studies conducted in the early 1960s, Roe found that both men and women who chose nontraditional occupations, had been predisposed to particular background experiences that

lead to the nontraditional occupation choice (Roe & Siegelman, 1964). For example, study participants used the nontraditional occupation as a replacement for something lacking in their lives such as love and understanding, or a lost parent (Roe & Siegelman, 1964). Roe also found that the war played a significant role in occupational choices for both men and women, supporting the idea that family background and environment are influential in career choices (Roe & Siegelman, 1964). Roe links motivation to the intensity of needs, which stems from early childhood experiences and the individual's genetic background (Osipow, 1983).

Later, Roe enhanced her theory by creating eight occupational groups with six levels each to create a two level classification of occupations (Roe & Lunneborg, 1990). Roe created a specific formula to be used to calculate occupational choice including factors such as sex, the general state of the economy, family background, learning and education, skills, friends, personality, temperament, and interests and values among other specific factors. The Career Occupational Preference System (COPS) Interest Inventory is based on the framework of Roe's formula and includes both dimensions of Roe's occupational classification system. The main purpose of the COPS system is to encourage career exploration of a variety of careers within specific clusters (Roe & Lunneborg, 1990). The occupational groups created by Roe in 1956 correspond to the career clusters we use today. Promoting career exploration through career clusters is a central element for current ASCA and Virginia school counseling standards.

Life Span Theory

Donald Super

Donald Super is known as one of the prominent career development theorists who characterize career development as a process that occurs from early childhood throughout the life

span. Super's theory emphasizes that an individual's career development is affected by the environment, life roles, and psychological characteristics which include values, interests, needs, abilities, and intelligence (Super, 1992). Testing and obtaining career information are two central components of the life span theory (Sharf, 2013). Super's theory is built on an understanding of self concept, beginning in early childhood and lasting through late adulthood. The self concept is continually forming and changing based on the individual's experiences, awareness of the environment and other individuals, which in turn influences educational and vocational decisions and perceptions (Super, 1963). Super identified five vocational development tasks to describe the stages of an occupational career as shown in Table 3. As the individual progresses through each stage, different types of vocational behaviors develop (Osipow, 1983). A summary of the stages include: (a) defining work in terms of self concept; (b) refining choices of work based on experience; (c) completing one's education and beginning full time work and (d) focusing on a specialty within the work (Osipow, 1983).

Table 3
Super's Stages of an Occupational Career

Stage	Age	Description
Growth	Birth until ages 12-14	-Identify potential adult role models through exploration. -Develop a sense of autonomy, perspective on the future, and ability to plan the future.
Exploration	Adolescence, ages 14-25	-General occupational exploration becomes more focused. -Summer work and part time jobs assist in exploration process. -Systematic exploration is guided by parents, schools, or other organizations.
Establishment	Early Adulthood, ages 25-45	Find employment and stabilize career. Consolidation and advancement may follow.
Maintenance	Middle age, ages 45-65	Preserving the occupation of choice despite competition
Decline	Old age, mid 60s and up	Selective disengagement in occupational career

Adapted from "Toward a comprehensive theory of career development" by D. Super, 1992, In

Montross, D.H. & C.J. Shinkman (Eds.), *Career Development: Theory and Practice* (pp.

35-64). Springfield, IL: Charles C. Thomas.

Linda Gottfredson

Linda Gottfredson (1981) presents a developmental theory of occupational aspirations by providing definitions of key constructs and showing that all social groups share the same images of occupations. Gottfredson (1981) proposes four stages of development of self-concept and preferences affected by cognitive development and social factors. Circumscription and compromise summarize the key components of Gottfredson's theory. Circumscription, involves a combination of the development of self-concept and occupational preferences that is used to form limits or boundaries on occupational choices. Gottfredson states that "by the end of stage three, students have utilized the circumscription process to identify a general level and sex type of work preference" (1981, p. 565). This stage coincides with the beginning of high school in ninth grade, and leads to students beginning to implement an occupational preference indicated through specific course selection.

Compromise in Gottfredson's theory involves the "perception of job accessibility and priorities for adjusting aspirations" (1981, p. 569). Individuals may compromise on the actual occupation they prefer based on job availability, difference between interest for the job and the actual abilities needed for the job, and on the specified sex type of the job. Other factors that lead to compromise in one's job choice include income, prestige, and the lack of information about jobs. As time progresses, people tend to adapt and accept the compromises made regarding job choice. This results in a work force that is "content with their occupation in their late twenties and attention to the job focused more on advancement, pay, and working conditions" (Gottfredson, 1981, p. 574).

Childhood Career Development Theories

As early as 1920, elementary school students were involved in career development activities (Schwebel, 1984). In addition to the career development theories identified in the previous section, some theorists have developed career development theories that focus specifically on childhood. A few of the previously described theories are included in this section with expanded information on childhood.

Eli Ginzberg

Eli Ginzberg was the first to propose a career development theory that included childhood (Trice & Hughes, 1995). Ginzberg's theory, developed in 1951, included two phases of career development, fantasy choice and tentative choice. Fantasy choices of occupations occur up to the age of 11 and include a wide range of careers (Sharf, 2013; Trice & Hughes, 1995). The tentative choices stage occurs between the ages of 11-14. This stage is characterized by career aspirations being guided by children's interests without taking abilities or other limitations into consideration. After this period, adolescents around the ages of 15-16 begin to make career choices based on goals, values, life plans, and other abstract concepts (Sharf, 2013). Ginzberg theorizes that the final stage lasts from 17-18 years of age when students begin to consider reality's limitations as part of career choices. These decisions are often based on salary, education, and working conditions (Sharf, 2013).

Anne Roe

Anne Roe's career development theory asserts that early family experiences influence basic personality traits that determines one's occupation (Roe & Lunneborg, 1990; Trice & Hughes, 1995). Developed in the 1950's, Roe's theory focuses on the interactions between children and parents (Roe & Lunneborg, 1990; Sharf, 2013). Through careful research, Roe

created an occupation classification system that includes many of the same career families used today. Roe used this classification system to support her theory connecting occupational choices with family backgrounds. Roe utilized Maslow's hierarchy of needs as a cornerstone of her psychologically oriented career development theory (Sharf, 2013). Maslow's hierarchy of needs begins with basic fundamental human needs based on physiology, safety, and love leading to more complex human needs characteristic of adolescents and adults including self esteem, need for information, understanding, beauty, and ultimately self actualization (Sharf, 2013). Roe also based her theory on genetics and environmental factors that affect career choices (Roe & Lunneborg, 1990). Specific limitations include genetic factors, sociological and economic factors, interests, attitudes, and needs, which in turn influence occupational choices (Sharf, 2013).

Robert Havighurst

In 1964, Havighurst proposed a developmental task theory asserting that children begin to identify with occupations of people they know, parents in particular. Havighurst's six stage model of career development includes 2 stages focusing on childhood. The first stage occurs between the ages of 5-10 when children first identify with the concept of work through parents or role models. This concept forms the basis of an adult's career perspective (Auger, et al., 2005). In the second stage, lasting from ages 10-15, children develop basic work values and skills through home and school activities. Specific "habits of industry" include organizational skills, time management, and goal setting (Trice & Hughes, 1995). The level of development of these tasks affects future career development and occupational choices.

Donald Super

Donald Super, historically one of the leading career development theorists, created a model of children's career development based on his own life span theory (Sharf, 2013). Super's children's career development theory begins with a child's self concept as a focal point of the theory (Super, 1963). Children begin with a sense of curiosity that leads to exploration, information gathering, and subsequently decision making. Super emphasizes the influence that role models play in a child's self concept. This influence is further impacted by the relationship the child has with the role model. Children then begin to imitate the behaviors of significant role models and eventually decide whether to continue or stop the behavior compared to their individual sense of self (Sharf, 2013).

Linda Gottfredson

One of the most recent childhood career development theories is Gottfredson's (1981) life stage theory of children's career development. This theory is similar to Super's life span perspective by recognizing key constructs that are developed through social groups and self concepts. However, this theory also emphasizes sex roles and occupational prestige as influential factors in career choices (Gottfredson, 1981; Sharf, 2013). Gottfredson (1981) describes four main stages of cognitive development leading to one's self concept as shown in Table 4.

Table 4

Summary of Four Stages in the Development of Self- Concept and Occupational Preferences

Characteristic	1. Orientation to size and power	2. Orientation to sex roles	3. Orientation to social valuation	4. Orientation to internal, unique self
Ages (years)	3-5	6-8	9-13	14 and over
Grades	Nursery school and kindergarten	1-3	4-8	9 and over
Thought Processes	Intuitive	Concrete	Less concrete	Abstract
Ability to classify objects, people, occupations	Has not achieved object constancy	Simple groupings	Two-factor groupings	Complex groupings
New elements in perceptions of self and others	Little vs. big	Gender	Social class and intelligence	Personal interests, values, and competencies
New elements in occupational perceptions and preferences	Occupations as adult roles	Sex type	Prestige level	Field of work

Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of

occupational aspirations. *Journal of Counseling Psychology* 28(6): 545-579.

Research to Support Elementary Career Development Theories and Practices

According to Datta (1977), career education became a widely researched topic in the mid to late 1970s. ERIC documents several papers, presentations, and panel discussions held in the 1970s evaluating career education for grades K-12. Datta (1977) reported on a panel session held at the Commissioner's National Conference on Career Education in Houston, Texas on November 8, 1976 entitled "Career education: What proof do we have that it works?." During this discussion, four papers from local education agencies were reviewed in addition to a paper discussing findings from the U. S. Office of Career Education. In all four papers, studies showed positive influences of career education on elementary students including better academic achievement and a greater understanding of career related skills and abilities (Datta, 1977). Although many of the studies document specific findings, none appear to specify what materials, activities, and /or interventions were being used to be considered career education.

In 1992, Evans and Burck conducted a meta analysis on the effects of career education interventions on academic achievement. As part of this study, career education interventions such as career education components, type of career education model, and career education strategies were identified as one of the coded variables of the study. Although this study focused on the effects of career education interventions on student academic achievements, it did identify career education interventions as a specific variable to be considered. Sixty-seven studies were analyzed and found a "quantifiable positive effect on student academic achievement by the use of career education interventions with an overall average effect magnitude of .16" (Evans & Burck, 1992, p. 67). Results suggested greater increases in academic achievement for elementary grades for students with average ability levels, especially when career development

studies were grouped by subject matter, specifically English and math. The integrative research statistically supports the value of career education as a way of enhancing academic achievement (Evans & Burck, 1992).

Trice and Hughes (1995) conducted a study on the origins of children's career aspirations, testing hypotheses from four childhood career development theories. Results of this study showed some support for Ginzberg, Roe, and Havighurst's childhood career development theories indicating that interests play a major role in career preferences through childhood. In addition, children's first and second choices of occupations typically were related by career cluster, indicating that children do have a coherent structure to career aspirations (Trice & Hughes, 1995). Other factors that were found to influence career choices in elementary aged children included identification of a parent's occupation, and age related concerns supported in Gottfredson's theory such as prestige, sex role, and ability in the decision to "reject occupations" (Trice & Hughes, 1995, p. 11). This study recommended that further research is needed to study career development in childhood. In addition, Trice & Hughes (1995) suggested the development of a more detailed theory that identifies social, emotional, and cognitive factors that contribute to occupation selection and work related ideas.

Other studies focusing on elementary career development tended to occur from 1952-1994. However, these studies focus on career development theory rather than a counselor's role in the elementary career development process.

Standards and Initiatives Promoting Career Development

National Career Development Standards

During the late 1980's the National Occupation Information Coordination Committee (NOICC) and the U.S. Department of Education created a framework of national career

development standards to assist guidance programs in the development of a comprehensive school guidance program including career development (Maddy-Bernstein, 2000). As a result of this combined effort, the National Career Development Guidelines were established for grades K-Adults in three areas of development including “self knowledge, educational and occupational exploration, and career planning” (Kobylarz,1996). These standards were updated in 2004 to include three domains: Personal Social Development (PS), Educational Achievement and Lifelong Learning (ED) and Career Management (CM). Each domain includes eleven goals that give a broad sense of career development competency. This framework also includes indicators and learning stages under each goal. The indicators are presented in three learning stages including: Knowledge Acquisition (K), Application (A), and Reflection (R). Each of the stages describe learning competency and are not associated with age or education level (NCDA, 2004). See Appendix B for a comprehensive list of the National Career Development Guidelines.

American School Counselor Association Standards

After the development of the National Career Development Guidelines, the American School Counselor Association (ASCA) developed a set of national standard guidelines focusing on three main areas of development including academics, career development, and personal/social development (American School Counselor Association, 2004a; ASCA, 2004b). In an effort to promote these guidelines, ASCA also developed training materials and strategies to be implemented within schools for grades K-12 (Maddy-Bernstein, 2000). In the year 2000, over half of the states had incorporated the standards into the guidance programs and/or related the standards to current academic and guidance standards already in place at the state level

(Maddy-Bernstein, 2000). See Appendix B for the complete list of national career development guidelines.

Standards for School Counseling in Virginia Public Schools

In January of 2004, the Virginia Board of Education adopted the most recent standards for school counseling programs in Virginia public schools. These standards followed the Virginia standards of learning which focused on specific academic standards for grades K-12. The Virginia Board of Education authorized the Virginia Department of Education to revise the 1984 standards with a collaborative effort and input from school counselors, the Board of Education, and the Department of Education (Virginia Board of Education, 2004). The school counseling standards focus on three areas: academic development, career development, and personal/social development (Virginia Board of Education, 2004). Career Counseling is described as “helping students acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational, and career opportunities;” (Virginia Board of Education, 2004, p.1) See Tables 1 and 2 in chapter one for specific Virginia career counseling standards for grades K-5. See Appendix C for a complete list of the comprehensive Virginia standards for school counseling for grades K-5.

Council for Accreditation of Counseling and Related Educational Programs Standards (CACREP)

During the late 1960's and early 1970's the Association for Counselor Education and Supervision (ACES) created a set of standards and regulations allowing counseling programs to voluntarily be assessed for accreditation (CACREP, 2009a). Later, ACES cooperatively worked with the American Personnel and Guidance Association (APGA), which later became the American Counseling Association, and developed a partnership to begin accreditation of

programs resulting in the formation of CACREP in 1981 (CACREP, 2009a). Today, CACREP is recognized by the Council for Higher Education Accreditation (CHEA), and awards accreditation to graduate level professional counseling programs (CACREP, 2009b). Career Development is one of the eight common core curriculum areas located in Section II, Professional Identity, Knowledge in the 2009 CACREP Standards for Accrediting Programs (CACREP, 2009b). Therefore all counselors who graduate from a CACREP accredited program should be familiar with and demonstrate knowledge of these career development standards prior to graduation. The following are listed in Table 5 as standards included in the Career Development common core curriculum:

Table 5

Common Core Curriculum Career Development Standards

Standard 4 Career Development: Studies that provide an understanding of career development and related life factors, including all of the following:

4a.	Describe career development theories and decision making models
4b.	Utilize career, vocational, educational, occupational, and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.
4c.	Describe a career development program planning, organization, implementation, administration, and evaluation.
4d.	Identify interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.
4e.	Discuss career and educational planning, placement, follow-up, and evaluation.
4f.	Identify assessment instruments and techniques that are relevant to career planning and decision making.
4g.	Utilize technology-based career development applications and strategies, including computer-based career guidance and information systems and appropriate world wide web sites.
4h.	Discuss career counseling processes, techniques, and resources, including those applicable to specific populations.
4i.	Identify ethical and legal considerations.

Council for Accreditation of Counseling and Related Educational Programs. (2009b). *CACREP*

2009 Standards. Retrieved from www.cacrep.org

Currently thirty-one counseling programs are CACREP accredited in Virginia (CACREP, 2011). Among the thirty-one, eleven include School Counseling (CACREP, 2011). Graduates from CACREP accredited programs will offer prospective employers the assurance that they have been educated in the different facets of career development. As mentioned previously, results from this study can be used to determine if counselors are prepared through the reported use of various career development resources, activities, and other practices that correspond to CACREP career development standards.

State and National Career Development Initiatives

As previously mentioned in chapter one, career development is becoming a nationwide focus beginning in elementary schools for a variety of reasons. This is particularly true in Virginia as noted by Virginia's College and Career Readiness Initiative. Published in September of 2010 by the Virginia Department of Education, the initiative focuses on "preparing Virginia's students for postsecondary education or to meet employers' expectations of candidates for entry-level jobs" (VDOE, 2011b, "College and Career Readiness," para.1). This initiative also supports Virginia Governor Bob McDonnell's goal of "increasing by 100,000 the cumulative number of associate's and bachelor's degrees earned in Virginia over the next 15 years" (VDOE, 2010, p.3).

The Virginia Department of Education revised Virginia's mathematics and English standards to ensure the following: "1) Ensure that college and career ready learning standards in reading, writing, and mathematics are taught in every Virginia high school classroom; and 2) Strengthen students' preparation for college and the work force before leaving high school." (VDOE, 2010, p. 1).

Virginia's focus on improved education is also supported by President Obama's national "Educate to Innovate" campaign designed to improve student's participation and performance in the fields of Science, Technology, Engineering and Math (The White House, 2009). In addition, the American Recovery and Reinvestment Act of 2009 focused on improving education at all levels within states to include: "progress toward college and career-ready standards" (U.S. Department of Education, Ed.gov, 2009, section b 1). One of the key phrases is to provide "every child access to a complete and competitive education, from cradle through career." (Whitehouse.gov, 2013, Issues: "Education: Guiding Principles, "para. 1). This act specifically focuses on K-12 education "by promoting world-class academic standards and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for college and career" (Whitehouse.gov, 2013, Issues: "Education: Guiding Principles, " para. 3). With both a national and state focus not only on education, but career preparation, career development at the elementary level is a relevant and necessary element in Virginia schools.

Elementary Career Development Practices

Elementary Career Development Resources

Beginning in 1990, through the year 2000, various changes in legislation at the state and national level prompted research to identify exemplary counseling practices within the schools to serve as models to other school guidance programs (Maddy-Bernstein, 2000). Previous literature that connects school counselors with elementary career development focuses on specific activities for counselors to engage students in the career development process. Miller (1989) outlines several developmental activities for counselors to reinforce career competencies in the world of work. Books designed for career counselors in the past have only focused briefly

on the topic of career development in elementary school (Drummond & Ryan, 1995). In 1989, Ohio created the Ohio Career Development Blueprint with specific career development activities for grades K-5 that incorporated the National Career Guidance and Counseling Guidelines developed by the National Occupational Information Coordinating Committee (Gahris & American Association for Career Education, 1999). This document was created for teachers and counselors to integrate career development into the classroom and included nine 8-10 page packets with bulletin board ideas, worksheets, small study units, and teacher ideas (Gahris & American Association for Career Education, 1999). A California based company, CFKR Career Materials, began publishing the Children's Occupational Outlook Handbook in 1994, based on information from the Bureau of Labor Statistics, Dictionary of Occupations (CFKR, 2011). Currently, CFKR Career Materials offers over 31 books focused on elementary career exploration. Amazon offers several books for elementary students linking careers to nature, animals, math, and more. Other books or printable newspapers and activity sheets were created by Virginia Career VIEW at Virginia Tech.

Throughout the past decade, as technology became more readily available, elementary career exploration software programs were created to be installed on stationary computers. The Canadian based company, Bridges.com Inc. introduced Paws in Jobland, a program geared to career exploration for elementary students ("Bridges CD-ROM", 2001). This however, created a limitation due to the number of computers in the classroom and prevented children from using the software outside of school. As the internet expanded and access increased, online elementary career development programs were created and varied by state on use for home and school. Virginia Career VIEW, based at Virginia Tech, created the interactive game, Career Town. This online free resource included 23 activities based on three different levels for students to explore

careers and practice Virginia Academic Standards of Learning (Virginia Career VIEW, 2013.). Career Consulting Corner (2013) offers three different print assessments for grades K-3, 3-7, and an assessment for students with special needs in grades 2-5 (Career Consulting Corner, 2013). In addition, they offer Careers for Me II CD-ROM, Careers for Me Junior CD-ROM, and Mission Careers CD-ROM (grades K-6). Single CD-ROMS sell for \$295 with site licenses costing approximately \$995. In 2009, Kuder Inc. located in Adel, Iowa introduced the Kuder Galaxy internet based career exploration program for students in grades Pre-kindergarten through grade five (Kuder, 2009). This program sells for \$24.95 for an individual student (Kuder, 2011).

Researched Elementary Career Development Practices

In 1999, an extensive study was sponsored by the Office of Educational Research and Improvement in Washington, DC that examined career development and practices at six West Virginia School to Work sites (AEL). Each school conducted interviews with teachers, counselors, students, additional coordinators, and/or administrators individually or in small groups. Focus group discussions involving 12 parents evenly representing children at each of the three schools levels, (elementary, middle, and high), were held using a focus group protocol developed by AEL. Interview data were summarized by objective. Findings indicated that 27 career development activities were being implemented at the elementary level in comparison to 54 at the middle school and 52 at the high school levels. School counselors were reported to be more involved than faculty members in implementing the programs in five out of six sites (AEL, 1999). Career practices were identified as successful by being aligned and consistent with the career development framework established by the West Virginia School To Work office. According to interviews from school personnel, the most successful K-12 career development practice overall was job shadowing, followed by the introduction to career clusters in addition to

career days/fairs, use of job simulation software, ACT Explore test results, and the direct involvement of parents in career and educational planning (AEL, 1999). One site reported that there was a lack of elementary career development materials, but students were introduced to career development at the elementary level through classroom work and field trips. The study also found that out of six sites the most successful career development practices at the elementary level included hands -on career classroom lab, career fairs, introduction to career clusters, and job shadowing (AEL, 1999). As part of a literature review of the practice and research in career counseling and development in 2004, Guindon and Richmond found that career development is typically considered an integral part of the school curriculum, but lacks evidence that it is actually practiced within the curriculum.

Counselor Self-efficacy

Self-efficacy is defined as one's belief in his or her ability to succeed in specific situations (Bandura, 1994). One's beliefs can play a major role in how one approaches goals, tasks, and challenges. Bandura (1994) states, “a strong sense of efficacy enhances human accomplishment and personal well-being in many ways” (p. 71). People with a strong sense of self-efficacy approach situations with self assurance and a sense of control. In addition, people with strong self-efficacy beliefs maintain a commitment to goals, sustain efforts after failure, and approach difficult tasks as challenges rather than threats (Bandura, 1994). Therefore, it is feasible that elementary school counselor’s self-efficacy about meeting these career development standards may affect their career development practices.

School counselors have faced a series of challenges over the past 10 years with the development of National Career Development Standards, Virginia School Counseling Standards, and for Virginia in particular, Standards of Learning testing. Most recently, Virginia’s College

and Career Readiness Initiative emphasizes the role in Virginia schools to prepare students for postsecondary education and/or job ready skills favorable to meet employer expectations (VDOE, 2011b). Virginia Licensure Regulations for School Counselors in grades Pre-K -12 (2007) lists competencies specifically designed to promote career development that include

- an understanding of lifespan career development;
- understanding the skills and processes for counseling students to include individual and group counseling for career development; and
- an understanding of the knowledge, skills, and processes for providing developmental guidance including career development.

See Appendix D for a complete list of Virginia Licensure Regulations for School Counselors Grades Pre-K-12. Virginia school counseling standards specifically lists career development in grades K-5 (Virginia Board of Education, 2004, p.5). Because the licensure regulations were revised in 2007, counselors licensed earlier than that date may not have this background.

Previous counselor self-efficacy studies suggested that school counselors with high levels of self-efficacy may have a greater impact on students than school counselors with lower self-efficacy (Bodenhorn, Wolfe, & Airen, 2010). Bodenhorn and Skaggs created the School Counselor Self-efficacy Scale. Throughout the development of the scale, reliability statistics were run using SPSS with a mean of item responses equal to 4.21 and a standard deviation of .67. Validity studies were also conducted with school counseling students and overall validity results were positive (Bodenhorn & Skaggs, 2005). Although at the time the article was written, the researchers determined that the SCSE still needed to be corroborated with job performance evaluation, “preliminary reliability and validity information ... was

promising” (Bodenhorn & Skaggs, 2005, p.27). Bodenhorn et al. (2010) found that school counselors self-efficacy increased with successful participation in activities. In 2005, Bodenhorn and Skaggs suggested that school counselor self-efficacy reflected the counselor’s idea that he or she could achieve results, such as meeting national or state standards. This study also emphasized that counseling programs should be tailored to different types of schools, which required school counselors to demonstrate different skills in achieving a goal. They specifically addressed the standards developed by the American School Counselor Association (ASCA) as an example of allowing counselors to achieve the same end result in different ways. Results of the study using the School Counselor Self-efficacy Scale, found that many counselors were using standards without having specific training on implementing the standards. This finding supports continuous education for school counselors as new standards are developed (Bodenhorn & Skaggs, 2005).

Perrone, Perrone, Chan, and Thomas (2000) specifically examined self-efficacy and the importance of career counseling competencies within a school setting. School counselors in this study indicated that applying theories of career development in counseling, as one of the three least important career counseling competencies. In contrast to a panel consisting of consultants, counseling educators, and staff members at a university education and work institute who considered three different competencies least important. However, Perrone et al. (2000) did determine that school counselors rated listening to counselee’s career concerns as the number one competency, while panel members rated helping teachers to implement a guidance curriculum as the most important competency. Counselors also indicated that they felt the lowest self-efficacy in choosing appropriate assessment inventories, understanding special issues influencing career decisions of lesbians, gays, and bisexuals, and establishing

an effective school- community network. These findings indicate that counselors may not engage in these activities due to their low self-efficacy in these areas. Lent, Hoffman, Hill, Treistman, Mount and Singley, (2006), refer to counselor self-efficacy as affecting the capability of the counselor to perform defined skills.

In consideration of keeping school counselor education current so that new initiatives and standards in schools can effectively be met, it is important to know what counselors are currently implementing to promote career development standards. If a relationship is found between career development practices and counselor self-efficacy, it merits consideration of what career development practices are being taught to counselors, and the degree to which counselors feel that they can apply this information to meet state and national standards.

Previous Research on Counselor Training in Career Development

Counselor Duties

Research evaluating elementary counselor training began as early as 1968 (Van Hoose, 1969). Van Hoose described early elementary school counselor programs educating counselors for grades K-6, as “closely resembling models used for the preparation of secondary school counselors” (p. 2). Through the years as elementary school counselors became required by more states in the U.S., research was conducted on the roles, preparation, and effectiveness of school counselors. Ritchie, (1989), reported that a survey of elementary and middle school counselors from schools identified as “excellent” from the U.S.

Department of Education, revealed that these counselors identified individual and group counseling, consultation with parents and teachers, and coordination as their most important activities. In a study conducted by Bonebrake and Borgers (1984), principals in elementary and junior high schools rated individual counseling, student assessment, consulting teachers

and parents, and guidance evaluation as the most important counselor functions. Specific information regarding career development activities were not defined in these results. However, consultation with parents and teachers were identified as important by both principals and counselors at the elementary level, which is also an integral part of elementary career development.

Counselor Educational Requirements & Responsibilities

A study conducted by Ritchie (as cited in Ritchie, 1989), found that at least 48 of the 50 states, and the District of Columbia required counselors to have a Master's degree to be certified as a school counselor. This changed from the 1960's where teachers took an additional 15-30 hours of coursework to become certified as school counselors. Today, programs include a full Master's degree and an internship in the schools.

Another study that focused on elementary school counselor preparation in counselor education programs conducted by Gerler and Myrick, 1991, made the following statements regarding counselor educator responsibilities to prepare future elementary school counselors:

- Counselor educators must, therefore, create more opportunities for graduate students to understand early childhood.
- Counselor educators must prepare graduate students with adequate understanding about the developmental needs of young children and their parents for future elementary school counselors to be competent leaders of these parent groups.
- Elementary school counselors should be prepared to advocate for change in public schools and other institutions that offer care and educational programs for young children. Counselor educators must increase training for advocacy roles in graduate programs.

■Another important issue counselor educators will face is that of helping future elementary school counselors decide about the purpose of their services on behalf of young children.

■Counselor education programs need to prepare future elementary school counselors to consult effectively with those persons (e.g., parents, grandparents, siblings, and teachers) who have the most frequent and direct influence on the lives of young children.

(Gerler & Myrick, 1991, p.68-72)

Gerler and Myrick (1991), emphasized that counselors need training to encourage parents in positive actions, and support parents in learning new ways to interact with children in support of their growth and development. This information is important because parental involvement is a key part of career development. Other factors to consider in the elementary career development process include: children's developmental needs, parent-child interaction, career development advocacy, and specific career development purposes and practices that meet state and national career development guidelines (Gerler & Myrick, 1991).

Counselor's Perceptions of Course Content in Counselor Education Programs

A study conducted by Perusse and Goodnough in 2005, asked elementary and secondary school counselors to rate their perceptions of the importance of course content areas taught as part of school counselor education programs. Results showed that secondary school counselors rated career development sixth in importance out of a total of 24 content areas. Elementary counselors rated career development sixteenth out of a total of 24 content areas. This clearly shows that six years ago, career development was not considered a primary focus by elementary school counselors. "Content areas that were ranked more than 3 levels

apart included career development, play therapy, computer and related technology, parent education, program evaluation and development, and classroom guidance curriculum” (Perusse & Goodnough, 2005, p. 113). Computer and related technology ranked 22 out of 24 by elementary school counselors. Based on this study, and current technology available to explore career development, rating technology in the bottom content areas impedes the actual career exploration process given that many career exploration activities involve using computers and technology. Van Horn and Myrick (2001) assert the importance of using computer technology for students exploring career and college options.

Parent education was ranked 13th out of 24 components by elementary counselors, and is also a key part of the elementary career development process (Perusse & Goodnough, 2005). Many activities that involve career exploration include working with the community, and elementary school counselors rated public relations 19th out of 24 items in order of importance. As discussed earlier, various career development practices involve parents and teachers as well as people within the community.

Counselor Training Program Content

Brott (2006) identifies teaching accountability to counselor education students as a major component of training an effective professional school counselor. Brott emphasizes the importance of “providing counselors-in-training with a practical application of accountability for demonstrating their effectiveness” (para.11). Brott identifies one of the objectives in the school counseling course is “developing skills for reporting accountability based on the ASCA National Model” (para. 22). Counselor education students are provided with experiences to develop skills that demonstrate effectiveness in school counseling

programs. Brott recommends that “counselor educators identify specific teaching and learning strategies to be implemented in the counselor education curriculum” (para. 38).

The identification of the use of specific career development materials and implementation of career development activities in this study supports the accountability of demonstrated effectiveness in the training of an effective professional school counselor.

Summary of Chapter

As previously stated, career counseling was introduced into elementary schools as early as 1920 (Schwebel, 1984). Formal training for professional counselors began in 1940 (Borow, 1964) and with the Vocational Act of 1963, school counselors were directed to assist students in obtaining information on occupational education and training (U.S. Department of Health, Education, and Welfare, 1963). The most recent advances in career development have concentrated on creating an information focus building on technology and lifelong learning. General career development theories were discussed as well as career development theories focusing on childhood to create a basic understanding of elementary career development.

The development of state and national career development standards at the elementary school level by the Virginia Board of Education, the American School Counselor Association, National Career Development Standards, and most recently, Virginia's College and Career Readiness Initiative (VDOE, 2011b), have established clear guidelines to be followed for elementary school career development. Elementary career development practices were identified through specific resources and research on various practices. This information was then related to counselor self-efficacy in relation to the challenges school counselors have faced over the past 10 years with the development of various state and national career development initiatives and standards. School counselor self-efficacy studies were discussed related to counselors implementing new standards, successful participation in school counseling activities, and the impact counselor self-efficacy can have on students (Bodenhorn, et al., 2010). Previous research on elementary counselor training in

career development was reviewed, indicating that most studies in this area were conducted based on general elementary counselor education emphasizing the need for counselor educators to prepare elementary school counselors to understand early childhood, consult effectively with teachers and parents, and advocate for change in public schools (Gerler & Myrick, 1991). The previous information from the studies discussed were related back to career development practices in elementary school, and the need to determine what practices are being implemented, and if there is a relationship to counselor self-efficacy. However, no literature was found that described current career development practices of elementary school counselors.

CHAPTER THREE

Methodology

Introduction

Chapter Three includes the purpose of this study, a restatement of the research questions, population demographics, instrumentation, and data collection procedures and analysis. The purpose of this study is to determine what career practices are being used by counselors in Virginia elementary schools, to evaluate the extent to which counselors believe he or she is meeting Virginia elementary career development counseling standards, and to determine if a relationship exists between counselor self-efficacy, the use of specific career development practices and materials, as well as the number of practices being implemented by the counselor.

Leading career development theorists identify career development in elementary school as a significant part of the career development process (Gottfredson, 1981; Helwig, 2004; Magnuson & Starr, 2000; Schultheiss, 2005; Sharf, 2013; Trice & Hughes, 1995). Standards for elementary career counseling for Virginia Public Elementary schools are outlined in the Virginia Department of Education's Standards for School Counseling Programs (Virginia Board of Education, 2004). Currently there is a lack of data that states what is being done in Virginia's elementary schools to promote career development. Therefore, we do not know what or if anything is being done to meet these state standards. Previous studies conducted by Rowley et al., (2005), suggested that elementary guidance materials remain consistent across cities and counties serving the same middle school. This study aims to identify what practices are being used, in an attempt to determine if there is any consistency in practices. This is important as students from many elementary schools typically attend one middle school. In addition, the study will attempt to determine if there is a relationship between elementary career practices and

counselor self-efficacy for meeting Virginia elementary school career development standards. In 2005, Bodenhorn and Skaggs suggested that school counselor self-efficacy reflected the counselor's belief that he or she could achieve results, such as meeting national or state standards. Lent et al. (2006) referred to counselor self-efficacy as affecting the capability of the counselor to perform defined skills. Therefore, as new career development initiatives and standards are developed, it is important to research the following:

1. What career development practices and activities were being implemented by school counselors in Virginia's Elementary Schools in the 2010-2011 school year?
2. Over the 2010-2011 school year, to what extent did elementary school counselors believe he or she met the Virginia School Counseling Standards for elementary career development (K-3) and (4-5)?
3. Are specific career development practices related to the level of counselor self-efficacy in regard to meeting Virginia Elementary Career Development Standards?
4. What is the relationship, if any, between school counselor career development practices and the level in which each counselor believes he or she is meeting Virginia Elementary Career Development school counseling standards?
5. What is the relationship, if any, between the number of school counselor career practices and counselor self-efficacy scores?

Population

The population in this study included counselors at public elementary schools across the state of Virginia including a combined total of 107 of 133 city and county school divisions.

Twenty-six school divisions were not included in the survey due to privacy policies because the

counselor's email was not provided to the public on the school website. Therefore, a total of 103 schools within the twenty six divisions were not contacted through this survey.

According to the Virginia Department of Education, Virginia had a total of 1,186 public elementary schools during the 2010-2011 school year. Counselors were contacted through email aimed at reaching a total of 1,083 of these public elementary schools considering the 103 schools that did not have an email address publicly available for the school counselor. A total of 1,178 email addresses were obtained through public school websites for Virginia Elementary Schools. Due to privacy policies, some schools were not represented in various areas across the state, because the counselor's email was not provided to the public on the school website.

Instrumentation

A survey approach was selected in order to provide information on elementary school counselors throughout the state of Virginia. Answers were limited only to the counselor's personal perspective and not the general perspective of all counselors at the school. This survey study gathered information from Virginia Public Elementary School Counselors to determine what practices of career development were used in the 2010-2011 school year. An internet based survey was chosen based on cost, to obtain information from a large group, consistency in delivery of the survey, and to assess a wide variety of career development practices. Study data will be retained for a minimum of 5 years as suggested by Marczyk, DeMatteo, and Festinger, (2005). JMP Statistical Discovery Software 10 was used to analyze the data. The survey was made up of four sections with a total of 21 questions.

Florida School Counselor's Survey.

A portion of the Florida School Counselors Survey (2000) was used to collect demographic information about the individual counselor, the school, and to determine what

specific career development activities and practices were being used in the 2010-2011 school year. Basic demographic information was gathered in survey section I to indicate the population surveyed and to potentially be used in future studies. Survey data was submitted anonymously and was self reported. Section II, Elementary Career Practices, was used to measure career activities conducted by counselors. Section II was based on Osborn and Baggerly's study in 2004, which used the Florida School Counselors' Survey 2000 to determine school counselors' perceptions of career counseling and career testing. The Florida School Counselors' Survey 2000 was selected to be part of this study because it had been successfully used in previous studies at a statewide level for school counselors from elementary to high school. The Florida Counselors' Survey 2000 was designed to answer specific questions about career counseling activities. Participants in Baggerly and Osborn's study were asked to base their responses on "individual perceptions rather than a general perspective of all counselors in the school" (2004, p. 48). This statement was also used in this study to ensure that counselors are giving answers based on their own personal perspectives. An email requesting permission to use a portion of the Florida School Counselors' Survey 2000 was sent to Dr. Osborn and Dr. Baggerly. See Appendix E for the email permission request and Appendix F for the response. See Appendix G for the Florida School Counselors' Survey 2000.

Virginia School Counseling Standards

Section III of the survey consisted of questions regarding the counselor's belief in meeting the school counseling standards for career development in the 2010 -2011 school year. The questions were divided into grades K-3 standards and grades 4-5 standards as they are listed in the Virginia School Counseling Standards. School counselors were also asked how effective he or she believed the career development materials and activities used in the 2010-2011 school

year met each specific standard for elementary career development grades K-3 and 4-5. A final question in this section asked counselors if he or she believed that the Virginia Standards for School Counseling clearly outlined job duties for elementary career development.

School Counselor Self-efficacy Scale.

Section IV of the survey was designed to measure school counselor self-efficacy related to elementary career development was adapted from the academic and career development subscale of the School Counselor Self-efficacy Scale and was used to obtain an overall view of the counselor's belief of either she or he meeting the Virginia School Counseling Standards for Career Development. The SCSE was chosen because it was currently the only self-efficacy scale geared toward school counselors, and was created to "assess the effectiveness of the education process in school counseling programs, as well as to provide insight into the relative success of practicing school counselors" (Bodenhorn & Skaggs, 2005, p. 15). This directly relates to implications of this study aiming to use results to impact counselor education programs to better meet CACREP standards through counselor reports of various career development resources, activities, and other practices. Bodenhorn & Skaggs reported positive preliminary reliability and validity results for the SCSE (2005). Bodenhorn and Skaggs indicated that the SCSE scale was applicable for use across school counseling situations through statistical analysis showing a "lack of significant differences across school geographic setting and school levels" (2005, p. 26). The SCSE scale was tested for validity, reliability, and group differences by comparison with other self-efficacy instruments. Results of the study showed that the SCSE could be used as an outcome measure for school counseling education programs (Bodenhorn & Skaggs, 2005, p. 27). Specifically, authors of the SCSE completed an item analysis with practicing school counselors to analyze responses for reliability, omission, discrimination, and group differences. Reliability

statistics were run using SPSS. Another study compared responses on the SCSE with other preexisting instruments to obtain validity information. The Career and Academic Development subscale used in this survey was tested for internal consistency reliability. Coefficient alphas for the subscale equaled .85 for career and academic development, being in the middle compared to the other subscales. See Appendix H for the complete School Counselor Self-efficacy Scale. Academic and career subscale items are indicated by (3). These items were included in section IV of the survey, specifically question 21.

Section I. Demographic and background information.

Questions 1-14.

Questions 1-5 were used to determine the general population demographics for those who answered the survey. This demographic information was used by the researcher to determine if the population of respondents is representative of Virginia's elementary school counselors. In these questions, items such as gender, highest degree received, ethnicity, school location, and region were reported. Another reason for asking counselors to select one of eight school regions was to use this information to compare responses to that of the general population to determine if the responses were representative of areas as a whole.

Survey Question 6: "Were you a practicing elementary school counselor in the 2010-2011 school year?" was used to eliminate counselors who were not practicing counselors in elementary school for the year specified for the time period of the study. Participants were able to continue the survey if he or she responded to being a full time practicing elementary school counselor or part time elementary school counselor during the 2010-2011 school year. Any respondent that marked, "No, I was not a practicing elementary school counselor," was directed to the elementary school counseling resource page, and was eliminated from completing the

remainder of the survey. This question was important in order to obtain a population that could be surveyed on practices used for a particular year with the same grade levels of students. The school year was important because it represented a finite amount of time as a basis for subjects to answer survey questions. The 2010-2011 school year was selected for this study because it was the most recent complete year that could be assessed by counselors. Many counselors may save career exploration activities for the end of the year after SOL testing, or conduct career exploration activities during other times of the year. By selecting the previous full school year, counselors were able to answer the survey questions considering the most recent full year time. This prevented counselors who may not have focused on career exploration mid-year to answer questions differently, and also allowed subjects to answer questions based on what was actually done rather than what counselors planned on doing.

Survey Question 7: "Please indicate the grade levels you work with below." was included in the survey because larger schools, particularly in the Northern Virginia area and Tidewater area, tended to have more than one guidance counselor. The guidance counselors often worked with only certain grade levels. Therefore, this information was important in order to understand how many counselors worked only with specific grade levels, and to see if there were any major differences between those materials that were used that could affect the results of the study. Not including this question would have led to the assumption that all elementary school counselors work with grades K-5, which is not true in Virginia schools. In addition, many rural schools in far southwest Virginia were combined schools for grades K-6 and other combinations depending on the region.

Survey Questions 8-14 were used to collect further background information on the population surveyed and provided additional descriptive statistics for use in future studies.

Survey Question 8: “Enter the number of years you have been a practicing elementary school counselor (including the current year).” This question was added to provide a context in which to understand the data. Participants were asked how long he or she had been a practicing elementary school counselor in order to determine his or her experience in the elementary school counseling setting. This was important because elementary school counselors were the last counselors to be added to schools. Traditionally counselors were available in high schools to assist with class selection, testing, and post-secondary education choices. Middle school counselors have also traditionally been in schools longer than elementary counselors to provide assistance with testing and class selection particularly for high school transition. Therefore, many of the elementary counselors may have served in both the high school and middle school settings before becoming elementary school counselors. Because this setting is very different from the middle and high school level, it was important to distinguish how long each participant had actually been a practicing counselor in the elementary school setting.

Survey Question 9: “How often have you attended training on elementary career development at conferences, workshops, or classes outside of your school in the past 4 years?” was included in the survey to provide adequate background information on the participants in the study and to give an overall representation of the training that most elementary school counselors had received outside of the school setting. The training amount may provide more information if results indicated a narrow scope of career practices and activities being used by counselors. In addition, it would be interesting in future studies to analyze if those with more training used different career development practices than those with less training.

Survey Question 10: “Indicate the professional development activities that you have completed in elementary career development in the past year.” was included in the survey to provide adequate background information on the subjects in the study, and to give an overall representation of the training that most elementary school counselors have received specifically in elementary career development. The training amount may provide more information if results indicated a narrow scope of career practices and activities being used by counselors and may also show differences in self-efficacy scores. In addition, it would be interesting in future studies to analyze if those with specific types of training consistently reported higher levels of self-efficacy and /or reported using specific career development activities and practices that may not have been reported by those without certain training opportunities. A year time period was selected due to the specific nature of the question. This was important to identify the various training opportunities that elementary school counselors are able to successfully attend and perhaps those that elementary school counselors are not able to attend. In future studies, this information could be useful for school superintendents, counseling coordinators, and school principals when determining funding and/or training opportunities for elementary school counselors.

Survey Question 11: “In order to be more effective at implementing career development activities in my school, more training could be helpful.” was included in the survey as a way to determine more information about the background of the participants regarding his or her effectiveness in implementing career development activities related to training opportunities. This information combined with survey questions 9 and 10 could provide useful information in future studies to assist counselor educators, superintendents, counselor supervisors, and school principals to create training opportunities for counselors if needed. In addition, it would be

interesting to determine if levels of self-efficacy and specific career development practices and activities are related to the availability or need for more training.

Survey Question 12: “How much training did you receive on elementary career development in your counselor education program?” was created to give additional background information on those participating in the survey. This question focuses on training provided in the counselor education program specifically geared to elementary career development. The results could be used in future studies to provide helpful information to counselor educators combined with responses from other survey questions to determine if elementary career development classes are needed for counseling students. In turn, if many of the subjects did not receive specific classes on elementary career development and are still reporting high self-efficacy scores and indicate that they are using different career development practices and activities, the need for a class focusing on this particular area may not be necessary for school counselors to meet elementary career development standards.

Survey Question 13: “Over the 2010-2011 school year, do you believe more time would have been useful to implement career development in your school?” provides additional background information to determine the context of the responses given in the survey. One reason counselors may report lower self-efficacy or use of fewer career development practices and activities could be a result of the time allotted for the counselor to spend on career development. With the emphasis on the standards of learning, many counselors may have limited time with students. In addition, some counselors who are involved in the testing process may believe they have not had adequate time to implement career development. This question gives participants a chance to indicate this information. In addition, future studies could

determine if this question is related to specific practices and activities (or the lack of) and/or levels of self-efficacy regarding career counseling standards.

Survey Question 14: “Over the 2010-2011 school year, how many total hours did you spend on elementary career development/planning/activities/ and practices combined for the grade levels listed below?” was designed to get an accurate idea of the total hours spent on career development to compare across other counselor responses. Answers to this question can be useful to indicate any outliers in data and how those may affect the overall self-efficacy scores and practices and activities listed by participants. The question was divided up into grades K-3 and 4-5 in order to correspond with the specific Virginia School Counseling Standards which are grouped by grades K-3 and 4-5. This question also helps to understand the data entered by part time counselors or counselors in larger or combined schools that only work with certain grade levels. The detail that this question provides gives more substance and context to the data collected in the survey.

Section II. Elementary career practices.

This section included 18 choices of career development activities comprised of a comprehensive list of specific career development activities identified in various career development studies focusing on elementary career development. Activity choices included plan and implement a career day, coordinate guest speakers to discuss different careers with students, and involve parents in the career exploration process (Beale & Williams, 2000). In addition, Beale (2000) specifically discusses ways to promote elementary career exploration by collaborating with the community through field trips. Rowley et al., 2005, refer to a wide variety of different curricular materials used by school counselors including books, trainings, classroom materials, classroom guidance, and individual guidance as a way to address guidance

program objectives including those of career development. Beale (2003), discusses “the action oriented classroom ...in developing the career competencies of students in an interesting and fun way” (p.212). Other choices in section II were based on elementary career development computer programs available in the United States such as “Bridges, CD-ROM Paws in Jobland” (2001), production included in CFKR Career Materials (2011), Kuder Galaxy (2011), and Virginia Career VIEW, Career Town (2013). Elements from the 2000 Florida School Counselor’s Survey listed under counselor’s duties were included in the activities choices in section also (Osborn & Baggerly, 2004).

Survey Questions 15: “Looking back over the entire 2010-2011 school year, please indicate if you conducted the activities listed below for any grade level K-5 by marking yes or no.” The following choices were provided:

- Classroom career exploration with students (small or large group)
- Individual career exploration with students
- Collaborated with the community to promote elementary career exploration through field trips
- Collaborated with the community to obtain and distribute career related materials to students (ex. Junior Achievement, Law Enforcement, Fire Fighters, etc.)
- Coordinated guest speakers to discuss different careers with students
- Provided job shadowing opportunities for students
- Introduced students to one or more of the 16 federal career clusters
- Planned and executed a career day or career fair
- Used career exploration CD-ROMS with students

- Used print materials such as books and worksheets with students to promote career exploration
- Used on line career exploration programs with students
- Completed hands-on-career exploration activities with students such as planning flowers, making posters to advertise school events, volunteer activities, charitable work, coat drive, food drive, etc.
- Completed a career search with students
- Had a student dress up career day
- Involved parents in a career exploration activity with students
- Provided career exploration materials to parents via mail, email, handouts, website, announcements, etc.
- Informed parents of career development school counseling standards
- Informed teachers of ways to incorporate career exploration into the classroom
- Other (please specify).

Section III. Virginia school counseling standards for career development.

Survey Question 16: “Over the 2010-2011 school year, to what extent do you believe that you met the Virginia School Counseling Standards for Career Development at your school(s) for grades K-3?” This question was used to obtain an overall view of the counselor’s belief in whether or not she or he met the Virginia School Counseling Standards for Career Development in grades K-3. Further studies may examine how the overall scores compare to the standards from previous questions that are listed individually.

Survey Question 17: “Below is a list of the standards for School Counseling Programs in Virginia Public Schools for career development for GRADES K-3. Indicate how effective you

believe the career development materials and activities you used in the 2010-2011 school year met each of these student standards using the scale below. If you are responsible for more than one school, consider both schools in your answer.” The purpose of this question was to give participants a way to rate themselves based on his or her belief that the materials he or she used in the 2010-2011 year were meeting the K-3 career development standards. K-3 was separated from grades 4-5 because the standards are different. In addition, the standards were separated to provide counselors with a way to rate the effectiveness of materials for individual standards.

Survey Question 18: “Over the 2010-2011 school year, to what extent do you believe that you met the Virginia School Counseling Standards for Career Development at your school(s) for grades 4-5?” This question was used to obtain an overall view of the counselor’s belief in whether or not she or he met the Virginia School Counseling Standards for Career Development in grades 4-5. Further studies may examine how the overall scores compare to the standards from previous questions that are listed individually.

Survey Question 19: “Below is a list of the standards for School Counseling Programs in Virginia Public Schools for career development for GRADES 4-5. Indicate how effective you believe the career development materials and activities you used in the 2010-2011 school year met each of these student standards using the scale below. If you are responsible for more than one school, consider both schools in your answer.” The purpose of this question was to accurately determine how well counselors believed he or she were meeting the career development standards. Each of the standards was listed for grades 4-5, and available in case the participant could not recall the specific standards. The researcher was also able to obtain information for future studies by calculating the individual scores for each standard.

Survey Question 20: Participants were asked to what degree they either agreed or disagreed with the statement, “The Virginia Standards for School Counseling clearly outline my job duties for elementary career development.” This question was included to obtain additional information that could be used in further research to determine if there are in fact clear job duties for counselors that address career development.

Section IV: Self-efficacy regarding types of elementary career development.

Survey question 21 included seven different elements of self-efficacy regarding career development as listed in the SCSE. The answers to these questions determined each participant’s self-efficacy score. Scores could range from 7-35.

Procedures

The data for this study were collected through an electronic web based survey. The population included elementary public school counselors in the state of Virginia. The counselors were contacted through email obtained through public records for Virginia public elementary schools including a combined total of 106 city and county school divisions. An attempt to contact counselors at all 1,181 public elementary schools was made to ensure the most comprehensive data set and greatest number of returned information. According to the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, in 2008-2009 Virginia had a total of 1,306 elementary guidance counselors. Electronic email contact and data collection was chosen rather than postal mailings for cost efficiency, ease of data collection, increased speed of data return, and the overall idea that public school employees rely on email as a primary means of communication.

Prior to the administration of the survey, the VT Human Subjects Protection Tutorial was completed by the researcher. See Appendix I for the Certificate of Completion for Training in

Human Subjects Protection. Prior to the survey being administered, the researcher submitted an Institutional Review Board Research Protocol on March 5, 2012 to the IRB Protocol Management System at Virginia Tech. See Appendix J for the IRB approval form to begin the activities provided by the IRB protocol form and supporting documents. The study was approved as Exempt, under 45 CFR 46.101(b) category 2 on March 8, 2012.

After IRB approval was obtained, Survey Monkey Gold Plan with enhanced security (SSL) (www.surveymonkey.com) was used to create and administer the survey. See Appendix K for the Survey Monkey Gold Plan Account verification of enhanced security features as required by Virginia Tech. See Appendix L for the Survey Monkey version of the survey.

The initial email, sent on March 13, 2012 (Appendix M) introduced the researcher, notified participants about the purpose of the study, invited participation in the study, assured confidentiality, and explained informed consent. A link was also provided in the initial email for the participant to go directly to the survey in addition to an opt out link to remove the participant from receiving future emails from the researcher. This link was provided as a courtesy to participants and a suggested feature of Survey Monkey. Within one hour of sending the initial email, counselors emailed the researcher directly to report the survey was closing before it was completed. Immediately the survey was shut down and the answer portion was modified to use the skip logic feature properly to allow the survey to be completed. The researcher then created an amendment describing the survey glitch, solution to the glitch, and requested an IRB approval to send a second email with the revised survey. The Virginia Tech Office of Research Compliance Institutional Review Board approved the amendment request effective March 15, 2012. See Appendix N for the IRB Amendment Approval Letter. The second email (Appendix O) was sent on March 20, 2012 that invited counselors to participate in the study, assured

confidentiality, and explained informed consent. A hyperlink to the survey on Survey Monkey was provided. On March 27, 2012 a third e-mail (Appendix P) was sent to all elementary counselors to thank those who had completed the survey, and invite counselors who had not responded to participate. A final email was sent on April 3, 2012 indicating that the survey would be closing April 5th at 11:59pm.

Data Analyses

This study is a non-experimental design using a survey approach to answer the following research questions.

1. What career development practices and activities were being implemented by school counselors in Virginia's Elementary Schools in the 2010-2011 school year?
2. Over the 2010-2011 school year, to what extent did elementary school counselors believe he or she met the Virginia School Counseling Standards for elementary career development (K-3) and (4-5)?
3. Are specific career development practices related to the level of counselor self-efficacy in regard to meeting Virginia Elementary Career Development Standards?
4. What is the relationship, if any, between school counselor career development practices and the level in which each counselor believes he or she is meeting Virginia Elementary Career Development school counseling standards?
5. What is the relationship, if any, between the number of school counselor career practices and counselor self-efficacy scores?

Demographic Information

Basic demographic information from questions 1-5 was collected from respondents and evaluated through data analysis including frequency counts and percentages. Additional demographic data was collected from questions 7-14 from those that indicated he or she was a

practicing elementary school counselor during the 2010-2011 school year. This information was analyzed with frequency counts and percentages.

Research Question 1: What career development practices and activities were being implemented by school counselors in Virginia's Elementary Schools in the 2010-2011 school year?

In order to answer research question one, participants were asked to choose either "yes" or "no" to indicate if he or she conducted specific elementary career development activities to facilitate career development with students (survey question 15). A frequency distribution (of the career development materials and activities that were marked as conducted) was prepared for a descriptive analysis of the data. Descriptive statistics were provided identifying the career activities/ materials marked as conducted in rank order.

Research Question 2: Over the 2010/2011 school year, to what extent do elementary school counselors believe he or she met the Virginia School Counseling standards for elementary career development (K-3) and (4-5)?

In order to answer research question 2, survey questions 16 and 18 answers were analyzed using descriptive data to include the number of responses for each answer choice and the corresponding percentage based on the total number of answers for each choice. Answers were assigned a number based on a Likert type scale ranging from 1 to 6 with 1= I am not aware of the standards for grades K-3/4-5, 2= I did not meet any of the standards, 3= I am not aware of the standards, but I do believe I provided adequate career development for grades K-3/ 4-5, 4=I met some of the standards, 5=I met most of the standards, 6=I met all of the standards. Descriptive statistics for this question were calculated.

Research Question 3: Are specific career development practices related to the level of counselor self-efficacy in regard to meeting Virginia Elementary Career Development Standards?

This research question was designed to determine if counselors with higher levels of self-efficacy reported conducting specific activities that may have been different from those activities conducted by counselors with lower self-efficacy. The analyses evaluated the answers from Section II Elementary Career Practices and Survey Section IV, Self-efficacy regarding Elementary Academic/ Career Development standards. The answers from Section IV (question 21) indicate individual confidence in each counselor's current ability to perform academic /career development standards using a Likert type scale of 1 to 5 with 1= not confident, 2= slightly confident, 3=moderately confident, 4= generally confident, 5= highly confident. The mean, standard deviation, and range of scores for each question were analyzed. The question included seven components derived from the SCSE scale regarding career development. Counselors' scores ranged between seven, indicating not confident up to 35 by indicating highly confident.

T tests were conducted for each individuals' self-efficacy total scores and the activities the counselor indicated he or she conducted in the 2010-2011 school year. These tests were used to determine if there was a significant difference between counselors overall score of self reported levels of self-efficacy in meeting Virginia school counseling standards in career development and the specific types of career exploration materials and practices used. The overall score determined if a relationship existed between the use of specific elementary career practices specified in Section II with each counselor indicating if the practice was implemented

in the 2010-2011 school year by marking yes or no. The SCSE score was the dependent variable and the number of career exploration practices and activities was the independent variable.

A test of statistical significance (t-test) was performed to estimate the likelihood that the relationship between counselor self-efficacy in meeting VA School Counseling Elementary Career Standards and the use of specific career exploration materials and practices existed, and was not merely a result of chance. This p-value, or primary index of statistical significance was calculated to determine the chance of error and if previous findings were valid. Because this study did not involve random assignment or control from the researcher, causality cannot be inferred based on the correlation results.

Research Question 4: What is the relationship, if any, between school counselor career development practices and the level in which each counselor believes he or she is meeting Virginia Elementary Career Development school counseling standards?

This research question was created to determine if specific counselor practices were related to counselor beliefs about meeting school counseling standards. A two way tabulation of the relation between correlates was created showing columns of each activity conducted and rows showing the levels of standards counselors believed he or she had met. The results were divided in groups K-3 and 4-5.

Research Question 5: What is the relationship, if any, between the number of school counselor career practices and counselor self-efficacy scores?

A regression model was used to examine if a relationship existed between the number of career practices used by counselors in one year and the counselor total self-efficacy score. Total activities marked yes in Section II were given one point each and combined for a score of 0-18 and was compared with each counselor's total self-efficacy score ranging from 7-35 in section

IV. Participants with a self-efficacy score of 0 were excluded for not completing the self-efficacy portion of the survey.

Summary of Chapter

Chapter three stated the purpose of the study, restated the research questions, and discussed the population, instrumentation, procedures, and data analysis. The chapter described each of the survey questions, summarized the purpose of the survey questions, and discussed the relevance of each question in relation to the current study. A restatement of each research question was listed with the survey questions used to provide the data for each of the research questions. A brief analysis for each research question was described.

CHAPTER FOUR

Results

Chapter four includes the results from the current study in addition to providing extensive demographic information that may be useful in future studies. Data cleaning procedures are described below addressing missing data. Results are described for demographic data and each research question.

Data Cleaning

Graham (2012) defines two types of missing data, item nonresponse and wave nonresponse. In this study, missing data is considered item nonresponse, meaning that respondents completed part of the survey, and left individual questions, and/or parts of questions blank. Graham (2012) states that reasons that nonresponse data occurs may be because a person skipped a question and forgot to return to the question, dealing with an upsetting topic, slow reading, fear of repercussion, or the individual did not see the question. In the case of missing data, the researcher provided data cleaning procedures appropriate for specific data types included under each research question.

Recipient Survey Data

According to the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (2011), in 2010-2011, Virginia had 979 public elementary schools. A total of 103 elementary schools located in 27 counties were not contacted because no email was found in public records for the school counselor for those schools. The survey was sent via email to a total of 1,178 elementary school counselors in Virginia Public Elementary schools. Of the 1,178 emails sent, 6 (.51%) bounced back with incorrect email addresses and 19 (1.62%) opted out of receiving additional emails regarding the survey. Out of 1,153 counselors

that received the email and did not opt out, 729 (63.23%) did not respond. Of the 424 (36.77%) that did respond, 91.27% (387) indicated he or she was a part time or full time elementary school counselor for the 2010-2011 school year, which met the requirements to complete the survey. A total of 34 (8.02%) of counselors that responded did not meet the criteria for being a practicing elementary school counselor in the 2010-2011 school year. Table 6 indicates the recipient data, n=1178.

Table 6

Recipient Survey Data

Total Count:	1178	
Received Email:	1172	99.49 %
Responded:	424	36.77%
Did not meet criteria:	34	8.02.%
Did not respond:	729	63.23 %
Opted out:	19	1 .62%
Bounced:	6	.51%
Met Criteria:	387	33.02%

Demographic Data

Part one of the survey gathered basic demographic data in order to understand the general background /demographics of the population surveyed. Out of the 424 individuals that responded to the survey, including the 34 that did not meet the criteria of employment, total of 400 counselors indicated they were female (94.3%) and 24 indicated they were male (5.7%). Highest

degree received included 1.2% (n=5) with a Bachelor's degree and the majority of participants 93.4% (n=395) with a Master's degree. Thirteen counselors (3.1%) indicated they had received an Ed.S. five (1.2%) received an Ed.D. and five (1.2%) indicated that he or she had earned a Ph.D. One participant skipped this question. The researcher classified the skipped response as item nonresponse data, (Brick & Kalton, 1996; Graham , 2012). Since only one person skipped the question, the researcher concluded that dropping the 1 nonresponse item was the appropriate measure as stated by Brick and Kalton (1996). In addition, the amount of bias in an analyses for that item would be too small to make a large difference (Brick & Kalton,1996).

A majority of the respondents considered themselves white, 82.1% (n=345) with 15.5% (n=65) considering themselves African American. The next highest ethnicity represented was Asian with 1.0% (n=4), followed by Biracial .7% (n=3), Hispanic .2% (n=1), Native American .2% (n=1) and .2% (n=1) considered his or her ethnicity not listed. Four participants skipped the question. This missing data was considered item nonresponse data and only data that was provided was analyzed. The response variable "not listed" was provided, however, that response was not selected by the four participants that skipped the question. An improvement to this question could have been to provide the choice "prefer not to answer" instead of "not listed." Because there was no way to extrapolate this data from other responses, the researcher chose to only analyze the data that was provided.

School location included 53.2% (n=225) located in a suburban area and 28.1% (n=119) located in a rural area. Schools considered urban areas comprised 17.3% (n=73) of the total respondents, with only 1.4% (n=6) indicating that the school location was considered something other than listed. The question was skipped by 1 participant, and considered item nonresponse

data. Only the information provided was analyzed, because this data was considered background demographic information and only had 1 nonresponse.

Next, counselors were asked to indicate the region in which his or her school was located. A total of 388 counselors answered the question and 36 skipped the question. Although participants were told in the question that information would only be used to identify the eight school regions of Virginia, each city or county was listed for participants to ensure that he or she identified the correct region. Because 36 participants skipped this question the researcher hypothesized that participants may not have answered the question due to the fear of being individually identified, and/or the possibility of repercussions from answers to remaining portions of the survey. Participants were asked to choose 1 of 39 independent cities, or 1 of 95 counties. Because this question involved 134 possible choices, and the data could not be interpreted by the answers to other variables, weighting or imputation methods would not apply and would increase data bias (Brick & Kalton, 1996). The data was considered to be NMAR (not missing at random) due to the fact that 8.5% of respondents skipped the question (Graham, 2012). This question may have been skipped by those working in smaller school divisions to avoid possible identification. Further research at a later time would be beneficial to determine if the participants that skipped the question had low self-efficacy scores, completed fewer career development activities, or indicated that he or she did not meet school counseling standards. Another possibility is that participants who skipped the question may have done so related to a variable that was not measured in the survey, therefore the data would be considered inaccessible (Graham , 2012). See Table 7 for detailed information. Percentages are calculated based on the number of individual responses.

Table 7

Population Demographics

Variable	Response Count	Response Percent	Answered Question	Skipped Question
Gender			424	0
Female	400	94.3%		
Male	24	5.7%		
Highest Degree Received			423	1
Master's	395	93.4%		
Ed.S.	13	3.1%		
Ed.D.	5	1.2%		
Ph.D.	5	1.2%		
Bachelor's	5	1.2%		
Ethnicity			420	4
White	345	82.1%		
African American	65	15.5%		
Asian	4	1.0%		
Biracial	3	0.7%		
Hispanic	1	0.2%		
Native American	1	0.2%		
Not Listed	1	0.2%		
School Location			423	1
Suburban	225	53.2%		
Rural	119	28.1%		
Urban	73	17.3%		
Other	6	1.4%		
School Region			388	36
Region 4 Northern Virginia	142	36.60%		
Region 1 Central VA	57	14.69%		
Region 2 Tidewater	53	13.66%		
Region 6 Western Virginia	43	11.09%		
Region 5 Valley	38	9.80%		
Region 3 Northern Neck	25	6.45%		
Region 7 Southwest	23	5.93%		
Region 8 Southside	7	1.81%		
Skipped Question	36	8.49%		

Question six determined each counselor's eligibility to participate further in the survey by asking, "Were you a practicing elementary school counselor in the 2010-2011 school year?" This question was asked in order to capture the information focusing on one period of defined time representing an entire school year, most recent to when the survey was distributed. Many counselors may complete career development activities at the end of the year. Because the survey was administered during March 20, 2012, - April 6, 2012, some counselors would not have had an entire year to indicate if career development activities were completed. The researcher only wanted to focus on information from practicing elementary school counselors in the 2010-2011 school year, and therefore effectively ended the survey for those that indicated he or she was not a practicing elementary school counselor in the year specified. A total of 421 counselors responded to this question, and 3 skipped the question. Skipped questions only comprised .71% of the responses, less than 1%. In addition, the researcher required an answer to this question in order to determine eligibility for counselors to complete the remaining portion of the survey. The researcher chose only to evaluate the questions that included a response because this was an eligibility question, and those that skipped the question were no longer allowed to proceed in the survey. The response count for being a full time elementary counselor equaled 355 (84.3%), part- time elementary counselor, 32 (7.6%), and not a practicing elementary school counselor, 34 (8.1%), n=421. A total of 387 counselors were considered appropriate responders and included part time elementary school counselors (7.6%) and full time elementary school counselors (84.3%) during 2010-2011.

Because many larger schools assign counselors to only certain grade levels, each practicing elementary counselor was asked to indicate the grade level(s) that he or she worked with in the year 2010-2011. Schools can be configured with only some grade levels, and if a

school has more than one counselor, that counselor might only work with specific grades. A total of 377 counselors responded to this question, and 10 skipped the question. The researcher examined the data and found that 8 of the 10 participants that did not respond to this question, actually stopped answering all of the remaining survey questions. Upon closer investigation of the participants, the researcher found that 6 counselors were full time and 2 were part time. All eight of the participants that stopped the survey were females, had master's degrees or higher, and worked in a suburban setting (6), urban setting (1) and a rural setting (1). The researcher determined that the nonresponses did not indicate a pattern of missingness related to previous information given by these participants. Therefore, the nonresponses could be determined to be MCAR, missing completely at random. The missing responses appeared to be unrelated to previous questions, therefore making it an equal probability that the nonresponses were the same for everyone in the sample (Montiel-Overall, 2006). Because this information is considered background information, the researcher chose only to include responses indicated for this question. Results indicated that the grade levels represented in elementary school (K-5) showed a range of 330-336 (87.5%-89.1%) for each grade level, the largest difference equal to 1.6%. No grade level appeared to be underrepresented as indicated by the counselors. In fact, the grade levels appeared to be equally represented. See Table 8 for specific percentages

Table 8

Grade Levels Counselors Represented in 2010-2011 School Year

Grade 3	336	89.1%
Grade 1	332	88.1%
Grade 5	332	88.1%
Grade K	332	88.1%
Grade 2	331	87.8%
Grade 4	330	87.5%

Recognizing that experience may have a direct impact on the career development activities conducted by school counselors, the researcher stated, “Enter the number of years you have been a practicing elementary school counselor (including the current year). Counselors indicated experience from 1 year up to 35 years. The total number of responses was 377 with a mean of 11.30 years, median equal to 10 years, range of 1-35 and mode of 5 years indicated by the most frequent response rate (n= 27). Two participants skipped this question completely at random. Due to the large number of choices, the researcher chose only to use the information provided by those that responded in order to avoid a biased response. In addition, no other information provided by participants in the survey could be used to estimate the responses from the two participants that did not respond. Two participants that skipped the question did not show any pattern, and appeared that the non –response would be characterized as MCAR- missing completely at random. Table 9 shows the responses for each year.

Table 9

Total Number of Years as a Practicing Elementary School Counselor

Response Text	Response Count	Response percent
1	6	1.50%
2	26	6.70%
3	26	6.70%
4	21	5.40%
5	27	7.00%
6	24	6.20%
7	21	5.40%
8	15	3.90%
9	13	3.30%
10	26	6.70%
11	16	4.10%
12	17	4.40%

13	21	5.40%
14	9	2.30%
15	14	3.60%
16	10	2.60%
17	10	2.60%
18	6	1.50%
19	3	.70%
20	11	2.80%
21	8	2.00%
22	13	3.30%
23	17	4.40%
24	8	2.00%
25	5	.01%
26	3	.01%
27	2	.01%
28	2	.01%
29	1	.002%
30	3	.007%
31	0	0.00%
32	0	0.00%
33	0	0.00%
34	0	0.00%
35	1	.002%

Another portion of the demographic information focused on the training counselors received specifically in elementary career development. Question 10 asked counselors to choose the type of professional development activities he or she had completed in elementary career development within the past year. Due to an oversight, the option “none” was not included in the choices. A total of 51 participants skipped this question. The researcher compared previous answers for each participant that skipped question 10. By examining participants’ previous answers to question 9, the participants may have selected “none.” This information was based on Question 9 responses to, “How often have you attended training on elementary career development at conferences, workshops, or classes outside of your school in the past 4 years?” Participants that skipped question 10 showed the following responses for question nine, “0” was

selected 24 times, “Once” was selected 16 times, “2 times” was selected 10 times, and “3 times” was selected once. Therefore, the researcher determined through these patterns, this missing data would be considered “item nonresponse” as defined by Brick and Kalton (1996). The researcher chose to use imputation to assign the value “none” to those that skipped the question. Table 10 shows results from the survey and includes the value of “none” in the statistics.

Question 11 results indicated that 60.5% (n=277) of participants believed that more training would be helpful to be more effective in implementing career development activities. Seventy-seven participants, 20.5% (n=77) believed that more training would help him or her a lot in becoming more effective in implementing career development activities. Four participants that skipped the question did not show any pattern, and appeared that the item non-response would be characterized as MCAR- missing completely at random.

Attempting to gain as much insight as possible regarding the background and training from the participants, the researcher asked participants to indicate how much training he or she received in elementary career development in his or her counselor education program. Participants were asked to select all that applied. Most, 43.9% (n=165) indicated that information on elementary career development was included as part of a 3 credit hour class. A total of 31.1% (n=117) selected that no specific information on elementary career development was part of his or her counselor education program. A total of 21.55% (n=81) indicated that he or she had taken one three credit hour class on elementary career development. Three participants that skipped the question did not show any pattern of missingness, and appeared that the non-response would be characterized as MCAR- missing completely at random.

The researcher also recognized that time could be a factor affecting the implementation of career development activities. Therefore, counselors were asked if he or she believed more

time would have been useful to implement career development in his or her school. A total of 369 answered the question and 10 skipped the question. The ten that skipped the question did not show any pattern and appeared that the nonresponse data would be considered MCAR. The largest group, 28.7% (n=106), indicated that at least one hour more per class would be useful in implementing career development. A total of 23.8% (n=88) were not sure, 22.5% (n=83,) stated that all of the time needed was provided, and 20.1% (n=74) stated that 2-3 hours more per class would be useful in implementing career development. Only 4.9% (n=18) of participants believed that at least 4-5 more hours per class would be useful to implement career development. See Table 10 for additional results.

Table 10

Training Information

Answer Options	Response Count 377	Response Percent 99.47%	Skipped 2
Training on elementary career development outside of school within the past 4 years:			
Nonresponse (Could include "none")	38	10.08%	
Once	76	20.16%	
2 times	94	24.94%	
3 times	58	15.39%	
4 times or more	105	27.86%	
Other	6	1.60%	
Elementary Career Development Professional Development Activities Completed within the Past Year:			
Answer Options	Response Count 379	Response Percent 100%	Skipped 0
In-service training through the city/county	193	50.93%	
Attended a workshop to earn continuing education credits	110	29.03%	

Attended a state or national conference	85	22.43%
In-service training at my school	69	18.21%
Attended a college credit class as part of my continuing education	23	6.07%
Attended a workshop without continuing education credits	80	21.11%
Other (please specify)	33	8.71%
None (imputed value for nonresponse items)	51	13.46%

In order to be more effective at implementing career development activities in my school, more training could be helpful.

Answer Options	Response Count	Response Percent	Skipped
	375	98.95%	4
Yes, a lot	77	20.54%	
Yes, some	227	60.54%	
I have just enough.	48	12.80%	
Yes, very little	14	3.74%	
No, none	9	2.40%	

How much training did you receive on elementary career development in your counselor education program? Select all that apply.

Answer Options	Response Count	Response Percent	Skipped
	376	99.21%	3
No specific training on elementary career development	117	31.12%	
Information on elementary career development Included as part of a 3 credit hour class	165	43.89%	
An independent study on elementary career development (3 credit hours)	3	.80%	
One 3 credit hour class on elementary career development	81	21.55%	
Other (please specify)	22	5.86%	

Over the 2010/2011 school year, do you believe more time would have been useful to implement career development in your school?

Answer Options	Response Count	Response Percent	Skipped
	369	97.37%	10
Yes, at least 4-5 hours more per class	18	4.88%	
Yes, at least 2-3 hours more per class	74	20.06%	
Yes, at least 1 hour more per class	106	28.73%	
I am not sure	88	23.85%	
No, all of the time I needed was provided	83	22.50%	

Next, counselors were asked to enter a whole number to indicate the total hours he or she spent on elementary career development/ planning activities/ and practices combined for grade levels K-3 and 4-5. The grades were split into this order because Virginia Standards for School Counselors in Career Development creates the same categories. The mean response for grades K-3 was 8.49 hours, Three hundred nineteen (84.17%) participants responded and 60 (15.84%) skipped the question. Range for those that responded was 0- 70, mode equaled 2 hours, and median equaled 5 hours. This may be due to the fact that a response was not provided that stated, "I do not work with these grades". Three of the responses were considered to be outliers and equaled 126 hours, 200 hours, and 420 hours. Because these three responses varied by 56-350 hours of the highest number (70), they were excluded in order to avoid response bias. Imputation was not a possibility due to the lack of information provided by other data. The numbers may have been entered erroneously, or they could be considered not representative of this population due to the variance from the other responses.

Responses for the question for Grades 4-5 included a mean equal to 11.54 hours, with 327 (86.28%) participants responding and 52 (13.72%) participants that skipped the question. Range was 0- 100, mode equaled 2 hours, and median equaled 6 hours. One of the responses was considered an outlier, 200 hours, and was not included in the computations because it was 100

points over the highest number and did not appear to be representative of the population based on the data that was provided. The data table for both grade level questions is included in Appendix Q.

Research Question 1: What career development practices and activities were being implemented by school counselors in Virginia’s Elementary Schools in the 2010-2011 school year?

Survey Question 15 asked counselors to indicate if he or she conducted specific career development activities for any grade K-5 throughout the 2010-2011 school year. Counselors marked either yes or no. A total of 361 (93.29%) participants responded and 26 (6.72%) did not provide any answer. Classroom career exploration with students in either a small or large group had 327 (90.59%) “yes” responses and 33 (9.15%) “no” responses, making it the career development activity used the most, followed by using printed materials, such as books and worksheets, 304 (84.21%) “yes” responses and 50 (13.85%) “no” responses. Completed online career exploration programs with students was the third highest activity conducted showing 241 (66.76%) “yes” responses and 102 (28.26%) “no” responses. Activities that were used the least included providing job shadowing opportunities for students 24 (6.65%) “yes” responses, used career exploration CD-ROMS with students 63 (17.46%) “yes” responses, and collaborated with the community to promote elementary career exploration through field trips 75 (20.78%) “yes” responses. According to counselor responses, each of the options presented was endorsed by some of the respondents. Table 11 summarizes the data with descriptive statistics in rank order.

Table 11

Counselor Indications of Conducting Specific Career Development Activities

Career Development Activity	Yes	% Yes	No	% No
Classroom Career Exploration with Students (small or large group)	327	90.59%	33	9.15%
Used print materials such as books and worksheets with students to promote career exploration	304	84.21%	50	13.85%
Used online career exploration programs with students	241	66.76%	102	28.26%
Completed a career search with students	225	62.33%	117	32.41%
Introduced students to one or more of the 16 federal career clusters	221	61.22%	123	34.08%
Coordinated guest speakers to discuss different careers with students	188	52.08%	160	44.33%
Completed hands-on-career exploration activities with students such as planting flowers, making posters to advertise school events, volunteer activities, charitable work, coat drive, food drive, etc.	181	50.14%	160	44.33%
Individual career exploration with students	176	48.76%	167	50.46%
Collaborated with the community to obtain and distribute career related materials to students (ex. Junior Achievement, Law Enforcement, Fire Fighters, etc.)	155	42.94%	190	52.64%
Provided career exploration materials to parents via mail, email, handouts, website, announcements, etc.	151	41.83%	189	52.36%
Planned and executed a Career Day or Career Fair	143	39.62%	200	55.41%
Informed parents of career development school counseling standards	136	37.68%	205	61.94%
Informed teachers of ways to incorporate career exploration into the classroom	129	35.74%	211	58.45%
Had student career dress up day	111	30.75%	225	62.33%

Involved parents in a career exploration activity with students	97	26.87%	234	64.82%
	71	21.9%	267	78.1%
Collaborated with the community to promote elementary career exploration through field trips				
Used career exploration CD-ROMS with students	63	17.46%	273	75.63%
Provided job shadowing opportunities for students	24	6.65%	311	86.15%

Research Question 2: Over the 2010/2011 school year, to what extent did elementary school counselors believe he or she met the Virginia School Counseling Standards for elementary career development (K-3) and (4-5)?

Survey section III : Virginia School Counseling Standards for grades K-3 Career Development used a 1-5 scale (I am not **aware** of the standards, but I do believe adequate career development for grades K-3 was provided, none of the standards were met, some of the standards were met, most of the standards were met, all of the standards were met). A “Not Applicable” option was added for counselors to indicate, “I do not work with these grades” and was not factored into the score or scale. A total of 357 counselors responded to the question and 22 skipped the question. Counselors responded with 37% (n=133) indicating that most of the standards were met, and 33.1% (n=118) indicated all of the standards were met. Summary statistics for this Survey Question 18 measured the extent counselor believed they had met Virginia school counseling standards for grades 4-5. A total of 351 counselors responded to the question and 28 skipped the question. Over 36% (n=127) of counselors believed all of the standards were met for grades 4-5, and 31.8% (n=111) believed most of the standards were met. The data are summarized in Table 12.

Table 12

*Counselor's Beliefs about Meeting Virginia School Counseling Standards for
Career Development in the 2010-2011 School Year*

Grades K-3		
Answer Options	Response Percent	Response Count
I am not aware of the standards, but I do believe adequate career development for grades K-3 was provided.	2.5%	9
None of the standards were met.	0.3%	1
Some of the standards were met.	25.8%	92
Most of the standards were met.	37.0%	133
All of the standards were met.	33.1%	118
Not Applicable (I do not work with these grades.)	1.4%	5
Total Responses		357
Grades 4-5		
Answer Options	Response Percent	Response Count
I am not aware of the standards, but I do believe adequate career development for grades 4-5 was provided.	1.4%	5
None of the standards were met.	0.3%	1
Some of the standards were met.	24.4%	85
Most of the standards were met.	31.8%	111
All of the standards were met.	36.4%	127

Not Applicable (I do not work with these grade levels.)	5.7%	20
Other (please specify)		2
Total Responses		351

Survey questions 17 and 19 listed the standards for school counseling programs in Virginia for career development in grades K-3 and grades 4-5. Counselors were asked to evaluate how effective the career development materials and activities used in the 2010-2011 school year met the career development student standards for grades K-3 and grades 4-5. A 5 point Likert Scale was used to evaluate counselor responses (1= did not meet this standard at all; 2= below average; 3= about average (about ½); 4=above average; 5= excellent (completely met standard). A not applicable option was added for counselors to indicate (I do not work with these grades). This option was not factored into the scale. Mean score for grades K-3 was equal to 3.99 and mean score for grades 4-5 was equal to 4.02 out of a possible high score of 5. Overall, the scores were relatively high and showed that counselors believed the materials used in the 2010-2011 school year were meeting most or all of the Virginia School Counseling Standards for Career Development. The results for each of the standards are listed in Table 13.

Table 13

School Counselor's Beliefs about the use of career materials and activities in meeting the Virginia Career Development Standards for grades K-3 (EC1- EC6) and grades 4-5 (EC7- EC10)

Answer Options	Rating Average
----------------	----------------

EC1: Understand the concepts of job and career	3.98
EC2: Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success,	3.71
EC3: Understand the relationship of individual effort, hard work, and persistence to achievement,	4.12
EC4: Understand the importance of teamwork in working towards a common goal,	4.16
EC5: Demonstrate the decision making process, and	4.03
EC6: Demonstrate goal setting.	4.01
EC7: Recognize the benefits of both individual initiative and teamwork,	4.10
EC8: Recognize that the changing workplace requires lifelong learning,	3.79
EC9: Identify hobbies and interests, and	4.18
EC10: Identify career choices through exploration.	4.05

Research Question 3: Are specific career development practices related to the level of counselor self-efficacy in regard to meeting Virginia Elementary Career Development Standards?

Research question three measured each counselor's level of self-efficacy regarding elementary career development by asking each counselor to rate on a scale from 1, not confident, up to 5, highly confident, using a total of seven activities representing academic and career planning standards. "Foster an understanding of the relationship between learning and work" had the highest mean score of 4.19, and the lowest scoring item, "Implement a program which

enables all students to make informed career decisions,” had an average score of 3.65. Total responses, average scores, and response counts are listed in Table 14.

Table 14

Counselor Self-efficacy Regarding Types of Elementary Career Development Activities

Answer Options	Not Conf	Slight. Conf.	Mod. Conf.	Gen. Conf.	Hig. Conf.	Avg	Response Count
Teach students how to apply time and task management skills	3	22	65	155	102	3.95	347
Foster an understanding of the relationship between learning and work	0	9	57	139	142	4.19	347
Offer appropriate explanations to students, parents, and teachers of how learning styles affect school performance	5	32	84	130	96	3.81	347
Deliver age appropriate programs through which students acquire the skills needed to investigate the world of work	3	19	74	131	119	3.99	346
Implement a program which enables all students to make informed career decisions	15	33	80	144	72	3.65	344
Teach students to apply problem-solving skills toward their academic, personal, and career success	1	21	64	135	125	4.05	346
Use technology designed to support student successes and progress through the educational process	6	34	93	137	76	3.70	346

The researcher used survey question 21 to measure counselor self-efficacy on a scale from 1-5, and a general statistical analysis was performed for each of the 7 elements listed from the career development portion of the SCSE. Lowest mean scores included, “Implement a program which enables all students to make informed career decisions,” $m=3.65$ and “Use technology designed to support student successes and progress through the educational process,” $m=3.70$. Variances ranged between .6418-1.0995, not showing more than one point difference. All had a score of 4 for median and mode. Ranges for each section were equal to 1-5, except for “Foster an understanding of the relationship between learning and work,” which had a mode of 5 and range of 2-5, and was also the highest mean scoring item of the scale, $m=4.19$. Table 15 shows the results below. Median, mode, and range are located in Appendix R.

Table 15

Self-efficacy Regarding Types of Career Development Activities

Activity	Mean	Variance	Standard Deviation	Std. Err Mean	N
Teach students how to apply time and task management skills	3.95	0.81	.90	.05	348
Foster an understanding of the relationship between learning and work	4.19	.64	.80	.04	348
Offer appropriate explanations to students, parent, and teachers of how learning styles affect school performance	3.81	.98	.99	.05	348
Deliver age appropriate programs through which students acquire the skills needed to investigate the world of work	3.99	.86	.93	.05	347

Implement a program which enables all students to make informed career decisions	3.65	1.10	1.05	.06	345
Teach students to apply problem solving skills toward their academic, personal, and career success	4.05	.81	.90	.05	347
Use technology designed to support student successes and progress through the educational process	3.70	.96	.98	.05	347

T- tests were conducted for each of the career development activities and self-efficacy total scores. Each participant's self-efficacy total score was compared to each of the 18 listed activities. Activities were the independent variable and self-efficacy scores were considered the dependent variable. These calculations were based on assuming unequal variances with a significance level of 0.05. Each of the activities are listed in descending order beginning with those showing the greatest practical difference in Table 16.

Table 16

School Counselor Self-efficacy Scores Compared by the Use of Specific Career Development

Materials and Activities

Career Development Activity	Difference	p>[t] value	Std Err Dif	Prob >t	Prob <t
Classroom Career Exploration with Students (small or large group)	3.67	0.0073*	1.28	0.0037*	0.10
Informed teachers of ways to incorporate career development into the classroom	2.99708	<.0001*	0.55699	<.0001*	1.000

Used online career exploration programs	2.75067	<.0001*	0.63196	<.0001*	1.0000
Informed parents of career development school counseling standards	2.48639	<.0001*	0.55911	<.0001*	1.000
Introduced one or more 16 federal career clusters	2.29286	0.0003*	0.62684	0.0002*	0.99
Completed a career search with students	2.20659	0.0005*	0.62191	0.0002*	0.9998
Collaborated with the community to obtain and distribute career related materials to students (ex. Junior Achievement, Law Enforcement, Fire Fighters, etc.)	2.028	0.0004*	0.57	0.002*	0.99
Used print materials: books and worksheets	2.00640	0.0169*	0.81799	0.0085*	0.9915
Completed hands on career exploration activities	1.94308	0.0009*	0.57771	0.0004*	0.9996
Involved parents in a career exploration activity with students	1.73874	0.0081*	0.64913	0.0041*	0.9959
Provided career exploration materials to parents	1.6514	0.0046*	0.57854	0.0023*	0.9977
Had a student career dress up day	1.41249	0.0187*	0.59644	0.0094*	0.9906
Individual career exploration with students	1.40	0.0154*	0.58	0.0077*	0.99
Used career exploration CD-ROMS	1.3241	0.0720	0.7270	0.0360*	0.97
Guest Speakers	1.30892	0.0250*	0.58111	0.0125*	0.99

Provided job shadowing opportunities for students	1.1429	0.2600	0.9923	0.1300	0.87
Field Trips	0.95	0.18	0.70	0.09	0.91
Planned and executed a career day/fair	0.4956	0.3943	0.5810	0.1972	0.80

Research Question 4: What is the relationship, if any, between school counselor career development practices and the level in which each counselor believes he or she is meeting Virginia Elementary Career Development school counseling standards?

A correlation table was created to show the number of counselors who conducted specific career development activities compared to the level he or she believed they met Virginia school career development standards for both grades K-3 and 4-5. Results indicated that the three activities that were conducted that counselors believed all standards had been met for grades K-3 included: classroom career exploration (101), using print materials (98), and using online career exploration programs (82). Counselors who believed most of the K-3 career development standards were met conducted classroom career exploration (105), used print materials (98) and introduced students to one or more of the 16 federal career clusters (78). For grades 4-5, results showed that the three activities that were conducted most by counselors who believed all standards had been met included classroom career exploration (106), used print materials (99), and used online career exploration programs (89). See Table 17 for detailed information.

Table 17

School Counselor Activities Conducted and Belief in Career Development Standards Met

Career Development Activity	Met all standards	Most Standards met	Some standards met	None of standards met	Unaware of standards
K-3					
4-5					
Classroom Career Exploration with Students (small or large group)	101 106	105 93	63 58	0 1	7 2
Individual career exploration with students	57 58	57 54	30 28	0 1	2 0
Field Trips	30 33	22 20	11 6	0 2	1 1
Career related materials	56 58	50 47	17 17	0 0	1 1
Guest Speakers	65 65	60 56	28 25	0 0	4 1
Job shadowing	10 10	7 7	3 4	0 0	0 0
Introduced federal career clusters	81 83	78 65	28 29	0 0	3 1
Career Day/ Fair	48 51	46 38	24 22	0 0	2 1
Career Exploration CD-ROMS	23 30	22 16	7 7	0 0	2 1
Print Materials	98 99	98 82	49 50	0 0	6 2
Online career exploration programs	82 89	73 60	41 38	0 0	4 1

Completed hands on career exploration activities	64 67	59 51	28 26	0 0	4 1
Completed a career search with students	78 83	73 62	28 31	0 0	2 1
Student career dress up day	42 40	27 22	19 15	0 0	3 1
Involved parents in a career exploration activity with students	43 46	34 29	9 8	0 0	1 1
Provided career exploration materials to parents	56 61	54 43	14 18	0 0	3 1
Informed parents of career development school counseling standards	58 55	46 40	14 16	0 0	0 0
Informed teachers of ways to incorporate career development into the classroom	57 56	38 31	15 17	0 0	1 0

Research Question 5: What is the relationship, if any, between the number of school counselor career practices and counselor self-efficacy scores?

To examine the relationship, if any, between the number of school counselor career practices used within one year and total self-efficacy scores, a regression model was used. The number of career development activities conducted is x, (independent variable) and y represents the self-efficacy scores (dependent variable). Each counselor's total number of activities was combined for a score of 0-18 and compared with each counselor's total self-efficacy score. Participants with a self-efficacy score of 0 were excluded for not completing the self-efficacy portion of the survey. A total of 331 participants were used in the analysis. Figure I shows the distribution results for self-efficacy total and activities total. Outliers such as self-efficacy scores

equal to zero and activities without an answer were indicative of questions skipped and were not included in the analysis. The overall mean of response values for self-efficacy was equal to 27.38 and mean for activities total was equal to 9.31. This model included 331 observations. Rows were excluded from the data table if no response was provided for the questions, and if self-efficacy scores were zero, meaning no response was given. Standard deviation of the sample for the self-efficacy total was equal to 5.26 and for the activities total was equal to 3.89.

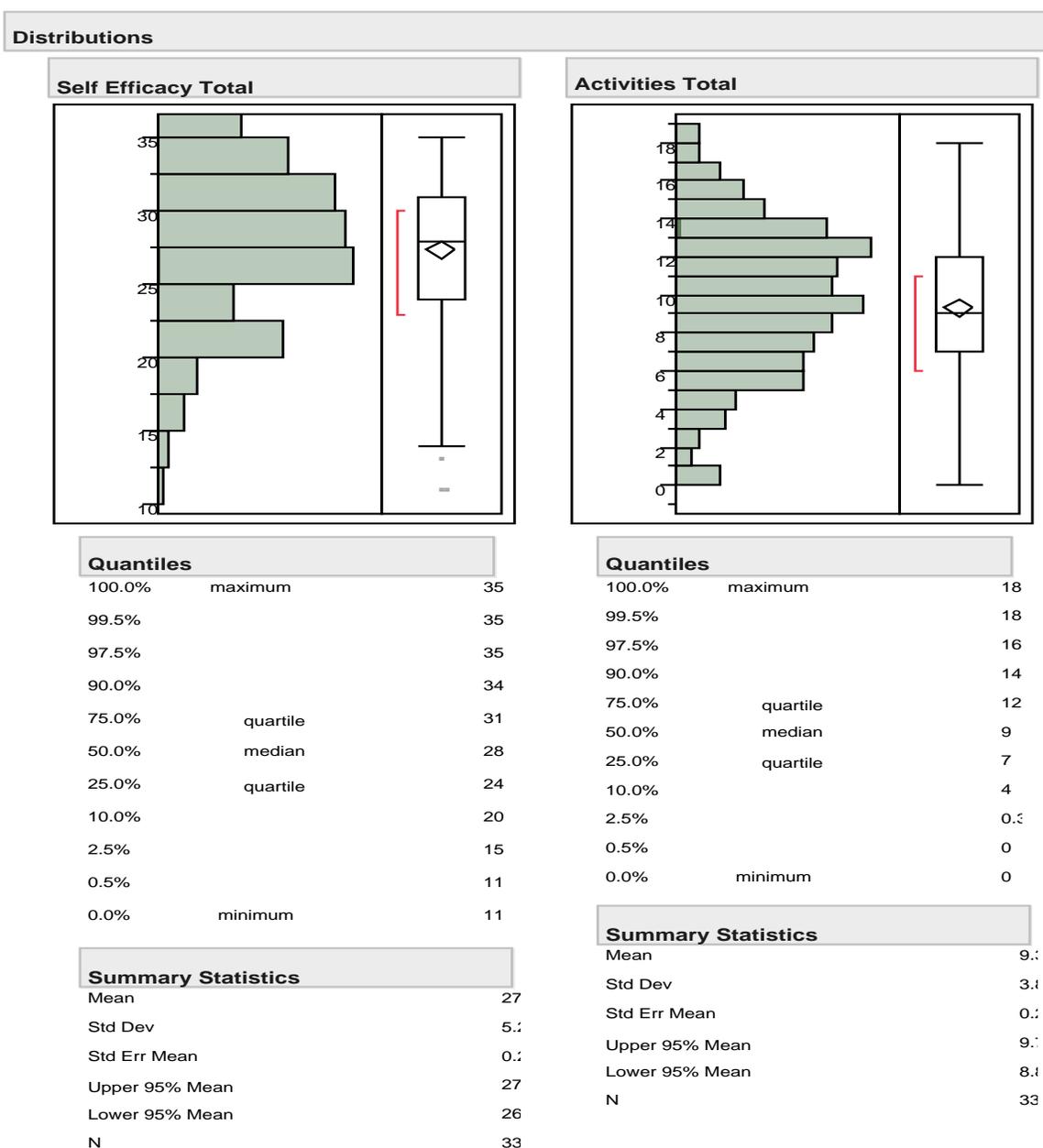


Figure I. Distribution Results for Self-efficacy Total and Activities Total

The scatter plot in Figure II, bivariate fit of self-efficacy total by activities total, shows a slightly negative trend, but overall there is no obvious pattern. Figure II shows that higher self-efficacy totals are shown generally by those participants who complete 4-12 activities. Most of the data represented shows that self-efficacy total scores of 28 and higher are concentrated in the

range of 9-14 activities. Parameter estimates under activities total, indicate that if a counselor increased the number of career activities by 1, we expect his or her self-efficacy to drop by 0.48, which is not meaningful on a self-efficacy scale total ranging from 7-35.

The Analysis of Variance table summarizes information regarding the variation in the data. Calculations are reported in this table that compare a fitted model to a simple mean model. The computed F ratio was equal to 48.07 with a p-value (prob >F) equal to <0.0001, which is less than 0.05 indicating that there is at least one significant effect in the model. The p-value of .0001* is less than the significance level of 0.05. The R-Square value of 0.13 indicates 12.7% of the variation in self-efficacy scores can be explained by associating the number of career activities conducted. Because the R-Square value of 0.13 is closer to 0 than 1, it indicates that the fit predicts the response no better than the overall response mean. The Adjusted R-Square value is equal to 0.12, which is adjusted for the number of parameters in the model, and is more comparable over models involving different numbers of parameters than R-Square. Root mean Square or *s* is equal to 4.92, and estimates the standard deviation of the random error.

The parameter estimates table measures the strength of the interrelationships among the variables. The Activities Total is equal to -0.482488, which indicates that the variable (activities) are not associated with a higher self-efficacy level (Frederick, 2001). If the number was positive the opposite would be true. The t ratio is equal to -6.93 with a Prob>[t] equal to .0001.

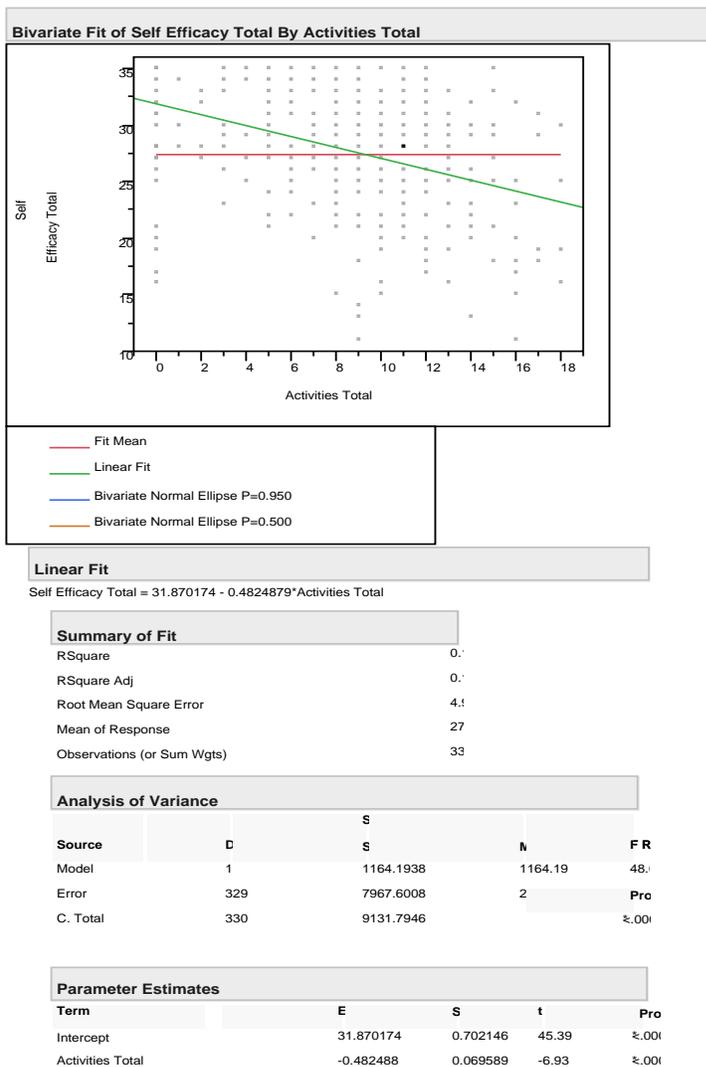


Figure II. Scatterplot Graph of Data of a Regression Model X Variable (Activities Total) and Y Variable (Self-efficacy Total)

Summary of Chapter

Results from the study indicated that the school counselors who participated in the study primarily used classroom career exploration with students in either small or large groups (n=334), and used print materials such as books and worksheets with students to promote career exploration (n=309) compared to the other 16 career exploration activities listed. All of the activities listed in the survey were being implemented in Virginia Elementary schools by Virginia counselors. Over 70% of counselors believed that either most (37.0%) or all (33.1%) of the school counseling standards for career development for grades K-3 were met during the 2010-2011 school year. A total of 68.2% of counselors reported that either most (31.8%) or all (36.4%) of the school counseling standards for career development for grades 4-5 were met during the 2010-2011 school year. Overall counselor self-efficacy mean score equaled 27.38 out of a high score of 35. About half of counselors rated their individual self-efficacy score between 24 -31 out of 35.

Activities considered that showed the highest practical difference in means to higher levels of counselor self-efficacy included: classroom career exploration with students (small or large group), informed teachers of ways to incorporate career development into the classroom, used online career exploration programs, and informed parents of career development school counseling standards. Other activities that showed the greatest significance in p-values included informed teachers of ways to incorporate career development into the classroom, informed parents of career development school counseling standards, and used online career exploration programs. These results consistently indicated higher levels of self-efficacy among those counselors who used online career exploration programs, informed parents of career development school counseling standards, and informed teachers of ways to incorporate career

development into the classroom. When comparing the number of career development activities to self efficacy scores, the R-square value equaled 0.13, which indicated a weak model and suggested that the number of activities conducted by counselors in career development did not have a predictive effect on total self-efficacy scores.

CHAPTER FIVE

Summary, Conclusions, Implications

In Chapter Five, the researcher presents a summary of the actual findings, what the data mean and conclusions related to the research questions. Implications of the results for current Virginia school counselor career development practices and standards will be discussed in addition to recommendations for further research.

Discussion

Population Representation

In order to determine if the counselors that responded to the survey represented the state as a whole, each of Virginia's 8 regions 2010-2011 school year K-5 enrollment figures were compiled. Next each region was given a percentage of the state based on the number of students within each region in grades K-5. The responses from counselors who responded, and selected the region of his or her school were compared to the overall student population in grades K-5 in 2010-2011.

According to the Virginia Department of Education (2013), in the school year 2010-2011, Virginia had a total of 563,243 elementary students from grades Kindergarten to Grade 5. A total of 27 school divisions were not contacted because of being unable to find an email address. These school divisions represented a total of 103 elementary schools comprised of 37,623 elementary students, 6.68% of the total number of elementary students in Virginia public schools. This study represented 1/3 of Virginia elementary counselors.

Demographic data collected

Basic demographic data indicated that of the 396 responses, 93.9% were female and 6.1% male. Compared to another study focused specifically on Virginia elementary school counselors

(Demato & Curcio, 2004) and based on 297 responses to gender selection, 94.61% were female and 5.39% were male. Bane (2006) surveyed Virginia middle school counselors reporting 83.9% female and 16% male.

Participants in this study identified themselves as White (82.9%), African American (14.8%), Hispanic (.3%), Native American (.3%), Asian (1.0%), Biracial (.8%). Although the previous study by Demato and Curcio (2004) omitted some of the ethnic choices of the researcher for this particular study, similar results were reported regarding ethnicity, however, the study by Bane (2006) had the closest representation of ethnicity to this current study. Participants indicating they held a Master's degree was equal to 94.7% for this study compared to Bane (94.4%) and Demato and Curcio (92.31%). The remaining percentage of participants indicated he or she had a Bachelor's degree (.5%) which was not included in the studies by Demato and Curcio, or Bane, or a Doctorate degree (4.8%) compared to Bane (2.4%). Finally participants were asked how long he or she had been working as an elementary school counselor. The mean for this study was equal to 11.30 years compared to Demato & Curcio (9.81 years) and Bane (9.18 years). Therefore, the demographics in the current study are very close to a previous studies in recent years indicating that the sample is representative of Virginia elementary school counselors.

Table 18

Comparison of demographic data from previous studies

Demographic Information collected	Current Study VA E.S. Counselors	2004 Demato & Curcio VA E.S. Counselors	2006 Bane M.S. Counselors
Gender (Female)	93.9%	94.61%	83.9%
Gender (Male)	6.1%	5.39%	16%
Ethnicity			
Caucasian	82.9%	89.23%	80.5%
African American	14.8%	8.73%	15.3%
Hispanic	0.3%	.67%	1.3%
Native American	0.3%	n/a	n/a
Asian	1.0%	n/a	1.7%
Biracial	0.8%	.67%	n/a
Not Listed	0.0%	n/a	n/a
Education			
Bachelor's	0.5%	n/a	n/a
Master's	94.7%	92.31%	94.4%
Ed.S.	2.8%	n/a	n/a
Ed.D.	1.00%	n/a	2.4% (specified as doctorate)
Ph.D	1.00%	n/a	
Years of experience			
Mean	11.30 years	9.81 years	9.18 years

Virginia Elementary School Career Development Practices

Leading career development theorists include elementary career development as a significant part of the career development process (Gottfredson 1981; Helwig, 2004; Magnuson & Starr, 2000; Sharf, 2013; Schultheiss, 2005; Trice & Hughes 1995). In order for Virginia's elementary school counselors to effectively meet the Virginia Standards, it is important to

identify what is currently being done to promote and practice career development at the elementary school level. The present study focused on what specific practices of career development are currently being implemented by school counselors in Virginia. Recent studies conducted on the use of guidance materials in counseling programs, recommended that elementary guidance curricula be aligned with the middle and high school (Rowley et al., 2005). Rowley et al. (2005) also suggest that elementary guidance curricula in particular, remain consistent across cities or counties serving the same middle schools. The results of this study gave information about the types of elementary career development materials and activities being used in the schools, which may be compared in future studies at the middle and high school level to check for consistency in guidance curricula. This information could impact Virginia Department of Education decision making to increase counselor accountability by adding specific examples of practices, such as, using online career exploration programs, to meet elementary career development standards.

Career Development Practices and Activities

The first research question, “What practices of career development were being implemented by school counselors in Virginia’s Elementary schools in the 2010-2011 school year?” was designed to collect data specifically on career development practices and activities implemented by counselors in the 2010-2011 school year for grades K-5. Classroom career exploration with students in either a small or large group tended to be the most commonly used practice/activity in the survey. The second activity used the most, using printed materials, is also a general activity that requires little preparation and does not require specific materials such as a computer lab or advanced academic skills, making it available to all grade levels, K-5. Finally, completing online career exploration programs was third, which actually does require

more planning such as reserving a computer lab /and/or laptops, in addition to the students having knowledge of basic computer skills and reading skills. The bottom three, used the least by elementary counselors, were, involved parents in a career exploration activity with students, used career exploration CD-ROMS with students, and provided job shadowing opportunities for students. Possible reasons that could have hindered counselors from involving parents in a career exploration activity with students may be due to the lack of time and space for parents and students to interact. At the time the survey was given, typically all schools had internet access making the use of CD-ROMS unnecessary and/or obsolete. Job shadowing opportunities may have also presented a challenge because of elementary students' ages, transportation, parental consent, and time needed to coordinate job shadowing opportunities. Job shadowing also requires collaboration with others, which could be explored through further research involving career development activities and collaboration with different individuals. Eight of the nine activities used least, all required additional planning (providing information to teachers) and working with others outside of the school, such as the community and parents. Individual career exploration with students had the closest amount of yes/ no responses. A total of 376 counselors completed this portion of the survey, which is representative of approximately 32% of all of the counselors that were emailed.

Virginia School Counseling Standards

In survey section III, the researcher gathered data to answer the second research question: "Over the 2010/2011 school year, to what extent do elementary school counselors believe he or she met the Virginia School Counseling Standards for career development in grades K-3 and grades 4-5?" The questions were created in two parts reflecting the differences in career development standards for these grade levels. A total of seventy percent of counselors indicated

that they had either met most of the career development standards for grades K-3 (37%) or met all of the standards (33%), with 25.8% indicating some of the standards were met, .3% indicating none of the standards were met, and a total of 9 responses (2.5%) indicating he or she was not aware of the standards, but believed adequate career development for grades K- 3 was provided. In grades 4-5, 31.8 % of counselors indicated that most of the standards were met, or all of the standards were met, (36.4%), with 1 response stating none of the standards were met and 5 responses (1.4%) indicating the counselor was not aware of the standards, but the counselor believed adequate career development was provided for grades 4-5.

Additional information was also obtained in survey section III listing the specific career development standards for grades K-3 and 4-5 using a 5 point Likert scale for counselors to evaluate how effective he or she believed the career development materials and activities used in the 2010-2011 school year were in meeting the career counseling standards for the grade levels, K-3 and 4-5. The mean scores for each standard ranged from 3.71-4.18. Overall mean equaled 3.99 for standards in grades K-3 and mean score of 4.02 for grades 4-5. The lowest scoring standards included EC1: Understand the concepts of job and career (3.98); EC2: Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success (3.71), and EC8: Recognize that the changing workplace requires lifelong learning (3.79). Standards EC1 and EC2 are included for grades K-3 and standard EC8 pertains to grades 4-5.

Further research would illuminate the specific activities that counselors believe are useful in meeting each standard. Additionally, it is important to assess the students as to their actual achievement of the standards. The results of this study may warrant a review of the standards to determine if they are appropriately placed for the grade levels.

Counselor Self-efficacy

Previous counselor self-efficacy studies suggested that school counselors with high levels of self-efficacy may have a greater impact on students than school counselors with lower self-efficacy (Bodenhorn et al., 2010). Bodenhorn et al. (2010) found a relationship between school counselors increased self-efficacy and successful participation in activities. In 2005, Bodenhorn and Skaggs suggested that school counselor self-efficacy reflected the counselor's idea that he or she could achieve results, such as meeting national or state standards. This information is equally important in relating self-efficacy regarding career development standards in elementary school. Survey section IV measured counselor's self-efficacy using a likert scale from 1-5 using seven components derived from the SCSE scale regarding career development. Self-efficacy scores were analyzed for each of the seven components of the SCSE focusing on career development. Mean scores for each of the components ranged from 3.65, on the item "implement a program which enables all students to make informed career decisions" to 4.19, on the item "foster an understanding the relationship between learning and work".

The two beliefs with the highest mean scores included "Foster an understanding of the relationship between learning and work" (m=4.19) and "Teach students to apply problem solving skills toward their academic, personal, and career success" (m=4.05). Both of these standards include concepts that are also taught in the classroom and reinforced by the classroom teacher on a daily basis. The activity with the lowest mean score (3.65) was "implement a program which enables all students to make informed career decisions." This activity would fall within the individual purview of the school counselor, which raises a possibility that the population in this study felt more efficacious with responsibilities that are shared. This issue may deserve further study.

Career Development Practices related to Counselor Self-efficacy Levels

The researcher used T tests to compare each participant's self-efficacy total score related to each of the 18 listed career development practices and/or activities to answer research question three. Activities were considered the independent variable and self-efficacy scores were considered the dependent variable. Activities showing the highest difference in means included, conducted classroom career exploration with students (difference= 3.66941, p value =.0073*), informed teachers of ways to incorporate career development into the classroom (difference = 2.99708, p value = <.0001*), used online career exploration programs (difference =2.75067, p value = <.0001*) and informed parent of career development school counseling standards (difference =2.48639, p value = <.0001*. The activities with a p value= <.0001 included, used online career exploration programs, informed parents of career development school standards, and informed teachers of ways to incorporate career development into the classroom. By looking at both the p values and activities with the highest differences in means, the two activities that are significant, included, used online career exploration programs with students and, informed teachers of ways to incorporate career development into the classroom. Both of these activities require more preparation than other career development activities such as using print materials and classroom career exploration, however, both seem to be a part of counselor career development activities for those counselors with higher self-efficacy. Using online career exploration programs with students requires obtaining a computer lab and/ or laptop carts in addition to students having a basic understanding of using a computer, the internet, and reading. Informing teachers of ways to incorporate career development into the classroom involves the counselor talking specifically to the faculty about certain strategies pertaining to a subject and grade level. This too requires extra effort, extensive preparation for

different grades and subjects, and time to prepare materials, talk with teachers, and present career development strategies to be used in the classroom.

Further research would be useful in this area to identify the top 5 activities that are both related to higher counselor self-efficacy, and to counselors who reported meeting all standards. Collecting this information could be valuable in providing a structured list of activities that help demonstrate accountability in meeting the career development school counseling standards in elementary school. Counselors would have specific activities to conduct throughout the year. Having a specific list of the same activities ensures that all students and counselors are exposed to similar practices, giving all students the same career development foundation to transfer to middle school. As previously suggested, recent studies conducted on the use of guidance materials in counseling programs, recommended that elementary guidance curricula be aligned with the middle and high school (Rowley et al., 2005). Rowley et al. (2005) also suggest that elementary guidance curricula in particular, remain consistent across cities or counties serving the same middle schools. The results of this current study provide information about the types of elementary career development materials and activities being used in Virginia Elementary schools, which can later be compared in further studies at the middle and high school level for consistency in guidance curricula.

Career Development Practices and School Counseling Standards

Research question four, “What is the relationship, if any, between counselor practices and the level in which each counselor believes they are meeting school counseling standards?” was calculated using a correlation table. Results showed that the top three activities conducted in grades K-3 in which counselors believed all career development standards had been met included: Classroom career exploration (101), using print materials (98), and using online career

development programs (82). Counselors who work with Grades 4-5 and who believed all career development standards were met indicated the most frequent use of the same three indicated by graded K-3; classroom career exploration (106), using print materials (99), and using online career exploration programs (89). Those activities with the lowest scores for both grade level groups included job shadowing, using career exploration CD-ROMS, and field trips.

The activities “conducting classroom career exploration with students” (difference= 3.67, p value equals.0073*) and “using online career exploration programs” (difference =2.75, p value equals <.0001*) also showed significant p values and higher differences in means compared to the self-efficacy scale. Out of the two listed above, used online career exploration programs with students rated third for counselors believing all standards had been met, and second in relation to self-efficacy scores. These results indicate that using online career exploration programs significantly relates to counselor high self-efficacy in meeting career development standards, and relates to counselors who believe he or she has met all career development standards.

Considering the results of this study, perhaps using online career exploration programs should be considered a required activity for career development in grades K-5. Conducting classroom exploration with students was shown as the number one activity related to those counselors who believed he or she met all standards and showed the highest difference in means (difference= 3.67, p value equals.0073*) in research question three related to self-efficacy scores. This activity may also be considered a requirement to meet career development standards in grades K-5, but should be more clearly defined.

It is possible that using online programs and conducting classroom career exploration with students were in the top activities related to high self-efficacy and meeting all standards because they are general activities that can be conducted in a variety of ways. Further research would

help clarify if specific resources and classroom practices are considered most useful by elementary school counselors.

Quantity of Career Development Activities and Self-efficacy Scores

The final research question, “Does a relationship exist between counselor self-efficacy and the number of different career practices implemented by the counselor?” was designed to determine the relationship, if any, between the number of school counselor career activities conducted and school counselor self-efficacy scores. A regression model was used combining each counselor’s total number of activities conducted for a combined score of 0-18 (x-independent variable) and compared with each counselor’s total self-efficacy score (y-dependent variable). Summary statistics indicated a mean self-efficacy score equal to 27.38, n= 331 and a mean activities total equal to 9.31, n= 331. A scatter plot was used to diagram the variables and showed a slightly negative trend, but no obvious pattern. R-square was equal to 0.13, and indicated a weak model, that the number of career development activities conducted by counselors does not appear to have a predictive effect of total self-efficacy scores. Parameter estimates under activities total showed that if a counselor increased the number of career activities by 1, we expect the counselor’s self-efficacy to drop by 0.48, which is not meaningful on a self-efficacy scale from 7-35. The parameter estimates indicated that elementary school counselor self-efficacy score is not related to the number of career development activities conducted by counselors.

Limitations

Participants

The first limitation of the study was that the sample was comprised only of Virginia elementary public school counselors contacted through email and were employed during the 2010-2011 school year. The results of this study are not representative of the nation as a whole, and are limited to a sample of Virginia public elementary schools. The population in this study included counselors at public elementary schools across the state of Virginia including a combined total of 106 of 133 city and county school divisions. A total of 26 out of the 27 cities/counties that were not contacted were considered to be rural areas with significantly smaller student populations than suburban or urban areas of Virginia.

Another limitation to consider is due to the glitch on the initial survey email. Some participants may have become discouraged and stopped the survey, without considering taking time to take the corrected survey.

Response Rate

Counselors were contacted through email at 1,181 public elementary schools. The school division information was obtained from the Virginia Department of Education based on data dated September 15, 2010. Email addresses were obtained through public school websites or phone calls for Virginia Elementary Schools. Therefore, it is estimated that approximately 125 school counselors did not receive the email because their email address was not able to be obtained through public school websites or phone calls. A total of 33% (n=387) of the counselors contacted fully met the criteria to complete the survey, which represents about 1/3 of the total population of Virginia elementary school counselors. Dillman, Smyth, and Christian (2009) caution that using response rates as a measure of survey quality “ignores potential error

attributable to sampling, measurement, and coverage” (loc 980). In comparison, Bane (2006) contacted 400 middle school Virginia counselors and had a response rate of 69%, n=276. A national study conducted by Scott, (2013), used email to contact 13,079 American School Counselor Association members and received a total of 1,225 responses (9.37%). This study received a 33% (n=387) response rate for those that met the criteria for the study via email, which also represents about 1/3 of all elementary school counselors in Virginia. This response rate appears to be adequate and/or considered good compared with previous studies choosing email as a means of response.

Self Report Bias/Nonresponse Error

Because a survey was given, results were based on counselors’ self reports that do not guarantee certain practices are actually being carried out. Because the information was self reported by counselors and was not based on observed behaviors or evaluations validating the results, results need to be interpreted accordingly. The possibility exists that counselors may believe he or she is delivering a lesson in career exploration, but students may not interpret or understand the lesson in the context to which it is administered by the counselor. In addition, there may be some differences from all school counselors, and those who responded to the survey. Counselors who do not conduct specific career development practices may be less likely to complete the survey resulting in a nonresponse error. This results in the potential to have slightly more positive results reported than actual practices that are being implemented. According to Dillman, et al. (2009), response rates of less than 25% of those who received the survey increase the likelihood that there is a significant risk of nonresponse error within a sample for a single survey. For this study, 36% of those contacted did respond, indicating that there is less of a risk of nonresponse error.

Web Survey

An additional limitation was that the study was based on an internet survey. According to Dillman et al.(2009), internet surveys limit responses to those who have internet access. However, for school counselors in Virginia, it is virtually a requirement that school counselors utilize the internet and have an email address as a means of contact. Benefits of using web surveys are the lower cost of contacting participants, ease of sending reminders, and speed in getting responses back from respondents (Dillman et al., 2009). Because the emails were sent to each counselor's school email, it was not necessary for respondents to have internet access at home to answer the survey, therefore eliminating any coverage error problems discussed by Dillman et al. (2009). Dillman et al. reported that some internet users prefer to complete mail questionnaires rather than internet surveys when given a choice (as cited in Dillman, Smyth, Christian, & O'Neill, 2008). Because this study only offered completion of the internet survey as a means of participation, some recipients may have chosen to not complete the survey. A way to possibly increase participation in future studies could be to provide a printed version of the survey for individuals to download and mail in as opposed to completing the survey online. The only limitation that may decrease participation may be the cost of postage.

Student Feedback and Outcomes

Another limitation of this study is the lack of data including student feedback or outcomes regarding student information and/or knowledge retained from career development activities. This study only collected data from the counselor's perspective, and did not take into consideration measured results indicating information gained by students during career development activities. A different assessment strategy for future studies may be to survey students to determine if the career development activities conducted by counselors are meeting

specific career development standards. However, unless specific standardized measurements are used, this risks relating back to self report as a limitation.

Implications and Recommendations

This study resulted in many implications and recommendations that will be organized and discussed in sections relevant to the results of the research questions. The Virginia Board of Education adopted school counseling standards in January 2004, focusing on the areas of academic development, career development, and personal /social development. Career counseling is described as “helping students acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational, and career opportunities” (Virginia Board of Education, 2004, p.1). Virginia specifically lists career counseling standards for grades K-5 (See Appendix C). Although standards are listed for career development, presently there is a lack of data that states what materials and activities are being used in Virginia Elementary Schools to meet Virginia Elementary School Career Development Standards. The American School Counselor Association specifically includes accountability as one of the four components of school counseling programs (ASCA, 2004a). Because previous studies do not address how or if school counselors are practicing career development, there is a lack of accountability for meeting the Virginia School Counseling Standards.

Career Development Activities Being Implemented

Results of this study indicated that the top three career development activities used in career exploration included classroom career exploration with students in either a small or large group, using printed materials, and completing online career exploration programs. The three activities reportedly used the least by Virginia elementary school counselors included, job

shadowing, using career exploration CD-ROMS, and field trips. Previous studies in West Virginia elementary schools (AEL, 1999) identified best career development practices at the elementary level as hands-on career classroom labs, career fairs, the introduction of career clusters, and job shadowing. The results of this study indicate that the activities currently being implemented the most by Virginia elementary school counselors, are not consistent with the previous study in West Virginia. Because success and frequency are different research questions, it would be interesting to conduct further research to determine what activities Virginia elementary counselors find to be most effective in meeting current standards. A specific list of these activities could be provided to counselors to maintain consistency across schools and effectively meet career development standards. This recommendation is supported by previous research conducted on the use of guidance materials in counseling programs, that recommended that elementary guidance curricula be aligned with the middle and high school (Rowley et al., 2005). Results of this study regarding specific activities being implemented may impact Virginia Department of Education decision making to increase counselor accountability by adding specific examples of practices that meet elementary career development standards. This may increase counselor accountability in meeting ASCA career development standards, and other components of school counseling programs.

Another implication of the results of this study is to make other counselors aware of career development resources that are being used in elementary career development programs across the state of Virginia. Elementary counselors can use this information in selecting career development materials and activities to use in the elementary schools. Broadening the scope of career development practices in schools has the potential to increase the actual time spent on

career development, and potentially begin to provide elementary students with additional opportunities to explore careers through standardized activities.

An additional implication of this study was to assist counselor educators in preparing counselors to meet the state and national standards by knowing what elementary counselors are implementing in comparison to what activities are actually meeting the career development standards. The data from this study has the potential to impact counselor education programs to better prepare future school counselors. Survey Question twelve indicated that 31.1% (n=117) of respondents did not receive specific training on elementary career development. The majority of respondents (165) indicated that he or she had received information on elementary career development, but only 81 respondents (21.5%) indicated he or she took a 3 credit hour class on elementary career development. Therefore survey question twelve indicates a total of 72.1% indicated he or she received some type of elementary career development training (information, independent study, 3 credit hour class, or other) and 31.1% indicated he or she received no specific training on elementary career development. These numbers correspond to the results from research question two indicating that 70% of counselors believed he or she met either most of all of the VA Counseling Standards for K-3, and 68.2% believed the standards with either mostly met or all were met for grades 4-5. Interestingly enough, these numbers correspond to the amount of training indicated from survey question 12, showing 31.1% received no training on elementary career development and 28.6% of respondents believed he or she was not meeting most of all of Virginia Counseling Standards for Career Development for grades K-3, and 26.1% (grades 4-5). Results from this study can be used to determine if counselors are prepared through the reported use of various career development resources, activities, and other practices that were identified in this study.

The results of this study could also be used to identify specific elementary career development practices and activities to support Virginia's College and Career Readiness Initiative, and President Obama's national "Educate to Innovate" campaign designed to improve student's participation and performance in the fields of Science, Technology, Engineering and Math (Whitehouse.gov, 2013). Results of this study are also relevant to support the American Recovery and Reinvestment Act of 2009 focused on improving education at all levels within states to provide "every child access to a complete and competitive education, from cradle through career." (Whitehouse.gov, 2009b, para. 1). This act specifically focuses on K-12 education "by promoting world-class academic standards and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for college and career" (Whitehouse.gov, 2009b, para. 3).

Meeting Virginia School Counseling Standards for Elementary Career Development

Results from this study indicated that 70% of counselors believed that either all or most of the standards for career development in grades K-3 were met. Sixty-seven percent of counselors believed that all or most of the standards for career development in grades 4-5 were met. This new data indicates that approximately 25% of Virginia Elementary school counselors believe only some of the elementary career development standards were met. A total of 3.9% of counselors indicated he or she was not aware of elementary career development standards. This information implies the possibility that approximately 30% of Virginia elementary school counselors do not actively pursue the goal to meet career development standards. Therefore, because most elementary schools typically have only one counselor, entire elementary schools may only be meeting some or none of the career development standards. The results of this research suggest that school counselors may not be held accountable for meeting the state

standards for school counseling programs, especially those concerning career development. Several researchers discussed the importance of aligning elementary guidance curricula with middle and high school standards (Rowley et al., 2005). The results of this study imply that up to 30% of Virginia elementary schools may not be meeting the career development piece of counseling standards, affecting student's knowledge for the middle and high school levels.

There are a total of six elementary standards for grades K-3 (EC1- EC6) and four standards for grades 4-5 (EC 7- EC10). Another interesting point is that standards EC1 and EC2 focus on concepts, behaviors, and how certain behaviors relate to the future. Future research may determine if standards EC1 and EC2 are concepts that elementary students in grades K-3 can understand. Standard EC8 also refers to a "belief" including the changing workplace and lifelong learning. One may also investigate if concepts that refer to the future are too complex for 4th and 5th grade students. A recommendation based on these results is for the Virginia School Counselor's Association to review and discuss these career development standards with the Virginia Board of Education to determine if they are appropriate and achievable for elementary students. In addition, further research focusing on school counselors' beliefs in meeting these standards may determine if counselors believe they have the resources and/or time to meet these standards.

Career Development Practices and Counselor Self-efficacy

Counselor self-efficacy was measured on a scale from 1-5 using 7 elements listed from the career development portion of the School Counselor Self-efficacy Scale. Out of the seven elements describing career development competencies, "foster an understanding of the relationship between learning and work" had the highest mean score (4.19), and "teach students to apply problem solving skills toward their academic, personal, and career success" was the

second highest mean score (4.05). The two competencies with the highest mean scores are also taught in the classroom through academics by teachers. Teachers incorporate problem solving skills in math, reading comprehension, and overall academic success. In addition, “fostering an understanding of the relationship between learning and work” could be interpreted as teaching students that homework, practice, hard work, and persistence in academic subjects produces more positive results. Or, the term “work” could be interpreted as learning leads to better career choices. This competency may be perceived differently by counselors, but still relates to reinforcing this concept within the classroom on a daily basis.

The two competencies with the lowest mean scores included “implement a program which enables all students to make informed career decisions” (3.65), and “use technology designed to support student successes and progress through the educational process” (3.70). Counselors may interpret these competencies with the lowest scores as applying specifically to the counselor only, and may have answered lower because technology is not readily available, making the counselor feel less confident. In addition, using the words “implement a program enabling all students to make informed career decisions” may have scored lower because counselors do not have a specific program named or designated, to teach students about informed career decision making. Using the results of this study, current Virginia Legislation, House Bill No. 576, Public schools; teacher contract and evaluation policies. (Virginia General Assembly, 2013), focusing on redefining educator evaluation processes, would benefit from having more specific activities to define effective career development standards at the elementary level. It is possible that the statement, “implementing a program allowing all students to make informed career decisions” implies sole responsibility for the counselor. Perhaps counselors believe that this is a more difficult activity to implement because the program may not be reinforced in the

classroom. Recommendations for further research analysis include analyzing the SCSE career development results in comparison to counselors' demographic information specifically referring to counselor education background. Counselors may not be given the amount of education and training to answer these questions with more confident responses, which can imply that counselor educators may need to focus more on the use of available technologies and specific programs geared toward career development.

Results from research question three found that self-efficacy scores indicated that on a scale from 1-5 the mean score for grades K-3 in self-efficacy was equal to 3.9967 and for grades 4-5 was equal to 4.0175. T-test results indicated that the four career development activities that showed a significantly higher difference in means of self-efficacy scores were: "classroom career exploration with students", "used online career exploration programs", and "informed teachers of ways to incorporate career development into the classroom", and "informed parents of career development school counseling standards." Two of these four activities included teachers and parents in the career development process. Because counselors do not have as much time with students as teachers and parents, this information may imply that counselors believe that passing the information and tools on to teachers and parents leads to increased efforts in meeting career development standards. Recommendations for further research would be to survey counselors, parents, and teachers to determine if parents and teachers implement activities and disseminate career development information to students that is passed down from the counselor.

The two activities that are included in both groups as being significant according to p values and showing an increased difference in mean scores are "informed teachers of ways to incorporate career development into the classroom" and "using online career exploration programs." Additional research would be helpful to identify what online career exploration

programs Virginia elementary school counselors are using, the frequency of use, and grade level use. In addition, further research to determine specific ways counselors inform teachers of ways to incorporate career development into the classroom, would be helpful in providing specific examples and a structure for accountability purposes.

Relationship between Counselor Practices and Virginia Career Development Standards

A correlation table was created to show the number of counselors who conducted specific career development activities compared to the level he or she believed they met Virginia school career development standards for grades K-3 and 4-5. Results indicated that the activities conducted the most by counselors who believed all standards were met in grades K-3 & 4-5 included classroom career exploration, using print materials, and using online career exploration programs for both sets of standards in the same order. These activities were also among those that the entire sample indicated were conducted the most overall in grades K-5. These results indicate that not only are these activities being practiced the most, but are believed by counselors to meet the K-5 career development standards.

Activities with the lowest scores from counselors considering meeting all standards for grades K-3/4-5 included job shadowing, using career exploration CD-ROMS and field trips. As mentioned previously, studies in West Virginia elementary schools (AEL, 1999) identified that the most successful career development practices at the elementary level included hands-on career classroom labs, career fairs, the introduction of career clusters, and job shadowing. Job shadowing was listed by AEL in 1999 as being one of the most successful practices at the elementary level, and is shown in this study to be the least practiced by counselors, even those who believe they are meeting all or most of the standards. Job shadowing in elementary school is hindered by the age of the child and security reasons, in addition to transportation. However, if

it is a very effective practice, perhaps future research can focus on ways for students to be involved in job shadowing programs that still allow the students to remain in the school/ and/or under the supervision of school personnel. Future research may include pre and post tests for students to determine if the activities identified in this study conducted by counselors who believe he or she is meeting all standards are actually meeting the specific career development standards, and if other activities, such as those listed from previous studies, would be more effective in meeting standards.

Number of Career Practices and Counselor Self-efficacy

Research question five results showed that self-efficacy scores of 25 and higher were concentrated in the range of completing 6-12 activities out of 0-18 activities listed. Parameter results indicated that if a counselor increased the number of activities by one, his or her self-efficacy total score would decrease by .48, which is not meaningful on a scale from 7-35. Distributions show that those with 6 or fewer activities tend to have lower self-efficacy scores overall, whereas over 12 activities does not increase self-efficacy. Looking at the overall results in this analysis and considering results from the other four research questions, conducting more activities does not necessarily imply higher self-efficacy or the belief in meeting more standards.

Implications & Future Research for Counselor Education

Additional demographic data and data collected from survey questions 9-13 could be used in further research to indicate the levels of training, professional development, and education specifically related to elementary career development Virginia elementary school counselors have received. This information could also be compared to self-efficacy scores and specific career development activities to determine if a relationship exists.

School counselor education programs could benefit from this information to determine if there is a need to create specific classes on elementary career development to better prepare elementary school counselors in the future. Counselor education students could be given ideas and tools to create career development programs before entering the job as a school counselor, with a plan that has been examined by the counseling educator showing accountability for meeting career development standards. Classes could also be offered to examine and familiarize students with Virginia School Counseling Standards and ASCA standards.

National Implications and Future Research

Research in this area of elementary career development would be helpful for all counselors across the nation. Creating a survey that focuses on elementary counselors at the national level would likely produce more responses that would have a greater impact on the National American School Counselor Association Standards and National Career and College Readiness Initiatives. Differences in states and/or localities may provide insight into career development interpretations and expectations in certain areas such as urban, suburban, and rural. In addition, results may show differences according to socioeconomic areas, graduation rates, and other national statistics already calculated by state and government agencies.

A mixed- mode survey approach would also be beneficial for additional research particularly in the state of Virginia. Millar and Dillman (2011) suggest that surveyors consider using a combination of both multiple postal and multiple email contacts to improve the response rate of web-only surveys. By increasing survey responses from counselors, future studies reflect more of the elementary counselor population, which may lead to different results than those of this study. Other ways to improve research in this area would be to follow up on survey data with qualitative data and/or open ended questions. This would give counselors the opportunity

to add other activities/ practices being used in elementary career development that may not be included on the survey. In addition, following up with additional surveys for those counselors with high self-efficacy scores would give the researcher an opportunity to learn more about the way certain career development activities are delivered to different grade levels, and the frequency in which they are delivered throughout the year. This additional information could contribute to providing more specific details on successful implementation of elementary career development strategies that are demonstrated by counselors with high self-efficacy levels, and provide instructions to counselors that may not be familiar or successful with implementing career development activities.

Summary of Chapter

The purpose of this dissertation was to identify what career development practices and activities were being conducted by Virginia elementary school counselors in the 2010-2011 school year. Additionally, this researcher evaluated the extent to which counselors believed the career development practices during the 2010-2011 school year were meeting Virginia counseling standards. The researcher also measured school counselor self-efficacy regarding elementary career development. Finally, the researcher attempted to determine if there was a relationship between counselor self-efficacy and specific elementary career development practices and activities and/or the number of career development practices implemented in the 2010-2011 school year. Participants who responded represented about 1/3 of the total elementary school counselor population in Virginia public elementary schools. Results determined that 67-70% of all counselors surveyed believed that most or all of Virginia school counseling standards for career development had been met through their practices and activities in the 2010-2011 school year. Overall, counselors had generally high self-efficacy scores

indicated by a mean self-efficacy score of 3.9967 for grades K-3, and a mean score of 4.0175 for grades 4-5 on a scale from 1-5. The two specific career development activities with a p value equal to $<.0001$ that showed the highest difference in mean scores were, “inform teachers of ways to incorporate career development into the classroom” and “used online career exploration programs.” Other activities showing significant practical difference between self-efficacy scores and activities included, “inform parents of career development school counseling standards” and “conduct classroom career exploration with students (small or large group).” It is interesting that two of the four activities mentioned involved informing other influential adults, such as teachers and parents, about career development. Perhaps counselors believe that they are being more effective at meeting career development standards in elementary school when other adults who have more contact with students are also aware of career development standards and activities. It would be interesting to investigate the beliefs and rationale behind these activities to understand specific methods used in involving teachers and parents, and if teachers and parents actually followed through to discuss career development with students. A regression analysis of self-efficacy scores and the number of career development activities conducted did not show a significant difference, therefore conducting a certain number of career activities was not considered to be predictive of self-efficacy scores.

Results from this study could be used in further research at both the state and national level for various contributions towards improving career development practices and developing more specific career development standards. The development of specific practices of elementary guidance curricula would support an overall alignment with middle and high school standards in accordance with recommendations from previous studies conducted by Rowley, et al. (2005). More specific career development practices and activities would also help counselors

define their accountability standards as recommended by ASCA, and determine clear evaluation criteria for Virginia in reference to current state legislation, House Bill No. 576, Standard 5.

References

- AEL Incorporated. (1999). *A Report on Career Development Approaches and Best Practices in Six West Virginia School-to-Work Sites*. Washington, DC: Office of Educational Research and Improvement (Report No. ED438 107).
- American School Counselor Association. (2004a). *The ASCA national model: Executive summary*. Retrieved from <http://www.schoolcounselor.org/content.asp?pl=325&sl=134&contentid=134>
- American School Counselor Association. (2004b). *ASCA National Standards for Students*. Alexandria, VA: Author. Retrieved from <http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf>
- American School Counselor Association. (2006). *Position statement: Academic and career planning*. Retrieved from <http://www.schoolcounselor.org/content.asp?content id=205>
- Auger, R.W., Blackhurst, A. E., & Wahl, K. H. (2005). The development of elementary-aged children's career aspirations and expectations. *Professional School Counseling*, 8(4), 322-329.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York, NY: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego, CA: Academic Press, 1998). Retrieved from <http://www.des.emory.edu/mfp/BanEncy.html>
- Bane, T. Y. (2006). *Job satisfaction among professional middle school counselors in Virginia* (Doctoral dissertation, Virginia Tech). Retrieved from <http://scholar.lib.vt.edu/theses/available/etd-10152006-181719/>

- Beale, A. V. (2000). Elementary school career awareness: A visit to a hospital. *Journal of Career Development, 27*(1), 65-72.
- Beale, A. V. (2003). It takes a team to run a restaurant: Introducing elementary students to the interrelatedness of occupations. *Journal of Career Development, 29*(3), 211-220.
- Beale, A.V., & Williams, J.C. (2000). The anatomy of an elementary school career day. *Journal of Career Development, 26*(3), 205-213.
- Bodenhorn, N., & Skaggs, G. (2005). Development of the school counselor self-efficacy scale. *Measurement and Evaluation in Counseling and Development, 38*, 14-28.
- Bodenhorn, N., Wolfe, E., & Airen, O. (2010). School counselor program choice and self-efficacy: Relationship to achievement gap and equity. *Professional School Counseling, 13*(3), 165-174.
- Bonebrake, C. R., & Borgers, S. B. (1984). Counselor role as perceived by counselors and principals. *Elementary School Guidance and Counseling, 18*(3), 194-99.
- Borow, H. (Ed.). (1964). *Man in the world of work*. Boston, MA: Houghton Mifflin.
- Bowers, J., & Hatch, P. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria VA: American School Counselor Association.
- Brick, J.M., & Kalton, G. (1996). Handling missing data in survey research. *Statistical Methods in Medical Research, 5*, 215-238. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/8931194>
- Bridges CD-ROM Product Paws in Jobland Earns Ontario Award. (2001, November). Bridges.com Company Profile Awards and Achievements. Retrieved from <http://www.bridges.com/usa/about/profile/awards/2k11102.htm>

- Brott, P. E. (2006). Counselor education accountability: Training the effective professional school counselor. *Professional School Counseling, 10* (2), 179-188. Retrieved from <http://web.ebscohost.com/ehost/detail?sid=370879ee-4e6e-4ac4-bf12-efbc8a13d059%40sessionmgr110&vid=1&hid=103&bdata=JnNjb3BIPXNpdGU%3d#>
- Career Consulting Corner, Inc. (2013). Retrieved from www.careercc.com
- CFKR Career Materials, Inc. (2011). Retrieved from <http://www.cfkr.com/catalog/catalogframe.html>
- Council for Accreditation of Counseling and Related Educational Programs (2009a). *About CACREP: A brief history*. Retrieved from <http://cacrep.org/index.cfm/about-cacrep>
- Council for Accreditation of Counseling and Related Educational Programs (2009b). *CACREP 2009 Standards*. Retrieved from www.cacrep.org
- Council for Accreditation of Counseling and Related Educational Programs (2011). Directory: Search for Programs. Retrieved from http://www.cacrep.org/directory/directory.cfm?state=VA°reeLevel=&program_type_id=&program_characteristic_prev=&keywords=&submitthis=
- Datta, L. (1977). *Career education: What proof do we have that it works?* Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Education, Office of Career Education. (ERIC Document Reproduction Service No. ED151516)
- Demato, D., & Curcio, C. (2004). Job satisfaction of elementary school counselors: A new look. *Professional School Counseling, 7*(4), 236-245.
- Dillman, D., Smyth, J., Christian, M., & O'Neill, A. (2008, May). Will a mixed-mode (mail/Internet) procedure work for random household surveys of the general public? In

- D. Dillman, J. Smyth, & M. Christian (2009). *Internet, mail, and mixed mode surveys: The tailored design method* (3rd ed.). [Kindle version]
- Dillman, D., Smyth, J., & Christian, M. (2009). *Internet, mail, and mixed mode surveys: The tailored design method* (3rd ed.). [Kindle version]. Retrieved from Amazon.com
- Drummond, R. J., & Ryan, C. W. (1995). *Career Counseling: A Developmental Approach* (2nd ed.). Englewood Cliffs, NJ: Merrill.
- Evans, J.H., Jr., & Burck, H. D. (1992). The effects of career education interventions on academic achievement: A meta analysis. *Journal of Counseling and Development*, 71(1), 63-68.
- Frederick, J. (2001, April 11). The University of North Carolina at Pembroke DSC 510—*Quantitative methods JMP logistic regression*. Retrieved from <http://www.uncp.edu/home/frederick/DSC510/JMPlogreg.htm>
- Gahris, C., & American Association for Career Education. (1999). *Ohio's "Career Development Blueprint" and Career activity packets: Resources for the classroom educator*. AACE Bonus Brief.
- Gerler, E. R., & Myrick, R. D. (1991). The Elementary School Counselor's Work with Prekindergarten Children: Implications for Counselor Education Programs. *Elementary School Guidance and Counseling*, 26(1), 67-75.
- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28(6), 545-579.
- Graham, J.W. (2012). *Missing data: Analysis and design*. [SpringerLink Digital Editions Version]. doi: 10.1007/978-1-4614-4018-5

- Guindon, M. H., & Richmond, L. J. (2005). Practice and research in career counseling and development-2004. *The Career Development Quarterly*, 54(2), 90-137. Retrieved from <http://ezproxy.lib.vt.edu:8080/login?url=http://search.proquest.com/docview/219442040?accountid=14826>
- Helwig, A. A. (2004). A ten-year longitudinal study of the career development of students: Summary findings. *Journal of Counseling and Development*, 82(1), 49-57.
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Holland, J. L., & Rayman, J.R. (1986). The self directed search. In W. Walsh, & S. Osipow (Eds.), *Advances in vocational psychology: The Assessment of interests* (pp.55-68). Hillsdale, NJ: Lawrence Erlbaum.
- Jepsen, D., & Choudhuri, E. (2001). Stability and change in 25-year occupational career patterns. *Career Development Quarterly*, 50(1), 3-19.
- Kobylarz, L. (Ed.). (1996). *National Career Development Guidelines: K-Adult Handbook*. Stillwater, OK: National Occupational Information Coordinating Committee, 1996.
- Krumboltz, J.D. (1979). A social learning theory of career decision making. In A.M. Mitchell, G.B. Jones, & J.D. Krumboltz (Eds.), *Social learning and career decision making* (pp.19-49). Cranston, RI: Carroll Press.
- Kuder, Inc. (September 21, 2009). 'Kuder, Inc. Introduces Kuder® Galaxy, an Innovative Online Early Career Awareness System'. Press Release. Retrieved from http://www.kuder.com/downloads/news/2009_09-21_KuderGalaxyLaunch-Contributors.pdf

Kuder, Inc. (2011). Kuder galaxy purchase options. Retrieved from

<https://www.kudergalaxy.com/asp/Purchase/Default.aspx>

Lent, R., Hoffman, M., Hill, C., Treistman, D. Mount, M., & Singley, D. (2006). Client specific counselor self-efficacy in novice counselors: Relation to perceptions of session quality.

Journal of Counseling Psychology, 53(4), 453-463. doi: [10.1037/0022-0167.53.4.453](https://doi.org/10.1037/0022-0167.53.4.453)

Maddy-Bernstein, C. (2000). Career development issues affecting secondary schools. The Highlight Zone: Research @ Work No. 1 St. Paul: National Research Center for Career and Technical Education, University of Minnesota. Retrieved from the National Center for Career and Technical Education Web site: <http://www.nccte.org/publications/info-synthesis/highlightzone/highlight01/index.html>

Magnuson, C. S., & Starr, M.F. (2000). How early is too early to begin life career planning? The importance of the elementary school years. *Journal of Career Development*, 27(2), 89-101.

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. Hoboken, N.J. : John Wiley.

McIntosh, P. I. (2000). Life career development: Implications for school counselors. *Education*, 120(4), 621-625.

Millar, M. M. & Dillman, D. A. (2011). Improving response to web and mixed-mode surveys. *Public Opinion Quarterly*, 75(2), 249-269.

Miller, M. J. (1989). Career counseling for the elementary school child: Grades K-5. *Journal of Employment Counseling*, 26(4), 169-77.

- Minor, C. W. (1992). Career development: Theories and models. In D.H. Montross & C.J. Shinkman (Eds.), *Career development: Theory and practice* (pp. 7-34). Springfield, IL: Charles C. Thomas.
- Montiel-Overall, P. (2006). Implications of Missing Data in Survey Research. *Canadian Journal Of Information & Library Sciences*, 30(3/4), 241-269.
- National Career Development Association. (2004). *National Career Development Guidelines (NCDG) Framework*. Broken Arrow, OK: Author. Retrieved from http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf
- National Occupational Information Coordinating Committee. (2000). *The Teacher's Guide to the U.S. Department of Education* (September 2000 ed.). Retrieved from <http://www2.ed.gov/pubs/TeachersGuide/noicc.html>
- Osborn, D. S. (2002). Test review [Review of the instrument Self Directed Search by J. L. Holland]. *Rehabilitation Counseling Bulletin*, 46(1), 57-59.
- Osborn, D.S., & Baggerly, J. N. (2004). School counselors' perceptions of career counseling and career testing: preferences, priorities, and predictors. *Journal of Career Development*, 31, 45-59. doi:10.1177/08948530403100104
- Osipow, S. H. (1983). *Theories of Career Development* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Parsons, F. (n.d.). *Choosing a Vocation: A reprint of the original 1909 book with an introduction by Carl McDaniels*. Garrett Park, MD: Garret Park Press.
- Perrone, K., Perrone, P., Chan, F., & Thomas, K. (2000). Assessing efficacy and importance of career counseling competencies. *The Career Development Quarterly*, 48(3), 212-225.

- Perusse, R., & Goodnough, G. (2005). Elementary and secondary school counselors' perceptions of graduate preparation programs: A national study. *Counselor Education & Supervision, 45*, 109-118.
- Pope, M. (2000). A brief history of career counseling in the United States. *Career Development Quarterly 48*(3),194-211.
- Quality of Classroom Instruction and Educational Leadership, Va. H.R. 576, §22.1-253.13:5. (2013).
- Ritchie, M. H. (1989). Research on the Roles, Preparation, and Effectiveness of School Counselors. Paper presented at the Annual Meeting of the North. (ERIC Number: ED314696). Retrieved from <http://eric.ed.gov/?id=ED314696>
- Roe, A., & Lunneborg, P. (1990). Personality development and career choice. In D. Brown, L. Brooks, & Associates (Eds.), *Career Choice and Development* (pp.68-101). San Francisco, CA: Jossey-Bass.
- Roe, A., & Siegelman, M. (1964). The origin of interests (American Personnel and Guidance Association Inquiry Study No. 1). Cambridge, MA: Massachusetts Institute of Technology.
- Rowley, W., Stroh, H., & Sink, C. (2005). Comprehensive guidance and counseling programs' use of guidance curricula materials: A survey of national trends. *Professional School Counseling, 8*(4), 296-305.
- Schultheiss, D. E. (2005). Elementary career intervention programs: Social action initiatives. *Journal of Career Development, 31*(3), 185-194.

- Schwebel, M. (1984). From past to present: Counseling psychology's socially prescribed role. In J. M. Whiteley, N. Kagan, L.W. Harmon, B.R. Fretz, & F. Tanney (Eds.). *The coming decade in counseling psychology* (pp.25-49). Schenectady, NY: Character Research.
- Scott, E.G. (2013). *School counselors' perceptions of their academic preparedness for job activities and actual job activities* (Doctoral dissertation, Virginia Tech). Retrived from: <http://hdl.handle.net/10919/20371>
- Sharf, R. (2013). *Applying career development theory to counseling*. Belmont, CA, Brooks/Cole Cengage Learning.
- Spokane, A.R., & Holland, J. L. (1995). The self-directed search: A family of self-guided career interventions. *Journal of Career Assessment*, (3)4: 373-390.
- Super, D. (1963). Self concepts in vocational development. In D. Super, R. Starishevsky, N. Matlin, & J. Jordan (Eds.), *Career development: Self concept theory* (pp. 1-16). Princeton, NJ: College Board.
- Super, D. (1992). Toward a comprehensive theory of career development. In Montross, D.H. & C.J. Shinkman (Eds.), *Career development: Theory and practice* (pp. 35-64). Springfield, IL: Charles C. Thomas.
- The White House, Office of the Press Secretary. (2009). President Obama launches "Educate to Innovate" campaign for excellence in science, technology, engineering, & math (stem) education [Press release]. Retrieved from <http://www.whitehouse.gov/the-press-office/president-obama-launches-educate-innovate-campaign-excellence-science-technology-en>
- Trice, A. D., & Hughes, M.A. (1995). The origins of children's career aspirations: IV. Testing hypotheses from four theories. *Career Development Quarterly*, 43(4), 307-323.

U.S. Department of Education, Ed.gov. (2009, April). *American Recovery and Reinvestment Act of 2009: Title I, Part A Funds for Grants to Local Education Agencies*. Retrieved from Ed.Gov website: <http://www2.ed.gov/policy/gen/leg/recovery/factsheet/title-i.html>

U.S. Department of Education. (2009, November). *American recovery and reinvestment act report : Summary of programs and state by state data*. Retrieved from <http://www.recovery.gov/News/featured/Documents/Education%20Dept.%20ARRA%20Programs%20and%20Jobs.pdf>.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (2011). *Common Core Public School data 2010-2011*. Listing of Virginia public elementary schools. Retrieved from http://nces.ed.gov/ccd/schoolsearch/school_list.asp?Search=1&InstName=&SchoolID=&Address=&City=&State=51&Zip=&Miles=&County=&PhoneAreaCode=&Phone=&DistrictName=&DistrictID=&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=6

U.S. Department of Health, Education, and Welfare. (1963). *Education for a changing world of work* (Panel of Consultants on Vocational Education, pp. 206-214). Washington, DC: U.S. Government Printing Office.

Van Hoose, W. H. (1969). U.S. Department of Health , Education, and Welfare. Office of Education, *Elementary School Counselor Preparation: A Model*. Retrieved from <http://eric.ed.gov/?id=ED032557>

Van Horn, S. M., & Myrick, R. D. (2001). Computer technology and the 21st century school counselor. *Professional School Counseling* 5, 124-130.

Virginia Board of Education. (2004). *Standards for school counseling programs in Virginia public schools*. Retrieved from <http://www.pen.k12.va.us/VDOE/studentsrvcs/counselingstandards.pdf>

Virginia Career VIEW. (2013). Career Town [Computer software]. Retrieved from: <http://www.vacareerview.org/k5/play-it/career-town/main.cfm>

Virginia Department of Education. (2010). *Virginia's college and career readiness initiative*.

Retrieved from:

http://www.doe.virginia.gov/instruction/college_career_readiness/resources/introductory_briefing.pdf

Virginia Department of Education. (2011a). *Local and regional schools and centers, 2010-2011*.

Retrieved from

http://www.doe.virginia.gov/statistics_reports/enrollment/local_regional_schools_centers/2010_11_local_reg_sch_ctr_s_a.pdf

Virginia Department of Education. (2011b). *College and career readiness initiative*. Retrieved

from http://www.doe.virginia.gov/instruction/college_career_readiness/index.shtml

Virginia Department of Education. (2012). *Education directories, Virginia public schools –*

school division menu by region. Retrieved from

http://www.doe.virginia.gov/directories/schools/school_info_by_regions.shtml

Virginia Department of Education. (2013). *Fall membership*. Retrieved from

http://bi.vita.virginia.gov/doe_bi/rdPage.aspx?rdReport=Main&subRptName=Fallmembership

Virginia General Assembly. (2013). *HB 576 Public schools/ teacher contract and evaluation*

policies. Retrieved from <http://leg1.state.va.us/cgi-bin/legp504.exe?121+sum+HB576>

Virginia Licensure Regulations for School Counselors pre K -12. Virginia Register., 23, 25, § 22.1-298.2 (2007).

Webster, M. (2007). Career. *Merriam Webster's online dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/career>

Whitehouse.gov. (2013). *Education: Knowledge and Skills for the Jobs of the Future*. Educate to Innovate: The White House. Retrieved from <http://www.whitehouse.gov/issues/education/k-12/educate-innovate>

Appendix A

ASCA National Standards (Competencies and Indicators)

Legend: A;A-1.1= Academic Domain, Standard A, Competency 1 and Indicator 1

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

- A: A1 Improve Academic Self Concept
 - A:A1.1 Articulate feelings of competence and confidence as learners
 - A:A1.2 Display a positive interest in learning
 - A:A1.3 Take pride in work and achievement
 - A:A1.4 Accept mistakes as essential to the learning process
 - A:A1.5 Identify attitudes and behaviors which lead to successful learning

- A: A2 Acquire Skills for Improving Learning
 - A:A2.1 Apply time management and task management skills
 - A:A2.2 Demonstrate how effort and persistence positively affect learning
 - A:A2.3 Use communication skills to know when and how to ask for help when needed
 - A:A2.4 Apply knowledge and learning styles to positively influence school performance

- A: A3 Achieve School Success
 - A.A3.1 Take responsibility for their actions
 - A.A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
 - A.A3.3 Develop a broad range of interests and abilities
 - A.A3.4 Demonstrate dependability, productivity, and initiative
 - A.A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

- A:B1 Improve Learning
 - A: B1.1 Demonstrate the motivation to achieve individual potential
 - A: B1.2 Learn and apply critical thinking skills
 - A: B1.3 Apply the study skills necessary for academic success at each level
 - A: B1.4 Seek information and support from faculty, staff, family, and peers
 - A: B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use Knowledge of learning styles to positively influence school performance

A: B1.7 Become a self-directed and independent leader

A: B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school

A: B2.2 Use assessment results in educational planning

A: B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A: B2.4 Apply knowledge of aptitudes and interests to goal setting

A: B2.5 Use problem-solving and decision making skills to assess progress toward educational goals

A: B2.6 Understand the relationship between classroom performance and success in school

A: B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school , studies, extracurricular activities, leisure time, and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A: C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A: C1.5 Understand that school success is the preparation to make the transition from student to community member

A: C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C: A1.2 Learn about the variety of traditional and non traditional occupations

C: A1.3 Develop an awareness of personal abilities, skills, interests and motivations

C: A1.4 Learn how to interact and work cooperatively in teams

- C: A1.5 Learn to make decisions
- C: A1.6 Learn how to set goals
- C: A1.7 Understand the importance of planning
- C: A1.8 Pursue and develop competency in areas of interest
- C: A1.9 Develop hobbies and vocational interests
- C: A1.10 Balance between work and leisure time
- C:A2 Develop Employment Readiness
 - C:A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills
 - C: A2.2 Apply job readiness skills to seek employment opportunities
 - C: A2.3 Demonstrate knowledge about the changing workplace
 - C: A2.4 Learn about the rights and responsibilities of employers and employees
 - C: A2.5 Learn to respect individual uniqueness in the workplace
 - C: A2.6 Learn how to write a resume
 - C: A2.7 Develop a positive attitude toward work and learning
 - C: A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 - C: A2.9 Utilize time-and task-management skills
- Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
 - C: B1 Acquire Career Information
 - C:B1.1 Apply decision –making skills to career planning, course selection and career transition
 - C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
 - C: B1.3 Demonstrate knowledge of the career planning process
 - C: B1.4 Know the various ways in which occupations can be classified
 - C: B1.5 Use research and information resources to obtain career information
 - C: B1.6 Learn to use the Internet to access career planning information
 - C: B1.7 Describe traditional and nontraditional career choices and how they relate to career choice.
 - C: B1.8 Understand how changing economic and societal needs influence employment trends and future training
 - C: B2 Identify Career Goals
 - C: B2.1 Demonstrate awareness of the education and training needed to achieve career goals
 - C: B2.2 Assess and modify their educational plan to support career
 - C: B2.3 Use employability and job readiness skills in internship, mentoring , shadowing and/or other work experience
 - C: B2.4 Select course work that is related to career interests
 - C: B2.5 Maintain a career –planning portfolio
- Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

- C: C1 Acquire Knowledge to Achieve Career Goals
- C: C1.1 Understand the relationship between educational achievement and career success
 - C: C1.2 Explain how work can help to achieve personal success and satisfaction
 - C: C1.3 Identify personal preferences and interests influencing career choice and success
 - C: C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
 - C: C1.5 Describe the effect of work on lifestyle
 - C: C1.6 Understand the importance of equity and access in career choice
 - C: C1.7 Understand that work is an important and satisfying means of personal expression

- C: C2 Apply Skills to Achieve Career Goals
- C: C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals
 - C: C2.2 Learn how to use conflict management skills with peers and adults
 - C: C2.3 Learn to work cooperatively with others as a team member
 - C: C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

- PS-A1 Acquire Self-knowledge
- person
- PS-A1.1 Develop positive attitudes toward self as a unique and worthy person
 - PS-A1.2 Identify values, attitudes and beliefs
 - PS-A1.3 Learn the goal-setting process
 - PS-A1.4 Understand change is a part of growth
 - PS-A1.5 Identify and express feelings
 - PS-A1.6 Distinguish between appropriate and inappropriate behavior
 - PS-A1.7 Recognize personal boundaries, rights and privacy needs
 - PS-A1.8 Understand the need for self control and how to practice it
 - PS-A1.9 Demonstrate cooperative behavior in groups
 - PS-A1.10 Identify personal strengths and assets
 - PS-A1.11 Identify and discuss changing personal and social roles
 - PS-A1.12 Identify and recognize changing family roles
- PS-A2 Acquire Interpersonal Skills
- PS-A2.1 Recognize that everyone has rights and responsibilities
 - PS-A2.2 Respect alternative points of view
 - PS-A2.3 Recognize, accept, respect and appreciate individual differences
 - PS-A2.4 Recognize, accept and appreciate ethnic and cultural diversity

- PS-A2.5 Recognize and respect differences in various family configurations
- PS-A2.6 Use effective communications skills
- PS-A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS-A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS-B1 Self-knowledge Application

- PS-B1.1 Use a decision-making and problem-solving model
- PS-B1.2 Understand consequences of decisions and choices
- PS-B1.3 Identify alternative solutions to a problem
- PS-B1.4 Develop effective coping skills for dealing with problems
- PS-B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS-B1.6 Know how to apply conflict resolution skills
- PS-B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS-B1.8 Know when peer pressure is influencing a decision
- PS-B1.9 Identify long-and short-term goals
- PS-B1.10 Identify alternative ways of achieving goals
- PS-B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS-B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS-C1 Acquire Personal Safety Skills

- PS-C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- PS-C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS-C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS-C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS-C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS-C1.6 Identify resource people in the school and community, and know how to seek their help
- PS-C1.7 Apply effective problem-solving and decision making skills to make safe and healthy choices
- PS-C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS-C1.9 Learn how to cope with peer pressure
- PS-C1.10 Learn techniques for managing stress and conflict
- PS-C1.11 Learn coping skills for managing life events

(American School Counselor Association, 2004b)

Appendix B

National Career Development Guidelines (NCDG) Framework Understanding the NCDG Framework

Domains and Goals

Domains, goals and indicators organize the NCDG framework. The **three domains**: Personal Social Development (PS), Educational Achievement and Lifelong Learning (ED) and Career Management (CM) describe content. Under each domain are **goals** (eleven in total). The goals define broad areas of career development competency.

Personal Social Development Domain

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.
- GOAL PS3 Integrate growth and change into your career development.
- GOAL PS4 Balance personal, leisure, community, learner, family and work roles.

Educational Achievement and Lifelong Learning Domain

- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management Domain

- GOAL CM1 Create and manage a career plan that meets your career goals.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.
- GOAL CM5 Integrate changing employment trends, societal needs and economic conditions into your career plans.

Indicators and Learning Stages

Under each goal in the framework are indicators of mastery that highlight the knowledge and skills needed to achieve that goal. Each indicator is presented in **three learning stages** derived from *Bloom's Taxonomy*: knowledge acquisition, application and reflection. The stages describe learning competency. They are not tied to an individual's age or level of education.

Knowledge Acquisition (K). Youth and adults at the knowledge acquisition stage expand knowledge awareness and build comprehension. They can recall, recognize, describe, identify, clarify, discuss, explain, summarize, query, investigate and compile new information about the knowledge.

Application (A). Youth and adults at the application stage apply acquired knowledge to situations and to self. They seek out ways to use the knowledge. For example, they can demonstrate, employ, perform, illustrate and solve problems related to the knowledge.

Reflection (R). Youth and adults at the reflection stage analyze, synthesize, judge, assess and evaluate knowledge in accord with their own goals, values and beliefs. They decide whether or not to integrate the acquired knowledge into their ongoing response to situations and adjust their behavior accordingly.

Coding System

The NCDG framework has a simple **coding system** to identify domains, goals, indicators and learning stages. The coding system makes it easy for you to use the NCDG for program development and to track activities by goal, learning stage and indicator. However, you do **not** need to know or include the codes to use the NCDG framework.

Domains:

- PS—Personal Social Development
- ED—Educational Achievement and Lifelong Learning
- CM—Career Management

Goals:

Coded by domain and then numerically.

For example, under the Personal Social Development domain:

- Goal PS1: Develop understanding of yourself to build and maintain a positive selfconcept.
- Goal PS2: Develop positive interpersonal skills including respect for diversity.

Indicators and Learning Stages:

Coded by domain, goal, learning stage and then numerically.

Learning Stages:

- K—Knowledge Acquisition
- A—Application
- R—Reflection

For example, the second indicator under the first goal of the Personal Social Development domain:

- PS1.K2 Identify your abilities, strengths, skills, and talents.
- PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.

If you have questions about the NCDG framework, in general, or its technical development, please contact the National Training Support Center (703.416.1840).

The Framework

NATIONAL CAREER DEVELOPMENT GUIDELINES REVISION 09/30/04

PERSONAL SOCIAL DEVELOPMENT DOMAIN

GOAL PS1 Develop understanding of yourself to build and maintain a positive self-concept.

- PS1.K1 Identify your interests, likes, and dislikes.
- PS1.A1 Demonstrate behavior and decisions that reflect your interests, likes, and dislikes.
- PS1.R1 Assess how your interests and preferences are reflected in your career goals.
- PS1.K2 Identify your abilities, strengths, skills, and talents.
- PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
- PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.
- PS1.K3 Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.A3 Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- PS1.R3 Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
- PS1.K4 Identify your work values/needs.
- PS1.A4 Demonstrate behavior and decisions that reflect your work values/needs.
- PS1.R4 Assess how your work values/needs are reflected in your career goals.
- PS1.K5 Describe aspects of your self-concept.
- PS1.A5 Demonstrate a positive self-concept through your behaviors and attitudes.
- PS1.R5 Analyze the positive and negative aspects of your self-concept.
- PS1.K6 Identify behaviors and experiences that help to build and maintain a positive self-concept.
- PS1.A6 Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.
- PS1.R6 Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.
- PS1.K7 Recognize that situations, attitudes, and the behaviors of others affect your self-concept.
- PS1.A7 Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.
- PS1.R7 Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.
- PS1.K8 Recognize that your behaviors and attitudes affect the self-concept of others.
- PS1.A8 Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.
- PS1.R8 Analyze how your behaviors and attitudes might affect the self-concept of others.
- PS1.K9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.
- PS1.A9 Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.
- PS1.R9 Assess how your self-concept affects your educational achievement (performance) and/or success at work.
- PS1.K10 Recognize that educational achievement (performance) and/or success at work can affect your self-concept.
- PS1.A10 Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.
- PS1.R10 Assess how your educational achievement (performance) and/or success at work affect your self-concept.

GOAL PS2 Develop positive interpersonal skills including respect for diversity.

- PS2.K1 Identify effective communication skills.
- PS2.A1 Demonstrate effective communication skills.
- PS2.R1 Evaluate your use of effective communication skills.

PS2.K2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R2 Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.K3 Identify positive social skills (e.g., good manners and showing gratitude).

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.R3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.

PS2.K4 Identify ways to get along well with others and work effectively with them in groups.

PS2.A4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.R4 Evaluate your ability to work effectively with others in groups.

PS2.K5 Describe conflict resolution skills.

PS2.A5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.R5 Analyze the success of your conflict resolution skills.

PS2.K6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.

PS2.R6 Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.

PS2.K7 Identify sources of outside pressure that affect you.

PS2.A7 Demonstrate the ability to handle outside pressure on you.

PS2.R7 Analyze the impact of outside pressure on your behavior.

PS2.K8 Recognize that you should accept responsibility for your behavior.

PS2.A8 Demonstrate that you accept responsibility for your behavior.

PS2.R8 Assess the degree to which you accept personal responsibility for your behavior.

PS2.K9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A9 Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.R9 Assess how you show respect for all kinds of human diversity.

PS2.K10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.R10 Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.

PS2.K11 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

PS2.A11 Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.

PS2.R11 Analyze the impact of your ability to interact positively with diverse groups of people on your employment.

GOAL PS3 Integrate personal growth and change into your career development.

PS3.K1 Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.A1 Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).

PS3.R1 Analyze the results of your growth and changes throughout life to determine areas of growth for the future.

PS3.K2 Identify good health habits (e.g., good nutrition and constructive ways to manage stress).

- PS3.A2 Demonstrate how you have adopted good health habits.
- PS3.R2 Assess the impact of your health habits on your career development.
- PS3.K3 Recognize that your motivations and aspirations are likely to change with time and circumstances.
- PS3.A3 Give examples of how your personal motivations and aspirations have changed with time and circumstances.
- PS3.R3 Assess how changes in your motivations and aspirations over time have affected your career development.
- PS3.K4 Recognize that external events often cause life changes.
- PS3.A4 Give examples of external events that have caused life changes for you.
- PS3.R4 Assess your strategies for managing life changes caused by external events.
- PS3.K5 Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
- PS3.A5 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.R5 Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.
- PS3.K6 Recognize the importance of adaptability and flexibility when initiating or responding to change.
- PS3.A6 Demonstrate adaptability and flexibility when initiating or responding to change.
- PS3.R6 Analyze how effectively you respond to change and/or initiate change.

GOAL PS4 Balance personal, leisure, community, learner, family, and work roles.

- PS4.K1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
- PS4.A1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
- PS4.R1 Assess the impact of your life roles on career goals.
- PS4.K2 Recognize that you must balance life roles and that there are many ways to do it.
- PS4.A2 Show how you are balancing your life roles.
- PS4.R2 Analyze how specific life role changes would affect the attainment of your career goals.
- PS4.K3 Describe the concept of lifestyle.
- PS4.A3 Give examples of decisions, factors, and circumstances that affect your current lifestyle.
- PS4.R3 Analyze how specific lifestyle changes would affect the attainment of your career goals.
- PS4.K4 Recognize that your life roles and your lifestyle are connected.
- PS4.A4 Show how your life roles and your lifestyle are connected.
- PS4.R4 Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.

- ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
- ED1.A1 Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
- ED1.R1 Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
- ED1.K2 Identify strategies for improving educational achievement and performance.
- ED1.A2 Demonstrate strategies you are using to improve educational achievement and performance.
- ED1.R2 Analyze your educational achievement and performance strategies to create a plan for growth and improvement.
- ED1.K3 Describe study skills and learning habits that promote educational achievement and performance.
- ED1.A3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.R3 Evaluate your study skills and learning habits to develop a plan for improving them.

ED1.K4 Identify your learning style.

ED1.A4 Show how you are using learning style information to improve educational achievement and performance.

ED1.R4 Analyze your learning style to develop behaviors to maximize educational achievement and performance.

ED1.K5 Describe the importance of having a plan to improve educational achievement and performance.

ED1.A5 Show that you have a plan to improve educational achievement and performance.

ED1.R5 Evaluate the results of your plan for improving educational achievement and performance.

ED1.K6 Describe how personal attitudes and behaviors can impact educational achievement and performance.

ED1.A6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.R6 Assess how well your attitudes and behaviors promote educational achievement and performance.

ED1.K7 Recognize that your educational achievement and performance can lead to many workplace options.

ED1.A7 Show how your educational achievement and performance can expand your workplace options.

ED1.R7 Assess how well your educational achievement and performance will transfer to the workplace.

ED1.K8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A8 Show how the ability to acquire and use information has affected your educational achievement and performance.

ED1.R8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.A1 Show how lifelong learning is helping you function effectively in a diverse and changing economy.

ED2.R1 Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.

ED2.K2 Recognize that viewing yourself as a learner affects your identity.

ED2.A2 Show how being a learner affects your identity.

ED2.R2 Analyze how specific learning experiences have affected your identity.

ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A3 Demonstrate that you are an independent learner.

ED2.R3 Assess how well you function as an independent learner.

ED2.K4 Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).

ED2.A4 Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).

ED2.R4 Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).

ED2.K5 Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military online courses, and on-the-job training).

ED2.A5 Show how you are preparing to participate in ongoing learning experiences (e.g., two and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

ED2.R5 Assess how participation in ongoing learning experiences (e.g., two- and four-year

colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.

ED2.K6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.A6

Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.

ED2.R6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.

ED2.K7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A7 Demonstrate participation in informal learning experiences.

ED2.R7 Assess, throughout your life, how well you integrate both formal and informal learning Experiences

CAREER MANAGEMENT DOMAIN

GOAL

CM1

Create and manage a career plan that meets your career goals.

CM1.K1 Recognize that career planning to attain your career goals is a life long process.

CM1.A1 Give examples of how you use career-planning strategies to attain your career goals.

CM1.R1 Assess how well your career planning strategies facilitate reaching your career goals.

CM1.K2 Describe how to develop a career plan (e.g., steps and content).

CM1.A2 Develop a career plan to meet your career goals.

CM1.R2 Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.A3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.R3 Re-examine your career goals and adjust as needed.

CM1.K4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.A4 Demonstrate career management skills and personal traits

(e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.R4 Evaluate your career management skills and personal traits

(e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

CM1.R5 Evaluate how well you integrate changes in you and the world of work into your career plans.

GOAL

CM2

Use a process of decision-making as one component of career development.

CM2.K1 Describe your decision-making style (e.g., risk taker, cautious).

CM2.A1 Give examples of past decisions that demonstrate your decision-making style.

CM2.R1 Evaluate the effectiveness of your decision-making style.

CM2.K2 Identify the steps in one model of decision-making.

CM2.A2 Demonstrate the use of a decision-making model.

CM2.R2 Assess what decision-making model(s) work best for you.

CM2.K3 Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.

- CM2.A3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
- CM2.R3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
- CM2.K4 Identify alternative options and potential consequences for a specific decision.
- CM2.A4 Show how exploring options affected a decision you made.
- CM2.R4 Assess how well you explore options when making decisions.
- CM2.K5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
- CM2.A5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
- CM2.R5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.
- CM2.K6 Describe how education, work, and family experiences might impact your decisions.
- CM2.A6 Give specific examples of how your education, work, and family experiences have influenced your decisions.
- CM2.R6 Assess the impact of your education, work, and family experiences on decisions.
- CM2.K7 Describe how biases and stereotypes can limit decisions.
- CM2.A7 Give specific examples of how biases and stereotypes affected your decisions.
- CM2.R7 Analyze the ways you could manage biases and stereotypes when making decisions.
- CM2.K8 Recognize that chance can play a role in decision-making.
- CM2.A8 Give examples of times when chance played a role in your decision-making.
- CM2.R8 Evaluate the impact of chance on past decisions.
- CM2.K9 Recognize that decision-making often involves compromise.
- CM2.A9 Give examples of compromises you might have to make in career decision-making.
- CM2.R9 Analyze the effectiveness of your approach to making compromises.

GOAL

CM3

Use accurate, current, and unbiased career information during career planning and management.

- CM3.K1 Describe the importance of career information to your career planning.
- CM3.A1 Show how career information has been important in your plans and how it can be used in future plans.
- CM3.R1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
- CM3.K2 Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.
- CM3.A2 Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
- CM3.R2 Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.
- CM3.K3 Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).
- CM3.A3 Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate
- CM3.R3 Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.
- CM3.K4 Identify several ways to classify occupations.
- CM3.A4 Give examples of how occupational classification systems can be used in career planning.
- CM3.R4 Assess which occupational classification system is most helpful to your career planning.
- CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A5 Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.R5

Assess your openness to considering non-traditional occupations in your career management.

CM3.K6 Identify the advantages and disadvantages of being employed in a non-traditional occupation.

CM3.A6 Make decisions for yourself about being employed in a non-traditional occupation.

CM3.R6 Assess the impact of your decisions about being employed in a non-traditional occupation.

GOAL

CM4

Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K1 Describe academic, occupational, and general employability skills.

CM4.A1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R1 Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K2 Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A2 Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R2 Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment

(e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R3 Evaluate your general employability skills and personal qualities

(e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K4 Recognize that many skills are transferable from one occupation to another.

CM4.A4

Show how your skills are transferable from one occupation to another.

CM4.R4 Analyze the impact of your transferable skills on your career options.

CM4.K5

Recognize that your geographic mobility impacts on your employability.

CM4.A5 Make decisions for yourself regarding geographic mobility.

CM4.R5 Analyze the impact of your decisions about geographic mobility on your career goals.

CM4.K6 Identify the advantages and challenges of self-employment.

CM4.A6 Make decisions for yourself about self-employment.

CM4.R6 Assess the impact of your decision regarding self-employment on your career goals.

CM4.K7 Identify ways to be proactive in marketing yourself for a job.

CM4.A7 Demonstrate skills that show how you can market yourself in the workplace.

CM4.R7 Evaluate how well you have marketed yourself in the workplace.

GOAL

CM5

Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K1 Identify societal needs that affect your career plans.

CM5.A1 Show how you are prepared to respond to changing societal needs in your career management.

CM5.R1 Evaluate the results of your career management relative to changing societal needs.

CM5.K2 Identify economic conditions that affect your career plans.

CM5.A2 Show how you are prepared to respond to changing economic conditions in your career management.

CM5.R2 Evaluate the results of your career management relative to changing economic conditions.

CM5.K3 Identify employment trends that affect your career plans.

CM5.A3 Show how you are prepared to respond to changing employment trends in your career management.

CM5.R3 Evaluate the results of your career management relative to changes in employment trends.

(National Career Development Association, 2004)

Appendix C.

Virginia Standards for School Counseling Programs in Virginia Public Schools

Grades K-5

Academic Development

Goal

Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

Grades K-3:

Students will:

- EA1. Understand the expectations of the educational environment,
- EA2. Understand the importance of individual effort, hard work, and persistence,
- EA3. Understand the relationship of academic achievement to current and future success in school,
- EA4. Understand that mistakes are essential to the learning process,
- EA5. Demonstrate individual initiative and a positive interest in learning,
- EA6. Use appropriate communication skills to ask for help when needed,
- EA7. Work independently to achieve academic success,
- EA8. Work cooperatively in small and large groups towards a common goal, and
- EA9. Use study skills and test-taking strategies.

Grades 4-5:

Students will:

EA10. Recognize personal strengths and weaknesses related to learning,

EA11. Demonstrate time management and organizational skills,

EA12. Apply study skills necessary for academic achievement,

EA13. Use critical thinking skills and test-taking strategies, and

EA14. Understand the choices, options, and requirements of the middle school environment.

(Virginia Board of Education, 2004, p.3).

Career Development

Goal

Students will investigate the world of work in order to make informed career decisions.

Grades K-3:

Students will:

EC1. Understand the concepts of job and career,

EC2. Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success,

EC3. Understand the relationship of individual effort, hard work and persistence to achievement,

EC4. Understand the importance of teamwork in working towards a common goal,

EC5. Demonstrate the decision making process, and

EC6. Demonstrate goal setting.

Grades 4-5:

Students will:

EC7. Recognize the benefits of both individual initiative and teamwork,

EC8. Recognize that the changing workplace requires lifelong learning,

EC9. Identify hobbies and interests, and

EC10. Identify career choices through exploration.

(Virginia Board of Education, 2004, p.5).

Personal/Social Development

Goal

Students will acquire an understanding of, and respect for, self and others,
and the skills to be responsible citizens.

Grades K-3

Students will:

EP1. Exhibit the principles of character, including honesty, trustworthiness,
respect for the rights and property of others, respect for rules and laws, taking
responsibility for one's own actions, fairness, caring, and citizenship,

EP2. Understand how to make and keep friends and work cooperatively with
others,

EP3. Understand that Americans are one people of many diverse racial and ethnic
backgrounds and national origins who are united as Americans by common
customs and traditions,

EP4. Demonstrate good manners and respectful behavior towards others,

EP5. Demonstrate self-discipline and self-reliance,

EP6. Identify resource people in the school and community and understand how
to seek their help, and

EP7. Understand the importance of short- and long-term goals.

Grades 4-5:

Students will:

EP8. Understand change as a part of growth,

EP9. Understand decision making and problem solving strategies,

EP10. Identify the emotional and physical dangers of substance use and abuse,

EP11. Use strategies for managing peer pressure, and

EP12. Use strategies for handling conflict in a peaceful way.

(Virginia Board of Education, 2004, p.7).

Appendix D

Virginia Licensure Regulations for School Counselors Grades Pre-K-12 § 22.1-298.2 of the
Code of Virginia.

The school counselor preK-12 program shall ensure that the candidate has demonstrated the following competencies:

1. The ability to support students by cooperatively working with parents/guardians and teachers.
2. Understanding of the principles and theories of human growth and development throughout the lifespan and their implications for school guidance and counseling.
3. Understanding of the social and cultural foundations of education and their implications for school guidance and counseling programs.
4. Understanding of lifespan career development.
5. Understanding of the skills and processes for counseling students to include:
 - a. Individual and group counseling for academic development;
 - b. Individual and group counseling for career development; and
 - c. Individual and group counseling for personal/social development.
6. Understanding of the knowledge, skills, and processes for providing developmental group guidance, including:
 - a. Academic development;
 - b. Career development; and
 - c. Personal/social development.
7. Understanding of the skills and processes related to the school counseling program at the elementary, middle, and secondary levels, including:
 - a. Characteristics of learners at the elementary, middle, and secondary levels;
 - b. Program planning;
 - c. Coordination;

- d. Consultation; and
 - e. Staffing patterns.
8. Understanding of the knowledge, skills, and processes of student appraisal and assessment relative to school guidance and counseling programs, including:
- a. Individual assessment; and
 - b. Group assessment.
9. Understanding of the counseling professional, including:
- a. Legal considerations;
 - b. Ethical considerations; and
 - c. Professional issues and standards.
10. Understanding of the skills and processes of research and evaluation aimed at improving school guidance and counseling programs.

Statutory Authority

§ [22.1-298.2](#) of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 23, Issue 25, eff. September 21, 2007

(Virginia Licensure Regulations for School Counselors PreK -12, 2007).

Appendix E

Initial Email Requesting Permission to use Florida School Counselor's Survey 2000
Permission to use variation of Florida 2000 Counselor's Survey
Seibert, Michele

Sent: Wednesday, September 28, 2011 2:24 PM

To: dosborn@fsu.edu; Baggerly@tempest.coedu.usf.edu

Attachments: Section 1 School Counselor~1.docx (15 KB) ; FloridaSchoolCounselorSurv~1.pdf (668 KB)

Hello Dr. Osborn and Dr. Baggerly,

I am currently a doctoral candidate at Virginia Tech in the Counselor Education Program. I am writing my dissertation on Virginia Elementary School Counselor Career Development Practices and Counselor Self-efficacy in meeting Virginia Career Development Standards. I read your article entitled School Counselors' Perceptions of Career Counseling and Career Testing: Preferences, Priorities, and Predictors in the Journal of Career Development, 31, pp. 45-59. Since I too am interested in School Counselor Career Development, I would like to request permission to use part of the Descriptive attributes on Section 1 of the 2000 Florida School Counselors' Survey, USF Counselor Education, as a part of my research for Virginia Elementary School Counselors. I have attached my survey for your review. Please feel free to contact me regarding any questions you may have or if you need additional information. Of course your study is cited and an original Florida School Counselor's Survey is planned to be included in my Appendices with your permission.

Thanks so much, and I hope to hear from you.

Michele

Michele G. Seibert, Director

Virginia Career VIEW... We put it all together.

www.vacareerview.org

Virginia Tech 0527 404 Wallace Hall Blacksburg, VA 24061

Career Information Line: 1-800-542-5870 FAX: 540-2131-4979 Office: 540-231-7571

College of Liberal Arts and Human Sciences School of Education

Office of Education, Research, and Outreach

Appendix F

Re: follow up

Debra Osborn [dosborn@fsu.edu]

Sent: Tuesday, February 07, 2012 1:16 PM**To:** Seibert, Michele

You're welcome, and thank you!!!

Debra Osborn, PhD
President, NCDA
Assistant Professor
Educational Psychology & Learning Systems
3206-E Stone Building
1114 W. Call Street
PO Box 3064453
Tallahassee, FL 32306-4453
850.644.3742 (O); 850.644.8776(fax)
dosborn@fsu.edu

On Feb 7, 2012, at 1:14 PM, Seibert, Michele wrote:

Thanks so very much!
Michele
Michele G. Seibert, Director
Virginia Career VIEW... We put it all together.
www.vacareerview.org

Virginia Tech 0527 404 Wallace Hall Blacksburg, VA 24061
Career Information Line: 1-800-542-5870 FAX: 540-2131-4979 Office: 540-231-7571
College of Liberal Arts and Human Sciences School of Education
Office of Education, Research, and Outreach

From: Debra Osborn [dosborn@fsu.edu]
Sent: Tuesday, February 07, 2012 1:09 PM
To: Seibert, Michele
Cc: Bags Baggerly
Subject: Re: follow up

That's them! You are welcome to them!!!

Debra Osborn, PhD
President, NCDA
Assistant Professor
Educational Psychology & Learning Systems
3206-E Stone Building
1114 W. Call Street

PO Box 3064453
 Tallahassee, FL 32306-4453
 850.644.3742 (O); 850.644.8776(fax)
 dosborn@fsu.edu

On Feb 7, 2012, at 1:05 PM, Seibert, Michele wrote:

Hi would these attachments help, as you know I have been working on this for a long time, so I have a lot of old files. Thanks so much and let me know if there is anything else you need.

Michele

Michele G. Seibert, Director
 Virginia Career VIEW... We put it all together.
www.vacareerview.org<<http://www.vacareerview.org/>>

Virginia Tech 0527 404 Wallace Hall Blacksburg, VA 24061
 Career Information Line: 1-800-542-5870 FAX: 540-2131-4979 Office: 540-231-7571
 College of Liberal Arts and Human Sciences School of Education
 Office of Education, Research, and Outreach

From: Debra Osborn [dosborn@fsu.edu]
 Sent: Tuesday, February 07, 2012 12:12 PM
 To: Seibert, Michele
 Subject: follow up

We are looking for the actual survey. With both of us moving, things are not easy to locate.

Debra Osborn, PhD
 President, NCDA
 Assistant Professor
 Educational Psychology & Learning Systems
 3206-E Stone Building
 1114 W. Call Street
 PO Box 3064453
 Tallahassee, FL 32306-4453
 850.644.3742 (O); 850.644.8776(fax)
 dosborn@fsu.edu<<mailto:dosborn@fsu.edu>>

<FloridaSchoolCounselorSurvey2000.doc><FloridaSchoolCounselorSurvey2000.pdf>

Response to Email Requesting Permission to use Florida School Counselor's Survey 2000
 Re: Permission to use variation of Florida 2000 Counselor's Survey

Debra Osborn [dosborn@fsu.edu]
 I forwarded your email to Dr. Baggerly for a response.
 Debra Osborn, PhD
 President, NCDA
 Assistant Professor
 Educational Psychology & Learning Systems
 3206-E Stone Building

1114 W. Call Street
PO Box 3064453
Tallahassee, FL 32306-4453
850.644.3742 (O); 850.644.8776(fax)
dosborn@fsu.edu

On Sep 28, 2011, at 2:24 PM, Seibert, Michele wrote:

Hello Dr. Osborn and Dr. Baggerly,

I am currently a doctoral candidate at Virginia Tech in the Counselor Education Program. I am writing my dissertation on Virginia Elementary School Counselor Career Development Practices and Counselor Self-efficacy in meeting Virginia Career Development Standards. I read your article entitled School Counselors' Perceptions of Career Counseling and Career Testing: Preferences, Priorities, and Predictors in the Journal of Career Development, 31, pp. 45-59. Since I too am interested in School Counselor Career Development, I would like to request permission to use part of the Descriptive attributes on Section 1 of the 2000 Florida School Counselors' Survey , USF Counselor Education, as a part of my research for Virginia Elementary School Counselors. I have attached my survey for your review. Please feel free to contact me regarding any questions you may have or if you need additional information. Of course your study is cited and an original Florida School Counselor's Survey is planned to be included in my Appendices with your permission. Thanks so much, and I hope to hear from you.

Michele

Michele G. Seibert, Director

Virginia Career VIEW... We put it all together.

www.vacareerview.org<<http://www.vacareerview.org/>>

Virginia Tech 0527 404 Wallace Hall Blacksburg, VA 24061

Career Information Line: 1-800-542-5870 FAX: 540-2131-4979 Office: 540-231-7571

College of Liberal Arts and Human Sciences School of Education

Office of Education, Research, and Outreach

<Section 1 School Counselor Demographic Survey.docx><FloridaSchoolCounselorSurvey2000.pdf>

Sent: Tuesday, October 11, 2011 10:43 PM

To: Seibert, Michele

Re: Permission to use variation of Florida 2000 Counselor's Survey Page 1 of 1

<https://weboutlook.vt.edu/owa/?ae=Item&t=IPM.Note&id=RgAAAACS%2f28oN4YiQ4...> 11/15/2011

Appendix G

2000 Florida School Counselors' Survey USF Counselor Education

Directions: Please answer each of the items below by circling the letter corresponding to your answer. Please do not write your name on this survey.

2000 Florida School Counselors' Survey
USF Counselor Education

Directions: Please answer each of the items below by circling the letter corresponding to your answer. Please do not write your name on this survey.

Section 1: Descriptive Attributes

- | | | |
|---|--|--|
| 1. Gender
a. male b. female | 11. How many students are in your school?
_____ | 18. Please circle all couns. organizations you are in.
ACA ASCA FCA FSCA Local None |
| 2. Ethnicity
a. White d. Native American
b. African American e. Asian
c. Hispanic f. Not listed above | 12. Do you have an occupational or career specialist at your school? a. yes b. no | 19. If Florida adopts ASCA national standards, would it help you focus on important job duties?
a. yes c. probably not e. I don't know
b. probably d. no |
| 3. Age: _____ | 13. Are you the designated testing coordinator?
a. Yes, I do most of it.
b. No, someone else does most of it.
c. It is an equally shared responsibility. | Please indicate the degree to which you agree with the following statements. |
| 4. What type of area is your school in?
a. Urban b. Suburban c. Rural | 14. Future employment plans in the next two years
a. intend to continue as school counselor
b. plan to retire
c. plan to quit
d. undecided | 20. When a student I am working with does better than usual, many times it is because I exerted a little extra effort.
a. strongly agree
b. agree
c. disagree
d. strongly disagree |
| 5. Highest Degree
a. Bachelor's b. Master's c. Ph.D. | 15. How satisfied are you with your job as a school counselor?
a. very satisfied
b. somewhat satisfied
c. somewhat dissatisfied
d. very dissatisfied | 21. When I really try, I can get through to most difficult students.
a. strongly agree
b. agree
c. disagree
d. strongly disagree |
| 6. School Level
a. Elementary b. Middle c. High | 16. Would you advise a friend or your child to become a school counselor?
a. most definitely
b. probably so
c. probably not
d. definitely not | 22. When parents or teachers come to me with a problem, I feel assured that I know ways to help them.
a. strongly agree
b. agree
c. disagree
d. strongly disagree |
| 7. How many years have you been a counselor?
a. 1 or less d. 11-15
b. 2-5 e. 16-20
c. 6-10 f. 20+ | 17. Has your school counseling position been more or less stressful in the last two years?
a. much more stressful
b. somewhat more stressful
c. somewhat less stressful
d. much less stressful | 23. When I make an effort, I know I can help create a positive environment in the school.
a. strongly agree
b. agree
c. disagree
d. strongly disagree |
| 8. How many years of teaching experience did you have before being a counselor?
a. 0 d. 6 - 10
b. 1 - 2 e. 11 - 20
c. 3 - 5 f. 20+ | | |
| 9. Please circle each certification you hold.
a. Certified School Counselor
b. LMHC
c. Certified Teacher | | |
| 10. What is the student to counselor ratio at your school? (How many students are assigned to each counselor?)
_____ | | |

Section 2. Time Spent on Counselor's Duties

Evaluating Counselor Duties	1. Actual Time	2. Ideal Time	3. Staff Support	4. Priority	5. Efficacy	6. Staff Development
INSTRUCTIONS: Please answer each of the six questions regarding the counselor duties listed below by circling one of the numbers in each section.	Looking back over the entire 1999/2000 year, how much time did you <u>actually</u> spend on this duty? 1. Most of my time 2. Much of my time 3. Some time 4. Very little time	As a guidance counselor, how much time <u>should be</u> spent on this duty? 1. Most of my time 2. Much of my time 3. Some time 4. Very little time	If you believe you need more support for this duty, which staff member is <u>most</u> needed for this duty? 1. Another counselor 2. Paraprofessional 3. Clerical support 4. Administrative support 5. Another professional (social worker, psychologist) 6. No extra staff needed	As a school counselor, what <u>priority/importance</u> should this activity receive? 1. Very high 2. High 3. Moderate 4. Low	How <u>effective</u> and confident do you feel in performing this duty? 1. Very high 2. High 3. Moderate 4. Low	Rate your <u>staff development or training needs</u> in each area. 1. Very high 2. High 3. Moderate 4. Low
Classroom Guidance	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Individual Counseling	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Small Group Counseling	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Career Counseling	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Career Testing	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Crisis Counseling	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Academic Advising	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Student registration	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Consulting w/ teachers	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Consulting with parents	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Consulting with administrators	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Coordinating FCAT	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Coordinating SAT, ACT, benchmarks, other tests,	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Coordinating community services	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Coordinating Child Study Teams, 504 meetings, ESE, etc..	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Coordinating student groups, clubs or assemblies	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Administrative Duties	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Disciplining Students	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4
Miscellaneous (lunchroom duty, sub. for a class)	1 2 3 4	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4	1 2 3 4

Section 3: Time on the FCAT

1. How many total hours did all the counselors in your school spend on the FCAT in the 1999/2000 school year? (For example, if you had 3 counselors and they each spent 40 hours preparing, administering, and sorting the FCAT, that would be 120 hours.) _____

	Very Much	A lot	Some	Very Little
2. How much clerical support (secretary or volunteer) or paraprofessional support did you receive for the FCAT?	1	2	3	4
3. Did the time you spent on the FCAT hinder your response to urgent student, parent, and or teacher needs?	1	2	3	4
4. Next year, how helpful would it be to have a temporary testing coordinator for the FCAT?	1	2	3	4

Section 4: Supervision

1. How often do you receive supervision (face to face or phone) from a district counseling supervisor?
a. weekly b. monthly c. quarterly d. once a year e. never

2. How often do you receive peer supervision or consultation?
a. weekly b. monthly c. quarterly d. once a year e. never

3. How often do you believe you need supervision from a counselor?
a. weekly b. monthly c. quarterly d. once a year e. never

4. Have you supervised a practicum or intern counseling student in the last few years?
a. yes b. no

If yes:

a. How much supervision did you provide when you had a student?
a. daily b. weekly c. less than weekly

b. Which issues did the student need most help learning? (Circle all that apply).
a. individual counseling f. classroom guidance j. career counseling
b. group counseling g. consultation k. specific student problems (ADHD, ...)
c. Registration and other forms h. crisis intervention
d. ESE, CST, 504, ... procedures i. District requirements

c. How did you conduct supervision for counseling concerns?
a. review tapes and give feedback c. demonstrate or role play
b. observe and give feedback d. just answer questions

d. What types of supervision model do you use?
a. developmental (Stoltenberg) d. Interpersonal Process Recall
b. behavioral e. person centered
c. psychodynamic f. other: _____

f. Do you believe you need more training to effectively supervise a student?
a. very much b. some c. little d. very little

Section 5: Theory and Career

1. When providing individual counseling, which theory do you most closely follow?

- a. Client centered e. Reality Therapy
b. Adlerian f. Brief/Solution focused
c. REBT or Cognitive Behav. g. Eclectic
d. Behavioral h. other _____

2. When providing career counseling, which career theory do you most closely follow?

- a. Holland's RIASEC e. Hackett Betz's Self Efficacy
b. Super's Life Role f. Social Constructivist
c. Person-Environ. Correspond. g. Other: _____
d. Cognitive Info. Processing

3. What career development need is most important to you personally at this time?

- a. finding a mentor d. balancing career and family
b. more supervision e. conducting a job search
c. professional development f. Other: _____

4. Which professional development activities have you done in the last year? Circle all that apply.

- a. read journals d. attended state workshops
b. attended FCA conference e. attended national workshops
c. attended local workshops f. Other: _____

Thank you for completing this survey. Please return to:
Jennifer Baggerly, USF, Counselor Education, 4202 East Fowler Ave,
EDU 162, Tampa, Florida, 33620. For info, call (813) 974-6714.

Appendix H

School Counselor Self-efficacy Scale

Below is a list of activities representing many school counselor responsibilities. Indicate your confidence in your current ability to perform each activity by circling the appropriate answer next to each item according to the scale defined below. Please answer each item based on one current school, and based on how you feel now, not on your anticipated (or previous) ability or school(s). Remember, this is not a test and there are no right answers.

Use the following scale:

- 1 = not confident,
- 2 = slightly confident,
- 3 = moderately confident,
- 4 = generally confident,
- 5 = highly confident.

Please circle the number that best represents your response for each item.

1. Advocate for integration of student academic, career, and personal development into the mission of my school. (4)	1	2	3	4	5
2. Recognize situations that impact (both negatively and positively) student learning and achievement. (4)	1	2	3	4	5
3. Analyze data to identify patterns of achievement and behavior that contribute to school success. (2)	1	2	3	4	5
4. Advocate for myself as a professional school counselor and articulate the purposes and goals of school counseling. (4)	1	2	3	4	5
5. Develop measurable outcomes for a school counseling program which would demonstrate accountability. (2)	1	2	3	4	5
6. Consult and collaborate with teachers, staff, administrators and parents to promote student success. (4)	1	2	3	4	5
7. Establish rapport with a student for individual counseling. (4)	1	2	3	4	5
8. Function successfully as a small group leader. (1)	1	2	3	4	5
9. Effectively deliver suitable parts of the school counseling program through large group meetings such as in classrooms. (4)	1	2	3	4	5
10. Conduct interventions with parents, guardians and families in order to resolve problems that impact students' effectiveness and success. (4)	1	2	3	4	5
11. Teach students how to apply time and task management skills. (3)	1	2	3	4	5
12. Foster understanding of the relationship between learning and work. (3)	1	2	3	4	5
13. Offer appropriate explanations to students, parents and teachers of how learning styles affect school performance. (3)	1	2	3	4	5
14. Deliver age-appropriate programs through which students acquire the skills needed to investigate the world of work. (3)	1	2	3	4	5
15. Implement a program which enables all students to make informed career decisions. (3)	1	2	3	4	5
16. Teach students to apply problem-solving skills toward their academic, personal and career success. (3)	1	2	3	4	5

17. Evaluate commercially prepared material designed for school counseling to establish their relevance to my school population. (1)	1	2	3	4	5
18. Model and teach conflict resolution skills. (1)	1	2	3	4	5
19. Ensure a safe environment for all students in my school. (1)	1	2	3	4	5
20. Change situations in which an individual or group treats others in a disrespectful or harassing manner. (1)	1	2	3	4	5
21. Teach students to use effective communication skills with peers, faculty, employers, family, etc. (1)	1	2	3	4	5
22. Follow ethical and legal obligations designed for school counselors. (1)	1	2	3	4	5
23. Guide students in techniques to cope with peer pressure. (1)	1	2	3	4	5
24. Adjust my communication style appropriately to the age and developmental levels of various students. (1)	1	2	3	4	5
25. Incorporate students' developmental stages in establishing and conducting the school counseling program. (1)	1	2	3	4	5
26. I can find some way of connecting and communicating with any student in my school. (5)	1	2	3	4	5
27. Teach, develop and/or support students' coping mechanisms for dealing with crises in their lives – e.g., peer suicide, parent's death, abuse, etc. (1)	1	2	3	4	5
28. Counsel effectively with students and families from different social/economic statuses. (5)	1	2	3	4	5
29. Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself. (5)	1	2	3	4	5
30. Help teachers improve their effectiveness with students. (2)	1	2	3	4	5
31. Discuss issues of sexuality and sexual orientation in an age appropriate manner with students. (5)	1	2	3	4	5
32. Speak in front of large groups such as faculty or parent meetings. (4)	1	2	3	4	5
33. Use technology designed to support student successes and progress through the educational process. (3)	1	2	3	4	5
34. Communicate in writing with staff, parents, and the external community. (4)	1	2	3	4	5
35. Help students identify and attain attitudes, behaviors, and skills which lead to successful learning. (1)	1	2	3	4	5
36. Select and implement applicable strategies to assess school-wide issues. (2)	1	2	3	4	5
37. Promote the use of counseling and guidance activities by the total school community to enhance a positive school climate. (2)	1	2	3	4	5
38. Develop school improvement plans based on interpreting school-wide assessment results. (2)	1	2	3	4	5
39. Identify aptitude, achievement, interest, values, and personality appraisal resources appropriate for specified situations and populations. (2)	1	2	3	4	5
40. Implement a preventive approach to student problems. (2)	1	2	3	4	5
41. Lead school-wide initiatives which focus on ensuring a positive learning environment. (2)	1	2	3	4	5
42. Consult with external community agencies that provide support services for our students. (4)	1	2	3	4	5
43. Provide resources and guidance to school population in times of crisis. (4)	1	2	3	4	5

(Bodenhorn & Skaggs, 2005)

Appendix I

Certificate of Completion for Training in Human Subjects Protection



Appendix J

IRB Approval Form to Begin Activities (Exempt)



VirginiaTech

Office of Research Compliance
 Institutional Review Board
 2000 Kraft Drive, Suite 2000 (0497)
 Blacksburg, Virginia 24060 540/231-4606 Fax 540/231-0959
 e-mail irb@vt.edu Website: www.irb.vt.edu

MEMORANDUM

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: The Impact of School Counselor Self-Efficacy and Elementary Career Development Practices

IRB NUMBER: 12-221

Effective March 8, 2012, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the new protocol for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 2**

Protocol Approval Date: **3/8/2012**

Protocol Expiration Date: **NA**

Continuing Review Due Date*: **NA**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Appendix K
Survey Monkey Gold Plan Account Verification

SurveyMonkey Professional Plan Upgrade Confirmation

SurveyMonkey [surveymonkey@go.surveymonkey.com]

Sent: Friday, September 23, 2011 9:08 AM

To: Seibert, Michele

[Sign In](#) • [Help](#)

Thanks for Upgrading!

Dear Michele Seibert,

Your account has been upgraded to the Gold Plan plan. Below, you'll find your account details and information to help you start creating great surveys.

To view and print your invoice, [click here](#).

NEW ACCOUNT DETAILS

Username:

Your Plan: Gold Plan

Renewal Date: Sep 23, 2012

BILLING DETAILS

Billing Name: Michele Seibert

Billing Address:

Billing Email Address: mseibert@vt.edu

[Manage](#) »

Start Gathering Feedback in 3 Easy Steps

SurveyMonkey Professional Plan Upgrade Confirmation Page 1 of 2

Appendix K

1. **Create** your survey
2. **Collect** responses
3. **View and analyze** real-time results

You now have access to...

Need Help?

Here are a few helpful tips to get you started:

[Visit the Help Center](#) »

Need to speak with us? Please contact us at support@surveymonkey.com.

Create a Survey »

Unlimited questions

Easy exporting, printing, and results sharing

Expert templates

Advanced survey logic

Advanced reporting, custom charts, cross-tabs and filters

Customization and more!

[How to create a survey \(tutorial\)](#)

[How to distribute your survey through collectors \(tutorial\)](#)

[How to analyze survey responses \(tutorial\)](#)

This e-mail was sent to mseibert@vt.edu and contains information directly related to the associated SurveyMonkey account on file. Please do not reply to this email. If you wish to contact us, you may do so directly through our [Customer Support Center](#).

For more information on how we handle your personal information and email communications, please visit our [Privacy Policy](#).

©2011 SurveyMonkey. All rights reserved.

SurveyMonkey Professional Plan Upgrade Confirmation Page 2 of 2

Appendix L

Survey Monkey Format of Survey Given

Welcome and thank you for your time. By completing and submitting the questionnaire, YOUR FREE AND INFORMED CONSENT IS IMPLIED, and indicates that you understand the conditions of participation in this study, and that you have had the opportunity to have your questions answered by the researcher

Section I Elementary School Counselor Demographic and Background Information...

Please select the corresponding answers to the following questions. The purpose is to gather basic demographics and background information as a basis for the study. You will not be individually identified in any way. Your email address will not be linked to this data in any way.

1. Please select your gender.

Female

Male

2. What is the highest degree you have received?

Bachelor's

Master's

Ed.S.

Ed.D.

Ph.D.

3. What is your ethnicity?

White

African American

Hispanic

Native American

Asian

Bilingual

Not Listed

4. How would you describe the location of your school?

Urban

Suburban

Rural

Other (please specify)

Page 2 Demographics Continued

6. Please select the county or city under the region of Virginia where your school is located. This information will only be used to classify information regionally and will not be used to identify individual schools.

	Region 1 Central Virginia	Region 2 Tidewater	Region 3 Northern Neck	Region 4- Northern Virginia	Region 5 Valley	Region 6 Western Virginia	Region 7 Southwest	Region 8 Southeast
School Region	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Location	<input type="text"/>							

***6. Were you a practicing elementary school counselor in the 2010-2011 school year?**

- Yes, I was a full time elementary counselor.
- Yes, I was a part time elementary counselor.
- No, I was not a practicing elementary counselor.

Basic Demographic Information

7. Please indicate the grade levels you worked with in the 2010-2011 school year. Select all that apply.

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

8. Enter the number of years you have been a practicing elementary school counselor (including the current year).

9. How often have you attended training on elementary career development at conferences, workshops, or classes outside of your school in the past 4 years?

- None
- Once
- 2 times
- 3 times
- 4 times or more
- Other (please specify)

Basic Demographic Information

10. Indicate the professional development activities that you have completed in elementary career development in the past year. Select all that apply.

- In-service training at my school
- In-service training through the city/county school division
- Attended a state or national conference
- Attended a college credit class as part of my continuing education
- Attended a workshop to earn continuing education credits
- Attended a workshop without continuing education credits
- Other (please specify)

11. In order to be more effective at implementing career development activities in my school, more training could be helpful.

- Yes, a lot
- Yes, some
- I have just enough
- Yes, very little
- No, none

12. How much training did you receive on elementary career development in your counselor education program? Select all that apply.

- No specific training on elementary career development
- Information on elementary career development included as part of a 3 credit hour class
- An independent study on elementary career development (3 credit hours)
- One 3 credit hour class on elementary career development
- Other (please specify)

Section II Elementary Career Practices

Looking back over the entire 2010-2011 school year, please indicate if you conducted the activities listed below for any grade level K-5 by marking yes or no.

18. Looking back over the entire 2010-2011 school year, please indicate if you conducted the following activities for any grade level K-5 by marking yes or no.

	yes	no
Classroom Career Exploration with Students (small or large group)	<input type="radio"/>	<input type="radio"/>
Individual career exploration with students	<input type="radio"/>	<input type="radio"/>
Collaborated with the community to promote elementary career exploration through field trips	<input type="radio"/>	<input type="radio"/>
Collaborated with the community to obtain and distribute career related materials to students (ex. Junior Achievement, Law Enforcement, Fire Fighters, etc.)	<input type="radio"/>	<input type="radio"/>
Coordinated guest speakers to discuss different careers with students	<input type="radio"/>	<input type="radio"/>
Provided job shadowing opportunities for students	<input type="radio"/>	<input type="radio"/>
Introduced students to one or more of the 16 federal career clusters	<input type="radio"/>	<input type="radio"/>
Planned and executed a Career Day or Career Fair	<input type="radio"/>	<input type="radio"/>
Used career exploration CD Rom with students	<input type="radio"/>	<input type="radio"/>
Used print materials such as books and worksheets with students to promote career exploration	<input type="radio"/>	<input type="radio"/>
Used on line career exploration programs with students	<input type="radio"/>	<input type="radio"/>
Completed hands-on-career exploration activities with students such as planting flowers, making posters to advertise school events, volunteer activities, charitable work, coat drive, food drive, etc.	<input type="radio"/>	<input type="radio"/>

Section III Virginia School Counseling Standards for Elementary Career Deve...

Please answer each of the items below by selecting the button corresponding to your answer. Select answers based only on grades K-5 even if other grades are in your school. Please answer according to your personal perspective and not the overall perception of others at your school. You will not be individually identified in any way.

20. The Virginia Standards for School Counseling clearly outline my job duties for elementary career development.

- Strongly Disagree
- Disagree
- Undecided
- Agree
- Strongly Agree

Section IV Self Efficacy regarding Types of Elementary Career Development A...

Below is a list of activities representing Academic and Career Planning standards. Indicate your confidence in your current ability to perform each activity by selecting the appropriate answer next to each item according to the scale defined below. Make your selection based on how you feel now, not on your anticipated (or previous) ability or school(s). Remember, this is not a test and there are no right answers. Please answer each item considering grades K-5 only. If you are responsible for more than one school, consider both schools in your answer.

Use the following scale:

- 1 = not confident,
- 2 = slightly confident,
- 3 = moderately confident,
- 4 = generally confident,
- 5 = highly confident.

Please select the number that best represents your response for each item.

21. Self Efficacy

	not confident	slightly confident	moderately confident	generally confident	highly confident
Teach students how to apply time and task management skills	<input type="radio"/>				
Foster an understanding of the relationship between learning and work	<input type="radio"/>				
Offer appropriate explanations to students, parents, and teachers of how learning styles affect school performance	<input type="radio"/>				
Deliver age appropriate programs through which students acquire the skills needed to investigate the world of work	<input type="radio"/>				
Implement a program which enables all students to make informed career decisions	<input type="radio"/>				
Teach students to apply problem-solving skills toward their academic, personal, and career success	<input type="radio"/>				
Use technology designed to support student successes and progress through the educational process	<input type="radio"/>				

Appendix M:

Initial Email

Dear Elementary School Counselor,

My name is Michele Seibert. Many of you may know me as the Director of Virginia Career VIEW (www.vacareerview.org). I have worked at Virginia Career VIEW at Virginia Tech for over 16 years promoting career development throughout the state of Virginia. I am also a Doctoral candidate in Counselor Education at Virginia Tech. I am currently working on my dissertation that focuses on identifying what career development practices and materials are being used by elementary school counselors in Virginia. In addition, I would like to determine if school counselor self-efficacy is related to the use of specific career development practices and materials.

I am using a 20 minute survey to gather this data. Your email was obtained by public access through your school's website page. Your participation in this study would provide school counselor advocacy organizations such as VCA, VCDA, and VSCA , information about the important work being done by school counselors in Virginia. The results would inform counselor educators about any gaps or needs in counselor education programs, and provide information for school counselors about the most common career development activities used by counselors in Virginia.

All data will be kept anonymous, and will not be reported in any way that allows you or your school to be identified. Your privacy will be protected to the maximum extent allowable by law. Your participation in this study is completely voluntary. You may

choose not to answer any questions, or stop the survey at any time.

At the completion of the survey, you will be directed to a website page that lists a comprehensive set of resources you can use to promote elementary career development in your school.

Click the link here to enter the survey. <https://www.surveymonkey.com/s.aspx>

If you have questions or comments about this study please contact me directly via email with the word SURVEY in the subject line. Thank you very much for taking time to complete the survey and assisting me in collecting this important data.

Sincerely,

Michele Seibert

Director, Virginia Career VIEW, Virginia Tech, School of Education

Doctoral Candidate, Counselor Education, Virginia Tech

Please note: If you do not wish to receive further emails please click the link below, and you will be automatically removed from the mailing list.

<https://www.surveymonkey.com/optout.aspx>

Appendix N

IRB Amendment Approval Letter



VirginiaTech

Office of Research Compliance
 Institutional Review Board
 2000 Kraft Drive, Suite 2000 (0497)
 Blacksburg, Virginia 24060
 540/231-4606 Fax 540/231-0959
 e-mail irb@vt.edu
 Website: www.irb.vt.edu

MEMORANDUM**DATE:** March 16, 2012**TO:** Nancy E. Bodenhorn, Michele Seibert**FROM:** Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)**PROTOCOL TITLE:** The Impact of School Counselor Self-Efficacy and Elementary Career Development Practices**IRB NUMBER:** 12-221

Effective March 15, 2012, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:Approved as: **Exempt, under 45 CFR 46.101(b) category(ies) 2**Protocol Approval Date: **3/8/2012**Protocol Expiration Date: **NA**Continuing Review Due Date*: **NA**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

Appendix O:

Second Email

To: [Email]

From: "mseibert@vt.edu via surveymonkey.com" <member@surveymonkey.com>

Subject: Virginia Elementary School Counselor Survey

Body: Dear Elementary School Counselor,

I am the director of Virginia Career VIEW at Virginia Tech, and also a Doctoral candidate in counselor education. I recently contacted you via email to ask your voluntary participation in a study that examines Elementary career development materials and practices being used by elementary school counselors in Virginia. Unfortunately a glitch was found in the survey and the survey was closed and previous responses have been cleared.

Now, that the survey is working properly, I would like to extend another invitation for you to participate. Your participation in this study would provide school counselor advocacy organizations such as VCA , VCDA, and VSCA , information about the important work being done by school counselors in Virginia. The results would inform counselor educators about any gaps or needs in counselor education programs, and provide information for school counselors about the most common career development activities used by counselors in Virginia.

All data will be kept anonymous and will not be reported in any way that allows you or your school to be identified.. Your privacy will be protected to the maximum extent allowable by law. Your participation in this study is completely voluntary. You may choose not to answer any questions or stop the survey at any time. The survey will close at Date, time. At the completion of the survey, you will be directed to a website page that lists a comprehensive set of resources you can use to promote and execute elementary career development in your school.

The survey can be accessed by copying and pasting the following internet address in your web browser:

<https://www.surveymonkey.com/s.aspx>

If you have questions or comments about this study please contact me directly via email at mseibert@vt.edu with the word SURVEY in the subject line.

Sincerely,

Michele Seibert

Director, Virginia Career VIEW, Virginia Tech, School of Education

Doctoral Candidate, Counselor Education, Virginia Tech

Please note: If you do not wish to receive further emails please click the link below, and you will be automatically removed from the mailing list.

<https://www.surveymonkey.com/optout.aspx>

Appendix P:

Third Email

To: [Email]

From: "mseibert@vt.edu via surveymonkey.com" <member@surveymonkey.com>

Subject: Virginia School Counselor Survey Final Email

Body: Dear Elementary School Counselor,

I am the director of Virginia Career VIEW at Virginia Tech, and also a Doctoral candidate in counselor education. I recently contacted you via email to ask your voluntary participation in a study that examines Elementary career development materials and practices being used by elementary school counselors in Virginia. If you have already completed the survey, I would like to personally thank you and let you know that I appreciate you taking time to assist me in this study.

If you have not yet completed the survey, I would like to extend a final invitation for you to participate. Your participation in this study would provide school counselor advocacy organizations such as VCA , VCDA, and VSCA , information about the important work being done by school counselors in Virginia. The results would inform counselor educators about any gaps or needs in counselor education programs, and provide information for school counselors about the most common career development activities used by counselors in Virginia.

All data will be kept anonymous and will not be reported in any way that allows you or your school to be identified. Your privacy will be protected to the maximum extent allowable by law. Your participation in this study is completely voluntary. You may choose not to answer any questions or stop the survey at any time.

At the completion of the survey, you will be directed to a website page that lists a comprehensive set of resources you can use to promote and execute elementary career development in your school.

The survey will close on Thursday, April 5th at 11:59pm.

The survey can be accessed by copying and pasting the following internet address in your web browser:

<https://www.surveymonkey.com/s.aspx>

If you have questions or comments about this study please contact me directly via

email at mseibert@vt.edu with the word SURVEY in the subject line.

Sincerely,
Michele Seibert
Director, Virginia Career VIEW, Virginia Tech, School of Education
Doctoral Candidate, Counselor Education, Virginia Tech

Please note: If you do not wish to receive further emails please click the link below, and you will be automatically removed from the mailing list.

<https://www.surveymonkey.com/optout.aspx>

Appendix Q:
Survey Responses Question 14

Total number of hours spent on elementary career development/planning/activities/and practices combined for the grade levels K-3

Response Text	Response Count	Response Percent
0	19	6.02%
1	36	11.40%
2	39	12.35%
3	30	9.50%
4	23	7.28%
5	15	4.75%
6	13	4.12%
7	6	1.90%
8	14	4.43%
9	6	1.90%
10	28	8.86%
11	2	.64%
12	13	4.12%
13	3	.95%
14	3	.95%
15	15	4.75%
16	5	1.59%
17	1	.32%
18	1	.32%
20	21	6.65%
22	4	1.27%
24	1	.32%
25	9	2.85 %
30	1	.32%
32	1	.32%
40	4	1.27%
50	2	.64%
70	1	.32%
83	1	.32%
126	1	outlier
200	1	outlier
420	1	outlier
No response	60/379	15.84%

Total number of hours spent on elementary career development/planning/activities/and practices combined for the grade levels 4-5

Response Text	Response Count	Response Percent
0	17	5.20%
1	20	6.12%
2	36	11.01%
3	35	10.71%
4	21	6.43%
5	19	5.81%
6	15	4.59%
7	2	.62%
8	19	5.81%
9	2	.62%
10	23	7.04%
11	2	.62%
12	14	4.29%
13	1	.31%
14	3	.92%
15	13	3.98%
16	5	1.53%
17	1	.31%
18	2	.62%
19	0	.00%
20	32	9.79%
21	1	.31%
22	1	.31%
23	1	.31%
24	1	.31%
25	9	2.76%
26	2	.62%
30	11	3.37 %
32	1	.31%
35	1	.31%
40	6	1.84%
50	2	.62%
56	1	.31%
60	2	.62%
65	2	.62%
79	1	.31%
80	1	.31%
100	1	.31%

200	1	excluded
No response	52/379	13.72%

Appendix R:
Survey Responses Question 21
Counselor Self-efficacy Scores Regarding Elementary Academic & Career Planning Standards

Activity	Median	Mode	Range	N
Teach students how to apply time and task management skills	4	4	1-5	348
Foster an understanding of the relationship between learning and work	4	5	2-5	348
Offer appropriate explanations to students, parent, and teachers of how learning styles affect school performance	4	4	1-5	348
Deliver age appropriate programs through which students acquire the skills needed to investigate the world of work	4	4	1-5	347
Implement a program which enables all students to make informed career decisions	4	4	1-5	345
Teach students to apply problem solving skills toward their academic, personal, and career success	4	4	1-5	347
Use technology designed to support student successes and progress through the educational process	4	4	1-5	347