FACILITATING INDIVIDUAL STUDENT PLANNING WITH ENGLISH LEARNERS: AN EXPLORATION OF PLACEMENT COMPLEXITIES AND COUNSELOR EDUCATIONAL PREPARATION

by

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ABSTRACT

JOAN ROLSTON LACHANCE. A multiple case study on facilitating individual student planning with English learners in North Carolina high schools: An exploration of placement complexities and counselor educational preparation. (Under the direction of DR. CHARLES B. HUTCHISON)

There is limited literature connecting the field of school counseling and pre-service counseling education programs to the individual student planning process with English learners in high school. This study employed multiple case studies to explore the issues that arise during school counselors' planning sessions with recently arrived English learners enrolling in high school. It provides an in-depth analysis of the linguistic, cultural, and social complexities of migrant English learners in a large, urban school district in North Carolina and how the participating counselors' pre-service programs prepared them to work with such student populations. The social constructivist research lens amalgamated with the American School Counselor Association (ASCA) National Model for School Counselors and the Sheltered Instruction Observation Protocol served as the conceptual framework for the study (Echevarria, Vogt, & Short, 2008; ASCA, 2005). Semi-structured interviews, ethnographic observations, and analysis of student documents solidified the qualitative research design. Constant comparative analysis inductively identified and thematically categorized the emergent data. Open axial and selective coding served to refine the identified common themes and subsequent themes. This study had four significant conclusions: 1) There is a notable gap between school counseling educational preparation and practice; 2) There is a need for expanding linguistic and cultural competencies within the profession of school counseling; 3) Specific

professional development must be designed and implemented to address school counselors' linguistic and cultural competencies; 4) Pre-service counselor programs should consider including coursework to address the issues of English learners.

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bringing us together. Because of you dear Husband, this amazing chapter in my life is even more adventurous and powerful. I love you with all my heart and soul.

DEDICATION

I dedicate my dissertation to my dearly adored parents

Sara Roll Rolston and Theron Rice Rolston.

May your reverence for knowledge and education

continue to live through me.

May your spirits live on. May I make you proud of your choice in me.

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Pseudonym	Gender	Ethnicity	Location of Graduate Studies	Number of years in School Counseling
Emmaline	F	W	southeastern US	5
Bella	F	W	southeastern US	5
Lilly	F	W	southeastern US	5
Sophia	F	W	southeastern US	3

Note. W=White, F=Female.

TABLE 2: Demographic Data of Student Participants

Pseudonym	Age	Gender	Ethnicity	Native Language	Number of Months in the United States
Student A	17	M	Hispanic	Spanish	>1
Student B	16	F	Hispanic	Spanish	>1
Student C	18	M	Asian	Nepalese	>1
Student D	19	F	Asian	Nepalese	>1

Note. W=White. H=Hispanic. A=Asian

CHAPTER ONE: INTRODUCTION

Carlos' Story *"I couldn't answer when you called my name. Was I stupid for not appropriating the English language quickly enough to keep up with my classmates? Why was I in classes with students who were much younger and more immature than I was? Oh, how I longed to show my teachers and classmates what I knew in Spanish in those days! I wish I could have been able to answer my teacher's questions in class to let my classmates know that I was intelligent and liked class discussions and ideas. Feeling alone in a strange world, having flunked the sixth grade, I withdrew into a shell and began to entertain self-doubt about my intellectual abilities and my Latin American heritage."* (Ovando, Collier, & Combs, 2003, pp. 2-4)

The Social and Linguistic Complexities of English Learners

During the past decade, the field of education amidst great debates has developed a heightened awareness from both political and academic perspectives regarding the growing population of linguistically and culturally diverse students in US schools. School reform in general has addressed this topic, as well as pertinent national, state and local legislation reform for education policy. Whilst the overall awareness and reformation endeavors are rooted with constructive approaches, the reality is that progress for true advancement and increased student achievement for English learners has been slow. Perhaps this is in part due to the fact that the intricacies of the academic and social complexities of this highly diverse population of students have not been fully considered in the stratum of education. One example is the crucial guiding principles for making the practical application of theoretical strategies, making the connections between best practices and effective educational interventions.

The shift in United States' student demography is an unmistakable indication that the questions and concerns related to linguistically, culturally, and socially diverse students at the secondary school level are not going to somehow miraculously disappear or be quickly rectified. Specifically in North Carolina, and more importantly in the Charlotte area, the numbers of English learners continue to soar, and subsequently the challenges related to the complexities of this student population are increasing accordingly (Charlotte-Mecklenburg Schools, 2009). English learners continue to struggle with academic progress and when foreign-born immigrant students are compared to their counterparts born in the United States, the difference in dropout rates are staggeringly and disturbingly high (National Center for Education Statistics [NCES], 2010).

Through research and development, there have been some outstanding responses to the national literacy crisis of linguistically and culturally diverse students. The Center for Applied Linguistics (CAL) in Washington, DC, via the Center for Research on Education, Diversity, and Excellence (CREDE), collected and analyzed data for over a decade, resulting in the development of an instructional model for teachers who work with linguistically and culturally diverse students in order to improve academic success. This scientifically, research-based model is called the Sheltered Instruction Observation Protocol, or the SIOP Model. Further, in-depth research studies are now in progress to measure the long-term impact of the model in a variety of classrooms nation-wide, a continuation of the heightened awareness and focus on increased learning and understanding of English learners and raising academic achievement.

A corresponding response to the national call for increased student achievement was made in the area of school counseling. The profession itself has recently experienced a

shift in paradigm, moving away from the focus on mental health counseling to the concentration on increased student achievement based on comprehensive, data-driven decisions and the facilitation of appropriate academic pathways for all students, including English learners. Accordingly, the American School Counseling Association (ASCA) developed the National Model for School Counselors in 2003, which conceptually situates school counselors in the center of transformative educational practices. This research study investigates school counselors' individual student planning sessions with linguistically, culturally, and socially diverse English learners in North Carolina high school as well as pre-service counseling programs. The research questions are two-fold: (a) what are school counselors' current practices with foreign-born linguistically, culturally, and socially diverse English learners while facilitating high school course selections? And, (b) how were school counselors prepared to do so as a result of their graduate pre-service counseling programs of study? This exploration helps to inform future agendas for university-based counselor education programs for secondary school counselors as well as professional development design for current practitioners.

STATEMENT OF THE PROBLEM

Current research shows the number of school-age immigrants in US schools is rising at an astronomical rate of 95% per decade, while total enrollment in US schools has only increased by 12% nation wide (National Center for Education Statistics [NCES], 2002). Specifically, the number of school-age children in United States schools who speak a language other than English has increased from 3.8 million to 10.9 million, from 9% to 21% of the total student population between 1979 and 2008 (National Center for

Education Statistics [NCES], 2010). In accordance with this national trend in changing student demographics, recent data released by the US Census Bureau and the Public Schools of North Carolina (NCPS) indicate there has been an 850% increase in the number of English learners in the state of North Carolina in a little over a decade (NCPS, 2006).

North Carolina's marker as a "new destination" in the south has become one of the nation's states with the fastest growing number of English learners (National Clearinghouse for English Language Acquisition [NCELA], 2007). Yet, the overall number of English learners in the state of North Carolina is still relatively small in comparison to the nation's typical top immigration states of California, Texas, Florida, and Illinois. Conversely, what must be considered at present is the distinctive, phenomenal *rate* of continued growth, raising large concerns regarding our state's capacity of available educational resources and teachers to address the needs of this population (Short & Fitzsimmons, 2007).

Additionally, while the numbers of English learners are rapidly increasing, levels of academic achievement have not measured up to the national standards of non-limited English proficient students. Students in the federal category of limited English proficiency (LEP), or English learners are expected to take state standardized tests and meet local and state graduation requirements, just as the rest of the student population. English learner test scores are low; students receive lower grades with a higher rate of failure, and continue to be discouraged by the process of education in the United States. There is also the real danger that the dropout rate for immigrant students is extremely high when compared to other minority groups (August & Hakuta, 1997). In fact, the data

from the 2008 American Community Survey (ACS) report that foreign-born high school Hispanic students are dropping out of school at the disturbing rate of 35% (National Center for Education Statistics [NCES], 2010). Moreover, another factor in this educational conundrum is the verity that not all English learners arrive in US schools with the same educational background, exposure to rigorous pedagogy, or native language literacy. There are unmistakable, transverse relationships between languages and literacy skills when students learn to read and write English as a second language. The subtle yet resounding nuances of these academic complexities reveal that some English learners are very well educated in their home country with a very high literacy rate in their native language. They are working at or far above grade-level in areas of exceptionally rigorous and exceedingly advanced international pedagogy. Other students have had very little or no education in their home country and may not have high literacy rates or any literacy skills at all in their native language. All inclusive, cultural influences and prior experiences are directly connected to native language literacy, ultimately impacting second language acquisition (Genessee, Geva, Dressler, & Kamil, 2006). Furthermore, in addition to linguistic and academic complexities related to second language acquisition and academic progress in school, issues of socio-economic status, religious diversity, and race also invite new levels of social complexity for consideration (Hall, 1989). Regardless of these combined linguistic and social complexities and their correspondingly high individual necessities respectively, these students come *together* in our classrooms as they arrive in Charlotte. This forced union of diversity is recurrently overwhelming for all parties involved, the students, the teachers, the educators, resulting in hazy uncertainty, mystified academic instability, and fear (Freire, 2005).

One Size Does Not Fit All—Diversity of English Learners

Research shows that English learners arrive in US schools with a variety of educational backgrounds. Many immigrant students have strong academic preparations, performing at or above grade-level in international curricula and have extremely high levels of native language literacy. Other English learners arrive with interrupted schooling. They have gaps in content area knowledge and lower levels of native language literacy. A portion of these students have severely interrupted educations and may have no native language literacy skills, let alone concepts connected to school routines and expectations (Echevarria, Short, & Powers 2006). Despite these linguistic complexities and considerable differences, *all* English learner high school students are expected to take the same state standardized tests and meet graduation requirements, just as the rest of the native English-speaking student population. In order to focus the viewpoint for the qualitative methodology of this study, heavily laden with ethnographic perspectives, the following narratives of student scenarios, fictional yet based on real-life English learner student situations that I have experienced, illustrate and bring to life the people and the faces of English learner student diversity through ethnographic eyes. This introductory contextual mapping contributes to the deeper understanding of the actual findings of this study (Frank, 1999).

Ho-Li

Ho-Li is 16 years old and recently arrived in Charlotte. His father, a top executive in Bank of America's marketing office, was transferred from Hong Kong to manage a US regional office. His mother and his two younger brothers also moved to Charlotte. After presenting himself at the school district's "International Center" for English language

development services screening and student placement information, Ho-Li entered his assigned school, or *home school,* for enrollment. During the enrollment process, the school registrar presented Ho-Li's school counselor with the results of the English language proficiency test, indicating he qualified for English as a second language (ESL) program services, together with prior school records from Hong Kong. The school counselor interviewed Ho-Li, asking him specific questions regarding his transcripts and the details of the courses he took in school in Hong Kong. Course by course, with the help of his father for language interpretation, Ho-Li described the contents of the content area classes he had taken to date. Some of those included biology, physics, chemistry, western civilizations and literature, Chinese history, advanced mathematics and pre-calculus. After considering this information, the language proficiency test results, and Ho-Li's areas of academic interest, the school counselor placed him in the 10th grade. Then, his grades history information with transfer credits from Hong Kong was completed. Lastly, the school counselor gave him a schedule of high school courses that included ESL English 10, ESL Reading and Writing 10, US history, calculus, earth and environmental science, computer applications, and a few elective courses. The school counselor explained to Ho-Li and his parents exactly what courses he would need to take for the duration of his career in high school in Charlotte in order to graduate with a high school diploma. She also placed a copy of his LEP Student Profile (an internal form developed by the counselor) in each of his new teachers' mailboxes to give them a better understanding of Ho-Li's educational background and more specific English language development details in each of the four domains of listening, speaking, reading and writing, and had another student give Ho-Li and his parents a tour of the campus,

including the school cafeteria, the school bus parking lot, and the library. At the end of the first quarter, Ho-Li's counselor met with him and his parents again to learn that he was doing well in his classes, and while very challenged, he was content with his experiences at school thus far.

Fabiana

Fabiana is 17 years old and recently moved to Charlotte from El Salvador. She is living with her uncle, a local veterinary doctor who has lived in the US since graduating from medical school. Her aunt is an attorney and works part-time. She has two cousins, both born in the US and both in elementary school. Fabiana's parents wanted her to have the opportunity to study in a US high school with the hopes that she would stay in the US and attend a university upon the completion of her high school diploma. This would give her a jump-start on her English language skills. After presenting herself at the school district's International Center for English language development services screening and student placement information, Fabiana entered her home school for enrollment. During the enrollment process, the school registrar asked her and her uncle to wait in the lobby while the school counselor worked on getting her a schedule of classes. Since Fabiana's official transcripts from her private Catholic school in El Salvador were still in route via air mail, the registrar only gave the school counselor her English language proficiency test results, indicating she qualified for ESL program services. The school counselor did not interview Fabiana. She looked at her intake paperwork and since there were no school records, she immediately placed her in the 9th grade and gave her a *generic* schedule of courses with ESL English 9, ESL reading and writing 9, a world history class, two periods of remedial pre-algebra, no science, no Spanish for Native Speakers, but instead

several physical education courses. The registrar presented Fabiana with her new schedule and since Fabiana could speak *some* English, she sent her to class. The school counselor did not communicate any details to her new teachers nor did she ask another student to help Fabiana maneuver her way around campus. Fabiana attended her new classes. She was intimidated that nobody was wearing a school uniform, by not really interacting with anyone, and more importantly *knowing* she had already completed these courses in El Salvador. However, she felt uneasy about questioning the school counselor's decision to place her in these courses. Her aunt and uncle did not push her to change things since extra years of intensive English at school would help her get better grades, not thinking about graduation requirements or the potential issues related to Fabiana being in remedial courses. There was no focus on the fact that while she was in El Salvador she was in the tenth grade and she was an honors student who was performing two years above grade level. Finally, at the end of the first quarter when her transcripts arrived from El Salvador, she presented them to her school counselor who, without reviewing the transcripts, explained to Fabiana that it was far too late in the school year to make any kind of changes to her selected courses. She would simply lose that year of school and they would try to have a better plan for next year when she was *ready* to understand what was necessary in order to earn a high school diploma in the US.

Fatuma

Fatuma is 19 years old, originally from Somalia and was recently located to Charlotte from a refugee camp in Kenya where she has been living for the past four years. She is living with her older sister, her brother-in-law, and six children in a small two-bedroom apartment, provided to them through the local refugee relocation office. Her father and

two brothers were killed several years ago in Somalia and she does not know the whereabouts of her mother. She goes to school during the day and then works part-time at night, in a cardboard box assembly plant. She also helps her sister with their children. She finished the sixth grade in Somalia and has some literacy skills in her native language. She also studied some French and some English while living in the refugee camp. However, even though she can speak some English, she cannot read and write. After presenting herself at the school district's International Center for English language development services screening and student placement information, Fatuma entered her home school for enrollment. During the enrollment process, the school registrar called the ESL teacher and asked her to come to the school counseling office while Fatuma and the refugee relocation services representative waited in the lobby. The school counselor never met Fatuma. She only spoke with the ESL teacher, placed her in the 9th grade, and gave her a schedule of courses with several ESL classes, an art class and physical education. The ESL teacher took Fatuma with her to a classroom where there were other students who had not been in school regularly. Fatuma realized none of them were native speakers of English. She wondered how long she would stay here in this classroom and how long would she stay at this school.

Migrant Student Diversity: Responses, Policy, and Issues

Migrant students are an extremely diverse in terms of literacy and educational backgrounds exacerbated by a continued lack of English learner academic performance. For this reason there is a great need for a shift in paradigm to specialized, student-centered educational pathways for English learners to achieve academic success (Echevarria, Greene, & Goldenberg, 1996). This plea for student-centered education

extends outside the ESL classroom, showing a crucial need to address school culture and the complexities of English learners (Ravtich, 2006; Nieto, 2004; Igoa, 1995). Research shows that s*chool-wide* perspectives must be transformed to include the role of school counselors in meeting the academic, linguistic, cultural and social needs of English learners since collaboration and accountability are directly connected to improved teaching and learning. Strong leadership in successful schools points directly to the need for learner-centered collaboration. Teams of educators within schools must work together for the common goal of student achievement (Wayman, Midgley, & Stringfield, 2007). Therefore, concurrent with this research on school-wide transformation for academic success, the federal No Child Left Behind Act of 2001 (NCLB) feverously and relentlessly prescribes specific mandates with required systems of accountability. These mandates are for swift, measurable, annual increases in English learner student achievement and reductions in student attrition in public schools (US Department of Education, 2002). NCLB legislation also mandates that English learners receive scientifically based, *new and improved* educational opportunities in school, specifically with regard to content area instruction with content area licensure (Echevarria, Vogt, & Short, 2006). Immediate responses to the explosive shift in student demographics, combined with legislative accountability requirements, were primarily focused on improved instructional strategies in the classroom and the acquisition of literacy and academic language necessary for high-stakes testing and graduation requirements.

An emergent facet and evolved response to mandated student achievement and forced accountability as prescribed by NCLB is in the area of school counseling. The American School Counseling Association (ASCA) National Model for School Counselors is a

results-oriented model with theoretical foundations of student achievement and accountability, illuminating the role of the *program-centered school counselor of the 21st century* (ASCA, 2003). Further studies reveal that the role of school counselors in high achieving urban schools is linked to student academics, staff relationships, professional development, and professional responsibilities related to facilitating appropriate course selections to formulate skillfully designed and individualized academic road maps for success with all students (Fitch & Marshall, 2004). In spite of this and contrary to the vision and the goals of ASCA National Model for school counseling programs, it is also known that there are long-standing, historical conflicts between theoretical and philosophical perspectives in the focus of the profession (ASCA, 2003). The result of these historical differences are deficiencies in existing pre-service counselor education programs in providing a current, pragmatic, comprehensive education directly addressing the formidable changes in the demography of American schools. Historical perspectives guiding the focus and role of school counseling have been transformed within the last century, beginning with a vocational approach to a more revolutionized, multi-layered approach, which incorporates the combined domains of academic development, career development, and personal/social development. However, counselor-training programs have origins which, are firmly situated within the clinical and psychological paradigms rather than the more appropriate situation in academic paradigms (ASCA, 2003). An example of this type of deficiency is directly connected to best practices for addressing the academic and social needs of English learners (Paisley & Hayes, 2003).

Given that there are, (a) evident social, cultural, and linguistic complexities of recently arrived immigrant secondary school students; (b) extreme and rapid growth of

the numbers of English learners; (c) federal requirements for increased English learner student achievement, and finally; (d) questions regarding the current position of counselor education programs, the need to further examine some topics is clearly justified. These topics include the areas of: 1) school counselors' current knowledge base on how to address the linguistic and social complexities of recently arrived English learners while coordinating individual student planning, 2) existing pre-service counselor education programs, 3) the extent to which these programs prepared school counselors for these complexities, and 4) the tangible gap between the programs and school counselors' current practice. Furthermore, gaining a deeper understanding of these complexities may help to inform future agendas for university-based counselor education programs for secondary school counselors as well as provide structure for professional development design for current practitioners.

Research Context

Currently, school counselors spend a significant amount of time with individual student planning and facilitating the course selection process, determining academic pathways with students, more so than any other function within the profession (Paisley & Hayes, 2003). This reality, combined with the shift in student demographics and rapid growth in the numbers of English learners, reveals the fact that high school counselors are regularly faced with the task of facilitating the selection of high school courses with this student population, what is commonly referred to as "scheduling." Based on research and practice, it is suggested that school counselor training programs are somewhat deficient in providing specific details on best practices for working with English learners. With these perceived challenges, school counselors may not be professionally equipped

with the theoretical knowledge and practical skill set necessary to accurately facilitate this process. Consequently, English learners are often placed in a classroom simply where there is an available seat with no connection to their individual, overall educational needs or, in classrooms hidden from political debate related to immigrant students (Valdés, 2001; McDonnell & Hill, 1993). This justifies a neutral investigation to find the answers to the research questions regarding pre-service school counselor education programs and current practitioners' articulation of duties.

Let it be said that this study is in no way an attempt to harshly criticize school counselors or the profession. On the contrary, school counselors are generally speaking, some of the most concerned educators regarding the well-being of students. However, my professional experience as an ESL teacher, an international student counselor in higher education, a K-12 school counselor, and an administrative liaison to programs with hundreds of professionals in international education over the last 17 years has revealed information connected to this research. More often than not, even with practitioners' best intentions and knowledge, individual student planning sessions and facilitating the course selection process do not address the linguistic, cultural, and social complexities associated with English language proficiency through cognitive development. Inadvertently, many English learners are unjustifiably required to participate in remedial level courses, repeat coursework or repeat entire grade-levels already completed at the secondary school level prior to their arrival in the US. Since school counselors are bound to the profession by strict ethical standards, much like the Hippocratic Oath, we must conclude that this erroneousness positioning of English learners may be due in part to the lack of *preparedness* in order to address the linguistic and social complexities of this

diverse student population. Further insight into how high school counselors facilitate individual student planning and the course selection process served as a gateway for addressing the deficiencies in university-based pre-service counselor education programs, and suggests avenues for professional development programs within the discipline.

PURPOSE OF THE STUDY

Given that English learners are a highly diverse population, this study investigates the process of how high school counselors facilitate individual student planning and the course selection process for recently arrived, foreign-born English learners in high school. It explored the multi-layered subject of pre-service school counselor education programs and school counselors' practical display of preparedness for the true task of addressing linguistic and social complexities. Collaboration and advocacy for English learners' success through appropriate exposure to high school culture and content curriculum was considered. The purpose of this study was two-fold: first, to investigate high school counselors' current knowledge-base of the linguistic, cultural, and social complexities of recently arrived, foreign-born high school age English learners. This was specifically examined while school counselors were coordinating individual student planning via the course selection process, including the criteria used for this process and considering the guidelines prescribed by the ASCA National Model and North Carolina licensure. The second purpose was to examine existing pre-service counselor education programs, the extent to which these programs prepared school counselors for these complexities, *and* the distance between the programs and school counselors' current practice. The guiding research questions for this study were: (1) what are school

counselors' current practices with foreign-born linguistically, culturally, and socially diverse English learners while facilitating high school course selections? And, (2) how were school counselors prepared to do so as a result of their graduate pre-service counseling programs of study (APPENDIX A)?

Summary

The population of English learners in US schools is increasing. Student success and high school dropout rates continue to challenge educators and nation-wide. While the awareness of these challenges is present, there is a wide spectrum of misunderstanding regarding the social and linguistic complexities of English learners and how educators must collaboratively address this diversity. This research study of school counselors' practices with this vulnerable population and the pre-service counselor education programs, with its qualitative methodology using observations and interviews heavily laden with ethnographic methods, illuminated the issues at hand.

CHAPTER TWO: REVIEW OF THE LITERATUTE

The sum of all human wisdom is not contained in any one language. – Ezra Pound

Theoretical Perspectives on English Learners and School Counseling

Review of Relevant Literature

English Learners and Literacy

In the United States at present, there are approximately six million students ranging in grade levels from six to twelve who have been identified as *at risk* for failure due to alarmingly low levels of academic English language and reading comprehension. In fact, 70% of all secondary students in our nation do not read English proficiently. As if these numbers were not alarming enough, when the data is scrutinized even further to only examine how students of color fit in to this bleak picture of non-literacy, the percentages are despairingly worse. In fact, eighty-nine percent of Hispanic middle and high school students read English below grade level. Tragically, nearly half of all students of color do not graduate from high school in four years with a state-approved high school diploma (Orfield, Losen, Wald & Swanson, 2004; National Center for Education Statistics [NCES], 2004). Specifically considering the English learner student population, these individuals continue to graduate at a much slower rate, if at all, than their native English-speaking peers. An even further narrowing of scope with the research shows that Hispanic students, from the day they enter kindergarten until their last day of school,

whenever that may be, are more likely to significantly underperform when compared to corresponding peers. This must be factored in to consideration since the Hispanic students in the United States represent the largest minority group in our country and, are the most rapidly growing branch on the tree of school-age immigrants (Gandara, 2010). The 2000 US Census data revealed that students from non-native English speaking families who reported difficulties with mastering the English language graduate from high school only thirty-one percent of the time and are eighteen percent more likely to drop out of school all together when compared to native speakers of English (National Center for Education Statistics [NCES], 2010). It is logical to then predict that with the steady increase of immigrant students, the next US Census Data may in fact report higher, more disturbing figures regarding high school graduation and dropout rates for English learners.

Due to the nature of the second language acquisition process, the linguistic and social complexities of literacy development for adolescent English learners entering US schools during high school are entirely unique and challenging (Shagoury, 2007; Igoa, 1995). These students are academically situated in an educational system that demands the expeditious mastery of complex content area skills and academic literacy and must do so while simultaneously learning the contextual social complexities associated with school culture in the US, furthermore in the southern United States in a large, urban school district with its own set of challenges for English learners (Freeman & Freeman, 2007). In addition to the academic challenges, in many cases, children of immigration are met with unwelcoming attitudes at school that are simply a void of supportive behaviors. And, their parents are often unaware of how to assist with the learning process for fear of

participation at school due to cultural, linguistic, and sometimes immigration barriers (Nieto, 2004; Suárez-Orozco & Suárez-Orozco, 2001; Valdés, 2001). All immigrant students must manage the social complexities of acculturation at some level, an even greater process for adolescents who arrive with strongly formulated cultural backgrounds, which may or may not at all harmonize with the new school environment. For some English learners, this adjustment is daunting (Rong & Preissle, 1998; Ogbu, 1982). English learners entering US schools during high school are especially challenged as they must be prepared to play an active role in learning, partaking in course work where vocabulary and concepts are necessary for comprehension. In many cases they are not given the most effective pathways required for them to meet the standards of the secondary school curricula, consequently failing to fully develop according to academic potential. Thus, many English learners lose interest in schooling, drop out of high school prior to graduation, and settle for low-paying jobs that do not require a high school education (Calderón, 2007; RAND, 2002; Slavin & Calderón, 2001). Moreover, they are entering the American educational system at the secondary school level where they are placed with teachers, most of whom are not at all familiar with literacy development, let alone literacy development as it relates to English learners and second language acquisition (Short & Fitzsimmons, 2007; Rueda & Garcia, 2001). Nearly all teachers with a pre-service, tertiary teaching degree and state licensure arrive in the profession with minimal, if any theoretical or practical preparation for working with English learners. And, they have severely limited access to programs of professional development thereafter to assist with instructional design and delivery strategies for English learners (Calderón & Minaya-Rowe, 2003). Similarly, they are often unclear about how to make

time in the classroom for the implementation of various instructional strategies and covering content, unsure of how to blend the two (Beers, 2003). Teaching, language, and culture are deeply intertwined in the classroom and directly connected to English learner success. On the contrary, where there are deficiencies in teachers' understanding regarding linguistic and social diversity, eminent barriers to accessing knowledge and education are created (Short & Boyson, 2004; Nieto, 2002). How then are they to design and deliver standards-based instruction for English learners which results in improved performance, exposure to curricula, and increased academic literacy? This question remains and will be revisited in this study.

Theorist Jim Cummins' fundamental, empirical research in second language acquisition has produced numerous publications resulting in the evolution of a theoretical framework for the conceptualization of language proficiency. Cummins' distinction between two levels of language proficiency has had deep implications in the field of education, building upon and further shaping critical theory in language pedagogy (Gibbons, 2002). Cummins (1981) formalized the terms *Basic Interpersonal Communication Skills (BICS)* and *Cognitive Academic Language Proficiency (CALP)* in order to characterize the difference between the context-embedded social language used in everyday contexts from the context-reduced academic language necessary to do well on high-stakes testing in school. In order for English learners to be academically successful, they must master English vocabulary and grammar as well as content area concepts through exposure to rigorous curricula. The concept of common underlying proficiency suggests that cognitive, literacy-related skills cross over between languages. Therefore, a student's level of native language literacy and prior education directly

impact academic English acquisition (Genessee, Geva, Dressler, & Kamil, 2006; Pinker, 2000; Ovando, Collier, & Combs, 2003). Prior knowledge of content topics and the knowledge of the English language are all needed for academic literacy (Cummins, 1981). School counselors should therefore be vigilant to consider these crucial details along with the sociopolitical context of diversity within education when serving as true student advocates by facilitating the design of student-specific academic plans (Nieto, 2004). These data-driven, student-centered decisions made by school counselors, are therefore granting access to rigorous, content-curriculum to all students, including English learners (Ravitch, 2006).

Building upon this theory and other empirical literature regarding the linguistic complexities of second language acquisition, culture, and academic literacy (Ovando, Collier, & Combs, 2003; Pinker, 2000; McDonnell & Hill, 1993), CAL and the Carnegie Corporation of New York brought together a team of researchers, policymakers, and practitioners called the Adolescent English Language Learners Literacy Advisory Panel. This panel defined academic literacy to include the following: (a) reading, writing, and oral registers in the context of school; (b) varies within content areas; (c) commands knowledge of various genres of text, purposes for using text, and text media; (d) is impacted by students' exposure to literacy in contexts outside of school and, (e) is impacted by students' personal, social, and cultural experiences. Increased research through funding from such entities as the Carnegie Foundation, the Rockefeller Foundation, the University of Houston, the University of Texas, Austin, the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), Cal State University at Long Beach, the University of Miami, and the US

Department of Education all continue to expand our theoretical framework for understanding all the facets of native language literacy, second language acquisition, language transfer, and the development of academic literacy in English for secondary school English learners (Short & Fitzsimmons, 2007; Ellis, 1994; Odlin, 1989; Vygotsky, 1987; Cummins, 1979, 1978, 1980; Krashan, 1985; Lado, 1964).

Finally, a drastic discrepancy remains in the second language acquisition resources available for English learners in our schools. There is a higher percentage of immigrant students in secondary schools, while the majority of funding for language programs is provided to elementary schools, fueling the academic literacy crisis for secondary school English learners who simply do not receive the language support they need (Echevarria, Vogt, & Short, 2008). School systems nationwide, in North Carolina, and here in Charlotte, continue to struggle with addressing the complexities associated with the linguistic and social needs of English learners. At this juncture in the observations in relevant research, we must revisit the aforementioned question of: "How then are they [teachers] to design and deliver standards-based instruction for English learners which results in improved performance, exposure to curricula, and increased academic literacy?" Hence, the construction of the theoretical framework for this study commences by analyzing the research-based response to this question provided by the Center for Applied Linguistics, the development and refinement of the Sheltered Instruction Observation Protocol, or The SIOP Model.

The SIOP Model

Sheltered instruction as defined by the three co-authors of the SIOP Model, Jane Echevarria, MaryEllen Vogt, and Deborah Short, is "…an approach for teaching content to English learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. It may also be referred to as SDAIE (specially designed academic instruction in English). Sheltering techniques are used increasingly in schools across the United States (Calderón, 2007; Echevarria & Graves, 2007; Peitzman & Gadda, 1994). Particularly as teachers prepare student to meet high academic standards." (2008, p. 5). In response to the established national literacy crisis for English learners, for more than a decade these researchers along with the Center for Applied Linguistics' Center for Research on Education, Diversity, & Excellence (CREDE), tested and re-tested this observation protocol with a variety of content area teachers in different areas in the United States on both the East and West coasts. The result of this research was the development and refinement of the scientifically based Sheltered Instruction Observation Protocol, or the SIOP Model. This teaching approach and instructional philosophy presents educators with a truly beneficial structured framework and valuable sheltered instruction techniques for planning and delivering high-quality, standards-based content lessons (Echevarria, Vogt, & Short, 2008).

Examining the model itself and the promotion of academic literacy for English learners, the eight model components of 1) lesson preparation, 2) building background, 3) comprehensible input, 4) strategies, 5) interaction, 6) practice and application, 7) lesson delivery, and 8) review and assessment, clearly outline best practices for planning and

delivering content lessons while simultaneously highlighting language development to master academic English, the language necessary for success in US classrooms. These eight components along with their thirty corresponding "indicators" throughout the protocol give teachers the guidelines and instructional methodology to develop and deliver effective, grade-level content lessons. The key with the SIOP Model is that it isn't a program or set of instructional techniques to be used by English as a second language (ESL) teachers in isolation. Nor is it something non-ESL teachers "do" on a prescribed day of the week to replace other instructional programs or programs of remediation. Rather, it is an accelerated way of life in the classroom; an instructional framework for *building* and *scaffolding* so that all teachers may consistently and deliberately provide the continuous educational support English learners need for academic literacy development with exposure to rigorous, standards based, content *and* language. The SIOP Model "draws from and complements methods advocated for both second language and mainstream classrooms." (Echevarria, Vogt, & Short, 2008, p.13).

Since the development of the original scientifically based SIOP Model, there have been additional research studies conducted to measure its effectiveness with the promotion of academic literacy and academic achievement. One such study was a large-scale, quasi-experimental study conducted from 2004 until 2007 in New Jersey, funded by the Carnegie Corporation of New York and the Rockefeller Foundation. The preliminary results of the study indicated that middle and high school students in classrooms with SIOP-trained teachers had a significant increase in the percentage of growth on the average language proficiency test scores for oral, reading, and writing subtests (Echevarria, Vogt, & Short, 2008). Additionally, in 2005, the Carnegie

Corporation of New York contracted CAL to further analyze the promotion of academic literacy with English learners resulting in the Carnegie Corporation's publication of the report *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners* that provided short and long-term recommendations for addressing the needs of English learners (Short & Fitzsimmons, 2007). With these succinct examples of current research related to the SIOP Model, best instructional practices for English learners and the measured increase in student achievement shown in current research findings, one may argue for the need to "translate" such practices into other areas of education, for a true team-based, collaborative approach (Wayman, Midgley, & Stringfield, 2007). Current research shows how the SIOP Model addresses what teachers need to know and understand about the linguistic complexities of working with English learners. Theoretically parallel, the American School Counselor Association National Model prescribes that school counselors address the academic needs of all students, including English learners. The continuation of construction of the theoretical framework for this study leads us now to examine the specific area of school counseling. Therefore, by connecting these two frameworks, both heavily grounded in theory, an opportunity arises to closely examine their overlap in order to create innovative educational pathways for school counselors to address the complex social and linguistic needs of English learners.

The Role of the School Counselor for the 21st Century

In order to view the future, it is important to understand the past. The historical context of school counseling as a profession dates back to the early 1900's when school counselors were not a feature on the faces of schools (ASCA, 2005). However, after arduous efforts by many grass-roots leaders in education reform, the profession was born. The initial occupational shape, grounded in psychological and clinical paradigms with a focus on vocational preparation, was in direct conflict with other programs of training grounded in educational paradigms. This caused great confusion and oftentimes resulted in teachers merely providing some haphazard words of advice regarding vocational training and preparation for work. Over the last century, school counseling as a profession has experienced a true metamorphosis, a complete philosophical transformation which comprehensively addresses the three domains of academic, career, and personal/social (ASCA, 2005; Hatch & Bowers, 2002). Based on the demand for the development of national standards for school counseling programs and contextual education reform agenda of the 1990's, the ASCA National Standards for School Counseling were developed and implemented (Campbell & Dahir, 1997).

Since then, the American School Counselor Association (ASCA) recently developed and published *The ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2005). The national model for school counseling programs, aligned with national standards for school counselors clearly addresses the need for all school counseling programs to be comprehensive and collaborative, a team-based approach for the overall benefit of the school community. The ASCA model indicates that school counselors must professionally perform as "…integral to the total educational program"

or strong partners in student achievement (2005, p. 8). This resounding message reinforces the notion that educators can no longer function in *isolated silos of content information*. In order for all students to attain true participation in active learning, we must remove barriers to learning. This comprehensive, systematic approach is at the center of the ASCA National Model, including students, teachers, administrators, and parents, with the school counselor conceptually situated in the center of collaborative facilitation (ASCA, 2005). The model's four components of 1) Foundation, 2) Delivery Systems, 3) Management Systems, and 4) Accountability situate a school's counseling program as a key component of a comprehensive school plan for student success. The implementation of the ASCA National Model in our local school-based school counseling programs requires professional school counselors to no longer function in segregation within a school. School counseling departments must no longer be viewed as "ancillary hallways" where students receive intensive therapeutic services, but rather as authorities on child development, academic achievement, mental health, and catalysts for systemic change (ASCA, 2005). School counseling programs must be customized, innovative, and responsive, yet built on a common framework, much like its instructional counterpart, the SIOP Model. This study combined the SIOP Model's philosophical approach to comprehensible, effective, standards-based instruction with this school counseling program framework and its ideals of being comprehensive, collaborative, and systemically delivered to all students, while addressing the needs of the English learners for academic success. This contemporary, comprehensive cross-pollination serves as a capstone within education by supporting and maximizing the learning process and academic growth for *all* students, including English learners.

School counselors must help every student gain access to a rigorous education resulting in academic language acquisition, work pro-actively to remove barriers to learning, and serve as advocates for every student in meeting high standards (Krashan, 1985). They are attentive to the existing data, distinguishing academic progress and behaviors that impact student success. School counselors must lead the way to assess school and students' needs, identify challenges, and collaborate with the school community to extend the initiatives for resolutions (ASCA, 2005). Likewise, school counselors are in a critical position, as they have full access to school and student data, to assess students' academic needs, academic progress, and course-taking patterns, all of which are necessary in advocating for equal access to a rigorous curriculum. Additionally, school counselors, as prescribed by the ASCA National Model and North Carolina licensure, are charged with making data-driven decisions regarding student achievement and access and should therefore understand which data to use and how in order to serve English learners (ASCA, 2005; NCDPI, 2010). High levels of accountability for educators set forth in NCLB have resulted in the dramatic change in the mission of public schooling, making the shift from "teaching" to "learning," a learner-centered curriculum where student outcomes have taken on the role as the acceptable measure of educational excellence. Since all educators are responsible for implementing initiatives to ensure academic achievement, including school counselors, the focus on supporting student achievement within the school counseling profession for the 21st century has been re-aligned from *what school counselors should do* to *how students are different as a result of what counselors have done* (ASCA, 2005; Paisley & Hayes, 2003; Wong, 2002).

The ASCA National Model: A Framework for School Counseling Programs

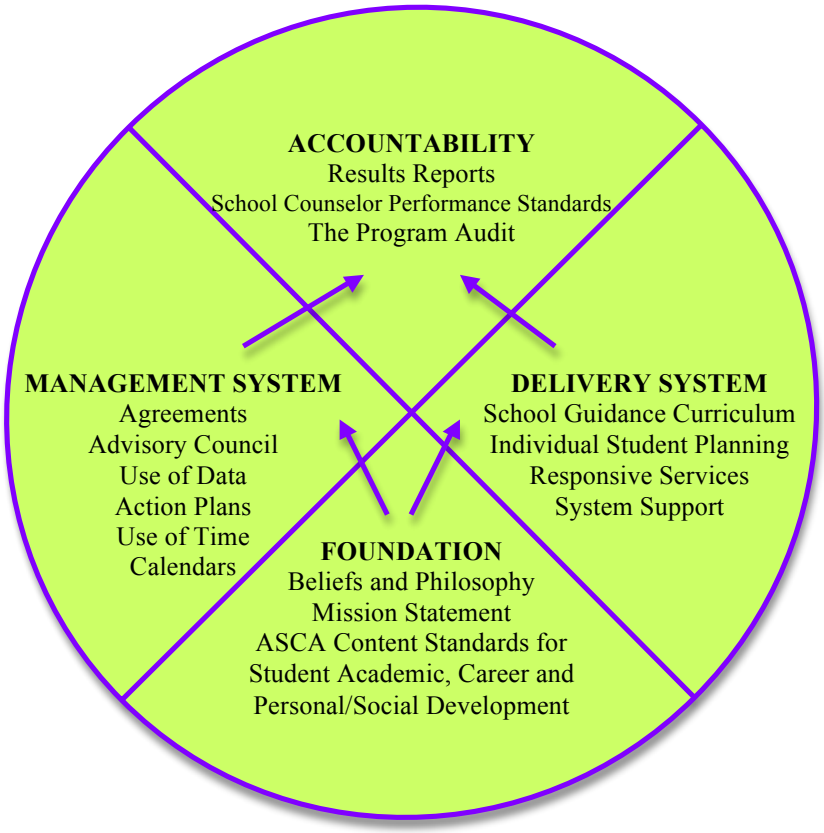
As the professional school counselor for the 21st century is skillfully positioned within a learning-centered school community rather than an ancillary support service, it is important to consider the fundamental details of the ASCA National Model's structure and philosophical framework connecting its relevance to school counseling, academic progress, and the social and linguistic complexities of English learners. Much as the SIOP Model does for pedagogy and instruction, the school counseling counterpart of the ASCA National Model aims to facilitate the development and implementation of a comprehensive, collaborative program for school counselors. The framework's approach, albeit parallel to pedagogical design, is organized in structure, is data-driven, and is results-oriented with a clear focus on equity, building increased student achievement. This directly contributes to educational transformations and school reform. Furthermore, corresponding to the SIOP Model and its philosophical, pedagogical impact on learning, The ASCA Model is not supplementary in nature but rather comprehensive in scope and an integral part of an overall way of viewing the profession of school counseling and how to best address students' needs for academic success through prevention and development. The first version of the ASCA Model from 2003 asserts that, "In this leadership role, school counselors serve as change agents, collaborators, and advocates. School counselors must be proficient in retrieving school data, analyzing it to improve student success and using it to ensure educational equity for all students" (2003, p. 10). This catalyst for improvement and change for professional school counselors is continued in the second edition of the ASCA National Model and once more, is a direct response to the shifts in political, economical, and demographical circumstances in education as well

as historical concerns and existing educational complexities, such as those connected to English learners (ASCA, 2005).

As an integral part of a total educational program, the ASCA National Model describes the need for counselors to examine current conditions in schools, which themselves may pose barriers to student success. The emphasis on data-based recommendations becomes more specific in the model's concise directives. School counselors are obliged to connect themselves with awareness and understanding, to "see" students' academic and social diversity, as well as the indications of student achievement and performance patterns impacting student success (ASCA, 2005). With regard to English learners, school counselors' promotion and enhancement of the learning process crucially depends on the notion that school counselors have a true understanding for *how* English learners can be best supported. School counselors, as collaborative advocates and agents of change, must provide accurate and appropriate recommendations regarding English learners' linguistic and social complexities to teachers, school administrators, students, and parents. Without this, the lack of English language proficiency may be clearly mistaken for the lack of intelligence or assumed cognitive deficiencies, much like Dr. Ovando's case introduced at the beginning of this presentation. As difficult and awkward as this may be, the ASCA National Model states: "No matter how comfortable the status quo or how difficult or uncomfortable change may be, it is necessary to ensure that every student achieve success" (2003, p. 11). The next stage in current research analysis regarding the ASCA National Model is to fully understand its elemental and thematic structure.

The operational structure of the ASCA National Model contains four main elements: 1) Foundation, 2) Delivery System, 3) Management System, and 4) Accountability. There is a "building block" emphasis on the natural construct of a comprehensive school counseling program through the careful analysis of the school's needs and students' needs. Within these four areas, the model incorporates the empowering themes of leadership, advocacy, collaboration, and systemic change. Each of the four elements contains sub-components along with corresponding guiding principles for each.

FIGURE 1: The four elements of the ASCA national model



Foundation

The foundation portion of the ASCA National Model makes specific reference to cannons of knowledge and concepts students should possess. Additionally, there is a portion of this element that focuses on student outcomes. The sub-categories for the foundation element are: (a) beliefs and philosophy; (b) mission; (c) domains, and; (d) ASCA National Standards and competencies. The beliefs and philosophies are a general consensus about the program and its direction. This leads to the mission, which describes the program's purpose and goals as they directly align with the mission of the school and the overall mission of the district. Without this alignment, the intended pathways for the program may not have the same destination as the rest of the school community. The domains of the school counseling program focus on student development in the crucial triangle of the profession; academic, career, and personal/social growth, all of which must enhance cognition and learning. Lastly, the ASCA National Standards are the intended student competencies that determine beneficial cannons of knowledge, dexterity, and attitudes for cross-pollination within other content areas (ASCA, 2005; Campbell and Dahir, 1997).

These sub-components of the foundational element of the model naturally progress to the areas of delivery and management systems.

Delivery System

The delivery system element of the ASCA National Model directly refers to how a school implements its own program structured around the framework yet customizing the plan to match the specific needs of the school, all in alignment with school and district missions. The sub-components of this element are the guidance curriculum, individual

student planning, responsive services, and systems support. The guidance curriculum contains comprehensive lessons designed and delivered across content areas, affording all students with cannons of apt knowledge and skills for all stages of development. This curriculum is often delivered through classroom and/or group activities and is centered on the aforementioned standards. For the purpose of this study, there is great focus on the next sub-component of individual student planning.

This portion of the model is where school counselors facilitate initial and on-going systemic activities designed to assist students with the creation of individualized "blueprints" for establishing educational, personal, and career goals. This sub-component of the delivery system element is where school counselors conduct extensive, consultative one-on-one interviews to go far deeper in to the layers of the course selection process. This vital point in school counseling programs must profoundly examine and account for the specific linguistic and social complexities of English learners. If the blueprints for the construction of academic and personal success do not consider all the structural parts, the edifice is doomed for weakness or collapse from its onset. The remaining sub-components for this element are the responsive services, actions that meet students' instantaneous needs, either via counseling, consultation, or referrals. And, the systems support which includes such things as professional development, team collaboration, and the ultimate enhancement of the school counseling program (ASCA, 2005; Gysbers & Henderson, 2000).

Management System

This third element of the ASCA National Model focuses on the timing of when specific portions of the model are designed and delivered, as well as the crucial use of

data and the over-arching accord with school administration. The sub-components of this element are management agreements, advisory council, use of data, action plans, use of time, and calendars. While these sub-components seem to be self-explanatory, it is important to mention a few details regarding how they specifically and programmatically connect to school counseling. The management agreement is a school-based, customized tool that facilitates the clear understanding by all parties involved as to defining school counselors' responsibilities. In many instances, a school administration may not have a clear picture regarding school counseling duties and therefore, duties outside the professional school counselor parameters are mandated. Some examples are related to enforcing discipline, lunch duty, and clerical functions such as data entry. The development of a management agreement preserves the programmatic integrity of the plan. Similarly, the advisory council is a team of educators whose intentions are to review the school counseling program, ensuring its maintenance and progress. Oftentimes, students, parents, teachers, administrators, and community members participate on the advisory council.

The use of data, both quantitative and qualitative, is crucial for school counseling programs. This is another area for profound examination when working with English learners and understanding the available data regarding their linguistic and social complexities. In-depth student interviews during individual planning sessions should be an enormous source of these data, which facilitate the development of accurate action plans. The use of time and calendars are both crucial for school counseling programs as they guarantee appropriate school counseling activities and the appropriate time of the

school day or school year. Annual, monthly, and daily records are kept to facilitate the attainment of the programmatic goals (ASCA, 2005).

Accountability

This forth and last element of the ASCA National Model intends to reveal how students and student outcomes are different as a direct result of the school counseling program. The sub-components of results reports, school counselor performance standards, and program audit all serve as program evaluation tools. These standardized checkpoints serve as short-term benchmarks as well as documentation for long-term measurement. In many cases, the accountability element is crucial for the continuation of school counseling programs, much like there is an accountability portion to instructional programs. A large portion of district-level strategic plans converges with fiscal responsibility (CMS, 2010). So, while a school counseling program may "appear" to be assisting students, it is imperative that the accountability portion of the plan demonstrates increased student achievement, including that of the English learners.

Summary of the ASCA National Model

In conclusion, the ASCA National Model's four elements and corresponding sub-components are intertwined with the themes of leadership, advocacy, collaboration, and systemic change. While school counselors provide services outside of direct classroom instruction, their programs are essential to overall student success and educational improvement. This comprehensive framework is fundamentally inclusive in design, empowering school counselors and the people they serve as true advocates for student success. While many other corners of education appear myopic in curricular focus, the frameworks of the ASCA National Model and the SIOP Model are clearly designed to

embrace and enhance the multiplicities of student diversity, especially for the linguistic and social complexities of English learners.

A profound connection between the ASCA National Model, its responses to the national needs of a diverse student population and its direct connection to English learners is the 2008 recipient of the ASCA award for school counselor of the year. Tammi Mackeben, a school counselor in El Paso, Texas works in a school that is located on the banks of the Rio Grande, one of the nation's largest US/Mexican border cities. The school's population is 99% Hispanic with 65% of those students labeled "at risk" for dropping out prior to the completion of high school. The school's counseling program is based on the ASCA National Model. Ms. Mackeben commented, "Although our demographics could be seen as a barrier to student success, I see it as an invitation to create a more meaningful relationship with my students and their parents in a partnership of education." (Conrad, 2008). This is a true example of the ASCA National Model and the national standards for school counseling related to diversity and English learners.

Pre-service Counselor Education Programs

In spite of the recent emphasis on increased English learner student achievement as prescribed by NCLB, the development of the ASCA National Model directly connecting the role of the school counselor to English learner student achievement, and the Council for Accreditation of Counseling and Related Education Programs (CACREP) current standards for school counseling education programs, it appears that pre-service counselor education programs may not be keeping up with students' needs for the 21st century. While many concur that school counseling programs should be built on the framework provided by the ASCA National Model, there is current research that supports the notion

that realities between theory and practice are falling short (Hohnson, Rochkind, & Ott, 2010). Counselor education programs continue to vary in theoretical perspectives. Some counselor education programs are heavily weighted in a client-centered approach rooted in psychological and clinical paradigms. Other programs focus primarily on educational paradigms. This discrepancy continues to elevate confusion in the field regarding the role of school counselors (Myrick, 2003). Pre-service counselor graduate-level education programs nationwide have preserved a similar curriculum for decades, ignoring the transformation in public school education, and continue to foster a mental-health perspective which reflects little to no regard for how school counselors address students' needs for increased academic achievement (Bemark, 2000; Collison, Osborne, Gray, House, Firth, & Lou, 1998).

This mental health perspective perpetuates extreme isolation for school counselors with the "highly confidential" closed relationship between counselors and students, which directly contradicts ASCA's emphasis on collaboration with teachers and administrators for student success. Finally, pre-service counselor education programs have not provided adequate learning opportunities in school settings that pragmatically prepare school counselors to be professionally prepared for and knowledgeable about how to actually perform daily school counseling duties in modern-day schools (House, Martin, & Ward, 2002). These findings must be viewed through the interpretive, social constructionist's lens. Additionally, they are combined with the identified, above-referenced theoretical frameworks for second language acquisition and academic literacy along with the ASCA National Model for school counselors and its prescribed role within the learning process. This fuses the urgency for further investigation of whether or not

school counselors are equipped to know *how* to situate English learners in high school courses anchored on academic English language development *and* students' educational backgrounds, reflecting overall levels of native language literacy and content area knowledge.

Progressing to the research questions for this study, the relevant research examined thus far describes the theoretical frameworks of the SIOP Model and the ASCA National Model for School Counselors as well as the pre-service counseling programs. The focal point with the ASCA National Model is its element of delivery system and the specific sub-component of *individual student planning.* This process is one in which school counselors interact directly with students in order to coordinate systemic plans of action on a case-by-case basis. Individual student planning must be responsive in nature and commands school-wide collaboration, facilitating the development of immediate and long-term academic goals with students (ASCA, 2005). In the case of English learners, in order for school counselors to effectively meet their immediate academic needs, there must be a true sense of multi-layered, deep understanding of students' distinctive linguistic and social complexities. This clearly justified the larger guiding research questions of 1) What is the status of high school counselors' current knowledge-base on how to best address the linguistic and social complexities of recently arrived English learners upon entering high school while coordinating individual student planning via the course selection process? 2) What criteria do high school counselors use while facilitating the initial course selection process through individual student planning with English learners? 3) What do high school counselors identify as beneficial knowledge and skills with respect to individual student planning and facilitating the course selection process

with English learners? 4) How are high school counselors prepared to responsively address English learners' linguistic and social complexities during pre-service counselor education programs? And, 5) what is the distance between the university-based pre-service counselor education programs and high school counselors' display of current practice with English learners?

The basic principles of this study's framework, according to Glesne, indicated that knowledge comes from real-world experiences. The epistemological view of learning and knowledge as processes that include a set of social artifacts is to be considered reality (Glesne, 2006). Crotty carries the social constructionist theory, also linking it to social constructivism and interpretivism, one step further to explain this paradigm to mean that human beings do construct meaning as real-world perceptions through interaction with others across a variety of social contexts, which undoubtedly have deep-rooted cultural aspects (Crotty, 1998). Correspondingly, Lev Vygotsky, an influential Russian psychologist whose research findings have shaped many learning theories in the US, including those of Jim Cummins, proclaimed the fundamental concept that cognitive development and learning requires student interaction and [academic] language dialogue (Vygotsky, 1978, 1987). A child's achievement is fully dependent on and determined by interdependent problem solving in collaboration with capable peers under the guidance of an adult for eventual learned independence in completing academic tasks (Gibbons, 2002).

Using the social constructionist lens to view how school counselors facilitate the course selection process with English learners and how they are ultimately placed in high school courses, suggests that school counselors should facilitate students' selection of

courses where the students will have ample opportunities to interact, speak, collaborate, and *learn* with other students who are capable of demonstrating academic literacy in English. This signifies *exposure and access* to school curricula, while also considering the social complexities of school culture, levels of cognitive development and what is most appropriate for English learners, focusing on *both* academic language development via exposure to curricular rigor and prior levels of native language literacy and content area background (Marzano, 2004; Krashan, 1985).

The precise notion of *how* school counselors facilitate the high school course selection process with English learners has not previously been studied in depth. The facilitation of the course selection process with high school English learners, when viewed as a process of social constructionism, is a concrete indication that English learners must not be isolated from rigorous content area curricula based on the lack of English language proficiency. By observing and analyzing the process high school counselors use during initial individual student planning sessions in order to facilitate the course selection process with English learners, the researcher portrayed through "thick description" school counselors' current practice. Likewise, analyzing the common constructs in high school counselors' pre-service preparation and current knowledge as they relate to individual student planning and facilitating the initial course selection process with English learners served as a basis for this multiple case study in order to fully understand what factors ultimately shape *how* English learners are placed in high school courses.

CHAPTER THREE: METHODOLOGY

Decisions that are made about what will be accessible to children help shape the kinds of minds they will come to own. – Elliott Eisner

Research Design

This study explored the intricate process of how school counselors facilitate the high school course selection process for recently arrived English learners via individual student planning. Consideration was given to pre-service school counselor education programs and school counselors' practical display of preparedness for the true task of addressing linguistic and social complexities while facilitating English learners' success through appropriate exposure to language, rigor, and content curriculum. Considering these elements, qualitative analysis was employed, resulting in the thick description of school counselors' observed practices as well as their beliefs regarding beneficial knowledge and skills related to addressing the linguistic and social complexities of English learners.

Specifically, as Robert Yin (1994) describes, a multiple-case study design will ensure the employed benefits of cross-case analysis. This offers the promise of generalizations with an in-depth and insightful and robust understanding of "…either a) predicting similar results for literal replication or b) producing contrasting results but for predictable reasons for theoretical replication" (p.46). Similarly, as expressed by Merriam (1988), a multiple case study design "offers insights and illuminates meanings that expand the

readers' experiences. These insights can be constructed as tentative hypotheses that help structure future research" (p.32). Interpretive case studies possessing the elements of thick description can be used to "illustrate, support, or challenge theoretical assumptions prior to the data gathering" (p.38).

The Culture of School Counseling

As a member of the participants' community of school counseling, it was understood that there are specific cultural nuances present within the profession. This identification led the research to also incorporate many aspects of ethnography within the research design of the multi-case study. Research provided by Margaret LeCompte and Jean Schensul in the five-book series titled The Ethnographer's Toolkit, as well Denzin and Lincoln's *Handbook of Qualitative Research* and the *Handbook of Constructionist Research* by James Holstein and Jaber Gubrium, confirmed the appropriateness of designing a multiple case study, heavily laden with ethnographic components. LeCompte and Schensul describe ethnography as being scientific, investigative, inclusive of the researcher as the primary tool for data collection, implementing rigorous data collection techniques with an emphasis on building the perspectives of the people in the research setting, and that it is an inductive process lending itself to the building of theory with the component of situated adaptability (LeCompte & Schensul, 1999, book 1). The fundamental influence from the research perspective is that ethnography stipulates the need to first qualitatively understand *what* people do and the motivation behind their actions in order to fully begin to interpret the relationships within an academic discipline, discovering the contextual nuances ultimately resulting in systematic learning from the researcher's perspective to then attach meaning to what people do and why.

Additionally, the broadened awareness in the field of social science and education for understanding culture and the importance of context for research, add justification for an ethnographic approach. Ethnography is far more than simple implementation of qualitative data collection methods. It is an approach with depth, containing both inductive and descriptive elements, which lends itself to problem identification and problem solving within the realm of understanding sociocultural problems as well as research serving as a catalyst for positive change in an institution or community, enhancing education reform (LeCompte & Schensul, 1999, book 1).

Specifically related to inquiry and exploration of school counselors' preparedness for working with linguistically and culturally diverse populations of English learners, ethnographic discoveries offered insight into cultural practices and construct theories of culture. This theoretical insight on how its members, the school counselors in this case, think, believe, and act upon their circumstances spotlights the element of culture within school counseling for the purposes of this study. LeCompte and Schensul indicate that culture is taken into consideration in various ways. It can be considered as a mental phenomenon comprised of feelings, meaning, and beliefs. Culture may also be viewed as a set of behaviors based on people's actual actions rather than what they perhaps *say* they do, patterns for representation of behavioral expectations (LeCompte & Schensul, 1999, book 1). By design, a multiple case study centered in ethnographic theory, while interpreted and contextually unique, did in fact afford the foundation for visible patterns for future research in similar settings. LeCompte and Schensul (1999, book 1, p. 9) define characteristics of ethnography as such:

1. It is research that is conducted in a natural setting.
2. The research involves distinctive, in-person interactions between the researcher and the participants.
3. An accurate reflection of participants' perspectives is provided through the voice of the researcher.
4. Data collection and analysis are inductive, interactive, and recursive to facilitate the building of local cultural theories.
5. There are multiple sources of data, which can be both qualitative and quantitative.
6. Human behavior and systems of belief situated in socio-political and historical contexts are framed.
7. The cultural lens provides clarity for interpretation.

These concepts meshed with multi-case study analysis, which was particularly focused on the culture of school counseling in an urban high school setting, working with linguistically and culturally diverse English learners, the specific parameters of this study were firmly and theoretically situated in all seven of these areas.

The conditions that justified ethnographic research as illustrated by LeCompte and Schensul looked to define a current problem, which has little clarity and is complex and embedded in multiple programmatic systems of education. More importantly, the participants within these sectors, the stakeholders themselves, may not have been aware that they were in fact key participants within the process. School counselors may not be aware of the importance of their role within English learners' education and furthermore, may not be aware of the impact of unsuccessful individual student planning and the facilitation of high school course selections considering both the students' linguistic and

content area needs. Ultimately, a multiple case study heavily laden with ethnographic research theory commanded the exploration of specific layers associated within the supposed issue in order to identify them and address them while documenting the process, looking for potential new trends in attitudes or actions (Atkinson, Doffey, Delamont, Lofland, & Lofland, 2001).

Further substantiation for the appropriateness of utilizing components of ethnography in a multiple case study is its legitimate situation within the interpretive, constructivist paradigm as it examined the crucial areas of: (a) process of how school counselors facilitate the high school course selection process via individual student planning for recently-arrived English learners; (b) the multi-layered subject of pre-service school counselor education programs; and (c) school counselors' practical display of preparedness for the true task of addressing English learners' linguistic and social complexities. LeCompte and Schensul maintain the notion that interpretivists view culture as well as cognitive and affective expressions of common language with collective significance. Many people, while individuals, may share overlapping social interpretations of their actions as they occur within the boundaries of a local culture. Therefore, for the purpose of this multiple case study, school counselors did in fact construct a thick description of culture related to actions while interacting and working with English learners (LeCompte & Schensul, book 1, 1999; Schram, 2006; Vygotsky, 1978).

Research Site

The researcher's interviews and observations took place over a period of one semester in three different urban-district high schools with varying sizes and types of English

learner populations. This was feasible since *all* high schools within this selected urban district have English learners. The counselor interviews and student-counselor interview observations were conducted within the confidential setting of the school counseling departments, in the school counselor's office.

Participant Selection

Based on the researcher's proximity, participant selection was made through criterion-based sampling, considering the concepts of sufficiency and saturation (Merriam, 1988), with the number of participants being four high school counselors and four high school English learners, for a total of eight participants. Three eligibility criteria for participation required that the selected urban high schools had an English as a second language (ESL) program, therefore making it a site of student assignment where English learners may receive ESL program services. This was feasible since all high schools in this urban district offer ESL program services and they also all have high school counselors. Second, the school counseling teams at the time of the study had served no less than 50 English learners within a two-year period. The selected high schools' population of English learners established the demand of school counselor awareness.

The researcher, using knowledge previously gained through established rapports and networking with high school counselors, invited participants with less than five years experience at the time of investigation, the third and final requirement for eligibility. This ensured that the participants were recent graduates of pre-service counseling programs with recent North Carolina state licensure in school counseling. Participants were female and had current North Carolina school counselor licensure. Student participants were observed while engaged in the individual student planning process with the school

counselor participants. The focus of these observations during the individual student planning sessions was to examine the school counselors' behaviors as well as the responses to student participants' replies and reactions. There was no direct student participant interviewing by the researcher. The four student participants were foreign-born and were classified as LEP upon entrance to the school district after the initial language proficiency test was given at the district's intake center for new students. The observed English learners for this study could be either male or female. The students present while observing the school counselors met the criterion. They were four English learners, two male students and two female students who were foreign-born, recently arrived to the United States, classified as LEP, and enrolling in high school.

Data Collection

Phase One

The first phase consisted of the researcher observing the participating school counselors facilitating the high school course selection process with English learners during the initial enrollment process, specifically during the counselor-student interview for the course selection process and recording the results in writing. As Glaser and Strauss suggest, fieldwork and data collection with its emergent findings should lead to the logical selection of supporting, existing documents related to the topic and the on-going interpretation of the findings (Glaser and Strauss, 1967). This justified the use of student related artifacts and documents as part of the data collection process. Since the researcher was an employed school counselor with current state licensure, she was permitted to access documents and students' records in order to document details related to the criteria used during the observed counselor-student interviews.

All interviews were audio taped and transcribed for data analysis. During this initial phase of data collection with the English learners, it was important to consider language differences and potential barriers. Since the researcher is fluent in Spanish and German, there was no need for assistance from an interpreter to assist with understanding the recorded interviews for transcription and data analysis. While there was a difference in language involving two of the English learner participants, they were accompanied by a refugee liaison who acted as the mediator for language comprehension.

Phase Two

Additional data were collected using semi-structured, guided interviews and observations, and collected in three phases. The first phase consisted of school counselor interviews, three per counselor with duration of approximately ninety minutes per interview, per participant, to ascertain experience in the field of school counseling and details regarding pre-service preparation (Appendix B). This phase of data collection was completed after the counselor observations so as to not influence their display of current practices while working with the students. Any foreseen direction of the study from the interview questions could have impacted how the counselors conducted the individual student planning sessions. This interviewing technique, ethnographic in nature, was based on Seidman's structure for in-depth interviewing and aspired to gain meaningful insight and understanding of the school counselors' background, pre-service counselor education program experiences, as well as what concrete criteria school counselors used and *why,* in the cultural context of the high school course selection process with English learners (Seidman, 2006). In doing so within the context of the school counselors' lives, in three stages, the researcher was afforded the opportunity to fully consider the experiences as

they were constructed from a contextual, hence rich and profoundly meaningful, vantage point (Patton, 1989). Finally, the researcher's critical role in the interview process contributed to the ultimate findings of the study as the researcher continuously searched for meaning through the participants' voices, basing follow-up questions on their individual, verbal and non-verbal responses throughout the interview process (Creswell, 2007).

Participant Interviews

The interview questions were designed in three segmented phases (APPENDIX B). This was to discover the participants' life histories, their experiences as they directly related to the research topic, and to obtain participants' reflections. This was based on the need to establish interviewer-participant rapport while also facilitating the construction of a contextual background. Additionally, it was necessary to construct the questions to connect the participants' experiences to the research topic and research questions (Seidman, 2006). Lastly, having interview questions that enabled the participants to provide the researcher with reflections, there was a deeper understanding of their experience as they connected to the research questions. Verbally articulating the process and drawing back to aspects from the prior phases of the interviews, the last narration provided an emphasis on crafting in-depth meaning of the experiences (Seidman, 2006; Vygotsky, 1987).

Data Analysis

Since the purpose of this study was to examine emerging thick descriptions, the researcher was prepared to be on a metaphoric journey as the conceptual nature of the study surfaced and evolved. The data collection for the study allowed for systematic

procedures for collecting qualitative data through counselor observations, audio recordings, and ethnographic interviews, all of which generated knowledge (Piantanida, Tananis, & Grubs, 2004). The researcher's ethnographic field notes from counselor observations and the transcribed interviews from individual planning sessions and counselor interviews were used for open and axial coding. Additionally, constant comparative analysis was done to inductively identify and thematically categorized the emergent data. Selective coding served to refine the identified common themes and subsequent themes and patterns in the data that emerged from the interview transcripts (Strauss & Corbin, 1998). The qualitative process for reduction, analysis, and interpretation of the findings ultimately resulted in the researcher's findings and conclusions of three overarching themes, with eleven subsequent themes. Therefore, the properties and dimensions of the determined codes facilitated the process of creating an understanding of how school counselors place English learners in high school courses (Coffey & Atkinson, 1996).

Ethical and Political Considerations

All counselor participants were informed and consented to the observations and the possible uses of the results of the study. Since human subjects were involved, approval from the University of North Carolina at Charlotte IRB committee was obtained prior to the data collection process. It is important to reiterate that the researcher was an employed school counselor with current state licensure and was permitted to access students' records at the time of the study. In accordance with IRB protocol, counselor and student participants' identities were made anonymous with the use of pseudonyms.

Subjectivity Statement

As Glesne suggests, there are two key factors within qualitative inquiry relationships. The first factor is that of rapport, or the quality of interactions between the researcher and the participants in order to support the research. Rapport as a professional relationship focuses on how comfortable the researcher and the participants are throughout the process. If a participant is not comfortable, he or she may not participate as fully in the process as they would in a situation where they felt at ease. The same can be true for the researcher. If there is hesitation on the researcher's side, the participants may feel a lack of trust and therefore may not be willing to fully disclose pertinent information (Glesne, 2006).

The second most important factor within qualitative inquiry relationships according to Glesne is researcher's self-awareness of potential effects on the research process, also known as subjectivity. Acknowledgement and awareness of subjectivity are crucial ingredients for guiding the researcher to authentic data collection, analysis, and interpretation. This process helps ensure the data are not skewed or distorted, therefore producing more authentic and trustworthy results. Researchers must not only be aware of and monitor subjectivity, they must also control it. Virtuous subjectivity should be built upon and observed as an asset to the researcher's development and theoretical expansion (Glesne, 2006).

Peshkin suggests that when researchers focus on obtaining a deeper understanding of themselves and their subjectivity, they are not only capable of identifying it; they are also more knowledgeable regarding how to systematically utilize subjectivity and prior knowledge for the benefit of the research. Peshkin refers to this "conventional wisdom"

of subjectivity as something that cannot be nor should be removed from the professional and personal lives of the researcher. Consequently, Peskin also proposes that a focus on research in *one* particular context with the intentional considerations of the researcher's background are connected to the specific circumstances of the research and may in fact change as the context of the research changes (Peshkin, 1988).

The matter of subjectivity has historically been viewed as extraneous to research. However, the researcher had a role with active participation in the interview process. An appropriate level of self-awareness and monitoring of the researcher's prior knowledge as it relates to the research topic was necessary. Additionally, the recognized subjectivities did in fact make positive contributions to the research process by adding healthy emotions and perceptions to interpretations for the re-examining of assumptions throughout the data collection and analysis. Additionally, this may have even helped with the re-structuring of the research as necessary based on the emerging data (Creswell, 2007; Glesne, 2006).

The Relationship between Subjectivity and Research Findings

After examining and synthesizing a variety of literature regarding prior knowledge and subjectivity within the qualitative research process, the researcher came to understand and embrace the profound and vitally necessary relationship between these areas and the researcher's findings. It is unfeasible and substandard to disregard subjectivity as a mere residual layer of research findings since the researcher is never able to fully remove him or herself from the research process (Crotty, 1998). What is imperative to emphasize at this juncture, is the idea that these ties and intangible bonds between prior knowledge, subjectivity, and research findings are not to be viewed as

inferior limitations. Rather, they are essential golden threads in contemporary, socially relevant and transformative research (Crotty, 1998; Glesne, 2006; LeCompte & Schensul, 1999).

Reflections on Subjectivity for the Research Agenda

For the purpose of this study, the researcher's prior knowledge and subjectivity were examined as they related to the research agenda. Following Glesne's premise of understanding oneself before determining the research questions and study design, the researcher began to dive deeply in to self reflection, asking some crucial questions regarding epistemological and theoretical perspectives. From the social constructionist viewpoint, research questions were formulated that connected to areas of interest and passion within the field of school counseling and working with students with limited English proficiency. The researcher's title at the time of this study was *ESL Program Counselor for High Schools* in a large, urban school district in the Southeastern US with an English learner student population totaling nearly 15% of the overall K-12 student population. The researcher was contacted daily by school counseling offices regarding individual planning with English learners. Through these professional experiences, an unintentional yet high level of disconnect within the role of the comprehensive school counselor was observed during the process of individual student planning while facilitating the course selection process.

Because of *the researcher's prior experiences* as an ESL teacher, an international counselor for post-secondary education, and as a K-12 school counselor, the researcher initially had difficulty understanding why all school counselors didn't just naturally understand the process of best practices for individual student planning with English

learners. The researcher had not considered the profound impact of prior knowledge regarding second language acquisition combined with the exposure to a variety of world-wide pedagogies that somehow made it seem only logical for all school counselors to consider both English language development needs in tandem with native language literacy levels and prior education when facilitating the course selection process with English learners. Nor had the researcher considered levels of personal emotion that would be experienced while observing school counselors interview English learners. It was suddenly realized that this set of skills was *not* common knowledge within the field of high school counseling and that the researcher's expectations of colleagues were highly subjective.

Additionally, the researcher's self-analysis produced the reflective details of subjectivity within the context of the research agenda that stem from the fact that while the researcher is originally from a very small town in rural West Virginia, which was predominately white, the researcher was educated two different times in a language other than English. The first time was as a high school student studying abroad in Germany for one full academic year. At no time in the entire experience was the researcher ever made to feel "less intelligent" or that remedial level course work was needed as a non-German speaking student. Teachers in the advanced level classes simply worked with the researcher at the time, allowing the learning process of academic language to arrive to the point where expressions were made regarding the content area knowledge in German.

The same held true the second time the researcher was educated outside the US while attending graduate school in Puerto Rico. All of the master's level courses in school counselor education were delivered in Spanish. While the researcher had some strong

conversational skills in Spanish prior to beginning the program, academic Spanish necessary for graduate level courses was not present. Again, the professors were patient. The researcher was not asked to put graduate level studies "on hold" while first learning the Spanish language. Academic proficiency in Spanish was developed through content area comprehension.

In both cases, the researcher's lack of academic language was acknowledged by the educators. However, this lack of academic language was never associated with a lack of content area knowledge. It seemed natural to the international teachers that the necessary content area skills were present and that the language, a mere mode of communication, would come later, which it did. The researcher was scheduled for courses the same way as all the native speakers in the classes.

These examples of prior knowledge and background experiences were small layers of cemented subjectivity within the research process. This awareness of these subjectivities required the researcher to self monitor and maneuver through them to make them beneficial, essential elements of the research. The on-going process of reflexivity as it applied to the individual research agenda for this study forced the continuous examination and re-examination within the multiple layers of the qualitative research process, ultimately contributing to the authenticity of the interpretive research findings.

Consultation

To increase the authenticity of findings, the researcher, who was a licensed school counselor with nearly 17 years of professional experience with English learners, collaborated with another licensed counselor who had similar experience as a school counselor practitioner to serve as a member check to verify interpretation of the data. The

researcher employed peer review of the transcripts to maintain participant response integrity, promoting credibility and reliability of data collection.

The use of interviewing strategies provided the researcher with ample opportunity for the clarification of questions and responses. The researcher *continuously* addressed and re-examined the areas of subjectivity and prior knowledge throughout the courses of data collection,

data analysis, and data interpretation as it was impossible for the researcher to completely remove subjectivity from the research process. However, acknowledged, monitored, and controlled subjectivity did in fact contribute to the authenticity of the data interpretation (Peshkin, 1988).

Definition of Terms

For the purpose of this study, the terms "limited English proficient," "English learner," "native language literacy," "school counselor interview," and "international credentials evaluation" were defined as follows:

1. Limited English proficient referred to a student who has sufficient difficulty (below a level of fluency on the WAPT test) speaking, reading, writing or understanding the English language to deny him or her access and the opportunity to learn successfully in English-only speaking classrooms (NCPS, 2006).
2. English Learner (EL) referred to a student who is learning English as a non-native speaker. For the purpose of this study, the term English learner will refer to students who are classified as LEP based on the above referenced definition.
3. Native language literacy was the level of *literacy* a student has in the language first learned. Some students may speak a language but are not able to read and

write in the language. The *rate* in which students make cognitive connections between a first and second language depends on the development of native language literacy (Cummins, 1981).

4. The school counselor interview referred to a specific questioning technique for the purpose of establishing academic and non-academic student needs based on student responses. The standard course of study for school counselors as prescribed by ASCA included student interviewing techniques as necessary professional skills of licensed school counselors. (ASCA, 2005).
5. The evaluation process for international credentials has a unique set of guidelines based on worldwide differences of critical pedagogy and standard curriculums. NAFSA: The National Association of International Educators described the evaluation process for determining secondary school credits from educational systems world-wide (NAFSA, 1999).

Limitations

Current research revealed that very few studies have examined the combined topics of understanding the process of how school counselors facilitate the high school course selection process for recently-arrived English learners and the multi-layered subject of pre-service school counselor education programs. Similarly, there were few studies on school counselors' practical display of preparedness for the true task of addressing linguistic and social complexities while advocating for English learner success through appropriate exposure to high school culture and content curriculum. For these reasons, this study had limited references which concretely connect the two concepts.

The fact that the students themselves were not interviewed limited the depth of perspectives related to the research topic from the students' points of view. This crucial perspective would have surely proven to shed volumes of insight and provide a wealth of emerging data. Nevertheless the use of student interviews was not feasible due to the nature of the interview process and the primary focus on the results of the school counselor interviews and observations. This limitation was addressed in the findings and recommendations portion of the study as the final results were presented.

Additionally, the number of school counselors within the criterion-based sampling process, specifically with the requirement of having been in the field of school counseling for five years or less in order to truly understand recent pre-service counselor programs limited the number of potential participants. However, the researcher was able to find the necessary number of criterion-based participants.

Lastly, due to the challenges of working in a large urban school district, there was also the risk of attrition with the school counselor participants. Fortunately, the researcher did not experience attrition of the school counselor participants during the data collection and analysis phases of this study

Delimitations

A vital factor in the qualitative research process was to clearly define the parameters of the study with calculation and precision when the researcher determined the overall design of the study. This process also included the declaration of the delimitations of the study and the justification for them. Remaining within the structure of a multi-case study, the parameters of the study were most beneficial by collecting and analyzing data from the four school counselor participants over a period of one semester. This ensured that an

in-depth view of each of the interviews and observations was clearly examined, resulting in the thick description of the overall findings. By using multiple participants, crucial details of the qualitative data may have been overlooked, thus missing key findings. However, in this case, multiple participants helped to generate more authentic and thorough results.

Assumptions of the Study

There were three evident assumptions of the study. A foremost assumption of the study was that the school counselor participants, as student-centered professionals, had students' best academic and social interests in mind at all times while facilitating the course selection process. In fact, it was assumed that school counselor participants use this well intended guiding principle in all aspects of the profession. A second key assumption of the study was that the examined pre-service counselor education programs attempted to provide the knowledge and skills necessary for successful practices in the profession. As accredited programs are a reflection of current theory and practice, it must be assumed that the institutions of higher education and their accreditation agencies felt the programs of study were appropriate and beneficial. Lastly, a final assumption of the study was related to the trustworthiness of the participants, both the school counselors and the students. It was assumed that all actions, responses, and reactions were given with sincerity and truth. Therefore, credibility and strong epistemological reflexivity were ascertained.

The assumptions of this study gave further depth to the multiple-case study heavily laden in ethnographic methodological apparatuses, ensuring cross-case analysis and gaining promise for generalizations with an in-depth, insightful, and robust understanding

of the topic. These assumptions augmented the accurate and genuine facilitation and the prediction of similar results for literal replication. They did not reveal contrasting results with verbalized predictable reasons for theoretical replication.

Summary

Ultimately, the intention of conducting the multi-case study was to make recommendations in the field of education, specifically addressing the purpose of this study, which was two-fold. First, to understand how school counselors conduct individual student planning sessions while also facilitating the course selection process with recently-arrived English learners in high school courses, including the criteria used for this process. And second, to understand how their university-based pre-service counselor education programs shaped the counselors' practices during this process.

By examining the outcomes of the data collection and analysis in great detail, resulting in the production of thick descriptions for each of the research questions, the final results of the study were clearly and evidently sound in research design structure, as well as overall theoretical generalizability. These results provided an open-door for future research in this crucial area of gaining a better understanding of the linguistic, cultural, and social complexities of English learners as they related to the development of school counselor education programs.

CHAPTER FOUR: BIOGRAPHIES, CULTURAL MILIEU OF SCHOOL COUNSELORS AND AUTOETHNOGRAPHY

The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit. – Wade Davis

In this segment of the study, essential background information is provided about each of the four participating school counselors through a series of all-encompassing narrations. A profound part of substantiating qualitative research, specifically ethnography exuding narrative analysis is the rich emerging information and testimonials that "rise to the top" throughout the in-depth interview process. As in other areas of research, specifically in a hard science such as medicine, stories of personal accounts and experiences emerge naturally, providing definition and focus for the issue at hand. A more specific example of this is a doctor-patient consultative interview where vital information is reveled, often serving as a crucial part of the problem-solving functions for an accurate diagnosis and plan for effective treatment. Further accounts show ethnographic interviews within a specific context; analogous to school counseling, will produce themes and topics pertaining to the research core and results. (Atkinson, Coffey, Delmont, Lofland, &, Lofland, 2001). The real and meaningful results of my series of in-depth interviews with these four professionals led me to the profound discovery and understanding of how people's backgrounds and the culture within this profession deeply impact their current knowledge bases as well as cast ideas and opinions for what

knowledge is viewed as vital for understanding in their daily professional lives. Having a detailed biographical account of each of these people along with the contextual expansion and a collective, cultural interpretation will illuminate the details of their lives as they relate to the study (Atkinson, Coffey, Delmont, Lofland, &, Lofland, 2001). For the methodological purpose of internal triangulation, focus is placed on their upbringings (to include race, gender, socio-economic stats, and global perspectives), their own experiences with the profession of school counseling while they themselves were high school students, and the impact these have on the decision to enter and stay in the profession.

This chapter closed with my personal journey as a professional school counselor. As I described in the beginning chapters of this presentation, this study was brought to life as a result of my own experiences within my career, my personal text. This chapter is further augmented with this segment, my autoethnographical accounts and personal culture with the intention of intensified vitality for chapters five and six (Jones, 2008).

Emmaline's Biography

Emmaline is a white, American female in her late twenties. At the time of this study she worked in an inner-city high school, which, as part of an educational pilot program, had the curricular theme of "math and science" and was a small school within a large facility, housing four other small schools with different curricular themes. This made her unique in that she was the only school counselor in her school. She is a very cheerful and fun person who has a strong reputation as being a very good, thorough school counselor. The students independently seek her guidance for a variety of reasons, both academic and social, and her colleagues from other schools also rely on her perspectives and practice as

an example of what to do as a professional school counselor. The school's population is urban with high proportions of minority students, low socio-economic conditions, and academic underperformance. The percentage of students identified as LEP is 27.1 (CMS, 2010). She, like one of the other four participants, has some unique challenges within her profession based on these conditions. The details of her background, upbringing, and personal life revealed in this chapter help explain why she views the profession of school counseling through an urban lens of perspective, somewhat similar and somewhat different to two of the other four participants who are situated in a high school with primarily upper middle class white students who are academically high performing.

Emmaline became a school counselor within very specific educational parameters from Florida and North Carolina and has very strong opinions on when she has implemented knowledge and skills gained through her graduate studies versus the acquisition of them through an urban "baptism under fire" as a white, upper middle class school counselor in a poor, urban, inner-city high school. The following is a narration of Emmaline's recollections, heavily laden with quotations of her own language about her childhood, family, schooling, friends, her neighborhood, her impressions of her high school counselor, her current personal life, and her life as a school counselor tendering her cultural, biographical framework within the profession.

Family

Emmaline was born and raised in Charlotte, North Carolina as a first generation American. Her mother was born in Holland and moved to Indonesia with her family when she was a baby. Not long after that, the family re-located to the island of Curacao, part of the Netherlands Antilles in the Caribbean. When her mother was 18 years old, her

family moved again to Canada, the French-speaking province of Quebec, where she met Emmaline's father, a first generation Italian whose family moved to Canada when he was 13 years old. After their marriage, they moved to Argentina and when Emmaline's mother was pregnant with her, they finally moved to Charlotte. Her father, an educated professional in the field of civil engineering within the steel industry was in high demand for employment during the early 1980's and the incentive to come to North Carolina was too great to pass. Emmaline has one older sister who is married and interested in business. After completing her Masters in Business administration, she intends to form her own business in pastries production. She and her parents, along with her sister, often visit their relatives for the holidays in Canada, in spite of the cold winters.

On Growing Up

Emmaline was raised in an upper middle class, predominantly white neighborhood in the southern region of Charlotte. Based on her parents' backgrounds, they often held close friendships with international people, also living here in Charlotte. For example, her mother's best friend is from Scotland and her husband is Italian. Emmaline's best friends growing up included a first generation American with parents from Czechoslovakia, a first generation American with parents from France, and finally, a first generation American with parents from Scotland. And, Emmaline's father "really only associated with international people." The fascinating part of this information was that Emmaline only discovered how unique this set of global friends was when she reached high school, when she made the transition from catholic school to public school. It was at the beginning of the school year in the ninth grade, during an in-class exercise as she listened to her classmates describe very culturally "monochromatic" families that she realized

how “weirdly different and very strange” she felt compared to her peers in this new context of a different school.

Home Environment Today

Emmaline is single and independent, enjoying this carefree time in her life outside of her career. She is very family oriented and speaks with her sister and parents very frequently. She continues to foster friendships from her past while expanding her horizons, making new friends within her peer group of young professionals. She and her cat live in a townhouse in Uptown Charlotte, an urban setting with people having very similar circumstances to her own. She loves photography, sewing, cooking, and baking. Any connection to domesticated crafts gives her great satisfaction and she does not mind spending time on her own. With few distractions outside of work, she finds herself spending a great deal of extra time dedicated to office-related duties, in some cases at busier times of the school year, even from her home environment.

Past Experiences with the High School Counselor

Emmaline very clearly remembered her high school counselor’s name. However, she also remembers meeting with him one time and one time only throughout her entire high school career. The only task he assisted her with during a four-year period was to help her change her schedule. She wanted out of a second level computer applications course because she had not completed the first level, a pre-requisite. At the end of her final year in high school, she had a different school counselor, for whom she could not remember a name, who served as her “mentor” for her Senior Graduation Project, a graduation requirement for all high school students. She was “nice and wonderful” unlike the counselor who just changed her schedule.

Emmaline did find it important to share that before high school, even though the question was regarding high school counselors, she had a wonderful counselor while attending catholic school. There was a period of time during Emmaline's middle school experience that she was the target of some very aggressive bullying at school. During a few attempted meetings with her school counselor, accompanied with the shedding of numerous tears, she was told repeatedly to just "go back to class and everything will work itself out." The school counselor would then show up to the class and deliver some kind of group message that bullying was not nice and everyone should stop this kind of behavior, which only made things escalate since Emmaline's classmates quickly discovered she was the reason the counselor had shown up for the reprimanding messages. With small class sizes of only 20 students per class, it was easy to figure out what was happening. This time, along with Emmaline's other experiences with a high school counselor were "not good experiences" yet extremely relevant to the interview and study results as shown in the section *On Becoming a School Counselor* to follow.

Undergraduate Studies

Emmaline attended a large university in North Carolina for her undergraduate degree in the fields of both psychology and communications. Attending school in North Carolina was a positive experience and drew her to love the area of child psychology. Additionally, Emmaline was also considering further graduate studies in either theater, social work, or school counseling. Some of the self-awareness she developed during her undergraduate studies was a true passion for working with students. She was drawn to an older, young adult age range rather than to elementary school age children due to personal preference for this age category of students. She also identified with them as "by

the time the kids are in high school they are kind of the way they are and so they're a lot more challenging and less easily influenced as they are in elementary school and this is where they needed the help." Other factors she considered after her undergraduate studies were a feasible work schedule with summer time available for different endeavors.

On Becoming a School Counselor

Emmaline remembered thinking about being a school counselor when she herself was in high school. Her experiences with her middle school counselor and high school counselor, albeit brief and negative, led her to the realization and understanding of the importance of the profession and the true impact the work has on students—impacts that are life-long in nature. Her powerful non-verbal communication via body language, facial expressions, and sound effects during the interview process were very expressive about the harsh degree of negativity she felt toward her interactions, or lack thereof with her own school counselors. After the completion of her undergraduate studies and considering other areas of personal expertise and interest, Emmaline entered graduate school at a very large university in the southeastern United States and after a three-year period gained her Master's degree in Counseling with a specialist certificate in School Counseling. This would pave her path toward some kind of future contributions for occupational redemption in the field of school counseling.

In order to receive her initial school counseling licensure from the state of North Carolina, Emmaline was required to take the Praxis examination in the specialized area of school counseling and obtain the state's required minimum results. However, she was not required to take any additional coursework outside of those required for the Master's

program at the university. Additionally, she does not hold, nor has ever held, school counseling licensure from a state other than North Carolina.

Initial Experiences in the Profession

Emmaline went directly in to school counseling after completing her graduate studies and has been employed as such for the past three years. While spending a short period of time as a substitute teacher, she did not spend time in the profession as a full-time classroom teacher, which, as she will express later in the interview, is an important factor in her career and her graduate studies as she developed needs for connections to the student education process from the teacher perspective. Her experiences as a substitute teacher were less than enlightening for her as she felt "paid while the kids watched movies."

Her first employment in Charlotte as a school counselor was for one year at a very large high school on the eastern side of the county. She was part of a large team of school counselors, each with individual student caseloads. While the student population at this first school was also diverse with an LEP student population of 312 English learners, 12.5% of the total enrollment at that time (CMS, 2010), the main difference was that Emmaline was not functioning as the sole school counselor in her school as she is currently.

Current Circumstances within the Profession

When Emmaline was asked to reflect on trends and patterns with regard to the diversity of the student population with whom she has worked since the onset of her career as a school counselor, she expressed a noticeable increase in the number of refugee students within her student caseload, relocated to Charlotte for numerous reasons through

a variety of refugee assistance agencies such as Catholic Social Services. Specifically in her current school setting there are several recently arrived Burmese students. When she recalled the connections to the student population she had within her first year of employment until now, this is the most notable difference she verbalized as opposed to a drastic change in the number of students with whom she works. New English learner students enroll in Emmaline's school frequently (sometimes daily) and at any given point in the school year, making her decisions about individual student planning and comprehensive school resources very well considered.

The Faces in My School

When describing the student population of the school where Emmaline works, there is a confirmed total student population of 369 students. Of these, aspects for consideration are 100 identified as students with limited English proficiency, nearly on third of the total school population (CMS, 2010). When asked to describe the English learner population, Emmaline conferred that many of the students arrive at her school setting with having some English language skills. Moreover, many English learners arrive with some kind of prior education at the secondary school level. This emergent theme is further discussed in Chapter Five's section regarding *Criteria Used By School Counselors.* Since the school has a curricular theme of Math and Science, a majority of the students are enrolled based on the notion that they will experience coursework heavily weighted in the areas of math and science, regardless of English language proficiency. There is an ESL teacher on the school's faculty and a testing coordinator who works closely with Emmaline to determine which English learners are given specific testing accommodations based on language proficiency testing results. Lastly, there are a few teachers who are native speakers of

English but who also speak a language other than English. And, at the time of this research, there was a bilingual, English and Spanish speaking social worker available on a case-by-case basis. There is an apparent team approach with newly enrolled students, which will also be further addressed in Chapter five of this study.

A Day in the Office: The Cruxes of Emmaline's Current Knowledge

When Emmaline was asked to describe a typical day in the office, her responses indicated that while no two days in the professional life of a school counselor are ever the same, there are routines and patterns of duties mixed in with the spontaneous nature of working with high-school age students in an inner-city school. Emmaline's day begins before sunrise; she's in her office by 6:45 am and waiting for the first buses to arrive. Sometimes she takes a moment to check her email or help answer the telephone since it tends to ring heavily this time of day. Parents, students, and sometimes faculty call in early in the morning to report absences, inquire about a late bus, or explain unexpected impediments to on-time arrivals. The first bell for students is at 7:15 am and she strategically stations herself for several minutes prior, easily accessible, in the hallway at the entrance to the School Counseling Department. After that, the contact with students tends to diminish.

Emmaline discussed the "unfortunate' amount of time spent completing paperwork and doing administrative duties involving the computer. She gave detailed occurrences of things like entering schedules, grades histories (transcripts) testing, and things related to that. The amount of time spent on a variety of things always depends on the time of the school year, as there is clearly a time-lined pattern for some of Emmaline's duties. At the point of the interview, she was in the height of pre-registration for the current students

and was entering the data from their individual course selection cards for the following school year. This month long process would be over soon, allowing her to return to the minimal direct student contact duties she felt were a part of a typical day.

Emmaline, with regard to direct student services, discussed her interaction with students who sporadically and randomly sought out her assistance by coming to her office to discuss some kind of personal problem. She very rarely spends time in the classroom delivering any kind of group oriented school counseling lessons—only when there is pre-registration or an occasional presentation regarding scholarship or college admissions information. However, these were very few in number. The other way Emmaline has direct student contact is also via parent-teacher conferences after school where, most often, the students are also present. The conferences are scheduled to address issues such as academic failure, poor attendance, inappropriate behavior at school, and sometimes issues related to school transportation services. A faculty member mostly initiates the conferences or the school's administration and Emmaline then contacts the family for the coordination of the meeting. Similarly, Emmaline makes telephone calls to students' homes, informing parents of concerns rather than requesting they present themselves at school for an actual conference with teachers.

To summarize Emmaline's daily routine with its erratic and oxymoronic irregular regularity, while not altogether evident in the words of this interview, her tone of voice while answering pertinent questions reinforced the focus on data entry and maintenance, paperwork, record keeping, and verbal communication between teachers, students, and parents. While Emmaline clearly acknowledges all of these as having vital and great importance for Emmaline as an effective member of her school's team of educators

working together for the common good of the students and their education, the duties lead to further questions and dilemmas regarding the true nature of her duties in alignment with how she was prepared for this in her graduate program and what school counselors can do to help all students, inclusive of those with linguistic, cultural, and social complexities, "do" better in school. This notion is poignantly discussed and more fully developed in the next chapter, the results section of this study.

Lilly's Biography

Lilly, much like Emmaline, is a white, American female in her early thirties. She also worked in an urban, underperforming high school with a similar student population to that of Emmaline at the time of this study. She has a very bright and positive personality and is rarely jolted by the overwhelmingly negative sense of challenge within her work environment. She has a reputation for consistency and empathy as the school counselor within her department who primarily works with the international population of English learners. The students frequently and independently seek her guidance for a variety of reasons, both academic and social, and like Emmaline, her colleagues from other schools and within her own school also rely on her perspectives and practices as examples of how to best work with English learners. The school's population is urban with high proportions of minority students, low socio-economic conditions, and academically underperforming. The percentage of students identified as LEP is 24.5 (CMS, 2010). She, similarly to Emmaline, has some unique challenges within her professional setting based on urban conditions. The fine points of her background, upbringing, and personal life revealed in this chapter clarify her views the profession of school counseling through an urban lens of perspective, in comparison with the other participants who are situated in a

high school with primarily upper middle class white students who are academically high performing.

Lilly became a school counselor within very specific educational parameters from Pennsylvania and North Carolina and also has very strong opinions on when she has implemented knowledge and skills gained through her graduate studies versus the acquisition of them through an urban initiation as a white, upper middle class school counselor in a poor, urban high school. The following is a narration of Lilly's background information, rich with quotations of her own language about her childhood, family, schooling, friends, her neighborhood, her impressions of her high school counselor, her current personal life, and her life as a school counselor illustrating some branches of her cultural, biographical framework, or tree within the profession.

Family

Lilly was born in the western part of Pennsylvania and when she was six years old, her family moved to Syracuse, New York. Lilly laughed when she indicated that she always tells people she really is from both Pennsylvania and New York since her childhood years were truly spent in both places. After her family moved to New York, they made many trips back to Pennsylvania for frequent family visits. Lilly's mother is a retired nurse who comes from a long history of family members who entered the medical field in some fashion. Lilly also found humor in this since there is no connection to any aspect of the field of mental health on either side of her parents' families and their professional backgrounds. Lilly's father is retired from the field of sales. Her parents are still married and have only been married to each other. Lilly has one older sister who is a dentist married to an orthodontist. The most interesting part about Lilly's family is that when

Lilly and her husband of seven years began to have a family of their own, Lilly's parents, both retired professionals, sold their home in Pennsylvania and relocated to Charlotte so that they could provide full time day care for Lilly's children. At the time of their relocation there was only one grandchild but plans for the second were in full motion and as planned, the second grandson was born just 14 months after the first. This uncommon sense of family connection and shared responsibility for raising small children is a very profound part of Lilly's identity, her views on her community and her professional approach as a school counselor in a very diverse school. She completely embraces collaboration and teamwork in various layers of her life.

On Growing Up

Lilly was raised in an upper middle class, predominantly white neighborhood in western Pennsylvania until she was six years old. This is important to her because she remembers her first experiences in school as being in Syracuse, after the move. Her friends from Pennsylvania from this part of her background are somewhat blurry with the passing of time and her stage of life when she became a New Yorker. Lilly commented on her recognition that her friends from middle and high school were very much like she was. They came from similar backgrounds and had the common interests of being good students, participation in school with the ultimate goal of a "good" career, and participating sports. What Lilly states was that "the friends I remember the most were just a lot like me. You know, pretty serious about school and all to get good jobs. We just all had the same interests and I think that's why we were such good friends." The impacting part of Lilly's time in high school was deeply connected to her stature and height. She is a very tall and lean athlete. It was almost assumed that she would play basketball, so she

did. However, she also looked to be a strong soccer player, a sport she really, truly enjoyed. She also participated in some activities in track and field and had a positive attitude about not performing exceptionally well but continuing with the sport as a part of the team.

Home Environment Today

Lilly is married with two sons and very strongly believes that her time outside the office is completely dedicated to focusing on her home life. She makes no excuses for not taking work home with her on a regular basis and finds that at the end of the day, her true profession as a parent is crucial for the upbringing of her sons. She is totally dedicated to her work while she's in the office but has mastered the behavior of leaving work at work and focusing on her family when she is with them. Lilly has maintained some of her high school friendships via Facebook but her true connections to friends at this point in her life are primarily with her college roommates who moved to Charlotte together after graduation from a university in western Pennsylvania. They are now a similar group of young professionals, many as married couples who also have children. She still finds time to give some energy to athletics and runs regularly. She also has a membership to the local YMCA and often goes to the gym after work before going home, knowing Grandma and Grandpa are with the kids and that they will be ready to see her when she and her husband arrive for dinner.

Past Experiences with the High School Counselor

Lilly very clearly remembered her high school counselor and the one encounter she had with him. Lilly described the experience as positive yet isolated. She spoke of this in the following terms: "the only thing I remember about my high school counselor, the

only encounter I had with him that I remember was when I was a senior, it was my senior year and I had completed my two credits of Spanish and I had signed up for some like basket-weaving class. He called me in to his office, I didn't know him from Adam and he sat me down and said 'I really would like to recommend that you continue on with your Spanish instead of taking this basket-weaving class. I think it would be good.' And of course I was like, it's my senior year, I don't want to take anything hard but I did it and it was the best thing I ever did because I went on to minor in that in college and I'm so thankful for that. But, you know, I didn't know him. The one encounter I had was a positive one but that's it." Lilly uses this story now as she works with high school students who want to take a less rigorous schedule of courses during their last year in high school. She has also found this experience as extremely relevant when working with students who speak a language other than English and are feeling frustrated with being in school. She connects her past experience with learning Spanish as a second language as difficult but highly beneficial to their current fears and frustrations. This linguistic "coaching" is evident when she meets with linguistically and culturally diverse students.

Lilly's encounter with her high school counselor, albeit capped with regard to frequency, was a deeply meaningful experience. This is extremely relevant to the interview and study results as shown in this narration in the section *On Becoming a School Counselor* to follow.

Undergraduate Studies

Lilly attended a university in western Pennsylvania for her undergraduate degree in the field of criminology. She remembered a defining moment in her last year of undergraduate studies while completing a summer internship and working in a juvenile

day treatment center. She had, like many college students, spent four years of her life studying and had no inclination whatsoever about what she would do with her education after graduating in the field of criminology. However, the summer internship provided clarity for Lilly in that she suddenly realized she had a passion for working with young adults. A casual conversation with her supervisor at the time led her to change her professional pathway: "He was telling me how he was going to school for counseling and how he really liked it. And, I was thinking, wow, that is a really great idea." However, being on the edge of completing her undergraduate studies and knowing she would need to attend graduate school prior to becoming a school counselor, she decided to move to Charlotte with her college roommates and take a few years to work as a recruiter, enjoying a carefree time in her life before going back to school. She firmly declared that while she was adamant about taking a break in her life as a student, she knew from the time of her internship that becoming a school counselor was in her future. She plainly stated "that made me decide this [being a school counselor] is what I want to do."

On Becoming a School Counselor

Lilly recalled thinking about being a school counselor when she was in the last year of her undergraduate studies while completing a summer internship where she was working intensively with troubled young adults in a juvenile day treatment center. Her experiences with these students, very diverse in nature as well as a conversation with her internship supervisor who was a graduate student in a counseling program, expanded her self-awareness about her own future career path. Her role with these students during her internship enlightened her about understanding diverse young adults who, for myriad reasons, were off the track of success in their lives. Through intensive work with them

she uncovered the details of mental health and educational professionals and the true impact the work of school counselors may have on students—impacts that are grounded in the context of education, progress via success in school that can be life-changing for some students. Lilly's profound non-verbal communication via body language, facial expressions, and sound effects during this segment of the interview process were very expressive about the passion and commitment she felt toward helping these young adults, who may not have had the same kind of family support or support in school that she felt was sufficient to lead them out of risk for failure. After the completion of her undergraduate studies and a two-year hiatus from tertiary level studies, Lilly moved to North Carolina, gained some experience in the world of work and then entered graduate school at a large university in North Carolina, earning her Master's degree in Counseling with an emphasis in school counseling.

In order to receive her initial school counseling licensure from the state of North Carolina, Lilly, just like Emmaline, was required to take the Praxis examination in the specialized area of school counseling and obtain the state's required minimum results. However, she was not required to take any additional coursework outside of that required for the Master's program at the university. Additionally, she does not hold, nor has ever held, school counseling licensure from a state other than North Carolina.

Initial Experiences in the Profession

Lilly completed internships at a few different local high schools and went directly in to school counseling after completing her graduate studies. She has been employed as such for the past four years at the same high school in Charlotte. Having spent no time as a classroom teacher, she expresses a further understanding of this later in the interview as

an important factor in her career and her graduate studies, as she identified her own discovery of needs for connections to the curricula and student education process from the teacher perspective. Her first employment in Charlotte as a school counselor is where she presently works at a very large, very urban high school on the southwestern side of the county. She is part of a large team of school counselors, each with individual student caseloads and some specialized duties within the caseloads. While the student population at this school is highly diverse with an LEP student population of 228 students, the main point of interest in this section of the interview is that for the first few years of her employment at this school, she was asked to be the sole counselor in her department to work solely with the English learner student population. It was during this time that she became very familiar with many aspects of the process for working with these students and their respective linguistic, cultural, and social complexities. Presently, with a different school principal in place than the original administration for whom she worked, she is sharing the responsibilities of these complexities with her colleagues as all school counselors have LEP students and non-LEP students in their caseloads.

Current Circumstances within the Profession

When Lilly was asked to reflect on any trends and patterns with regard to the diversity of the student population with whom she has worked since the onset of her career as a school counselor, she expressed a noticeable consistency of diversity within the LEP student population at her school. She works with English learners from many countries, and while they are predominantly Spanish-speaking, they arrive on the school scene with very different linguistic, cultural, and social needs. More specifically, she recalled a constant sense of recent arrivals to the country and to the area and the intake

interviews with an extensive piece of student/family interaction resulting in gaining a deep insight on how to best facilitate course selections with linguistically, culturally, and socially complex students. This was very much revealed during the segment of the interview process where I observed Lilly enrolling an English learner and working with the student's family, which is presented in the next chapter of this study. An additional detail is that Lilly speaks some Spanish and is very comfortable doing so when working with Spanish-speaking students and their family members. When Lilly recalled the connections to the student population she had within her first year of employment until now, the most notable difference she verbalized, as opposed to a drastic change in the number of students with whom she works, is the idea that she now works with both LEP and non-LEP students. New English learner students enroll in Lilly's school daily (sometimes hourly) and at all points during the school year, making her decisions about individual student planning and comprehensive school resources very familiar and strategically considered.

The Faces in My School

When describing the student population of the school where Lilly works, there is a confirmed total student population of 930. Of these students, aspects for consideration are 228 identified as students with limited English proficiency, nearly 25% of the total school population (CMS, 2010). When asked to describe the English learner population, Lilly expressed that many of the students arrive to her school setting with having some English language skills and some exposure to a rigorous curricula outside the United States. Moreover, almost all of the English learners with whom she works arrive with some kind of prior education at the secondary school level. She ascertains approximate levels of

native language literacy as she evaluates international school records and asks insightful questions regarding course content, the context of the school, and future goals of the students. This information is expanded as an emergent theme of this study and is further discussed in Chapter Five's section regarding *Criteria Used By School Counselors.* There are four ESL teachers on the school's faculty and a testing coordinator who works closely with the intention of collaboration with Lilly to determine which English learners are given specific testing accommodations based on language proficiency testing results and which levels of ESL program courses and non-ELS program courses would best match the student's linguistic and educational needs. Lastly, like Emmaline's school there are a few teachers who are native speakers of English but who also speak a language other than English. And, at the time of this research, there was a bilingual, English and Spanish-speaking parent advocate available at the school on a case-by-case basis. There is an apparent team approach with newly enrolled students, which will also be further addressed in Chapter five of this study.

A Day in the Office: The Cruxes of Lilly's Current Knowledge

When Lilly was asked to describe a typical day in the office, her responses indicated, almost identically to that of Emmaline, that while no two days in the professional life of a school counselor are ever the same, there are routines and patterns of duties mixed in with the spontaneous nature of working with high school age students in an urban high school. Lilly's day begins quite early, often before sunrise since she is usually in her office working by 6:45 am. Most days at this time, she takes a moment to check her email. With a larger school population than Emmaline's, Lilly finds that many teachers and administrators use email as the main form of in-house communication. This could be

about something detailed and pertinent to that particular day's schedule or may be more general in scope. Announcements, appointments, and many vital school details are sent via email. Interestingly, yet not surprisingly, she does not use email as a main form of communication from parents.

Lilly, parallel to Emmaline discussed the tremendous amount of time spent completing paperwork and doing administrative duties involving the computer. However, as part of a larger department of school counselors as well as having a school registrar and administrative assistant designated for the school counseling department, the time spent on these kinds of duties seemed less intrusive on time spent working with students, parents, and other members of the school's educational team. Lilly gave detailed occurrences of things like meeting with new students, evaluating international transcripts, explaining new schedules, and things related to being a new student at the school (where to catch the school bus, how to use the cafeteria, etc.). The amount of time spent on a variety of things, identically to Emmaline's responses always depends on the time of the school year, as there is clearly a time-lined pattern for duties. At the point of the interview, she was in the height of pre-registration for the current students and was visiting classrooms to meet with all the students on her caseload and helping them determine their individual courses for the following school year. This month-long process would be over soon, allowing her to return to the direct student contact duties she felt were more indicative to her typical day at the office.

Lilly, with regard to program delivery and direct student services, discussed her interaction with students who frequently and regularly sought out her assistance by coming to her office to discuss many things like challenges with a class or with a teacher,

the need for a bus pass, the desire to take driver's education classes after school, and also personal problems. She very rarely turns a student away and in the rare event that she has multiple students to serve at the same time, she has a system for asking students to come back to see her at a decided time rather than wait outside her office and miss class. The other ways Lilly has direct student contact is also via parent-teacher conferences after school where, most often, the students are also present. Much like Emmaline's experiences, these conferences are scheduled to address issues such as academic failure, poor attendance, inappropriate behavior at school, and sometimes issues related to school transportation services. Lilly collaborates with faculty members who mostly initiate the conferences or the school's administration. Then Lilly contacts the family for the coordination of the meeting. Similarly, Lilly makes telephone calls to students' homes, using her Spanish speaking skills and informs parents of issues and concerns if they are unable to come and attend an in-school conference with teachers. She finds that many parents, due to work schedules and challenges with transportation services, find it very difficult to come to school during the normal hours of school business. She is empathetic to this and tries to be as flexible as possible in this delicate area of communication bridges between school and home.

To summarize Lilly's daily routine, while no two days are alike, there is a clear focus on program delivery for school counseling services. She feels as though she acts as an effective member of her school's team of educators working together for the common good of the students and their education, even with challenges of time and limited resources for some of the students when the leave school. Her passion regarding student success led her to ask more questions and learn more about how she and other school

counselors can do to help English learners with their fascinating linguistic, cultural, and social complexities, with a strong desire to see these and all students succeed in school and life. This notion is further discussed and more fully developed in the next chapter, the results section of this study.

Bella's Biography

Bella is a white, American female in her early thirties. At the time of this study she worked in a very large suburban, high performing high school with a student population that is most frequently enrolled in advanced placement and international baccalaureate program coursework. She has a very light-hearted personality and is well focused on her duties as a professional school counselor in a very demanding environment. Her reputation within her school's counseling department is that she is the "authority" on working with the international population of students who are English learners. The students in her case-load respect her guidance for a variety of reasons, both academic and social, and her colleagues, both school counselors and teachers, heavily rely on her position and pragmatic displays as knowledgeable and trustworthy on how to best work with English learners. The school's population is suburban with a moderately diverse student population. The socio-economic conditions are different from her inner-city counterparts. However, it is still a school that is part of a large, urban school district and therefore mirrors some of the same challenges as other urban high schools. While the school is high in accolades for academic performance and has a lower percentage of English learner students, the reason this school is unique is due to the high population of students with an interruption in formal education (SIFE) students within its population of English learners. The total number of students identified as LEP is 174 and of that, just

over 10% of these students are identified as SIFE (CMS, 2010). She, like all of the participants in this study, has some unique challenges within her professional setting based on the conditions of her school setting. The nuances of her background, upbringing, and personal life described in this chapter provide insight on her ideas about the profession of school counseling through the lens of a perspective situated in a high school with primarily upper middle class white students who are academically high performing.

Bella became a school counselor within the educational parameters solely from North Carolina and also has a very clear understanding about when she has implemented knowledge and skills gained through her graduate studies versus the acquisition of them through her experiences working as a white, upper middle class school counselor in an urban, high performing high school. The following is a narration of Bella's personal historic information, with abundant quotations of her own language about her childhood, family, schooling in Charlotte, friends, her neighborhood, her impressions of her high school counselor, her current personal life, and her life as a school counselor exemplifying her cultural, biographical framework within the profession.

Family

Bella was born and raised in Charlotte, North Carolina. Her parents are still married and have only been married to each other. When asked to talk about her family, Bella described them as being a very "close-knit" group of people that mainly all reside locally. There are a few exceptions with a handful of relatives living in Georgia but for the most part, her immediate and extended family, including aunts and uncles, cousins and spouses, are all in the Charlotte area. She talked about this at length, describing large

family reunions on a regular basis and the importance of seeing everyone so often. Her parents live within 15 minutes of where she currently lives and she finds this quite comforting. Her one sister is two years her elder and is not married. She spends time with Bella and her family. While Bella briefly mentions a small bit of diversity within her family, she more so discussed the fact that most of her family is white and upper middle class.

On Growing Up

Bella was raised in an upper middle class, predominantly white neighborhood in south Charlotte, the same region where she lives today. This is important to her because she remembers her experiences in the local public schools where she does not remember any international students or any students who were receiving ESL Program Services at that time. Her friends while growing up were mostly from her neighborhood and some of them attended the same schools as Bella. Her best friend from her childhood was someone she'd known since the fourth grade and while they ended up attending different high schools, they very much remained best friends throughout high school and, remain in contact with one another today. Bella described all of her friends as being "all pretty much like me, all similar to me. My best friend was a little more upper class but everyone else was pretty much just like me—average, I guess. My boyfriend [in high school] was also upper middle class [Caucasian] and he lived in a wealthier part of town." These similarities, much like the other participants in the study lead us to ask more questions about the culture within the profession of school counseling. This is examined further along in the results and findings of the presentation.

Home Environment Today

Bella is married with one son and her husband is also from Charlotte. At the time of this study, Bella was expecting and after the birth of their first child, Bella decided to take some time off from working and stay home as a full-time mother. She is blissfully enjoying the experience so far. Some of the most resounding details regarding Bella's current life are that she believes it truly is an extension of her life while she was in high school. While she was not dating her present husband at the time, the routine of family and friends is much the same, involving many of the same networks of people. She and her husband also have some close friends with whom they connected during their undergraduate studies and they are also in this local area. She has a very close relationship with her in-laws and refers to them as "parents" and feels they are similar in nature as her own biological parents. She has frequent interaction with her husband's immediately and extended family, much like that of her own. And, she and her husband recently purchased a small second home in the mountains of North Carolina for them and their families to enjoy. They've spent many weekends with renovations and are happily making progress for the summer months ahead.

Past Experiences with the High School Counselor

Bella, like Lilly and Emmaline, very clearly remembered her high school counselor and the single encounter she had with her. Bella chuckled a few times as she described the experiences and also shook her head as she remembered how little help she received from her school counselor. Bella depicts the experience: "very little [help]. I remember she told me I couldn't go to college based on my grades—and I was an average student. I think I graduated with a 2.6 [grade point average],which was really nothing to write home

about. I had actually started my first year of high school at [names school]. They had the science and math magnet. It was a great opportunity for me and my best friend who was at [names school] to go to the same school. We both lasted a semester [she laughs] and we were like "*two sciences or two maths*?" And I am not strong in science or math so I was like, oh no—we have to get out of here. I don't know how my parents got talked into that one. But we didn't last long. But I kind of didn't start out high school doing so well. I didn't do well that first term at [names school] and then when I went to [names school], I came in to this new high school, which you think would be fine because I had been to school with all those kids (in middle school) but when I came in it was like they had already developed their own clicks and friends and it was really hard to fit back in. Luckily I had a sister there who let me latch on to her for a while and her friends but my 9th and 10th grade years were really rocky and then in 11th and 12th grades I finally got my footing and turned it around. But by that time there's not much you can do to really turn around your whole GPA [grade point average]. I wasn't taking any kind of AP [Advanced Placement] or upper level curriculum classes, some honors but mostly very average. I didn't interact much with my counselor that I can remember other than one time. "

Bella talked more about this story and how she works very hard to make sure the students with whom she interacts have a different impression of their experiences, which they may in the future look back on as positive and helpful. She, like Lilly has also found this experience to be extremely relevant when working with students who speak a language other than English and are feeling frustrated with being in school. She connects her past experiences without diversity to show that being a part of a diverse school

community can be highly beneficial to their current fears and frustrations. This social "coaching" is evident when she meets with linguistically and culturally diverse students. Bella's memory of her high school counselor, albeit negative and lacking any sense of empathetic resource, was a deeply meaningful experience. This is extremely relevant to the interview and study results as shown in this narration in the section *On Becoming a School Counselor* to follow.

Undergraduate Studies

Bella attended a university in western North Carolina for her undergraduate degree in the field of psychology and after graduation, worked for over a year in an unrelated field. She was employed by an insurance agency and remembered knowing she was planning to go to graduate school and continue her education. Initially, she thought she would study social work and went as far as applying to some graduate level social work programs. However, after a conversation with a mutual friend of her mother-in-law, Bella had a shift in plans. There was noticeable clarity within Bella's application essay that focused mostly on an individual, school-based approach to the field. And, her friend picked up on this and began a series of discussions with her regarding the idea of school counseling rather than social work for her graduate studies: "That was my first kind of ah-ha moment and I thought, well, maybe I'm applying for the wrong program. So, then I applied to the counseling program at [names the university] and got in." Working as a professional school counselor is what she's done ever since.

On Becoming a School Counselor

Bella recalled thinking about being a school counselor after completing her undergraduate studies in psychology and working in an unrelated field for a short time.

Her initial desire to enter the field of social work at the graduate level was changed when she consulted with a family friend who detected Bella's focus on school counseling before Bella knew what she wanted to do. Upon entering the program at a large university in North Carolina, Bella recalls thinking for her first year of studies that maybe she would focus on community counseling. However, after completing her first required practicum in a school setting, she was decidedly captured by how many things appealed to her while working in this context. While the initial practicum experience is limited in terms of weekly hours spent on site, the high school where she was stationed was wonderfully diverse and proved to be high intriguing. After a two-year program as a full time student, Bella entered the field of school counseling and has been employed at the same high school in Charlotte since the onset of her employment in this role.

In order to receive her initial school counseling licensure from the state of North Carolina, Bella, just like Lilly and Emmaline was required to take the Praxis examination in the specialized area of school counseling and obtain the state's required minimum results. She was not employed as a classroom teacher and was not required to take any additional coursework outside of those required for the Master's program at the university. Additionally, she does not hold, nor has ever held, school counseling licensure from a state other than North Carolina.

Initial Experiences in the Profession

Bella completed her practicum hours and required internships at a few different local secondary schools and went directly into school counseling after completing her graduate studies. She has been employed as such for the past four years at the same high school in Charlotte. Having spent no time as a classroom teacher, she, like Lilly and Emmaline

expresses a further understanding of this later in the interview an important factor in her career and her graduate studies as she identified her own discovery of needs for connections to the curricula and student education process from the teacher perspective. Her first employment in Charlotte as a school counselor is where she presently works at a very large, suburban high school on the south central side of the county. She is part of a large team of school counselors, each with individual student caseloads and some specialized duties within the caseloads. While the student population at this school is somewhat diverse with an LEP student population of 174 (CMS, 2010), the main point of interest in this section of the interview is that for the first few years of her employment at this school, she, like Lilly, was asked to be the sole counselor in her department to work solely with the English learner population. It was during this time that she became very familiar with many aspects of the process for working with these students and their respective linguistic, cultural, and social complexities. Presently, with a different school principal in place than the original administration for whom she worked, she is sharing the responsibilities of these complexities with her colleagues as all school counselors have LEP students and non-LEP students in their caseloads. Additionally it should be noted that this suburban high school has an international reputation as being one of the leading International Baccalaureate (IB) programs in the world. There is a great sense of in-school competition for spaces in highly rigorous courses outside of the IB program. Ironically, Bella explained that very few English learners are enrolled in IB courses due to the lack of language proficiency. While there are many international students within the program, they are all native born and/or fluent speakers of English.

Current Circumstances within the Profession

When Bella was asked to reflect on any trends and patterns with regard to the diversity of the student population with whom she has worked since the onset of her career as a school counselor, she expressed a noticeable consistency of diversity within the English learner student population at her school. She works with English learners from many countries, and while there are many Spanish-speaking students in her school's population of English learners, the students arrive on the school scene with different native languages, therefore having great variety in their different linguistic, cultural, and social needs. More specifically, with an odd combination of trends from Lilly and Emmaline, Bella recalled a constant sense of recent arrivals and a much-increased refugee, SIFE population of Montagnard, Nepalese, and Somali, Bantu students. Bella's intake interviews with these students usually requires an extensive piece of student/family interaction with the aid of a refugee assistance representative in order to gain deep insight on how to best facilitate course selections with such linguistically, culturally, and socially complex students. This was very much revealed during the segment of the interview process where I observed Bella enrolling an English learner and working with the refugee assistance representative, which is presented in the next chapter of this presented study. When Bella was asked to remember the connections to the student population she had within her first year of employment until now, the most notable difference she verbalized as opposed to a drastic change in the number of students with whom she works is the idea that she now, like Lilly, works with both LEP and non-LEP students. New English learner students enroll in Bella's school very

frequently and at all points during the school year, making her decisions about individual student planning and comprehensive school resources very familiar and strategically calculated.

The Faces in My School

When describing the student population of the school where Bella works, there is a confirmed total student population of 2773. Of these students, aspects for consideration are 174 are identified as students with limited English proficiency (CMS, 2010). When asked to describe the English learner population, Bella stated that many of the students arrive to her school setting with having some English language skills and some exposure to a rigorous curricula outside the United States. However, many of the recently arrived English learners with whom she works arrive with some kind of interruption in prior education at the secondary school level. She ascertains approximate levels of native language literacy as she evaluates international school records and asks insightful questions regarding course content, the context of the school, and future goals of the students. This information is expanded as an emergent theme of this study and is further discussed in Chapter Five's section regarding *Criteria Used By School Counselors.* There are three ESL teachers on the school's faculty, one of whom is designated as a full-time teacher for the SIFE student population. There is also an accountability facilitator who works closely with the intention of collaboration with Bella and the other school counselors to determine which English learners are given specific testing accommodations based on language proficiency testing results and which levels of ESL program courses and non-ESL program courses would best match the student's linguistic and educational needs. Lastly, like Lilly and Emmaline's school there are a few teachers

who are native speakers of English but who also speak a language other than English. While there is collaboration at the school, there is a sense of hesitation sometimes where many members of the staff, administration, and the school counseling department turn to Bella for "the answers" to their questions on how to best serve the English learner population. And, more importantly, while Bella is willing to take the lead in this respect, she too finds herself needing answers to many emerging questions connected to linguistic and social complexities when working with English learners. These concepts will also be further addressed in Chapter five of this study.

A Day in the Office: The Cruxes of Bella's Current Knowledge

I asked Bella to describe a typical day in the office. Her in-depth responses indicated, almost identically to that of Lilly and Emmaline, that no two days in this profession are ever alike. The unintentional, lopsided routines and patterns of duties mixed in with the spontaneous nature of working with high school age students in an urban high school create an asymmetrical system of service delivery. Bella's day begins quite early, like her colleagues she arrives to school before dawn and begins her irregular, regular routine by 6:45 am. Most days at this time, she takes a moment to check her email. With a large school population housing nearly 3000 students, Bella explained that nearly all teachers and administrators use email as the sole form of in-house communication. This communication may be heavily detailed and pertinent to that particular day's schedule or may be more general in scope, addressing a general concern or asking a question that does not require immediate attention. Other things like administrative announcements, changes in policies and procedures, faculty appointments, and many vital school details are sent via email. She also uses email as a main form of communication with many

parents of her non-English learners. The parent aspect of communication with the international families is mainly in person or via telephone.

Bella, analogous to Lilly and Emmaline discussed the enormous amount of time spent completing paperwork and doing administrative duties involving technology and data entry in the computer. However, like Lilly as part of a larger department of school counselors as well as having a school registrar and administrative assistant designated for the school-counseling department, this time spent on these kinds of duties seemed less intrusive on time spent working with students, parents, and other members of the school's educational team. Bella gave detailed occurrences of things like meeting with new students, evaluating international transcripts, explaining new schedules, and things related to being a new student at the school (where to catch the school bus, how to use the cafeteria, etc.). The amount of time spent on a variety of things, identically to Lilly and Emmaline's responses is always dependent upon the time of the school year, as there is clearly a time-lined pattern for duties. At the point of the interview, Bella was following the district schedule to pre-register the current students and was visiting classrooms to meet with all the students on her caseload, facilitating their individual courses for the following school year via individual student planning sessions. This month-long process would be over soon, allowing her to return to the more direct student contact duties she felt were somewhat more indicative of her typical, atypical day at the office.

Bella, with regard to school counseling program delivery and direct student services such as individual student planning, discussed her interaction with students who periodically sought her assistance by coming to her office to discuss many things like challenges with a class or with a teacher, the need for a bus pass, the desire to take

driver's education classes after school, and also personal problems. She occasionally sees a small group of students at the same time but it is usually one-on-one consultation with students.

To summarize Bella's daily routine, there is a clear focus on program delivery for school counseling services. She feels as though she acts as an effective member of her school's team of educators working together for the common good of the students and their education, even with challenges of time and limited classroom delivery of services and direct student contact. Her passion regarding student success and her own experience with her high school counselor, or lack thereof, led her to learn more about how she and other school counselors can all students be more successful in school. Part of this learning experience now includes her desire to know how to best work with the diverse population of English learners with their very individual linguistic, cultural, and social complexities. "they are such great students and they want to learn so much. We just need to find out how we can help them do it." This notion is further discussed and more fully developed in the next chapter, the results section of this study.

Sophia's Biography

Sophia is a white, American female in her early twenties. At the time of the study she worked in the same school with Bella, a very large suburban, high performing high school with a student population that is most frequently enrolled in advanced placement and international baccalaureate program coursework. She has a very interesting personality and while somewhat shy and quiet, she is well focused on her duties as a professional school counselor in a very demanding environment. Her reputation within her school's counseling department is that she works well with all students and is eager to

learn more about working with English learners. The students in her caseload are responsive her guidance for a variety of reasons, both academic and social. Of all of the four participants, Sophia is the counselor with the admitted least experience with international students and English learners. Her responses to the interview questions are therefore somewhat different from the others. However, she is very aware of this and is broadening her experiences with her school's population of suburban yet somewhat diverse student population.

The unique details of Sophia's background, upbringing, and personal life described in this chapter give perception on her ideas about the profession of school counseling through her lens of perspective as someone from a rural part of North Carolina who is now situated in a high school with primarily upper middle class white, academically higher performing students. Sophia also became a school counselor within the educational parameters solely from North Carolina and is developing an understanding of how and when she has implemented knowledge and skills gained through her graduate studies versus the acquisition of these through her experiences working as a white, upper middle class school counselor in an urban, high performing high school. The following is a narration of Sophia's personal historic information, with a variety quotations of her own language about her childhood, family, schooling in rural North Carolina, friends, her neighborhood, her impressions of her high school counselor, her current personal life, and her life as a school counselor characterizing her cultural, biographical framework within the profession.

Family

Sophia is from a small town in a more rural part of North Carolina, located in the foothills of the state, about one hour west of Charlotte. She is an only child and was raised by both her parents until the age of seven when her mother and father divorced. After the divorce, she lived most of the time with her mother but since her father remained living in the same community, she was able to see him very frequently and often spent weekends with him. He continued to maintain contact with Sophia about her schooling and her social and athletic activities. What Sophia focused on the most for this portion of the interview was the fact that from her father's side of the family, there is a very large group of extended family members who mostly live in the same community. On the other side of the family, Sophia only has one maternal aunt who did not have any children so "…my mom's family is fairly small." This was most interesting since while she spoke very pleasantly of both her parents, she clearly referred to their divorce resulting in two sides of her family rather than a family with members who live in different places. She described being very adjusted to the situation and became very familiar with the routine of living with her mother and spending time with her father when possible.

On Growing Up

Sophia was very descriptive when talking about her time in high school. She was a very good student and was active in many curricular and extracurricular activities. "I was a really active person. I cheered and played tennis, I was the editor for the yearbook and was on student counsel. I pretty much did a little bit of everything. I was probably in too much stuff but I had good grades and everything so, [it was okay]." Sophia did not

discuss her elementary or middle school experiences at all—only her time in high school, with great reminiscent of a pleasant time in her past. She described growing up in an average, middle class, white neighborhood with many children who were very frequently outside playing. The rural nature of the location allowed for this, noticeably different than some current circumstances in Charlotte. She felt like the homes there were of average size, "nothing extravagant," and she felt very safe. Sophia made several references to her friends from her neighborhood and then from high school in two different ways. She had a larger group of people she knew and with whom she would sometimes associate. However, she also had a smaller, more intimate group of friends with whom she was very active, and with who she is still in contact today. She attributes this to being an only child. "I tended to have a close-knit group of friends just because I didn't have any siblings so they [friends] kind of took the place of that a little bit and we had a larger group of friends and then a smaller group of really close friends that I still keep up with now." She was able to include some of her friends in her summer vacation experiences since otherwise it would just be her and her mother, which she thought was nice. However, at the end of this portion of the interview questions, Sophia very clearly expressed the desire to have had siblings. "…I always wanted siblings but that's too late now and I'm really close to both my parents so I think that made a difference too and I to spend lots of time with them separately so that made a difference."

Home Environment Today

Sophia was single at the time of this study but in a committed, long-term relationship with her boyfriend of two and a half years. She lived alone in her own townhouse on the south side of Charlotte and remains an active person. She described many of the things

she and her boyfriend do to occupy their free time together and with many, also very active friends. “I’m really involved with my church and volunteer there. I lead a life group and so, basically, my Sundays are pretty busy and during the week we have a big youth ministry on our own. [My boyfriend’s] group of friends and my group of friends will all go to the park and stuff. We’re all really active and play tennis. We ride our bikes a lot and I’m big into Yoga so I do that a lot and that’s it, church stuff, working out, and then my job.” Sophia did not describe any contact today with her mother, her father, or their extended families—only her current life here in Charlotte, her boyfriend, and her “family of friends.”

Past Experiences with the High School Counselor

Sophia, exactly like the other three participants from this study, had very clear recollections of her high school counselor. The harsh reality is that she, like the others, had very, very limited contact with her counselor. She laughed when she described this one encounter and her body language indicated this was not an overly positive meeting: “the only time I went to see her was in my last year of high school to see her for college stuff and even then, I mean, it wasn’t like I sat down with her and I, like we [school counselors] do now, like, talk to her and stuff. I just gave her my application stuff.” Sophia explained that by the time she reached her senior year in high school she had already decided which university she wanted to attend and had done all the research independently on how to complete the application process. She also explained that she had researched two additional “back-up” schools and knew exactly what to do for each of them with regard to the corresponding application processes. Her added mention, further indication of small-community origin, was that Sophia, prior to enrolling, already knew

of her school counselor via her stepfather who also worked at the high school she attended. Her mother also worked in the school system and Sophia believed this connection was in part due to the social nature of her community: “I knew her [the school counselor] and knew who she was because my step dad worked at my high school and my mom was in the school system too so I knew everybody [at the school] just because of that. It was all just kind of intermingled. Schedules weren’t like they are here because everybody basically took the same thing [small school setting] and I for sure don’t remember having scheduling issues like they have here [the school where she works]. Ultimately, Sophia told of little reason to have consistent contact with her school counselor and illustrated the notion that there were no individual student planning sessions or classroom guidance activities implemented for the duration of her career in high school.

Undergraduate Studies

Sophia completed both her undergraduate and graduate studies at a large university in central North Carolina. Her undergraduate major was psychology and upon the completion of her four-year program she, like many others, was not sure about the aspect of her future career pathway. She lived on campus as she was in a region of the state that was too far away from her home to be a commuter student and this experience was remembered as enjoyable. She, parallel to her experience in high school, was very active and formed meaningful friendships with her peers. However advantageous her time in undergraduate school, after graduation she moved back to this region of the state for employment. It was then that Sophia worked in a residential treatment center doing in-home and residential counseling with the center’s clientele. While this was a very

satisfying and gratifying experience, Sophia quickly tired of the lifestyle hours and non-traditional schedule required for the career.

On Becoming a School Counselor

Sophia worked for some time in a residential treatment center after completing her undergraduate studies in psychology. While some elements of this profession proved to be highly motivating and personally satisfying, the biggest challenge Sophia experienced was the actual schedule of her work. It required many evening and weekend hours and it also entailed some in-home clinical visits, which were not on Sophia's list of things she liked about this position. Respectively, she had long term goals connected to marriage and children and was concerned that this kind of profession, after experiencing the routine, would hinder the facility of having her own family in the future. As she began to consider alternative options, with a great sense of self-awareness, Sophia acknowledged that she was very familiar with working in a school context due to her stepfather and mother's careers in education. She began to disaggregate the role of a school counselor and determined that this was with the realm of possibility: "So, I was always really familiar with the school setting just because of both my parents being in education and so, I felt very comfortable and familiar with the setting, so I started thinking well, maybe I'll do counseling in a school setting." Sophia made no mention of her own experiences with her high school counselor as being related to this decision to the shifted paradigm in her career. This observable fact is extremely relevant to the results of this study and will be further expanded in the results section of the presentation.

Initial Experiences in the Profession

Sophia, having studied at the graduate level in North Carolina, was required to complete practicum hours and internships at a variety of schools. During this time, Sophia was exposed to the school-counseling program setting at the middle and high school levels. Upon entering the school setting after her employment with a residential treatment center, Sophia was initially, temporarily a classroom teacher within the special education program. However, it was not long after that she was moved in to her role as a high school counselor and has been employed as such for the past four years at the same high school in Charlotte. Having spent time as a classroom teacher, she expresses a further understanding of this later in the interview an important factor in her career and her graduate studies as she identified her own discovery of needs for connections to the curricula and student education process from the teacher perspective. Her first employment in Charlotte as a school counselor is where she presently works at a very large, suburban high school in the south central of Mecklenburg County. She is part of a large team of school counselors, each with individual student caseloads and some specialized duties within the caseloads. While the student population at this school is highly diverse with an LEP student population of 174 (CMS, 2010), the main point of interest in this section of the interview is that this is really the first year of her employment as a school counselor that she has been connected with the school's English learner population, making her perspective very pertinent. Prior to this, she interacted with the English learner student population by means of her colleague Bella, the school counselor within her department that was designated to take the lead in working primarily with the English learners. It was during this three-year time that she became very

intrigued with many aspects of the process for working with these students and their respective linguistic, cultural, and social complexities.

At the time of this study, with a different school principal in place than the original administration for whom she worked, she was sharing the responsibilities of these complexities with her colleagues as all school counselors have English learner students and native speakers of English in their caseloads. Furthermore, it was very helpful to have a team of school counselors who practice inclusive measures for serving all students within the school. While Bella continued to be revered as the department "expert" in this area, Sophia was quickly and eagerly progressing toward an in-depth understanding for this unique set of student circumstances.

Current Circumstances within the Profession

Sophia's reflected on trends and patterns with regard to the diversity of the student population with whom she has worked since the onset of her career as a school counselor. She expressed a noticeable increase and a shift in the kind of diversity within the English learner student population at her school. She works with English learners from many countries, and while they are predominantly Spanish speaking, they arrive on the school scene with very different linguistic, cultural, and social needs. More specifically, she, like Bella, recalled a larger proportion of refugee students recently arriving to the area. This shift impacts the intake interview process as there is an extensive piece of student/family interaction with the help of a refugee relocation services representative. This was very much revealed during the segment of the interview process where I observed Sophia enrolling an English learner student and working with the student's refugee services representative, which is presented in the next chapter of this presented study. An

additional detail is that Sophia speaks only English yet is very comfortable when working with English learner students and their families. When Sophia contemplated the connections to the student population she had from her first years of employment until now, the most notable difference she verbalized, as opposed to a drastic change in the number of students with whom she works, is the idea that she now works with both English learners and native speakers of English and, the increased number of refugee students. New English learner students enroll in Sophia's school regularly (sometimes daily) and at all points during the school year, making her decisions about individual student planning and comprehensive school resources very significant.

The Faces in My School

Bella and Sophia worked in the same school, yet I asked them both to discuss this in my interview sessions to compare the results. The numeric description of the student population of the school where they work is the same, there was a confirmed total student population of 2773. Of these students, the same aspects for consideration are that of the total population, 174 are identified as students with limited English proficiency (CMS, 2010). When Sophia was asked to describe the English learner population, she, almost identically to Bella's responses focused on the notion that many of the students arrive to this school setting with having some English language skills and some exposure to a rigorous curricula outside the United States. However, she also confirmed that many of the recently arrived English learners with whom she works arrive with some kind of interruption in prior education at the secondary school level. She is learning how to consider and ascertain approximate levels of native language literacy as she evaluates international school records and is beginning to learn how to ask insightful questions

regarding course content, the context of the school, and future goals of the students. This information is expanded as an emergent theme of this study and is further discussed in Chapter Five's section regarding *Criteria Used By School Counselors.* There are three ESL teachers on the school's faculty, one of whom is designated as a full-time teacher for the SIFE student population. There is also an accountability facilitator who works closely with the intention of collaboration with Sophia and Bella, as well as the other school counselors to determine which English learners are given specific testing accommodations based on language proficiency testing results and which levels of ESL program courses and non-ESL program courses would best match the student's linguistic and educational needs. Lastly, she also confirmed there are a few teachers who are native speakers of English but who also speak a language other than English. While there is collaboration at the school, she admittedly declared there is a sense of hesitation sometimes where many members of the staff, administration, and the school counseling department turn to Bella for "the answers" to their questions on how to best serve the English learner population. These concepts will also be further addressed in Chapter five of this study.

A Day in the Office: The Cruxes of Sophia's Current Knowledge

I asked Sophia questions regarding a typical day in the office and her responses displayed commonalities to those of the other participants of the study. The thread of "no two days in the professional life of a school counselor are ever the same" is stretched tightly between these four professionals. Clearly, Sophia like the other participants has routines and patterns of duties mixed in with the spontaneous nature of working with high school age students in an urban high school: "There is no such thing as a typical day. It

really depends on the time of year it is." Sophia's day, as with the rest begins quite early, often before sunrise since she is usually in her office working by 7:00 am. Most days at this time, she takes a moment to check her email. Within this school setting, Sophia finds that many teachers and administrators use email as the main form of in-house communication. This could be about something detailed and pertinent to that particular day's schedule with regard to a school meeting, intervention team meeting, or a classroom presentation. Or, the messages may be more general in scope. Like Lilly and Bella, her counterparts in this study, she finds that announcements, appointments, and many vital school details are sent via email. She also uses email as a main form of communication with parents.

Sophia gave detailed occurrences of things with their connections to the time of year, their situation within the broader scope of the school calendar: "At the beginning of the year, you know I just come in and check email, and then doing scheduling stuff or planning, like senior stuff and then senior college meetings and working on those recommendation letters [for the students] until about December and January and then you start registration so, it really depends on the time of the year and also what your extra duties are. Like, working with [an alternative school with an extended-day program] and making sure the seniors have what they need. So, it kind of depends on that as far as blocking off time to get to my emails and get stuff done so I can be free to see the students during their lunch times." Other duties were mentioned such as, meeting with new students, registrations, evaluating international and domestic transcripts, explaining new schedules, and things related to being a new student at the school (where to catch the school bus, how to use the cafeteria, etc.). The amount of time spent on a variety of

things, comparable to Emmaline's, Lilly's, and Bella's responses always depend on the time of the school year, as there is clearly a time-lined pattern for duties. At the point of the interview, she was in the height of pre-registration for the current students and was visiting classrooms to meet with all the students, grades nine through eleven in her caseload and helping them determine their individual courses for the following school year (twelfth graders would not be selecting courses for the following school year). This intense process would be over soon, allowing her to return to the direct student contact duties she felt were more indicative to her "not so typical" day at the office for that time of year.

With regard to program delivery and direct student services, Sophia's discourse on her interaction with students centered on assisting students in grades 11 and 12 with things related to college admissions and the application process, profoundly different than Sophia's personal history with her own high school counselor. An additional venue Sophia's addressed for direct student contact is via classroom presentations. While this delivery of services is different than one-on-one individual student meetings, it was revealed that it may be an effective way to reach many students when working in such a large school setting. The time constraints she faces are not conducive for expanded individual student contact. Time with a school counselor is time away from the classroom.

To summarize Sophia's professional routine, there is a clear focus on program delivery for school counseling services. She feels as though there is a focus on scheduling, registering students for classes, and working intensively with upperclassman who are college-bound students. She unmistakably operates as a valuable member of her

school's team of educators working together for the common good of the students and their education, even with challenges of time and limited resources for some of the students when the leave school. Her recent experiences with English learners have sparked her to learn more about how she and other school counselors can work with English learners. This notion is further discussed and more fully developed in the next chapter, the results section of this study.

Autoethnography

Introduction

As a veritable qualitative researcher, my approach to capturing the data for this study was grounded in participant awareness and self-awareness, which is an essential aspect of the research methodology and "a critical intervention in social, political, and cultural life" (Jones, 2008, p. 205; Polkinghorne, 2005). Furthermore, I discovered a far deeper sense of my own empathy and understanding as I learned about the participants, their backgrounds, their reasons for entering the profession, and uncovered the sense of culture within my findings. Quite pertinent to this qualitative approach I was also required to examine and analyze my own culture within this process and as such, am including these essential cultural influences in the results (Huberman & Miles, 2005).

My Family

I am an adopted child. Proudly, my family adopted me when I was three weeks of age in a small town in rural Virginia. My adoption papers, and there are only two sheets of paper, indicated that the heart of the process was that my parents would raise me as their own. They did. I think of them both on a daily basis as they live with me now in my heart

and speak to me through resounding messages, residuals of their culture passed along to me prior to their departure from this our world on Earth. My mother's family is of German descent and her grandparents were first generation Germans who settled in rural Ohio, where my mother was born. She moved to Virginia with her parents when she was six years old to start the first grade in the South. Her pronunciation of words like "pie" and "window" were strong clues that she grew up speaking Southern English and her cultural norms of things like taking cookies to new neighbors were also indicators that southern hospitality was deeply ingrained in her identity. She was a nurse by profession and met my father while studying at the University of Virginia in the 1950's. My father, a native Virginian and was of Scottish and Welsh descent. As a second generation American, he grew up in the Shenandoah Valley in a very small town called New Hope. His father was a physician and my father followed his lead. He was a medical physician and practiced medicine "out in the country" until my family moved to the northern panhandle of West Virginia when I was a year old. He and my mother each had two siblings, all of whom are deceased except for my one remaining maternal aunt. When everyone was living, we had large family reunions and summer camping trips, always returning to the Blue Ridge Mountains where my father felt most at peace with life.

I have one brother who is seven years my elder, and while our DNA is different, I have always considered him my brother. Words cannot express my adoration for him. He is an example to me on a daily basis of who I am and the family from where I came. He is a professional mechanical engineer and is the top executive of a small food-service equipment manufacturing company based out of the mid-west. He has a family of his

own and is very family oriented. While we only see each other a few times a year, I see my brother every day, deep within my heart. He introduced me to my husband.

My Upbringing

I was born in Virginia, which my parents felt made it my birthright to say I am a Virginian. While this may be true, I was raised in a small town, nestled in the Appalachian Mountains in the northern panhandle of West Virginia. We had no lock on the doors of the house until I was in high school and someone "robbed" some change out of a car parked on the street one Saturday night. My father put deadbolts on the doors and then "hid" a key in our garage and gave many copies to the neighbors. A sign of the times, I suppose. I attended elementary, junior high and then high school with many of the same people. The diversity to which I was exposed at this stage in my life was very different than as a young adult attending the university and now working in an urban school district. However, there is diversity within "white" culture. I grew up with very poor white people, some middle class white people, and some very wealthy white people. There was a very clear divide, a powerful sense of "segregation" based on socio-economic status and while I cannot fully understand the perspective of segregation based on color or ethnicity because I have not "lived it," I do believe that many of the issues I observed and felt with my classmates were permanently scarring with regard to progress and education.

Leading to my education, my upbringing was grounded in family values of honesty, sincerity, and silent perseverance. My paternal grandmother was born in 1899 and had a bachelor's degree in Library Science. This message is that education is a fundamental part of my identity. Additionally, my parents were of a generation that just did things

because they needed to be done and should be done, not because it was easy or beneficial. Hard work is not always matched with prosperity but it is always greeted with humility and self-respect. I am Christian and participated with my family on a weekly basis in our local Presbyterian church. I was an active member of the congregation until I moved away after my high school graduation. I loved growing up in West Virginia and even though I clearly remember the time in my life when all I could think about was getting out of Wheeling, I feel so blessed to come from this place of wonder. I am truly a West Virginian tree with Virginian branches.

My Educational Background

I am a product of public education in Appalachian West Virginia. I was a very good student and could read before I started kindergarten. My parents were avid readers and we rarely watched television for entertainment, although some Saturday nights were spent watching limited television programs. I remember riding the city bus, alone, when I was eight years old, to get to the public library for Saturday outings. I loved the social aspects of my high school and found it to be academically rigorous for a time. However, upon beginning the tenth grade, I found myself very unmotivated in school and became very belligerent about attending. It was my school counselor who contacted my mother to discuss some alternative options for my future. I will always remember this as a life-changing experience. It was okay to be different. She facilitated my attending summer school to complete an English course and a Biology course so that I could graduate from high school a year earlier than my classmates and spend a year overseas as a foreign exchange student prior to attending university level studies, which were not optional. I believe I was in the first grade when my parents told me that I could participate in the

selection process for post-secondary studies but “not attending” some kind of college or university was not an option. And so, I spent a year in what was at that time the nation of West Germany, attending a German Gymnasium university preparatory school and learned to read, write, and speak German. This was my first experience with education and young adult literacy in a language other than English. I remember very well, from most of my coursework, thinking about the advanced concepts in English and “fastening” them on the hooks of their German counterparts. I understood many things very quickly and it was not long until my verbal and reading skills caught up with the cognitive process.

Upon my return to the United States, I spent one year at a private university in Washington, DC and then transferred to a university in the southern United States. I completed a Bachelor’s Degree of Science in Secondary Education and Modern Languages. The degree requirements and Florida licensure standards required my certification in this area of teaching to be K-12 rather than distinguish between elementary and secondary education, somewhat disconnected with the title of my degree. After graduation, I returned to West Virginia and taught English as a second language for a few years in an intensive English institute, which was housed at a local, private, Jesuit university yet served high school and young adult students entering the university after completing the program. Through this employment I entered the field of international admissions counseling and was an overseas recruiter for two full years, traveling and interviewing perspective students and evaluating their credentials for undergraduate and graduate level studies. This is where I truly built my background knowledge on comparative education and international curricula. When I combined this experience with

my knowledge and understanding for the second language acquisition process along with my own exposure to learning in a language other than English, my lens of perspective was permanently changed, always viewing international student education with the "language" as the least of the potential barriers. I found the cultural impacts of these experiences far more jolting than learning the actual German words. I accept this with pride and acknowledge my limitations when interacting with people who have not visited 32 countries and interviewed hundreds of international students. I admit that I have trouble understanding why people don't just focus on the human nature aspects of education rather than getting stuck on the semantics of "those students who can't speak English." It's difficult for me sometimes and my response to this has been to try and learn as much as I can about the process and to help others understand.

One of my international admissions expeditions guided me to the south side of the island of Puerto Rico. I fell in love with its people, its culture, and its heritage. It was not long thereafter that I attended graduate school in Ponce, Puerto Rico and found myself, for the second time in my life, being educated in a language other than English. I lived there for four years and completed my master's degree in education and school counseling. I worked as a school counselor for a small, private English speaking school whose students were all native speakers of Spanish, graduating from high school as biliterate students, many of whom attended colleges and universities in the continental United States. Repeatedly, my lens of perspective was altered as a "white" female living, working, and studying in a multiracial Caribbean culture.

My Views on International Education and School Counseling

My linguistic and cultural competencies are a part of my identity. I have always acknowledged that language acquisition is a part of the education process. However, language was not a hindering point of access to curriculum in either of my experiences of being educated outside the United States. My teachers knew I had a language barrier and it was never, ever discussed. It was almost assumed that as I gained content area concepts, the language would appear. And, it did. I was always encouraged to participate in class—even when I had to speak English and a classmate would translate for me, seamlessly conveying my thoughts and opinions. They helped me feel like I understood what was being discussed and they helped me understand. The "language" was a mere detail, not a barrier. I never felt uncomfortable or embarrassed about my lack of German or Spanish. My teachers and my peers treated me as they treated any other member of the classroom. Sometimes they would ask me for information about my background and add the "American" side of our topics for discussion but I was never viewed as less than intelligent due to lack of language. Why? And, why are things not the same way in our schools here? I need to know and understand this true difference in our culture. This multilayered question with its deep roots of culture, race, power, and language may not have answers but my quest continues.

My Experiences as a Site-Based School Counselor

The first time I was a site-based counselor, I was working in Puerto Rico and I was the minority. A native speaker of English, and a white female, I was an outsider who wanted to learn more about the culture of people who embraced me and my differences without hesitation. I worked with some of the most amazing students, highly intelligent and

powerfully motivated to be educated for life, educated for change. They taught me more about myself and who I wanted to be than I ever facilitated for them as their school counselor. However, I had regular individual student planning sessions with them and was afforded with what I see now as the *luxury* of delivering classroom lessons on a regular basis. In fact, I taught a single course that met daily for the junior and seniors, helping them prepare to apply for and attend university level studies.

When I returned again to the continental United States, I worked as an international student counselor at the university level for three years and then returned to K-12 education, situated at a large, urban high school here in Charlotte. Working with English learners felt like "coming home" for me since my educational and professional history to this point were quite international. However what I was not prepared for was the resistance I met from classroom teachers who felt unprepared to have English learners in their classrooms due to lack of language. This experience was often very unpleasant for me and for the students, and the teachers were (and still are) often unwelcoming of these students. I would hear disturbing things like "this kid can't stay in my classroom, she doesn't speak English." Or, "why don't these kids learn English and then come to school." Isn't *school* where they're supposed to learn English? I didn't understand these thoughts then and I don't understand them today. I often feel blinded by this and have had to compensate by trying to educate teachers rather than judge them for what they don't understand and embrace. It has taken me many years to do this, hence my current research agenda. And, while there are some harsh discoveries regarding school counselor preparation from my findings, I truly believe there are many educators who, with the

right knowledge and understanding, will work wonderfully with English learners. We must provide them with these skills.

My Current Circumstances within the Profession

My employment at the time of this study was as an ESL Program Counselor for a large urban school district in Charlotte, North Carolina. I provided support services from the district level via school counseling programs and school administrators to assist with best education practices for English learners, serving nearly 100 schools, K-12, in half the city-county school system. I truly enjoy my career in this field and felt comfortable with my role. My eight-year journey within the district, 120,000 miles covered in my vehicle, also afforded me with recognizing particular gaps in service delivery for English learners, hence the passion behind my study. Budget cuts and staff reductions have severely hindered the district's capacity to fully serve this unique population.

My Socio-Cultural Perspective within the Profession and this Study

This portion of the Autoethnography was most compelling for me. At the conclusion of my participant interviews and observations, I found myself asking profound questions about my own culture and my own racial lens of perspective at the onset of this study. Did I purposefully select participants? Yes, according to the parameters of this study, all the participants met the requirements. However, how or why did I select all white, female, middle-class school counselors to interview? Is it because there are more white, female, middle-class school counselors available or, because I subconsciously selected "people like me?" These are difficult questions with very unclear answers, and will be mentioned in the latter part of the study in the section regarding culture within the profession and further recommendations. I became intensely pensive about this while

extrapolating and analyzing my data, as a true qualitative researcher with strong ties to ethnographic methods. The notion that I am an embedded part of this culture and this culture is an embedded part of me was also brought to the surface along with the further emergent themes from these research results. In maintaining methodological fidelity with a case study approach, it was highly accurate for me, the researcher to explore my internal substance of understanding and appreciation for various deep-rooted cultural layers within the data, therefore giving rise to making empathetic, holistic connections with the participants and their responses, ultimately resulting in considerably richer, more complex definition of the resulting themes (Lawrence-Lightfoot & Davis, 1997).

Ultimately, the personal and professional identities of these four people and my own are deeply ingrained with "cultural" meaning, relevant to the results of the study. The following chapter on the research findings along with the final chapter depicting the analysis, implications and recommendations, will weave these cultural threads into the study's overall results, the creation of this journey's tapestry.

CHAPTER FIVE: RESEARCH FINDINGS

Differences of habit and language are nothing at all if our aims are identical and our hearts are open. – J. K. Rowling

Overview of the Results

Introduction

This qualitative research study confers factual voice to a detailed set of data on the professional and personal cultural circumstances of school counselors. These voices, brought to life through the documented accounts of a structured, ethnographically inspired multi case study, speak of the linguistic and social complexities of English learners. The first portion of this study described its purpose, its theoretical framework, connections to current literature, and the constructed methodology. In this part of the study, excerpts of the participants' stories provide qualitative thematic connections to the research questions. Extracts and the researcher's narration of the participants' declarations about themselves and stories about their professional lives as school counselors reveal insight regarding their experiences with graduate school preparation in the field (Seidman, 2006). It is helpful at this point to re-emphasize that the study was two-fold. The first point of investigation was the high school counselors' current knowledge-base on how the linguistic and social complexities of recently arrived high school age English learners are addressed. This was observed while participants coordinated individual student planning via the course selection process. The

observations were in accordance with the theoretical frameworks and guidelines of the ASCA National Model for School Counseling, the North Carolina Standard Course of Study for School Counselors, including the criteria used for this process, juxtaposed with the instructional theoretical framework of the SIOP Model, linking the classroom and school counseling. Then, the participants' pre-service counselor education programs, the extent to which these programs prepared them for these complexities, *and* the distance between the programs and the participants' current practice were examined. This study searched for clarity, relation, and understanding of how the respective university-based pre-service counselor education programs shaped the counselors' actual application of these practices. The guiding research questions for this study were:

1. What is the status of high school counselors' current knowledge-base on the linguistic and social complexities of recently arrived English learners upon entering high school, and how do they use that knowledge to coordinate individual student planning via the initial course selection process?
2. What criteria do high school counselors use while facilitating the initial course selection process through individual student planning with English learners?
3. What do high school counselors identify as beneficial knowledge and skills with respect to individual student planning and facilitation of the course selection process with English learners?
4. How are high school counselors prepared to responsively address English learners' linguistic and social complexities during pre-service counselor education programs?
5. How were the identified beneficial skills and knowledge developed during pre-service counselor education programs?

6. What is the distance between the university-based pre-service counselor education programs and high school counselors' display of current practice with regard to English learners?

The following narrative describes school counselors' current knowledge base on linguistic and social complexities of English learners (questions one-three) and the distance between pre-service counselor education programs and the participants' current practice (questions four-six). Furthermore, since this study was centered on an ethnographic approach to the qualitative multiple case study, emphasis is placed on the impressions of culture, thematic "pages of scenery" within the research findings. Therefore, the reader will have a literary experience intertwined with the thematic narrative through self-realization and empathy of individual cultural circumstances (Emmerson, Fretz, & Shaw, 1995).

Research Findings and Emergent Themes

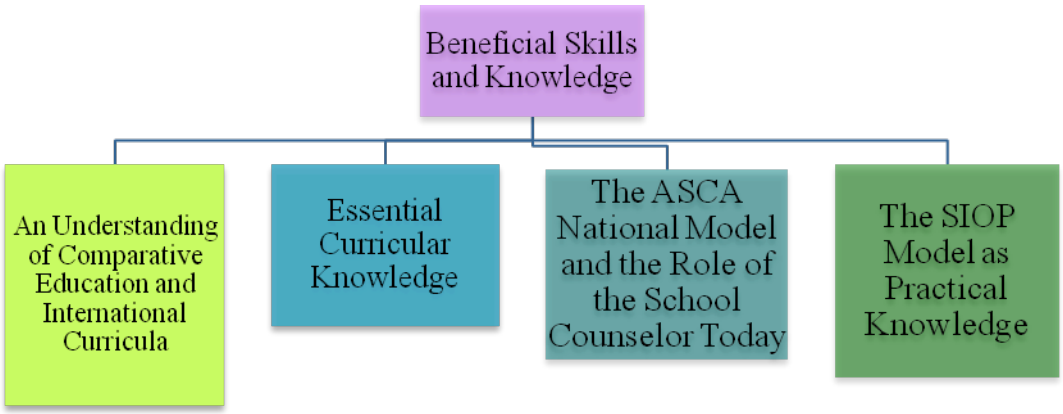
The findings of the interviews and observations can be thematically categorized in three major themes and eleven sub-themes. The first theme, Beneficial Skills and Knowledge, has four sub-themes: (a) An understanding of comparative education and international curricula; (b) The ASCA national model and the role of the school counselor today; (c) Essential curricular knowledge; and (d) The SIOP model as practical knowledge. The second major theme, Criteria used by school counselors for individual student planning also has four sub-themes: (a) The shape of students' prior education; (b) Exposure to curriculum through course selections; (c) Teacher input; and (d) The lens of language. The third major theme, The global continuum of graduate level pre-service counselor preparation has three sub-themes: (a) Coursework; (b) Helpful components of

the program; and (c) Missing links to the profession. The subsequent themes are given visual representation in figures two, three, and four respectively.

Beneficial Skills and Knowledge

To fully understand high school counselors' current knowledge base of how the linguistic and social complexities of recently arrived high school age English learners are addressed while coordinating individual student planning via the course selection process, the participants were asked a series of questions from the interview protocol connected to the first three research questions of the study. These questions were meant to unearth the details of what school counselors know about working with English learners as the students enroll in schools and constructively experience the creation of future academic pathways. The participant counselors had very clear ideas about what skills and knowledge they themselves identified as necessary and beneficial while working with the English learners. Then, the participants were observed as they conducted individual student planning sessions to correspondingly identify skills and knowledge within their current knowledge base on how to work with English learners. These responses and observations as shown in FIGURE 2 were classified in the over arching theme of Beneficial Skills and Knowledge and the four subsequent themes of (a) An understanding of comparative education and international curricula; (b) The ASCA national model and the role of the school counselor today; (c) Essential curricular knowledge; and (d) The SIOP model as practical knowledge. The following segment of the research findings reveals some of the significant participant responses and relevant segments from ethnographic observational field notes.

FIGURE 2: Theme one and subsequent themes



An understanding of comparative education and international curricula

One of the research assumptions was that school counselors need to have an understanding of what English learners have done linguistically and academically in school prior to their arrival to school in Charlotte. They also need to understand the social complexities of navigating through the system of a school day in the United States and how that is similar or completely dissimilar to students' background knowledge as culture, schematic backdrops, and contexts greatly impact the learning process (Blanton, 1992; Walqui, 2000). A resounding similarity in the counselor participant responses was directly connected to the need for understanding international school systems and how they may or may not match up to high school, both socially and linguistically in the United States. Here is what Emmaline had to say about working with Vietnamese English learners:

> I have some challenges with [working with] the students that come from Vietnam. Because the way they do schooling is so different than the way we do it here. So, trying to find a schedule that works for them [the students] so they're not repeating

> things they shouldn't be repeating and [be]cause if they say they've [taken] chemistry every year, [did] they really? How does that [course] equate to ours? So, trying to figure that out is a little bit of, of trial and error. Like-we got a new kid [to enroll] from Vietnam, and he said he's studied calculus. Well, we can't really put him in calculus because that's an AP class and we can't really do that. So we put him in pre-calculus and even though he's a little further ahead, at least he's catching on to the way it's taught in this country and he said he [had] chemistry for the last three years well, we put him in chemistry and that didn't work. He really didn't understand. It was more like applied chemistry but he, the student had a cousin here so he brought his chemistry book from Vietnam to show the chemistry teacher. So, [the chemistry teacher indicated] okay this is better. So, it's trial and error.

Likewise, the observation of Emmaline working with a new English learner from El Salvador clearly indicated she is tuned in to asking students and families for detailed information connected to understanding how the system from which they come matches up to her school's system. This is further revealed in excerpt from the transcripts of the audio recorded individual student planning session and the ethnographic observational field notes:

> Emmaline: Did you finish any years in high school? Did you finish ninth grade or just eighth grade?
>
> Translator: (Translates exactly in Spanish)
>
> Student: (No answer; looks of confusion on the student and mother's faces)
>
> Emmaline: Can you explain the system, the years of school in El Salvador?
>
> Translator: (asks the family in Spanish to explain school structure in El Salvador and explains our system here and explains that he seems to be in ninth grade in our system.)
>
> Mother: [in Spanish] Well, there are 12 grades and after ninth grade they go to a different school. What is that called? (asking her son)
>
> Student: It's called *the bachillerato.* It's very important.
>
> Translator: Okay, and you went to which grade?
>
> Student: I studied through the seventh grade.

Translator: Did you finish?

Student: No. I went until August and the school year lasted to November.

Translator: (Translates to English for Emmaline)

Emmaline (to the translator): Didn't he just tell us he finished eighth grade?

Translator: (Translates exactly in Spanish)

Student: I did go eight years but I failed one year.

Translator: Okay. (Explains in Spanish and tries to figure out which grade was repeated). So he did not finish seventh grade. So you didn't study eighth grade?

Emmaline (to the student): Okay then, you finished seventh grade.

Similarly, Bella also identified information in this area of social complexities while comparing international systems to the system of schooling in the United States and North Carolina. She stated:

> Maybe they're 17 and maybe they think they have, you know, a couple of years of education and that's hard too because they're going to be over age for graduation [in our system]. And, then showing them around this campus is quite a challenge. We're a large, college-style campus with lots of buildings. We're not all in one school house. That gets to be hard and you feel bad for them [the new international students] because the campus map is in English and you can circle things for them but then explaining first period, second period, things like that. You just don't know how well they really get what you're explaining because it is so different. And, trying to [show them how to] navigate the cafeteria and the bus. It is so overwhelming for these [EL] kids.

The observation of Bella working with a new English learner from Nepal confirmed that she identifies with asking students and families, and in this case a representative from the refugee relocation office, for detailed information connected to understanding how the system from which they come matches up to her school's system. This is shown in an

excerpt recorded during an individual student planning session with Bella and ethnographic observational field notes:

> Bella (asks the accompanying refugee relocation representative): It says here he has been in school for six years. So when they [he and his sister] were in school this year, the grade that they were in was sixth grade?
>
> Refugee Relocation Representative: Yes.
>
> Bella: I wondered though what that means because it says here they started first grade when they were seven, on the paperwork we have.
>
> Refugee Relocation Representative: Okay, well [that is what] they told me. I asked them if there were any sorts of gaps in their education thinking they would qualify for SIFE, but through the interpreter they said there were no gaps in their educations. Which, obviously something must have happened because I asked [if they were sure] and they said yes.
>
> Bella: Right… and with the age they are, it's hard unless they just [construct] their education differently where they were.
>
> Refugee Relocation Representative: Well, some of it is different [be]cause there have been lots of clients who are 18 or 19 and they do want to go to school because they were only in the tenth grade. I have had a lot of that happen.
>
> Bella: Okay, yeah, it says here first grade age seven, grades completed six (looks at paperwork from the intake). So, what it says [from the intake paperwork] is that we will start them out in the ninth grade and with him I think it's a good thing, with his age anyway. It might be a little harder for his sister because she's already 18 and that's going to be harder. She can still start here in the ninth grade and go as far as she wants to go until she's ageing out [at 21 years old].
>
> Refugee Relocation Representative: I've explained this to them several times.
>
> Bella: And they're okay with that and understand that?
>
> Refugee Relocation Representative: Yes.

Lilly had parallel indications of this in her responses. She verbalized:

> The first thing I do is always get a background on what they've had so it can help me figure out what classes they've had and what they still need. And then I always make sure that they know about our courses of study (diplomas) and what kind of system [of education] we have versus what kind of system [of education] where they came

> from. Then, I try and talk to them a little bit about what courses we offer especially with the College Tech Prep stuff, I try and go in to a little bit more detail and explain to them what that means and what those classes are. So, that's pretty much how I work it out—the background is the most important thing for me and [that starts with] making sure I know how to match things up. It just depends [on the student].

As with the other study participants, the observation of Lilly working with a new English learner from Cuba was considered in order to thematically confirm that she does in fact make the connection to what she identified as beneficial with asking students and families for information connected to understanding how the system from which they come matches up to her school's system. This is also disclosed in a recorded excerpt, an individual student planning session with Lilly and ethnographic observational field notes:

> Lilly: When did she [the student] finish tenth grade?
>
> Translator: In June (speaks Spanish to the family).
>
> Lilly: Last June?
>
> Translator: Yes in June. But they were between the issue of getting here [to the US] and getting all the papers so she didn't go again to the eleventh grade.
>
> Lilly: Okay, so June was the last month she was in school and she hasn't been in school since then?
>
> Translator: Yeah, pretty much like that.
>
> Lilly: Almost a year then.
>
> Translator: Yes—almost a year; it will be a year in June.
>
> Lilly: Are they aware of how our school works and how we start and when we end?
>
> Translator: Well actually I was trying to explain that to them—I believe we start here in September right?
>
> Lilly: August.

Translator: Okay August (speaks Spanish to the family).

Lilly: Yes we start at the end of August. This is our last full month of classes and we start our final exams in the beginning of June and we have this much time left in classes until we start with the testing.

Translator: (Speaks Spanish to family to explain)

Lilly: Thank you. I appreciate you doing that [to the translator]. So, what we can do is start her in some classes now and she won't get credit for it but on her transcript it will say [spells out] A-U-D which means she's auditing the classes and not getting credit for them. And then she won't have to sit for the final exam obviously because she hasn't been here to get all the information from the classes. So, that is basically what we would have to do now and then when she comes back in the fall, depending on what classes we put her in now, she would take some of those classes again for a grade.

Translator: Okay, I'll explain that (speaks Spanish to family to explain).

Lilly: Is she okay with that? Does she have any questions?

Translator (speaks Spanish to the family and the student asks about her grade level): Which grade will she be in now?

Lilly: Eleventh [grade]. Because she finished tenth grade in Cuba she would be starting in eleventh. Now I would be putting her in any core classes, [those are] like main classes right now. I noticed based on her scores [proficiency test in English] that her English is… Well, she's [still] learning English so I would try to put her in some classes that would try to help her learn English while she's here. But I wouldn't put her in any major classes just because it's so late in the semester.

Translator (speaks Spanish to the family): And how about the credits? She's worried about that because of what she has from Cuba and if she starts here on eleventh grade she's worried because somebody told her that she has to get 25 or 27 credits something like that. Will she have enough time to get her final degree from high school? Will that affect her in some way?

Lilly: Actually, here it's 28 credits. But everything that she's taken in Cuba, the classes she had in Cuba, they will count as a credit. Each of the classes she took and completed. I'm assuming the grading is about the same. Is the 100 the highest grade she can get?

Translator: Yes.

Lilly: Okay good. So that would count as a credit [points to the papers]. What I would do is go down [the list of courses on the transcripts]. Since she had them in both

> years, and [since] we can't give [students] credit for the same class twice, where it [shows] math, I would need to get more specific as to what type of math it was. That way she could receive two different math credits. If I just [list] math down for ninth and tenth grade, she wouldn't get credit for it. I need to be more specific and I need to make sure it's two different math classes.

Lastly, Sophia albeit brief, also makes reference to this theme as a crucial part of what she is still learning, the skills and knowledge she is developing about working with English learners.

> I guess if they've had any courses somewhere else, that would be valuable [to know]. Then, to know how long [the students] have been out of school and in school. And, what kind of grades they've had. Since the grading system is usually so different [from the US] and their scores [English proficiency testing] just to know where to place them. I know that it's not always exact and they [administrators] may move them around from there, but it at least gives a starting point.

For the observation session with Sophia, it was noted that she interacted with the sister of the student with whom Bella conducted an individual planning session. The same refugee relocation representative was present. This observation occurred after Bella had assisted with the enrollment of the student's brother. Therefore, the refugee relocation representative had some immediate background information regarding the planning flexibility issues within the school for course selection, cafeteria norms, and school transportation details. However, Sophia's interaction with the sibling was quite revealing with its focus on making sure the student felt comfortable and somewhat acclimated with her new school surroundings. While Sophia admitted having limited background knowledge regarding the linguistic complexities, it was evident that she was very comfortable with addressing some of the student's social complexities. An elucidative portion of the observation notes and transcripts of recorded individual student planning session with Sophia revealed her connections to social considerations. Sophia stated:

Sophia: Have you [and the student] been around the school at all?

Refugee Relocation Representative: No.

Sophia: We could do that if you want. I can show her around if you want.

Refugee Relocation Representative: Oh, okay. That would be good. She [the other counselor] said that tomorrow they could just come to the area where they were sitting [in the lobby] and somebody would take them to their classes. But we could go ahead and walk around a little today.

Sophia: Yeah sure. Would you like to do that [asks the student]?

Student: (Nods to indicate yes, and smiles)

Refugee Relocation Representative: (Chuckles)

Sophia: Did she [the other counselor] tell you what lunch [break] they'd be in?

Refugee Relocation Representative: She said it was forth lunch [break] I think.

Sophia (reads papers and has a long pause of silence as she enters some things in the computer): Usually once they get to their ESL class, we usually have someone to pair them with to show them around [the school].

Refugee Relocation Representative: And she [the student] knows several people here already so I think that will help.

Sophia: Oh okay good! Okay great! (Some more silence). Do you want that [asks the student about her schedule]? Do you want a copy just to hold?

Ultimately, all four participants were in agreement that school counselors find it beneficial to have an understanding of English learners' linguistic capabilities. The participants agreed that it is beneficial to understand academics and prior schooling before English learners' arrival to their schools. They also identified the need to understand the social complexities of navigating through the system of a school day in the United States and how that is similar or dissimilar to students' background knowledge.

Essential Curricular Knowledge

The four participants revealed through the biographical portion of the study that they had little to no prior experience as a classroom teacher. School counseling licensure in North Carolina does not require prior teaching experience, nor is it a recommended element of The ASCA National Model for School Counselors which, are carefully aligned with national standards for professional school counselors. Nevertheless, consistent with the concept of collective, deliberate, and meaningful collaboration within a community of educational practice, there were nuances of this thread within the study's tapestry that some overall connections between the school counselors and the classroom curricula are necessary and beneficial (Militello, Rallis, & Goldring, 2009). In order for school counselors to accurately guide students through the course selection process and assist with strategic positioning in specific courses, they themselves find it essential to know what kind of curricular information students will be exposed to during their classroom experiences and how this information will be presented. This overall understanding serves as a benchmark, curricular points of reference with which they can align students, while simultaneously providing justification to the school community for the course selections, a potential stride for essential and often non-existent programmatic equity for diverse minority groups of students such as English learners (Skrla, McKenzie, and Scheurick, 2009; Spring, 2007; Delpit, 2006; Michie, 1999; Kozal, 1991). An example of this is Emmaline's prior reference to knowing the difference between a chemistry class and an applied chemistry class while working with her Vietnamese student. There were more notable, specific examples of this impression throughout the

participants' responses to the related protocol questions. Emmaline provided more thematic details on this as she stated:

> School counseling is such a different field [from that of psychological counseling]. I think it should be part of the education department but it should have a separate emphasis. We're all [school counselors and psychological counselors] lumped together but it should have been more practical for school counselors. [For example, school counselors need to learn] teaching methods. What are the best teaching methods and best methods to use with my kids? I need to know. That would be helpful for me to know so I can help with placing students in their [correct] classes.

Bella affirmed a parallel response in connection with the identified need to have an overall understanding of the school curriculum as it relates to the course selection process with English learners. She declared:

> It is so important to have a true understanding of what [classes] your school has to offer and your [the counselor] part in that program. And, [knowing the curriculum] is part of our job [as facilitators] so that we can really understand how to help students and teachers, giving them useful tools to help them in class. For me, working with ESL, I would like more information about teaching [curriculum]. Teachers come to me and ask about how to teach these kids [from ESL program services] and what do I say? I can have ideas in my mind but there are actual [technical terms and] words that teachers will recognize that I could have used that would have helped them maybe understand what I was trying to say more clearly. I got some modifications information from some former ESL professionals and that was important. I am more able to give that to teachers but when I first started, I didn't really understand it so that was kind of embarrassing. I just don't understand a lot about teachers' approaches and I don't know how that would get incorporated into a counseling [education] program. But we [school counselors] definitely need more preparation with this. In a way we have to remember that we serve the staff too [as school counselors within a professional learning community] and they're looking for advice. It's all part of it, especially when I'm talking about the ESL kids or any special population of students. All these [classroom] modifications and interventions are important and I think we [school counselors] need to know more about how to tell teachers how to use them.

Lilly, much like her colleagues also expressed her identification of this essential knowledge of the curriculum and the counselor's connection to the classroom. Her ideas were described like this:

> Well, I would like to learn more about classes [curriculum] to just increase my knowledge about best placement for them [the English learners]. [I need to understand] the placements they've had in the past versus what they still need and what they will get here in school. So, really we [school counselors] just need to continue to growing and get this experience. I would say we need to know what classes we offer and who teaches them here (names her school) because that to me is an important piece, especially if they come in late in the year. For example, I know if I have somebody really new to the country and they don't know any English, and they don't have a whole lot of experience, I know certain classes will work and their teachers will be great with them. So, a lot of it [course facilitation] is just getting to know the student a little bit and then knowing where they're going to feel comfortable and what teacher is going to work the best with them. That to me is really important to have.

Sophia also expressed this *enlace* or link as a beneficial canon of knowledge and critical information. Her responses thematically supported the other three participants that counselors should be connected to the classroom and the curriculum. An example of her acknowledgement says:

> It's nice when our ESL teachers and other teachers, usually like at the beginning of the year do a little brief like meeting with us [the counselors]. [They] tell us about the classes here and what we need to be looking for when we place students. And they'll usually give us some [reference] sheets to help guide us, which is nice.

The conclusions which arose within this subsequent theme indicate that counselors need curricular knowledge and connections to the classroom in order to fully facilitate the course selection process during individual student planning sessions with English learners.

The ASCA national model and the role of the school counselor today

For this portion of the study, it must be noted that the school district where this study was conducted was in the beginning stages of the district wide implementation of the American School Counseling Association (ASCA) National Model for School Counseling Programs. Therefore, it is reasonable to say that within the findings, the

participant responses are generally connected to the model structure and its elements within the framework. The responses are thematically connected to the model even if specific ASCA terminology is not expressed with high frequency. This pertinent information is further discussed in the final chapter of the study with regard to how these details were utilized with the overall qualitative data analysis. In general, the participants' responses indicated that they have an understanding of what the framework suggests for their profession, a shift away from ancillary therapeutic services toward connecting to student outcomes and academic achievement. All participants emphasized that they should spend more time delivering actual related program services if to follow the ASCA guidelines. The participants agreed that while the model and its framework are very crucial for effective school counseling program delivery, so much of their time is occupied with other necessary duties.

Emmaline, in a unique situation where she is the sole school counselor for her school, described her connection to the ASCA framework with more of a tone of desire versus actual usage based on her school's contextual restrictions. She summarized her ideals of "I wish I could" rather than "I am able to do" by conveying:

> I do some, but not so much direct [counseling] service because that's what I do love. I love it. At the beginning of the year I do large classroom guidance. I go in to the English classes, I go talk to my kids about transcripts and I love doing that. I love actually looking at the reports cards, talking to the [students who have] failures. I love doing that. But I just don't do a lot. Actually, a lot of people, a lot of counselors don't like doing [monitoring] duties but I volunteer for lunch duty because that means I'm out there (gestures to the hallway) and I'm not stuck in my office. All the kids are around and they just come up and talk to me. I mean that's exposure. But I do [far] more computer [tasks] than I think the ASCA model would prefer. [A lot of] just organizing materials and putting in things [in the computer] is what I do. [For example] I've been inputting the registration cards for the past week. That's all I've been doing. I've got so much of those other things I need to do. I can only counsel them a certain number of times before it's out of my reign and ethically, I'm not supposed to counsel them [the students] [therapeutically], I think it's like eight times

> or something like that and after that, I'm not supposed to counsel them. That's beyond the means of the school counselor. I'm only supposed to do briefings, sessions and be supportive.

Bella's circumstances, somewhat different than Emmaline's, as part of a larger school counseling department explained her thoughts on working with the ASCA framework. She communicated:

> Well, a lot of what we do can be tied to the ASCA model in some way, and with English learners. Graduation checklists [are an example]. We're doing that for the academic component to make sure they're on track to graduate. Or if they're not passing, we meet with them to go over an action plan, then that's us meeting with the students. And, helping them to be more aware of academics and ways they can improve. 504s [accommodation plans for some students], which is a lot of paperwork but overall it's designed to help students who are substantially limited in school so that falls in too [to the ASCA framework]. Registration for [all] new students and it's academic. The meeting with students who are in demand for us could be for many reasons. It could be academic, post secondary plans, a crisis, a dropout or breaking up with their boyfriend, they're suicidal, someone close to them died—the range is so broad. Those things meet the social aspect with ASCA. Underclass awards that's positive and pointing out good things, all part of that. Emails and parent conferences are all good communication—including staff and teachers, things like that are part of ASCA.

Lilly, while brief, also acknowledged the ASCA framework and the role of the school counselor today as beneficial for understanding. She expressed:

> I would say that with the student counseling and the senior appointments, even though it's more academic but it still falls in to ASCA. And confidentiality, basically everything I do, I follow a lot of what the model says about working with students [inclusive of English learners]. Now the other things I have to do like lunch duty which, doesn't really fall in to the ASCA model, that would be something that is not part of that…but I still have to do that.

Sophia, somewhat similar to Emmaline, believed that she is just able to use portions of the framework. However, she also identified the information as beneficial for understanding her role as a school counselor in the current school setting, and in her

opinion somewhat disconnected from what the actual ASCA National Model recommends. She stated:

> I would say it [the ASCA National Model] doesn't line up [all the time] with all we do because [counselors are] supposed to be delivering direct services [most frequently] and we definitely don't do that. I think maybe in a roundabout way we try to see students but a lot of it is just paperwork and so I don't think it lines up very much.

It is also important to note that during the observations, none of the participants implementing the ASCA National Model utilized ASCA tools or forms. However, it would be reasonable to not expect this within the scope of the observations since the time spent in each of the locations was minimal with regard to when school counselors may actually use the ASCA National Model tools and forms as part of the delivery system for the schools' counseling programs with English learners.

The SIOP Model as practical knowledge

Each of the four participants was asked to discuss their knowledge of the SIOP Model, a significant researched-based, district-wide initiative to support English learner student achievement. As part of a larger school community of educators, along with the corresponding framework of the ASCA National Model, and the counselors' professed need for overall connections to the school curriculum, information regarding the current knowledge base for the SIOP Model is extremely pertinent while working with English learners Kohl, 2000; Blanton, 1992). What is vital to consider with these responses, in addition to an understanding of the SIOP Model for practical knowledge, is the realization that each of the four schools where the school counselor participants work utilize the SIOP Model to different degrees ranging from not at all to quite frequently. Additionally, there are variations if the administrative configurations with regard to

which students are placed in SIOP classes where offered. The SIOP Model and its theoretical framework, as described previously in the study, are additional threads within the study's fabric. School counselors in these thematically correlated results shared specific examples on their overall understanding of the model and its connection to curriculum, how they identified this understanding as beneficial for them, and how it's woven in to the larger programmatic schema for linguistic and social complexities during individual planning sessions with English learners. Emmaline shared her basic and practical identifications regarding the beneficial knowledge and skills related to the SIOP Model as follows:

> Well, I don't know much about SIOP because we don't offer those classes in this school. But, I wish we could have our teachers SIOP trained because, well, what I *do* know about SIOP [from other counselors in this district] is that it works well when you've got the LEP kids in [the classrooms] with regular [non English learner] students. They [all students] work together. I think that's a wonderful idea because the students will learn and the regular kids will learn from the LEP kids. And the teachers will get trained in that model and I think it would be so much better. So, if we could open up that, especially in this school, I think it would be wonderful.

Bella, somewhat more familiar with the SIOP Model, also identified the practical knowledge of its structure and framework as beneficial, part of her current knowledge base on working with English learners. A portion of the interview transcripts demonstrates her reflective references to the SIOP Model. It also shows how she views the model's connections to her role in considering linguistic and social complexities during the individual student planning process. Her points thus far were:

> Bella: I have had some [SIOP] training, just somewhat. I have been exposed to the model and know enough about to talk about it a little bit. In no way am I an expert.
>
> Researcher: How do you think SIOP would help with the challenges you face while working with English learners?

> Bella: Oh, it would totally help, because then you have a teacher who is trained in teaching ESL students and native speakers. So the students are still going to have the opportunity to be exposed to information with an academic level from their peers but then the SIOP model from the teacher is going to be more visual, more hands on, more group-based, kind of more, well a better approach for non-native speakers. And the native speakers will benefit from it as well. They [all students] become more engaged and it has a lot of positive feedback from both sides of the population. And then, you're taking the burden off the other teachers who haven't been trained who don't know what to do with kids who don't speak English. They have in their mind, not a whole lot of skills in teaching non-native speakers.

Researcher: How do you think SIOP training would help with the teachers and students?

> Bella: I think it would help if they would really utilize it and be open to learning it. But you'd have to have the right teachers who are willing to be involved and willing to take that on. If you gave that to the entire staff, you're going to have some who turn their nose up at it and they're happy with their teaching styles [the way they are]. They don't want to get in to anything else, any extra work. That's unfortunate but it's the reality. There will be teachers who aren't open to it and then there will be others who will like it and see it as innovative and they'll want to get on board. Those are the ones we want to send our [English learner] kids to anyway.

Lilly also discussed her impressions of the SIOP Model at her school and how she considered the knowledge beneficial for her individual student planning with English learners. She shared the following:

> Well, I know the model is a way to help ELLs learn based on like their background and their skill level. It is just a way to get them involved with the students and learn in more of a group setting and be taught with the different components that go along with that. I would like to see it used differently than the way it's used here. But, the problem [at this school] is that it's not set in stone on how the SIOP Model is used. Is it heterogeneous or homogeneous [all English learners] grouping? Right now it's homogeneous. But next year, they're going to change that to heterogeneous so they [the school administrators] say. So that is the hardest part with the SIOP Model here in that our teachers, not all of them, are trained. I've gone through SIOP training but it was a couple of years ago. I need a refresher. Right now, it's basically any student who is ESL "Served" [a program classification], goes in to [SIOP classes] automatically. There may be some ESL "Monitored" [another program classification] kids in there but in essence it's like an ESL class. If I schedule any regular (non-ESL) students in a SIOP class, the teacher would ask why I did that. If I put any ELLs in a regular class, the teacher would ask why. [They may ask] what are you doing? They're [the ESL

> students] supposed to be in a SIOP class. And I think that's the problem is that they're [the teachers] not looking at SIOP like it's supposed to be looked at [for all students].

Sophia, even with her self-identified limited knowledge regarding the SIOP Model, still expressed its importance as inclusive of beneficial knowledge and skills to have while working with English learners. Sophia commented:

> I think I know what it is. I think it's for students in the ESL program and some with interrupted education and how to teach so they [English learners] can learn faster but I do know I would like to know more. It's important for teachers and counselors. I believe someone from our [school counseling] department has had SIOP training so that's really good.

During the observations of the individual student planning sessions, with the degree of SIOP Model implementation at the schools, only one participating counselor, Lilly, had the opportunity to facilitate the scheduling of SIOP courses with the English learner student, which she did. These details are further discussed in the final data analysis portion of Chapter Six.

Summary

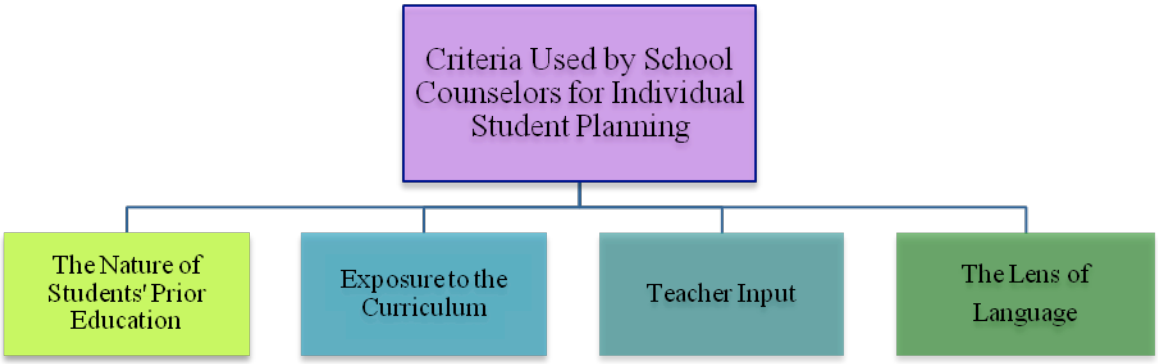
The participants' responses to portions of the interview protocol questions are thematically connected to the first three research questions of the study, with an emphasis on understanding the status of the school counselors' current knowledge-base, how it is used, and what is identified as beneficial knowledge and skills, all in connection with individual student planning sessions with English learners. Their responses revealed many things, unearthing the details of what school counselors know about working with recently arrived English learners as they enroll in schools. The participant counselors had clear ideas about what skills and knowledge they themselves identified as necessary and beneficial while working with the English learners. And, the emergent themes were

enhanced and solidified through observations of the participants as they conducted individual student planning sessions.

Introduction

The next thematically-grouped concepts emerged naturally through the interview and observation process. Likewise, this overarching theme and its four subsequent themes are directly connected to the first three research questions of the study. These questions are: 1) What is the status of high school counselors' current knowledge-base on the linguistic and social complexities of recently arrived English learners upon entering high school and how do they use that knowledge to coordinate individual student planning via the initial course selection process? 2) What criteria do high school counselors use while facilitating the initial course selection process through individual student planning with English learners? And, 3) What do high school counselors identify as beneficial knowledge and skills with respect to individual student planning and facilitating the course selection process with English learners? The next set of emerging themes as shown in FIGURE 3 are categorized in the overarching theme of *Criteria Used by School Counselors for Individual Student Planning* and the four subsequent themes of (a) the nature of students' prior education; (b) exposure to the curriculum; (c) teacher input; and (d) the lens of language. The participants' responses and excerpts from the ethnographic observation field notes are presented correspondingly within these thematic categories.

FIGURE 3: Theme two and subsequent themes



Criteria Used by School Counselors for Individual Student Planning

All four participants relied on myriad data sources for student-related information. Examples of data sources noted were intake documents, enrollment forms, prior report cards and or school transcripts, and English language proficiency testing results. The four participants reflected the necessary practice of understanding students' needs from a variety of data sources in document form to then facilitate the appropriate course selections. Therefore, there is a great need for school counselors to have the knowledge and skills necessary for the appropriate evaluation of these prior records, all of which are intertwined with the ideas and notions previously identified in the first set of themes connected to the study's research questions. Ultimately, these criteria and data sources linked the notion that counselor expectations and academic classroom curricular standards should be data-based, data-driven decisions (NCDPI, 2009; Solomon, 2009; ASCA, 2006). Further clarification of these data sources are intake forms completed by

all new students and their families as an introductory set of basic demographical data, including health records and immunization forms. Additionally, students often present records from previous schools they attended which may or may not be written in English and may or may not have the same format as a transcript of credits issued by a North Carolina high school. The review of relevant literature showed that understanding students' academic backgrounds is an important part of the process of considering the linguistic and social complexities of English learners (Genesee, 2000; McGlaughlin, 1992; National Center on Cultural Diversity and Second Language Acquisition, 1992). Within these specialized skills, the participants of this study placed a very heavy emphasis on evaluating international transcripts, placement in specific courses accordingly, teachers' reactions to these placements, and the necessary collaboration with the schools' English as a second language teachers for assistance. As a result, the organically formed subsequent themes of (a) the shape of students' prior education; (b) exposure to the curriculum; (c) teacher input; and (d) the lens of language now sew their collective positions within the fabric of the study's findings.

The Nature of Students' Prior Education

In practice, all four participants very heavily relied on academic and linguistic information shown on English learner students' prior records as they arrive from outside the United States. In general, the participants indicated that the prior school records may not be readily available in English or there may be a delay in getting school records depending on the originating country. In some rare cases, school records may not be available at all due to political circumstances in war-torn countries. Occasionally, prior schools no longer exist. In all of these cases, school counselors are charged with forming

a true understanding of English learners' academic backgrounds and how this will impact their learning process in North Carolina classrooms. The following selections from the transcripts of participant interviews and segments of ethnographic observational field notes give depth and thematic clarity on this topic. Emmaline, the first participant interviewed responded that the most valuable portion of all the criteria used is the students' prior school record. She stated:

> A transcript or oral history [interview] is what is the best [criteria to use] so I know what level they are [with their coursework]. Oftentimes for students with math, math is so hard to figure out what level they're at because they're like *level math one*. Well what's that? But luckily we have a really great math department chair and he has an assessment and any math teacher can come up with like a five or six question assessment to give to the student. At least it gives us a place to start. I think what is most important is learning about school systems in other countries. Like the most popular countries we get. We get a lot of kids from Vietnam and South America, from different countries. And learning what those school systems and classes are like because they, like the kid we met with, I mean he said he was in ninth grade but that's not really ninth grade [in our system]. And this kid from Vietnam who's in eleventh grade but there's only two years of school on his transcript. I need to understand those things.

The emphasis on the use of school records was observed during the observation of Emmaline as she conducted an individual student planning session with a new English learner student. Here is a portion of the transcripts from the observation.

> Emmaline (to the student): Okay well let's see what classes we can get.
>
> Translator: Can I just ask him some more questions? He has nothing coming from the other school, no grades no papers?
>
> Emmaline: He has nothing from the other school and doesn't know the name of the school.
>
> Translator (to the family in Spanish) Is there anyone who can help you get your school papers from El Salvador, by fax maybe? Or by mail?
>
> Student (in Spanish): No, nothing here. I don't have anything.

> Translator (in Spanish): Who were you living with there?
>
> Student (in Spanish): My grandmother since I was little.
>
> Translator (in Spanish to the mother): Caroline. I wonder if there is a way we can get information [to the school counselor] and they talk about trying to find out about his grades.
>
> Mother (in Spanish): I can try to call someone but I don't know who to tell there to help us. I don't know who I can tell there to tell her [the grandmother].
>
> Translator (in Spanish to the mother): Maybe we can find a way to contact the school just with the name of the school.
>
> Mother and Student: (Talk to each other in Spanish about who they can talk to and how they can find out the information.)
>
> Translator and Emmaline: (Talk about how the records would be helpful just to know where he stands and what he's learned.)

Bella also revealed her priorities for using prior school records [transcripts] during the initial enrollment process while facilitating the course selection process. Interestingly, she intermittently substituted the word *record* for the word *level*, as if to indicate the transcript is a direct reflection of students' abilities.

Bella expressed:

> [It's most valuable] to know what level they're in, what was the work-load from the classes-the content of the course is going to be important. It's great to know [with records] what background they have, what vocabulary and information they have been exposed to. It is much easier if they come with one [a transcript] than without one and then we have to interview them and try to figure out what the classes are, what the grades were, if they got credits, all those things are difficult to discover if you don't have a transcript.

A clear example of Bella's desire to utilize school records during the course facilitation process was evident while she was observed conducting an interview with a new student and the accompanying refugee liaison. While no records were available, the following

excerpt is from the beginning portion of the student interview, confirms that Bella made the connection to school records within only a few minutes of his arrival to her office.

> Bella: I've been looking over the records and from what I can see, it looks like the last year of formal school was sixth grade
>
> Refugee liaison: Yes.
>
> Bella: Okay so he hasn't been in school at all since then?
>
> Refugee liaison: He has been and let's see, I think what must have happened was… I forgot to actually ask them when they started because generally one of the questions I ask is when they stopped (going to school). So the last time they were in school was February of this year. That was when they were last in school, which isn't bad since they came March third. So I think they must have just started late. They lived in a refugee camp their whole lives. And, I asked them how many years they had English and they said six years.
>
> Bella: Six years. So when they were in school this year, the grade that they were in was sixth grade?
>
> Refugee liaison: Yes.
>
> Bella: I wonder what that means because it says here they started first grade when they were seven, on the [intake and enrollment] paperwork we have.
>
> Refugee liaison: Okay. Well they told me, [when] I asked them if there were any sort of gaps in their education thinking they would qualify for SIFE. But through the interpreter they said there were no gaps in their education. Which, obviously something must have happened because I [asked] are you sure? And they said yes.
>
> Bella: Right, well and with the age they are, it's hard unless they just do their education differently where they were.
>
> Refugee liaison: Well, some of it is different [be]cause there have been. I have lots of clients who are 18 or 19 and they do want to go to school because they were only in the tenth grade. I have had a lot of that happen.
>
> Bella: Okay, yeah. It says here first grade age seven, grades completed six (looks at the intake and enrollment paperwork). So, what [the intake center] says is that we will start them out in the ninth grade. And with him, I think it's a good thing with his age anyway. It might be a little harder for his sister because she's already 18 and that's going to be harder. She can still start here in the ninth grade and go as far as she wants to go until she's ageing out.

Refugee liaison: I've explained this to them several times.

Bella: and they're okay with that and understand that?

Refugee liaison: Yes.

Bella: Okay good. So basically what we're looking at with him is that we're working with no records, and that we're starting with the beginning of high school. Is that what you expected?
Refugee liaison: Uh huh.

In the same veins as the other participants, Lilly also discussed the value of having prior school records to clearly understand English learners' educational backgrounds. During the interview with Lilly, the pattern of semantics showed her exchange of the word *transcript* for *background*, which was fascinating as there was no restriction from a tangible product, a paper, with the intangible, philosophical view that whatever a student did in school may or may not be reflected on paper. A portion of this conversation between Lilly and the interviewer was:

Researcher: With that whole process, the initial enrollment included, what information do you feel is most valuable to have during the process to help you help them, an English learner select his/her courses?

Lilly: [The] first thing I do is always get a background on what [courses] they've had. It can help me figure out what classes they've had and what they still need and then I always make sure that they know about our courses of study (diplomas) and what kind of system we have versus what kind of system where they came from. Then I try and talk to them a little bit about what courses we offer especially with the College Tech Prep [details]. I try and go in to a little bit more detail and explain to them what that means and what those classes are. So, that's pretty much how I work it out. The background is the most important thing for me and making sure I have records and if not records, at least a verbal interview on what they've had and then from there it just depends.

This focus was also evident while Lilly interviewed a newly arriving student. As with

Emmaline

and Bella, Lilly addressed the subject of school records and transcripts in the onset of the interview, almost immediately after the student arrived in her office. Here is a selection from that dialogue between Lilly, the student, the student's mother, and the translator.

Lilly: Okay so you said she's been here for three months? From Cuba.

Translator: Almost [three months].

Lilly: And I have in her folder and the attached form (indicates a blank interview form, or Oral History form) to interview her and get some of her information from her past school. But I didn't know if she brought some information from her past school with her today or not. [Does she have] past records?

Translator: (Speaks with the mother in Spanish)

Lilly: And what grade was she in, in Cuba?

Translator: She finished tenth grade and they made a mistake and all the grades from there they put them on the ninth grade [transcript].

Lilly (reviews paperwork): Oh, okay.

Translator: They will try to make contact with the school to see if they can correct that and resend the papers but for now that's all they have.

Lilly: Oh, okay.

Translator: Like this one shouldn't go here (points to a class listed on the transcript), it should go here (points again to the transcript).

Lilly: On the tenth grade? So did she take the same classes in ninth grade and tenth grade?

Translator: Exactly.

Lilly: So this is one year's worth [of transcripts] and then they just don't have the tenth grade ones on here?

Translator: Well what they did, they [the school in Cuba] made a mistake. All this information here is supposed to go here but they put it in here (points to the transcripts).

Lilly: So, does she have the ones that were from ninth grade too?

> Translator: No they don't have them (speaks in Spanish to the mother). Well they do have like a…
>
> Lilly (looks at a paper): [Something] like, a certification paper saying she finished the ninth grade?
>
> Translator: Yes
>
> Lilly: I will just make a copy of this and that will be fine. And you said she did take pretty much all of the same classes then in ninth grade?
>
> Translator: Yes

Lastly, and following the same pattern as with the prior three school counselors, Sophia placed enormous value on prior school records, or transcripts, when initially enrolling a student. In fact, as she stated, it is the "first" piece of information she looks for when receiving information about a new student. Her comments were:

> Sophia: Well, when they [the new English learners] first come, you look to see if they have a transcript from anywhere a lot of times they don't, so you have to look at what they have from the [intake] center to see what their [language proficiency test] scores are and stuff, to see where to place them and then you know from there, kind of see if they're going to need newcomer or what level [of courses] they need and if it's their first time in school. I guess if they've had any courses somewhere else and that would be valuable. And then, how long they've been out of school and in school, what kind of grades, the grading system is usually so different, and then their scores just to know where to place them. I know that it's not always exact, they [administrators] may move them around from there but it at least gives you a starting point.

For the remaining portion of this section, it must be noted that Sophia did not have a conversation with the newly enrolling student regarding her transcripts. However, as the other three participants did, she reviewed the file and its contents of intake and enrollment documents as well as language proficiency test scores prior to the student and the refugee liaison entering her office. Sophia noted that the student had been out of school for several years, much like her younger brother. Since she was enrolling for the first time in a secondary school setting, there would be no prior high school records, or

transcripts to consider. For this reason, she discussed it briefly with the refugee liaison, explaining that the student would be a "first time freshman" and to facilitate the process, she would schedule the student for the same courses as her brother. The rationale from her perspective is that it might help them both adjust to the new environment if they were in classes together. The refugee liaison was in agreement with the recommendation. The concentration given to prior course work and emphasis placed on reviewing a student's prior transcript or school records segues to the next sub-theme of *exposure to curriculum.*

Exposure to Curriculum (the goal of course selections)

Once the transcripts were reviewed, or an oral history was completed if records were not available, the next step was the counselors' consideration of the coursework to be taken at the school. This is a crucial point of contemplation since the current relevant literature is resounding in its message that *exposure* to rigor and *exposure* to peers with strong academic language skills are vital for the academic language acquisition process (Chomsky, 1998 ; Krashan, 1985; O'Malley & Chamot, 1989; Kagan &McGroarty, 1993). All four counselors spoke of course selections during my interviews with them as well as during the observed sessions with newly enrolling students. It should be noted here that readers should pay close attention to messages, if any within these excerpts regarding prior exposure to curriculum and future exposure to curriculum in the new coursework to be taken in the US school. The following segments, beginning with Emmaline, reflect how counselors used the information regarding previous coursework taken and forecasted exposure to curriculum in the United States. This segment from Emmaline was immediately following her responses regarding the need for school records as criteria considered.

> Emmaline: The way they [English learners] do schooling is so different than the way we do it here [in this school]. So, trying to find a schedule that works for them so they're not repeating things [is the goal]. They [students] shouldn't be repeating [courses] and [be]cause if they say they've had chemistry every year; Have they really? How does that equate to ours [chemistry class]? So, trying to figure that out [is important]. A lot of times it's a little bit of trial and error. [For example] we got a new kid from Vietnam. Well he said he's studied calculus. Well, we can't really put him in calculus because that's an AP (advanced placement) class and we can't really do that. So we put him in pre-calculus and even though he's a little further ahead, at least he's catching on to the way it's taught in this country. And he said he was in chemistry for the last three years. Well, we put him in chemistry and that didn't work. He really didn't understand. It was more like applied chemistry but he [the student] had a cousin here [in this school]. So he brought his chemistry book from Vietnam to show the chemistry teacher. So, she [said] okay, this is better. So, it's trial and error.

Emmaline also discussed the courses to be taken with the newly enrolling student. With the help of an interpreter, their conversation about the future classes he would be taking. Their previous conversation about his school in El Salvador, and not having records covered some aspects of the names of the courses he had taken.

> Emmaline: Okay, so we can go and get you set up with some classes. This year you'll be in the ninth grade and you have four years of high school to graduate. We'll get you in some classes and you need to let me know if things are too hard. Not many of our teachers speak Spanish but many of our students do. We can put you in a math class, English, social studies, probably world history, science, some kind of science. Are there any classes you want to take?
>
> Translator: (Translates in Spanish to the student and his mother)
>
> Student: Who me? I like science a little bit.
>
> Translator: (Translates in Spanish to the student and his mother)
>
> Emmaline: Okay.
>
> Student: And languages.
>
> Emmaline: Okay well let's see what classes we can get.
>
> Translator (to Emmaline): Can I just ask him some more questions? He has nothing coming from the other school—no grades no papers?

> Emmaline: He has nothing from the other school and doesn't know the name of the school.

Similarly, Bella discussed the topic of course contents and rigor related to understanding prior education and proposed new course work. She expressed the following:

> Bella: The level they're in. What they can expect with the workload from the classes [in this school]. Will they need a lot of English language and vocabulary? The content of the course is going to be important. And then for us [the school counselor and other school personnel] it's great to know if they have a transcript [from their prior school] because if not, we just at least need to know what background they have. [For example] what information have they been exposed to before. And [we also need] their [English language] proficiency scores. So, obviously if they're new and they speak no English, you're not going to put them in an honors level class for anything. You're going to put them in as many ESL classes as possible and then other classes where they'll be exposed to the English language but not necessarily have that higher comprehension, [such as a course] like World History. Even at standard level, there is a lot of English language there. And, for them [the EL students] to know the content of the class, that's important.

In addition to discussing these notions with me, she also discussed these criteria with the newly enrolling student and the refugee liaison, also considering the point in the semester at which the student was coming to school. Bella stated:

> Bella: Okay good. So basically what we're looking at with him is that we're working with no records. We're starting with the beginning of high school. Is that what you expected?
>
> Refugee Liaison: Uh huh.
>
> Bella: Okay good. And, coming in at this point in the school year [the fourth quarter] we will be putting him in some classes just to get some exposure to school. [Courses like] English all day every day, and we'll put him in some ESL classes which is where our non-native speakers go. But he won't be in there the whole day. He'll have some other classes, some electives and maybe we can find out where he'd like to be.
>
> Refugee Liaison: Okay.

> Bella: We'll see if there's an art class, or a health class, or a PE (physical education). We have several of those to choose from [at this school]. But for [the rest of] this year, he won't earn any credits since he is just coming to start with high school. But, we want them to come and have the experience of being in school.
>
> Refugee Liaison: Yes, I explained that to the family and to the parents also that this would most likely be the case.

Lilly's conversation with the researcher and then with the newly arriving student were quite extensive. This excerpt is somewhat longer with the intension of highlighting the facets Lilly discussed regarding the prior coursework listed on the student's transcripts from Cuba and how she used the transcripts to augment the interview session with the student. Lilly shared with the researcher subsequent to the observed individual student planning session:

> Lilly: On our side, I would say what classes we offer and who teaches them [at this school] because that to me is an important piece. Especially if they [the students] come in late in the year [to enroll in school]. For example, I know if I have somebody really new to the country and [the student] doesn't know any English and doesn't have a whole lot of experience, I know [names a teacher] will be great with them [recently arrived English learners]. So, a lot of it is just getting to know the student a little bit and then knowing where they're going to feel comfortable and what teacher is going to work the best with them. That to me is really important to have. Also, just family history, family background getting to know a little bit more about them other than just academics. Just to see where they're going to feel the most comfortable.
>
> Researcher: Okay, that's great. With that process, describe some of the easier aspects of an initial enrollment and course selections.
>
> Lilly: Establishing a rapport with them comes the easiest for me. I have found that, with the ELLs, their families are always the most grateful and just like thank you so much. So for me that rapport building comes really easily. For some of my non ELLs when they come in here [to my office] it's not quite as easy because a lot of times they don't want to be here. They [say things like] "I don't know you" and sometimes it just doesn't come as easily as it does with the ELLs. The parents [of EL students] are just always so grateful.
>
> Researcher: Are there any other things that you think are really challenging aspects of this process?

> Lilly: When they come from a completely different school [structure], when they don't have records, when I'm trying to locate records, and when they don't provide them for me. The back tracking and checking and figuring out what to do or not knowing 100% their skill level with math is really hard, especially when I don't know exactly what math they've had. Sometimes they say they've had all of them [the required math courses for graduation] but not knowing exactly what their math is, that's [difficult]. That is why I have that math assessment that I was talking about the other day [in the student interview].

The portion of the preceding observed student-counselor interview for this particular thematic selection from the dialogue is vital as it illuminates the potential depth of an interview between a school counselor and a student when a transcript is used to augment the dialogue. These in-depth interview sessions are highly engaging and diagnostic in their contributions of qualitative data used for the course facilitation process. Lilly's ability to establish a rapport with the student and the family are evident in the following excerpt of her interview session with the student. This is important as the results of the interview are highly informative and diagnostic in nature, truly facilitating an individualized plan for course selections. Lilly expanded her knowledge and understand of the student's academic and linguistic needs through the following dialogue:

> Lilly: Eleventh [grade] because she finished tenth grade in Cuba, she would be starting in eleventh. Now I wouldn't be putting her in any core classes like, main classes right now. I noticed based on her scores that her English is, she's kind of learning English so I would try to put her in some classes that would try to help her learn English while she's here but I wouldn't put her in any major classes just because it's so late in the semester [last quarter].
>
> Translator: Okay (speaks at length in Spanish to the family regarding math content of classes). What happened here is that back in Cuba, they don't separate math in different units. They just give a general math like with Algebra, Geometry, Trig, and I mean, and so on. They only separate subjects between years. Like probably for the first six months of school they give them Algebra or Geometry with some other math mixed with it.
>
> Lilly: So they incorporate everything and just move them up in years? Actually, one of our math teachers gave me a math assessment because I have this problem a lot of times when I have students coming from other countries. [It's hard to] know exactly

where their math is because we are so specific in how we do our math classes [here in this school]. So, before she leaves today I can give her one of the math assessments that I have and that will help determine what math she needs to be in. It's a basic Algebra, that's usually what our ninth graders take and then in tenth grade they take Geometry. So, if she's going in to eleventh grade and she's following what we do, she should probably be at an Algebra Two which is what she would go in next year. But I'll give that to her to make sure just so she can [do the math].

Translator: (Speaks in Spanish to the family at length)

Lilly: The other question I have… (pauses and reviews transcripts). Did she take physics and chemistry?

Translator: Yes.

Lilly: Okay, so did she take those in the ninth and tenth grade?

Translator (speaks Spanish to the family, student): They were both in separate years.

Lilly: Did she take any kind of biology?

Translator (speaks Spanish): No she didn't get any of that (laughs). It was like payable accounts, you know the people that do the taxes and everything. How do you call that?

Lilly: Do you mean accounting?

Translator: Yes, that's it. She was in that class and what they do is they give them only material that goes with it, you know, no extra classes or anything. Just [did] things that went with accounting. That's why she didn't have biology [class].

Lilly: Got it, no problem. Okay what about her history class, what kind of history was that?

Translator (speaks Spanish to the student): Modern history and contemporary history, including World War II and stuff like that.

Lilly: So [something] like a world history class?

Translator: Exactly.

Lilly: Did she take world history for two years or was it a one year history of Cuba class?

Translator: Actually, yes, it's also included in the second semester.

Lilly: Okay. Now with the way her school was set up, looking at all the classes she had, did she have all these classes every day or did she take some of them for part of the year? [For example] here [at this school] we do two semesters and each semester is four classes. So [students] can have a total of eight classes for the year. I didn't know how their school was set up there [in Cuba].

Translator (speaks Spanish with the student at length about the classes and times): In her case she [the student] was telling me that she takes math and accounting. She has some materials [subjects] that she has five days a week. Some others she has only two days a week or three times a week, you know and so on. But now this one was her concentration and like math obviously (points to the transcript).

Lilly: Okay, so, like her main core classes are what we call them, was every day.

Translator: Exactly.

Lilly: And the rest of these it looks like what we would call electives—okay good.

Translator: Exactly.

Lilly: That makes sense. Does she have any questions?

Translator: No

Lilly (to the translator): Not to confuse them even more, this is something (gives them a booklet) we use here. We have what's called courses of study to determine what classes they would be taking from ninth though twelfth grade years and those are based on what their future plans. [For example}] if they [the students] are going to go to a four year college or a two year college or get a job. I do have a very abbreviated version of that but it will at least give her and her mother an overview of the courses that we have to offer and what the requirements are for that. The *college/university prep* is the one that's going to get them prepared for the four year colleges. So if that's what she's interested in then that's what we're going to make sure we get her in all the right classes for that.

Translator: (speaks Spanish to the student and the mom).

Lilly: Now—right now is not as important as next year. Since she will just sit in some classes until the end of this year to enhance her English skills and just getting an idea of what our school is all about so that's really for next year. The schedule next year will be the real deal.

Sophia was also expressive about the topic through her dialog on the kinds of courses newly arrived English learners. She contributed her perceptions:

> Sophia: And if it's their first time in school, you [counselors] want to just put them in electives and ESL classes and not any EOC [NC state end of course exams] courses like they tell us not to put them in world history and I don't know (laughs) so I mean it all depends on if they speak any English or not.

Her conversation with the student and the refugee liaison albeit brief, also addressed the topic.

> Sophia: (directly to the student, in spite of the language) You're in ninth grade so basically, (then to the liaison) we're just going give her the same schedule and she'll be with him [her brother].
>
> Refugee liaison: I don't know how much she'll like the classes but as far as being with him [her brother], that's better.
>
> Sophia: As far as like basketball and art…
>
> Refugee liaison: (laughs); yeah, but I sort of think that in the end it might just be better for the two of them to stay together to have strength in numbers.
>
> Sophia: Well, and this teacher for basketball is really good, he works with them [English learners] and he's really nice.
>
> Refugee liaison: Okay good.
>
> Sophia: And if there's an issue or whatever, he's really nice.
>
> Refugee liaison: I think that would be better for them. They'll just be together and that's easier.
>
> Sophia: And then art, that's okay?
>
> Refugee liaison: Yeah.
>
> Sophia: And then for English [class] that's one that's going to be changed [the name of the course in the computer system]. Right now we'll put it in the computer that way [referring to the course number code] but it's going to be the Reading and Writing class. Since she started so late [in the school year] she won't have an English class. And the SIFE class is more like a study skills class. It's only for a limited number of weeks (in case she doesn't like it).

After the sub-thematic subjects of *the shape of students' prior education* and *exposure to curriculum*, the remaining two sub-themes within the overall theme of *criteria used by school counselors for individual student planning* are *teacher input* and *the lens of language.* These two sub-themes are included in this area yet they are somewhat distinct. In some instances, these themes were visible rather than concretely audible as I observed school counselors conducting their intake interviews with newly enrolling English learners. Some portions of the counselor interviews and observations are as follows.

Teacher Input

As the interview protocol was used with all four counselors, there was definitive evidence that all school counselors consider teacher input as important for individual student planning sessions and course selection with English learners. This is quite positive in approach because it indicates community collaboration and aspiration of a shared venture for the common goal of student success (Militello, Rallis, & Goldrin, 2009). The following are observed nuances in this segment of the study, notable differences with interpretations and how school counselors utilized teacher feedback. Emmaline shared her thoughts applicable to the questions regarding teachers' reactions to English learner enrollment via individual student planning sessions:

Emmaline: Well, I work with the ESL teacher and I get [content] teacher recommendations forms for all the core teachers so they recommend things. They know their students better than I know their students. They're in the classroom with them every day so they recommend things. The ESL teacher will recommend when a student needs to come out of ESL, or, if a student needs to be level two instead of level one and she'll tell me where she thinks the students need to be. The most common response [from content teachers] is "what the hell and I supposed to do with this kid?!" That's the most common response about schedules because we've got kids who don't speak a word of English in astronomy. Well, I mean we needed to give them a class so basically what the hell can I do with this kid? I get a lot of that. A lot. Just like what am I supposed to do, what am I supposed to do , what am I supposed to do? I mean it's a little uneasy. The other thing is we had a lot of new teachers last year so now this year, they're kind of

getting the hang of what to do with these students and how to work with them so…"what the hell do *I* do with this kid."

An analogous response from Bella was:

> Bella: After I've scheduled the students, any teacher? Hmm…some teachers are a little more accepting of an ESL student in their class. They might come to me and be like [say] "I've got this new student, what can you tell me about him—I know he doesn't speak any English". And they are the ones [teachers] that are great because you can just explain they should do what they can with them. And then you get the teachers that come up and say "I've got this kid in my class and he doesn't speak any English. What am I supposed to do with him?" And, you're [forced to say] "well, he's got to be somewhere." You're not the only teacher who has those students who don't speak a whole lot of English. And then you get the in between. Here [at this school] you get the extremes, [especially from] the newer teachers.

A thematically corresponding response from Lilly regarding teacher input, upon completion of the individual student planning session during initial enrollment and the course selection process was:

> Lilly: If I [schedule] any regular students (non-ELL) in a SIOP class, the teacher would ask why I did that. And, if I put [schedule] any ELLs in a regular class the teacher would ask why, like "what are you doing? They're [all ELLs] supposed to be in a SIOP class." And I think that's the problem. They're [the teachers] not looking at SIOP like it's supposed to be looked at and there's kind of a divide within the faculty about the SIOP kids—like the trained teachers have these kids [the ELLs] and the non-trained teachers have these other kids [non-ELLs].

Sophia equated:

> Sophia: Well it really depends on what time of the year they [the students] come in [to school]. Because, if they come in at the beginning of the year, then we [the school counselors] have a little room and can put them in a [few] more core classes, well not core, core classes but we can try to get them a little more credit than if they come in at the end of the year. Then, all you can do is put them in electives and they're not going to get any credits either. So, a lot of times you put them in a class and then the teacher will then assess, especially with math, if they need to be in a different class. We [counselors] can move them around based on that. The ESL teachers are really good about that [since] they know when a student is moving really fast. I had a student go in to ESL and they were ready for regular English and she went in to honors English so she moved really fast and the teacher worked with her really well to help that move along. We asked the [non-ESL] teacher before hand and she looked at some of her

> work samples from ESL to see if she would be ready or not and it was great. It was fine.

By and large, the participating counselors for this study were open to teachers' input, that of both content and ESL teachers, regarding students' placement in courses after their initial individual student planning sessions and course selections. The polarization within the interview results was reflected in *how* the input was interpreted by the school counselors and, more importantly whether or not the counselors' role advocated for the imperative variable in successful ELL student education, exposure to curriculum (Walqui, 2000; Genesee, 2000; McGlaughlin, 1992; National Center on Cultural Diversity and Second Language Acquisition, 1992).

The Lens of Language

The final sub-theme in this overarching theme of criteria used by school counselors during individual student planning focuses on the aspect of language and perceived fluency. There are acute differences between social and academic language as well as the factually verified information regarding linguistic domains and the need to recognize varying academic language modalities for instructional design and educational assessment (Cummins, 1980, 1981, 2000; Chamot & O'Malley, 1994; Marzano, Norford, Paynter, Pickering, & Gaddy, 2001; Calderón & Minaya-Rowe, 2003; Scarcella, 2003; Johnson, 2009). Yet, there is still tremendous, almost solitary emphasis placed on the sole dependency on the oral domain of language. While there may be a particular counselor and teacher understanding of language proficiency assessment results, there is noteworthy oblivion within educational judgments of "how students speak English" versus how well do students "speak, listen, read, and write" in English. The misguided

concentration on oral language continues to suppress and silence the remaining, equally vital domains of language when planning educational pathways. The following thematic excerpts, are examples of how prior thematic sections such as *exposure to curriculum and prior education*, also support and reveal emphasis for this thematic section:

> Emmaline: [when working with] ESL or LEP [students], a lot of them, if they do speak some English already, I'll go ahead and run them by [the ESL teacher] and just have [her] talk to them for a minute. Because, they [the students] seem to understand her and she's used to talking to that population more than I am and I do have more of a southern accent than she does. So, I'll have her talk to them. But, if it's a student that I know speaks absolutely no English, they're going to be newcomer so I don't involve her in that one.

> Bella: So—obviously if they're [the students] new and they speak no English, you're [counselors] not going to put them in an honors level class for anything. You're going to put them in as many ESL classes as possible and then other classes where they'll be exposed to the English language but not necessarily have that higher comprehension like for something like world history. Even at standard level, there is a lot of English language there. And, for them [the students] to know the content of the class is important.

> Lilly: On our side [the counselors at this school], I would say what classes we offer and who teaches them because that to me is an important piece, especially if they come in late in the year like for example I know if I have somebody really new to the country and doesn't speak any English, doesn't know much English, doesn't have a whole lot of experience, I know [names a teacher] will be great with them [the students]. So a lot of it is just getting to know the student a little bit and then knowing where they're going to feel comfortable and what teacher is going work the best with them. That to me is really important to have. Also, just family history, family background getting to know a little bit more about them other than just academics. Just to see where they're going feel the most comfortable.

> Sophia: When they [the students] first come, you [the counselor] look to see if they have a transcript from anywhere a lot of times they don't so you have to look at what they have from the [student intake center] to see what their [language proficiency] scores are and stuff to see where to place them and then you know from there, kind of see if they're going to need newcomer or what level they need and if it's their first time in school, you want to just put them in electives and ESL classes and not any EOC [NC state end of course exams] courses. So I mean it all depends on if they speak any English or not. We [counselors] do a little bit more than you would with a

> normal student just because they're [the students] going to have a little bit more of a harder time understanding the policies and procedures.

Summary

In conclusion, the aforementioned, overarching theme of *Criteria Used by School Counselors for Individual Student Planning* and the four subsequent themes of (a) the shape of students' prior education; (b) exposure to the curriculum; (c) teacher input; and (d) the lens of language for this portion of the study were shown through the participants' responses and excerpts from ethnographic observation sessions. They were directly connected to the first three research questions of the study of: 1) What is the status of high school counselors' current knowledge-base on the linguistic and social complexities of recently arrived English learners upon entering high school and how do they use that knowledge to coordinate individual student planning via the initial course selection process? 2) What criteria do high school counselors use while facilitating the initial course selection process through individual student planning with English learners? And, 3) What do high school counselors identify as beneficial knowledge and skills with respect to individual student planning and facilitating the course selection process with English learners? The newly emerged information from these areas of investigation segue to gaining a fuller understanding in how school counselors are theoretically and pragmatically prepared for the profession upon completion of counselor education programs.

Introduction

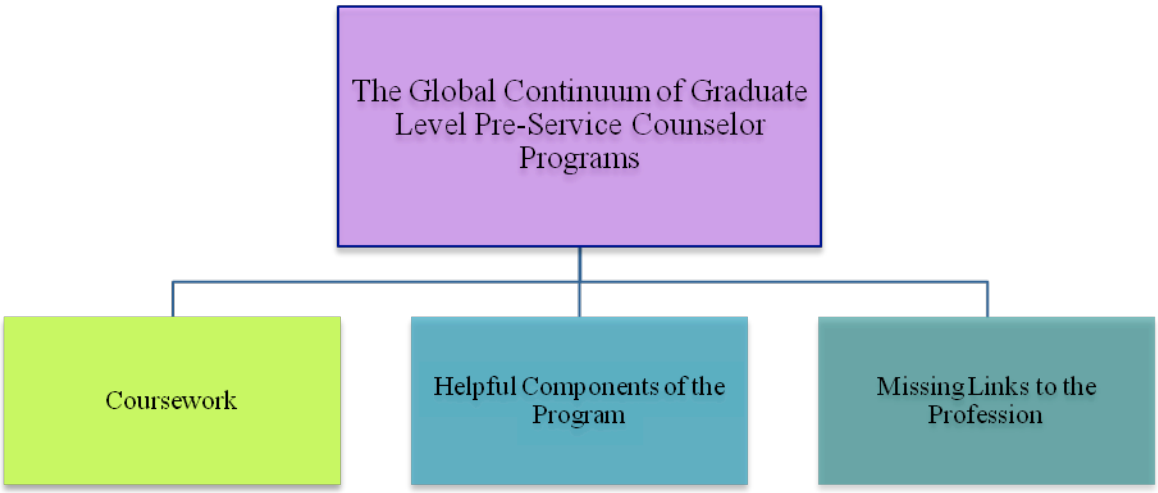
The subsequent, and final emerging theme of *The Global Continuum of Graduate Level Pre-Service Counselor Program* and its sub-themes of (a) *coursework*; (b) *helpful*

components of the program; and (c) *missing links to the profession* shift the direction of the reported findings as they correlate to the study's remaining three research questions of:

4. How are high school counselors prepared to responsively address English learners' linguistic and social complexities during pre-service counselor education programs?
5. How were the identified beneficial skills and knowledge developed during pre-service counselor education programs?
6. What is the distance or gap between the university-based pre-service counselor education programs and high school counselors' display of current practice with regard to English learners?

These results, combined with those from the first set of research questions, ultimately construct the implications of the study and solidify the ending chapter of conclusions, discussions and recommendations. They are as shown in FIGURE 4.

FIGURE 4: Theme three and subsequent themes



The Global Continuum of Graduate Level Pre-Service Counselor Preparation

In order to gain a true perspective on how school counselors are prepared for their profession, it was vital to investigate what theoretical information school counselors believed they gained via graduate level, pre-service counselor programs. With this information, the study's thematic results were then compared to what counselors pragmatically believe is necessary in order to perform well in the position, specifically while working with the linguistic and social complexities of English learners. This measure between theory and practice provides direction for this study's ultimate goals of describing the theoretical frameworks of ASCA National Model and the SIOP Model for optimal English learner student outcomes. Emphasis on preparation and practice also provides measure for understanding school counselors' essential roles as solution-focused, collaborative, and programmatic advocates for equitable access to curricula and education (Militello, Rallis, & Goldring, 2009: Parsons, 2009; Skrla, Bell MeKenzie, & Scheurich, 2009). The following narratives and excerpts from the participant interviews addressed these important aspects of current pre-service counselor education programs.

Coursework

The interview questions investigated some of the theoretical information contained in the graduate level programs for school counselors. They specifically examined what coursework was taken and whether or not there was exposure to any canons of knowledge regarding diverse student populations. These responses are a direct reflection of the research question: How are high school counselors prepared to responsively address English learners' linguistic and social complexities during pre-service counselor education programs? To this question came the following responses:

Emmaline: Overall, [there were] general counseling theories classes, that was my first or one of my first courses. I did group therapy, developmental life span, something like that, substance abuse, I did one in like career counseling, I did multicultural counseling, mediation, and then I know I took a lot of or a couple of, to get certified as a school counselor in Florida you have to take more education based classes as well and so I took classroom management, ESOL strategies, which is English for speakers of other languages, reading in the classroom. I took that, I think those were my three education based or classroom classes that I took.

Researcher: Tell me what you remember about the multicultural class.

Emmaline: I remember that it was supposed to be the hardest class you took [in the program]. I got an A, which no one ever [did]. I don't know how I got it [the A] because I never studied. It was a new professor that year. The year I got to the [names a southern university] a lot of the [important people] left so this was a new professor. I don't remember a whole lot I remember at one point we had to befriend someone from another culture, which I thought was a little sketch because you have to find someone from another culture and befriend them for a school project. I just thought that was a little strange. And, I wanted to look in to LGBT [lesbian, gay, bisexual, and transsexual] culture and I was not allowed to do that because they wanted a different racial culture only. We [the class] defined culture and what culture can mean but I was not allowed to do that. So, at that point I was kind of put off at the whole class. I did Hispanic culture just because it was something to do. I don't even remember who I befriended. I think it was somebody in my guitar class. I took guitar lessons and my uncle who is from Holland married a lady from Venezuela so I got to spend time with her side of the family because they all lived in Boca [Raton]. It was okay. I don't think I had a big impact from it at all. Most people think they get such a big impact out of it. I didn't feel that way at all.

Bella noted that:

Bella: We took basic courses like theories, counseling, with each internship there is a counseling component and then we had a basic class for counseling techniques, a career class, a grief counseling class, multicultural, play therapy—which is more elementary, we had substance abuse, you know all the general stuff. And then there were all these kinds of electives and we could kind of pick. I took a school counseling class and I took a research- based class, two I think. I'm sure there are more but I can't remember

Researcher: Tell me what you remember about the multicultural class?

Bella: It was intense. I took it over the summer. It was five weeks and it was taught by probably the best professor I have ever had, [names the professor]. She was wonderful in pushing the envelope. It was an eye opening experience and that was kind of embarrassing that living in middle class, white world, that you go in to something and

you think you're an educated person, you've got a college degree and you realize that in so many ways you are so ignorant and blind and I don't know. It was life changing for me. It had me questioning my life, my friends, and just all the values that you have whether they're inherent or learned and like you just question it all. I questioned it all. What I heard about on the news was different. Did we create that situation? I would get into arguments with my friends about, you know, about crime and areas where there's this lower income, poverty stuff with the population. And I would debate with them about do you think that is really where they want to be? Why can't they get jobs? Because we white powerful people don't give them the opportunity. I was always on a soapbox and I probably [made] lots of people [really angry] but then I kind of had to come to a balance. I still had to live my white life and have my friends and they were getting to the point of like, there is too much arguing about this all the time—race, culture, power. We read [the book] *You live in a Knapsack* and that was so powerful for me, we had a diverse class. [There was] a guy from the military, a girl from Thailand, and we did all these group things. It really was great because you got all these different perspectives from all these different people. My program wasn't only with white women so it all came together really well, It created a really great environment. We were learning about different theories for different races and different backgrounds, which was good so it was all a whole new world for me. It was the best class for me and I wish there were more of that in the program.

Lilly remembered:

Lilly: I remember taking a theories class. I remember taking a group counseling class, which I really enjoyed. And I remember taking techniques and (whispers that it's hard to remember and that she feels bad about it; laughs) I never took the Play Therapy which I wish did. I took substance abuse and what's the class where you actually counsel each other? Counseling?

Researcher: Individual or peer mediation?

Lilly: I did take family counseling over the summer. That's all I can think of right now. I'm sure it will all come back to me when you're gone (laughs).

Sophia recalled her coursework:

Sophia: We took some general psychology courses, [such as] normal and abnormal behavior. Then we had cultural counseling, career development, a course on ethics, and a course specifically on school counseling. We had to do a big project at the end, go through all the standards and do an activity for each standard and all that. [We had to] build a whole k-12 curriculum (for counseling) for that class. [We had] a few elective courses. I took one on disasters through the school of social work and a couple other classes through the school of social work. I [had a course] on substance abuse [and some] things like that.

These identified courses for the four participants were generalized extractions of the contents of the graduate-level studies. Also relevant to the research questions in this portion of the study were the specific references to what portions of the program were viewed as helpful.

Helpful Components of the Program

In addition to remembering some details regarding their courses during graduate school, each of the participants was also able to verbalize which portions of their programs they believed were helpful components within the career. While brief in nature, this representation is important as these expressions were also compared to expressions of academic and theoretical elements of the programs identified as less pragmatic. These thematic representations are relevant in demonstrating counselors' articulation of beneficial theory. Emmaline expressed:

> Emmaline: I think what prepared me was, well, you don't know until you get in there. Because even doing the practicum and internship, what did I do? I didn't do all this stuff on the computer, I met with a couple kids, I had my few clients and did my direct, you know interaction with them and did my counseling with them and I did anger management groups and worked with my truant kids and it was all….almost 100% direct with them and when I came here, no. In my internships I was able to apply my counseling theories but here, I mean all that stuff I learned, it's nothing what this job is. So I mean, all the classes I took, I mean probably the most useful one was mediation and that was the one I did the worst in (laughs a lot). There were like six people in that class, nobody wanted to take that class. This is a skill, this is a practical skill you will use with your students, the mediation part. I learned a skill. The counseling, it was very abstract and even though I did practice a lot of the theories, you know you can learn the theories. But once you're in school counseling, you don't do therapy. You don't do [psychological] counseling. You do brief [sessions]. [These are] quick and [are] there as support more than counseling. So, I'm like all that counseling, and I don't use it. So, I'm forgetting it all (makes a sad face).

> Bella: And, in theory they [the programs and their professors] have really good intentions and I think it's great to have a full academic background—to have the fullest level of knowledge and not have it watered down.

> Lilly: I think my internships prepared me [the most] for what I was going to expect because I got to see it first hand in the field.
>
> Sophia: For the counseling part it was good, like for grief counseling and stuff like. We did a little bit with registration but a lot of our counseling program was about doing classroom guidance and our internship. That's basically all we did during our internship.

These crucial details of coursework and identified beneficial theoretical knowledge provide clarity and insight regarding the distance between what counselors learn in graduate school and what counselors believe they need to know in order to be proficient practicing school counselors in an urban setting, working with diverse populations and English learners. With this information, the study examined the missing links to the profession through the eyes of the counselors. Their responses illuminated the following separations between theory and practice.

Missing Links to the Profession

While the participants unanimously concurred that theory is a necessary portion of the pre-service counselor programs, there was also undisputed recognition that they entered the schoolhouse feeling unprepared to pragmatically perform in their role as a school counselor, more specifically, ill-equipped to address the linguistic and social complexities of English learners. These responses were thematically organized, connecting to the relevant research questions of: How were the identified beneficial skills and knowledge developed during pre-service counselor education programs? And, what is the distance between the university-based pre-service counselor education programs and high school counselors' display of current practice with regard to English learners? The participants responded as follows:

Researcher: Looking back, in what ways do you feel your counselor education program prepared you for working with English learners?

Emmaline: Nothing (tone of disappointment) I took in my counseling program. I took multicultural that was not English learners. It was multicultural. [The course was about] working with African Americans. It was working with a culture that was not yours. I mean the only ESL class I took was through the education department and it was a teaching class. That's it. And, my program was ranked number three in the country in counseling …(whispers, "like wow—can you believe this?"). In counseling education, not [in] education in general, in counseling education. Not school counselor separated, but counselor education. Number three in the nation.

Researcher: Okay in what ways do you wish your counselor education program had been different?

Emmaline: Well, I know a lot of the stuff they can't teach you in a program because every school system is different and everything is going change. Like NCWISE [the computer data housing system], they can't teach me that you know. But, I think it would have been helpful doing an internship that actually let me be a counselor there. Not like I was this person there. Like, give me an office, give a login on your computer, give me all this. I know that had nothing to do with the[names a southern university]because I did it in [names a county in North Carolina]. But I hear these things in general across the board [with other counselors]. You know other things, like things that are important. Things like elementary school counseling, middle school counseling, high school counseling. A specific course, these are the specific things that you have to focus in on. [I would like a course that included] part of the ASCA model and practical day-to-day duties {things like NCAA clearinghouse}. I still don't even know what that is. I don't know how to do that. Scholarships, that's a big thing in high school counseling, [things connected to applying to] colleges. I learned absolutely nothing about that in my program. I learned about career inventories, which I'm never going to give my students a career inventory because I'm not a career development coordinator. I mean, for counseling in general, I think it was a good program for marriage and health, community, things like that. But I don't think it did so well with school counseling because it is such a different field from that [things like marriage, health, and community counseling]. What [are the] best methods and best methods to use with my kids? I can only counsel them a certain number of times before it's out of my reign. Ethically, I'm not supposed to counsel them [the students]. I think it's eight times [counseling sessions] or something like that. And after that, I'm not supposed to counsel them. Because, [that would be] beyond the means of the school counselor. I'm only supposed to do briefings, sessions and be support. Why the hell am I going through a program that is teaching me about all these theories and I'm not doing counseling?

Bella's answers revealed similar ideas:

Bella: They tried some but I don't think that they got it right. I think there is a lot more that could be integrated throughout the [graduate] program. You know the school counseling class is probably the only class that got you thinking about what schools do, like the politics of schools. They were stressing things like *data driven* and *stake holders* and all these great words. Honestly, we [in the schools] don't use those words here. If I said stakeholders here people [teachers] would [not understand]. And, in theory they have really good intentions and I think it's great to have a full academic background, the fullest level of knowledge and not have it watered-down. Then [school counselors] come in and start working and if [terms like that are used], (in the school) the first thing people think is "she's so green" and she doesn't *talk the talk*. I've been in interviews with [new counselors] right out of [graduate] school and it is so obvious that they're using the language they're being taught to use and that's great. But we're [the more experienced school counselors] thinking *yeah, yeah—let's get to the nitty gritty.* That's great but….it sounds horrible, but [schools] are really looking for someone with more experience. When these fresh graduates who think they're counselors [talk about school counseling] it feels too rehearsed. And not quite a full understanding of what it's really going to be like on the job, what is really involved with their role as a school counselor. They need a practical side. The counseling ideals [are important] but the really harsh reality is that there is so much more than that. It's impossible to describe what we deal with day to day. And, it can change every day. You might have 15 things on your plate and then someone comes in and says we have to have this today so you drop everything, including the three kids you had to follow up with and you don't get to see them and the priorities are tough because you get things pushed on you all the time in this career field.

Researcher: Looking back, in what ways do you feel your counselor education program prepared you for working with English learners?

Bella: For ELLs? I'm thinking very little to none. I don't think I even knew what ESL was. I have the knowledge now but I'm trying to think when did I acquire it? It wasn't then. I had a friend who graduated with me and she got a job at another school [in this district] through the local job fair. And, she was going to be the ESL Counselor there and we were both thinking "what's the ESL counselor?" (Laughs a lot) And it was like what is that? I had no idea, not a clue. There was no specific anything for LEP anything. Not to go off on a tangent but like EC, I knew more about that from high school than I did from my program. It was the same thing with 504s. I don't know it is at other high schools but here it's a big deal. And, coming in I had to just come here and start from ground zero.

Researcher: Okay in what ways do you wish your counselor education program had been different? You mentioned more multicultural classes.

Bella: I really wish there had been more hands on [pragmatic] things. I don't know how they would make that a requirement for classes. But I think [we need to learn more about] school duties from school counseling. I know that we work hand in hand with [names the university] here at [names the local school district] with a professor

and a committee. But, there should be more communication about what exactly the interns should be doing and exposed to and committed to learning when they're in here [in the schools]. We need tools to facilitate the counseling aspect but for the real life aspect, these are things they [future counselors] need to know. The professors should combine their knowledge with the hands on knowledge and let's marry those together to formulate a really good working internship program. And with that information, the professors would be able to teach that more. Maybe they should have someone come in to the classes and talk about counseling in the schools, the thick of it, the day to day from the schools' side of things. And of course, the ESL/LEP [details], specialized programs, like magnet programs and all of that. It all gets overlooked. It should be addressed. I know that some people who graduate from our program don't end up working in [names the local school district] but those programs exist in all shapes and form everywhere. They might be called something different but special programs, diverse student populations are everywhere. Still, exposure to them is not going to hurt. I would have appreciated having more of that coming in. I didn't know much at all. For me, working with ESL, I would have liked more information about teaching and [overall] curriculum. So, when teachers come to me and ask them about how to teach these kids and what do I say? I can have ideas in my mind but there are actual words that teachers will recognize that I could have used that would have helped them maybe understand what I was trying to say more clearly. I got some help, some modifications information from some former ESL [personnel] and that was important. I was able to give that to teachers but I didn't really understand it so that was kind of embarrassing. I just don't understand a lot about teachers' approaches and I don't know how that would get incorporated in to a counseling program but we definitely need more preparation with this. In a way we have to remember that we serve the staff too (as school counselors) and they're looking for advice from you. It's all part of [the profession]. It's necessary especially when [school counselors] are talking about the EC and ESL kids or any special population of students. All these modifications and interventions are important and I think we need to know more about how to tell teachers how to use them.

Researcher: What would you change about the courses?

Bella: They're good, they just need more. The school counseling class could go further in depth in the school duties, an extension of multicultural [counseling class]. It's so important with the changing population we have in the [United] states. It's coming and it's here and learning to deal with different ethnicities is going to be crucial. In school counseling it might be a good idea to have an international notebook that shows you how to look at schools across the continents and you don't even think about that. We need to know about transcripts across the continents. That is such a basic part of this job; registration, transcripts, credit checks and we don't do any of it [in graduate school]. And, we don't even know what they are until we start working. You just come in and sure you can counsel, but you don't have time and you're learning so much. There is so much to do other than counseling. Even when you're with students you're not counseling in the sense that you've been trained to counsel. And so, that is also where they could definitely improve with the courses and the internships. What

they're actually expecting students to get from the internship. 20 hours is a lot to be straight counseling and I don't think it has to be straight counseling. You have to get some but then there needs to be an allowance in there for the non-counseling duties. They [the professors] need to be clearer and more defined about real duties. Otherwise, I could just come in and sit and if I take advantage of things, I could learn. But if not, they aren't encouraged. You're [the counselors] there to do the counseling. Which, [things are] not like that in the real job.

Lilly's viewpoints concurred:

Researcher: Looking back, in what ways do you feel your counselor education program prepared you for working with English learners?

Lilly: It didn't at all. I didn't take any classes that helped me prepare for that. I wasn't prepared at all. Everything that I know now I learned from experience here.

Researcher: Okay in what ways do you wish your counselor education program had been different?

Lilly: It's hard to say because you can't really offer a class on "how to schedule a student" and I think they could have had a class on how to work with ELLs. I don't remember them having that at all. Maybe something like that and then the same thing with special education, maybe more individualized classes based on what you're [the counselors] interested in although at point I didn't know I would be interested in working with ELLs. It's hard to tell, the classes we had were definitely valuable so it's hard to say how we could fit in more school counseling classes.

Researcher: What would you change about the courses?

Lilly: I took a statistics class. I know they say it's important to learn how to analyze data, I'm sure it is, but I didn't like it. I would say if I could add a class, I would personally like to add a SIOP class. I think it would be nice to learn that at the grad[uate] school level to get more of a concrete feeling about what it's intended to do. When I first started I was never as thorough as I am now. I never completed oral histories. I don't know how I survived it honestly. Because I never really got any training, it was just kind of given to me and I just kind of went with it and that's why now when I look back on it and some students and I see so many mistakes that were made because I just had no clue. Some of the things between then and now, the biggest thing is documentation, I document everything, I just have learned so much about the different schools (in other countries—Cuban example), the different classes offered, and there's still so much I need to learn but I feel so much more comfortable doing it and I really feel like if I can at least relate to the family that everything else can come behind that so as long as I can get that initial rapport then we just kind of figure everything else out and we always work it out. Sometimes there are mistakes but in the long run, we always look to do what's best for the kid and that ends up happening. I like to hear about different types of education from other countries and getting it from

> the students is much better for me. We have the book but it's much nicer to just get it from the students and their families. I am more of a visual learner and talking to the person helps me so much more.

Sophia's views reflected:

> Researcher: Describe how you feel your counselor education program you've already described prepared you for the actual duties you perform on a daily basis as a school counselor.
>
> Sophia: (laughs) No it didn't really prepare me that well. I almost could have not gone to school for some of it. For the counseling part it was good, like for grief counseling and stuff like that but for I mean we didn't learn about scheduling and we didn't learn about 504s but not like running a meeting, we did a little bit with registration but nothing about the computer system and so we don't get to do groups and a lot of our counseling program was about doing classroom guidance and our internship that's basically all we did during our internship because we were there to do the extra stuff so when you get to your actual job then you're not really able to do any of that. So, that's that.
>
> Researcher: Looking back, in what ways do you feel your counselor education program prepared you for working with English learners?
>
> Sophia: We learned about LEP students and the ESL program, like they [the program and professors] gave us the vocabulary and stuff about the program but as far as really working with that, you know in our cultural class we did a section on each kind of culture and learned what cultural behaviors they tended to do or not but as far as working one on one with them, not much. At the school I interned at it had more of an Asian population and they mostly spoke English, like white and Asian was most of my population. I didn't have as many Hispanic speaking students but I know that's not just ESL. I know that's not the only one [group] but you just tend to think of that as ESL (laughs) so I wouldn't say much direct practice with it at all.

The participants' responses clearly reflect the measureable difference between theory and practice for school counselors and preparedness regarding the linguistic and social complexities of English learners. As the final portion of this thematic category, the comprehensive results can now be examined.

Summary

In summary, this section of the chapter sought to describe the findings that emerged from the following research questions:

7. How are high school counselors prepared to responsively address English learners' linguistic and social complexities during pre-service counselor education programs?
8. How were the identified beneficial skills and knowledge developed during pre-service counselor education programs?
9. What is the distance between the university-based pre-service counselor education programs and high school counselors' display of current practice with regard to English learners?

The overarching theme of *The Global Continuum of Graduate Level Pre-Service Counselor Program* emerged, with sub-themes of (a) *coursework*; (b) *helpful components of the program;* and (c) *missing links to the profession.* In practical terms, the participants noted that they work with linguistically and culturally diverse students; however, their needs are not well addressed in their programs of study as pre-service school counselors. Since the participants ultimately agreed that their program courses were prudent, the findings concur with the need for these concepts to somehow be embedded within their studies rather than omission and replacement of course content.

The findings of this chapter, which are the products of the research questions, generated themes representations, ultimately constructing the implications of the study. Culture and the contextual aspects of schooling, especially within an urban school district are of equal importance for consideration with diverse student populations who are at severe risk of abandoning high school before the completion of the graduation

requirements. Additionally, the qualitative reflections of the study illustrated counselors' beliefs and understandings regarding their roles within a collective, educational environment and what canons of knowledge are beneficial for the understanding of how to address students' academic and social needs for successful schooling and academic advancement. Lastly, it has also been proven that the participants of this study unanimously assented that the graduate level pre-service counseling programs in which they participated, while valuable and facilitative in nature, require revision and renovation to provide realistic experiences for practical utilization. These conclusions thematically solidify the final and remaining chapter of conclusions, discussions and recommendations.

CHAPTER SIX: CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

This study uncovered participants' depth of knowledge as professional school counselors through ethnographic observations during individual student planning sessions with English learners. Additionally, the participant interviews with the researcher regarding professional and personal backgrounds gave insight to the observations. These revealed canons of knowledge gave further depth to understanding the linguistic, cultural, and social complexities of English learners, and school counselors' beliefs regarding their pre-service counseling programs. The multi-case, qualitative methodology uncovered multi-faceted stratum of linguistic, social, and cultural complexities and their impacts on the school counseling profession and its diverse students. Most importantly, the study results from an ethnographic perspective allowed us to view the circumstances of working with English learners through the school counselor participants' eyes (Green & Dixon, 1999). Connections of the study's results to existing literature are made throughout this chapter when feasible.

Chapters one and two of the study, through its theoretical frameworks of the ASCA National Model for School Counselors, the SIOP Model, social constructivism, and the current, significant related literature, served as the relevant, scholarly basis for this investigation. The basic notions were that authentic learning and knowledge are malleable, actively shaped and molded by the linguistic, social, and cultural surroundings (Coffey, Delamont, Lofland, & Lofland, 2001; LeCompte & Schensul, 1999; Schram,

2006). The third chapter provided parameters, justification, and explanation of the qualitative methodology. Chapter four gave non-traditional life to the contextual, culturally-rich biographies of the participants, the researcher's Autoethnography, and their relevance to the thematically analyzed results and significant emergent findings, relevant for understanding from the social constructivist approach (Holstein & Gubrium, 2008; Geertz, 2001; Merriam, 1988; Seidman, 2006). The final chapter, chapter six, will illustrate the conclusions, implications, and discussions regarding further research on this subject. Ultimately the study's findings confirm and extend the current research related to academic and cultural challenges of English learners and important role school counselors have in the comprehensive pedagogical process of academic literacy acquisition (August & Hukuta, 1997; Bemark, 2000; Collier, 1987; Collison et al, 1998; Cummins, 2000; Delpit, 2006; Echevarria, Short, & Powers, 2006; Krashan, 1985; Marzano, 2004; Myrick, 2003).

Conclusions

Based on the research findings, four significant conclusions can be derived from this study: 1) There is a notable gap between school counseling theory and practice; 2) The need for expansion of linguistic and cultural competencies within the profession of school counseling is essential; 3) Professional development must be designed and implemented specifically for school counselors' expansion of linguistic and cultural competencies; 4) Pre-service counselor programs must develop coursework to provide necessary theory and practice for school counselors and English learners.

The Notable Difference between School Counseling Theory and Practice

As evidenced by the participants' reflections regarding recent experiences in graduate school programs for pre-service school counselors and the ethnographic observations of what school counselors actually do while facilitating individual student planning sessions with English learners, there is a notable variance between what counselors learn in graduate school versus what they actually do while functioning in the role of a school counselor. It is crucial to say that all the graduate programs in which they participated are accredited programs, recognized for having high standards and highly acclaimed faculty. There is no dispute that these programs were of outstanding quality and design. Where the unintended mismatch occurs is in the area of school counseling as a specialized area within the field of education. To make a comparison, medical practitioners are expected to have common underlying proficiencies within their field. However, there are also many venues for precise specializations such as cardiology, radiology, and podiatry. Society expects this and would find it unacceptable for a physician who specialized in the science of feet to perform intricate heart surgery. Similarly, school counseling is a specialized area within general psychological counseling and education. As educational specialists and true emerging leaders in education, we must begin to view school counseling programs as collaborative and mutually engaging for student achievement yet specialized to address the diverse needs of our schools. In agreement with the existing literature, the results of this study confirm that school counseling as a profession must be viewed as an area of specialization within the field of education. And ultimately, specialists in school counseling must be prepared to address the needs of a diverse

student population (Conrad, 2008; ASCA, 2005; Bemark, 2000; Collison, Osborne, Gray, House, Firth, & Lou, 1998).

The results of this study do not suggest that theoretical elements of pre-service counseling programs be removed or altered; on the contrary, each participant clearly viewed this portion of the graduate level studies as relevant and necessary. In fact, there was great emphasis placed on maintaining fidelity of sorts to counseling theories as a distinctive measure, giving school counselors special, unique skills and cannons of knowledge that set them apart from other members of a learning community, yet making them crucial members of a school community. In agreement with the existing literature, the conundrum is that specific attention must also be given to the highly specialized practices of counselors in school settings (Fitch & Marshall, 2004; Gybers & Henderson, 2000). As the literature suggests, school counseling as a profession has shifted historically, now aligned with leadership and support services. This paradigm focuses on increased academic achievement rather than therapeutic services (ASCA, 2005). This study confirms that in order for this to be a reality in practice, school counselors must be prepared for the actual duties they will be expected to perform under the auspices of the ASCA National Model for School Counselors and the local environment-the unique needs of the school setting. This study, in addition to its confirmation of the need for pragmatic preparation for school counselors' actual professional duties, also discovered the notable gap between school counseling theory and practice specifically associated with the linguistic and social complexities of English learners.

The Need for Expansion of Linguistic and Cultural Competencies within the Culture of School Counseling

The results of this study also revealed the need for a more culturally and linguistically competent school community as key to providing equal access by addressing barriers to learning, integration of resources, and appropriate academic responses and interventions for the development of academic literacy. To attain this, schools must begin by increasing cultural and linguistic competencies within the culture of school counseling as a specialized, collaborative part of the school community. By using the research-based, proven frameworks of the ASCA National Model for School Counseling and the SIOP Model, in direct conjunction with the local school district's strategic plan and the North Carolina state standards for school counselors, school counselors will acquire the skills, canons of knowledge, and understanding necessary to promote schools in this community as places for learning without limits, empowering them to lead rich lives as well-prepared, 21st century global learners in an ever-changing world.

There were overwhelmingly similar responses from the study's school counselor participants regarding the urgent need to serve the English learner population in both areas of linguistic and cultural awareness via academic support services. The advocacy for an expansion of linguistic and cultural competencies within the culture of school counseling is also in direct alignment with the demands of the local school district. Taking the Charlotte Mecklenburg Schools Strategic Plan 2014 for example, there are six designated areas of focus. They are: 1) Effective Teaching and Leadership; 2) Performance Management; 3) Increasing the Graduation Rate; 4) Teaching and Learning Through Technology; 5) Environmental Stewardship; and 6) Parent and

Community Connections (CMS, 2010). The resounding message throughout the plan is that all areas of the local education agency are to serve as agents of change in order to transform this community's system of public education. School principals, counselors, teachers, students, parents, and other community stakeholders are all charged with "Global Citizenship" for accelerated transformational and cultural change. The results of this study, conducted in this local setting, correspond directly to that message. By expanding cultural and linguistic competencies within the culture of school counseling, there will be a direct impact on more than 16,000 elementary and secondary English learners. Simultaneously, this expansion of linguistic and cultural competencies within the culture of school counseling provides an example for other stakeholders in the process, constructing the foundation for sustainable, long-term school based academic and social support. Building cultural and linguistic competency via the elementary and secondary school counseling programs will unite and strengthen school-based resources, effectively streamlining systemic operations. Ultimately, an alarming number of minority students, including English learners, drop out of school each year for myriad academic, linguistic, and social reasons. By expanding linguistic and cultural competencies within the culture of school counseling in this urban district, there will be amplified potential for unprecedented acts of comprehensive, strategic interventions to positively impact educational outcomes, high school graduation rates, and the ultimate successes of language minority students in our community.

A Need for Professional Development for School Counselors' Expansion of Linguistic and Cultural Competencies

In view of the fact that the participants of this study, who are current practitioners in the field of school counseling and recent graduates of regionally accredited pre-service school counselor programs, expressed concern regarding unintended deficiencies in their preparation for addressing the linguistic and social complexities of English learners, another vital conclusion of this study is that ongoing professional development for school counselors is crucial. In order to meet the needs of the academic needs of the growing population of English learners in this urban district, school counselors must be given the expertise, cannons of knowledge, and propensities related to English learners' linguistic and social complexities. Designing and implementing a fervent, thorough program of professional development for school counselors' expansion of linguistic and cultural competencies may appropriately supplement pre-service counselor graduate programs. The following segment of this conclusion of the study is a hypothetical, three-year professional development plan for school counselors, complete with elements of program goals, activities, and program evaluation. The initial implementation of this professional development plan would encompass participants from schools, K-12, with a minimum English learner population of 15% of the total school population.

The proposed plan for school counselor professional development is coordinated and integrated with: 1) The North Carolina Standard Course of Study for School Counseling; 2) The ASCA National Model for School Counseling Standards; 3) The CMS Strategic Plan 2014: Teaching our Way to the Top; 4) Partnerships. The overall goal of the professional development program for school counselors is to promote increased academic outcomes for English learners via school counselors' increased linguistic and

cultural competencies. A more linguistically and culturally competent school community, with solution-focused school counselors' facilitation of academic support is key to providing equal access to curricula. This is possible by addressing barriers to learning, integration of resources, development of appropriate instructional strategies and academic interventions for academic literacy development. To attain this, the precise goals of this plan for professional development are to (a) expand the capacity of school counseling program services to provide equity for linguistically and culturally diverse students and their families; and (b) deliver an integrated and comprehensive school counseling program consistent with the ASCA National Model for School Counseling. This comprehensive, long-term plan for professional development will augment graduate pre-service counseling programs and assist in addressing the challenges that can affect learning and academic literacy acquisition by increasing linguistic and cultural competencies in the school community and the culture of school counseling.

The project goals will be accomplished through local schools, learning communities, and central office administration. The objectives for the professional development plan were developed with corresponding activities; each created with scientifically based linguistic and cultural research to fully promote the expansion of these competencies in students and adults.

The goals, objectives, activities and measureable outcomes are as follows:

Goal 1: To expand the capacity of school counseling program services consistent with the ASCA National Model to provide equity for linguistically and culturally diverse students and their families.

Objective 1: Provide school counselors with the skills, knowledge, and understanding to bridge communication barriers with English learners and their families.

Activity 1. Increase district level school counseling program support services by dedicating ESL Program Counselors to each of the district learning communities

within the first three months of the plan.

Activity 2. ESL Counselors will design implementation plans for delivery/assessment of professional development modules with participating schools within the first three months of the project.

Activity 3. ESL Program Counselors will develop, deliver, and assess 12 instructional professional development modules, which will be mandatory for participating school counselors. The first four modules will be focused on linguistic competencies (academic language acquisition) and the final eight on cultural competencies (the latter modules will include presentations from outside experts).

Measureable Outcomes for Goal 1:

Outcome 1. English learners and their families will access school-based school counseling services with a 30%, 40%, and 50% increase in frequency over the baseline in year one and subsequent years, respectively at each participating school.

Outcome 2. Participant schools are using ASCA National Model for school counseling programs evaluation tools (APPENDICES C-G) and collecting specific data for service delivery to English learners and their families.

Outcome 3. Participant schools are assessing and reassessing English learners' needs quarterly with the ASCA National Model assessment tools rather than relying on students and families to request school-based services.

Goal 2: Deliver an integrated school counseling program consistent with the ASCA National Model for School Counseling programs at schools targeted for high proportions of English learners and families; a minimum of 15% of the total school population.

Objective 1: To build cultural and linguistic competency among staff and students at each of the targeted schools.

Activity 1. School counselors will develop, deliver and assess four comprehensive, standards-based K-12 classroom lessons in each of the three project years to enhance students' cultural and linguistic competencies.

Activity 2. Develop, deliver, and assess one school-wide staff development activity regarding linguistic competency in conjunction with the school-based ESL teacher, describing the relevant connection between school counselors and the school's ESL department in year one of the project.

Activity 3. Develop, deliver, and assess two school-wide staff development activities regarding cultural competency in years two and three (one per year) of the project.

Objective 2: The practice of linguistically and culturally competent inclusive and comprehensive school counseling service delivery will be demonstrated at each participating school.

Activity 1. The school counselors will collaborate with school-based stakeholders to include the school-based ESL teacher, assessment coordinator, literacy facilitator, LEP committee chairperson, intervention team leader, and school-based mental health professionals such as social workers and school psychologists a minimum of four times a year during the plan.

Activity 2. Participating school counselors will incorporate specific linguistic and cultural competency verbiage into the written school-based ASCA counseling program goals and objectives.

Activity 3. ESL Program Counselors will facilitate school counselor participants' collaboration with community partners and system of care providers to maximize linguistic and cultural competency for efficient program service delivery throughout the plan for professional development.

Activity 4. Plan and deliver program evaluation meetings (two per year) for the term of the professional development to include central office administration, Learning Community representatives, ESL Program Counselors, and school counselor participants. The purpose of the meeting will be to assess project progress, share data, and plan for revisions.

Measureable Outcomes for Goal 2:

Outcome 1. Participant schools show an increased inclusive school climate based on pre/post program assessments with students and staff.

Outcome 2. Participant schools will show a 10%, 20%, and 30% decrease in discipline referrals from baseline levels in year one and subsequent project years, respectively, indicating long-term results for increased graduation rates.

Outcome 3. Participant schools show successful English learner student engagement in the classroom, promoting access to curricula and increased academic literacy.

This plan for professional development, in response to the expressed views of the counselor participants of this study, supplements the pre-service school counselor graduate programs. However, the remaining conclusion of the study's results is to also examine the potential revision for coursework included in graduate level pre-service school counseling programs.

The Need for Pre-service Counselor Programs and English Learners

The participants recognized the importance of a strong theoretical component of pre-service counseling programs. In agreement with existing literature and the current structure of school counseling programs, these canons of knowledge are of vital importance (ASCA, 2005). With the changing demographics of our schools and the increasing numbers of learners with diverse academic needs, we must also broaden awareness. Practice in the profession must "cross-pollinate" within tertiary curricula. This study implores the need to include an in-depth theoretical and practical understanding of how school counselors effectively address the linguistic, cultural, and social complexities of English learners. While this study focused on a single interview session for individual student planning, school counselors are situated with a multitude of opportunities to provide myriad student-centered, solution-focused resources, including the students themselves. This innovative approach, at the opposite edge of the continuum, and distant from the problem-centered, pathological slant of particular therapeutic methods, is fundamental in affording programmatic equality and equity, transforming English learners' pathways to accessing curriculum via the affirmation of linguistic and cultural diversity. What this study showed is that while many counselors may have a general knowledge of these complexities with diverse English learners, there is a greater need for understanding *who* they are and *how* they learn. In every instance, I observed white, middle-class, female school counselors making the best attempts to accurately utilize both quantitative and qualitative student data to assist diverse English learners in selecting appropriate academic pathways. Additionally, every participant truly approached the students' individual situations with the best of intentions and high school

graduation as the common goal. Yet, the inadvertent disconnect still exists between knowing what English learners need in order to be successful at attaining academic literacy and understanding how to effectively facilitate indispensable exposure to rigor and curricula.

A multicultural counseling course is a visible segment of most graduate level, pre-service counselor programs. This should remain intact. What higher education programs may consider is a deeper approach to "mastering" the school counseling profession with linguistic and cultural competency. English learners by and large are extremely hard working and self-motivated students. This is essential if they are to be successful at surmounting the challenges and unnecessary obstacles associated with second language and academic literacy acquisition due to unequal access to curricula in language-rich environments. In fact, most English learners with whom I've worked, and those observed in this study are deeply committed and persistent upon their initial enrollment in school in the United States. At some point, this motivation and sense of self may be deflated or eliminated altogether after extremely unsuccessful and emotionally exhausting experiences in school, resulting in elevated numbers of high school students who fail to graduate on time, if at all.

The participants themselves, through teacher input and administrative feedback, were often met with opposition for facilitating rigorous plans of study for English learners. I myself concur through my own professional experiences. Higher education programs must instill a profound level of understanding and awareness regarding the linguistic, social, and cultural complexities of English learners. They should require expanded coursework for strong theoretical and practical exposure to culturally responsive

education. Additionally, these programs must address linguistic and cultural diversity within the context of urban education, schooling, and learning. More importantly, pre-service education programs should encompass how to successfully advocate for students' needs with school administrators, teachers, and other education professionals. Programs of higher education for pre-service school counselors must develop and implement additional coursework regarding theory and practice in diversity and learning. Current and future educators will transform the face of education if they truly learn to embrace diversity. Programs must sincerely foster students' academic development by strategically and skillfully unfolding students' innate intellectual capabilities, with or without initial proficiency in the English language.

Implications

The purpose of this study was to examine the world of school counseling and English learners, through the lenses of social constructivism. The research questions focused on language, academic literacy, and culture, intertwined with understanding how school counselors are prepared by their pre-service counselor education programs to consider the linguistic and social complexities of English learners. More specifically, the study's research questions also examined the facilitation process of selected pathways for exposure to curricula via individual student planning and the course selection process. The findings of this study confirmed and extended the current literature regarding the role of the school counselor for the 21st century as advocates for collaborative educational transformation. The existing literature's scholarship is clearly foundational for the study's theoretical framework of the ASCA National Model for School Counseling (ASCA, 2005; Bemark, 2000; House, Martin, & Ward, 2002). The study's additional supporting

and parallel theoretical framework of the SIOP Model with its relevant scholarship is equally fundamental. This study's findings also confirmed and expanded the research regarding the urgency for addressing academic literacy acquisition and alternate pathways for English learners' successful experiences in school (Echevarria, Vogt, & Short, 2008; Friere, 2007; Genesee, Geva, Dressler, & Kamil, 2006; Fitch & Marshall, 2004). The additional influences of urban education, based on the research setting for this study must also be considered for an overall synthesis of these findings (Calderon, 2007; Collier, 1987; Cummins, 1979, 1980, 1981, 2000; Freeman & Freeman, 2007; Genesee, 1987; Igoa, 1995; Nieto, 2004; Ogbu, 1982; Vygotsky, 1978). What makes this study unique are the theoretical framework connections between school counseling, the SIOP Model, social constructivism and English learners.

Another implication of this study builds upon the idea of equal access within education. Since school counselors facilitate the course selection process with English learners, they serve as agents for equal access to curricula. These professionals, as student-centered *academic gatekeepers* must be theoretically and pragmatically prepared to provide this equal access. The transcribed interview results and aforementioned excerpts confirm that all four school counselor participants indicated they wanted to expand their knowledge and practice on *how* to better serve English learners during individual student planning. There are many historical perspectives on why students of a variety of minority groups either based on race, language, culture, or all of these groups are not granted equal access to educational programs, first-rate schools, and curricula which promotes academic equity (Delpit, 2006; Freire, 2007; Kozal, 1991; Sring, 2007). The pressure placed on school administrators for academic success and annual yearly

progress in education due to federal regulations is higher and higher each year (NCLB, 2001). The questions begin to arise about how school counselors, as part of a learning community of educators and collaborative agents for change, can somehow overcome these constraints when advised to avoid exposure to curricula based on the sole notion that if negative testing scores occur at the end of the course, that the overall school results will be punished. Therefore, equal access to curriculum and rigor are reserved for those students who will ensure academic progress and success. Have we created academic programs to then keep students out of these programs? This is also a question for future research.

The most significant implication of this study is the notion that there is an abundance of school counseling practices that undoubtedly advocate for diverse learning and student success (ASCA, 2005). Similarly, there is a profusion of instructional strategies for culturally responsive pedagogy and education (Carteledge & Lo, 2009); and lastly, there is immeasurable clarity in the notion that collectivity and collaboration are key components for successful learning communities (Militello, Rallis, & Goldring, 2009). However, what makes this study stand alone in its findings is that its results thematically confirm how the theoretical frameworks of the ASCA National Model for School Counseling and the SIOP Model *intersect* in their approaches to indeed address the linguistic, social, and cultural complexities of English learners. Yet, the school counselor participants of this study indicated that these frameworks do not heavily intersect in practice. Specifically, the ASCA National Model for School Counseling and its framework are utilized by school counselors. The SIOP Model and its framework are more utilized with teachers and classroom instruction. However, all four school

counselors also indicated the need for exposure and diversity with regard to knowledge of instructional practices, justifying the need for the frameworks to intersect *in theory and practice* with school counselors (FIGURE 5).

FIGURE 5: Theoretical Framework

Ultimately, the expansion school counselors' theoretical knowledge and practical applications regarding the linguistic, cultural, and social complexities of English learners will greatly benefit efforts for culturally responsive programs in education which lead to academic success and fewer dropouts (Gandura, 2010). The urgency in this field is great as alarming numbers of English learners continue to be challenged while attaining academic literacy and as the existing literature suggests, many of these students, do not finish high school Gandura, 2010; Beers, Probst, & Reif, 2007; Banks & McGee-Banks, 2005; August & Hakuta, 1997. The possibilities for English learner academic success will be largely amplified once the school counselors' augmented skills, gained through strategic professional development and revised graduate level coursework, are put in to

practice. Since school counselors by profession are student-centered advocates, agents for change, it is only logical that they should be active, informed, participants in the quest for English learner accomplishment.

Recommendations for Professional Practice and Future Research

This is a beginning, a true seed for what I hope to see someday as a tall, fervent member of the forest of scholarship and research. This study raised more questions than when it began. The resounding, powerful voices of the school counselors were crucial in understanding that their canons of knowledge are abundantly specialized, yet partial in others with regard to the linguistic, cultural, and social complexities of English learners. This means that, even with the well-intended practices, school counselors need more preparation to address these complexities. While the literature review established that much research exists in both school counseling and second language acquisition, there is little to none intersecting the two (Conrad, 2008; Freeman & Freeman, 2007; ASCA, 2005, Beemark, 2000; Chamot & O'Malley, 1994; Collier, 1987; Chomsky, 1986; Cummins, 1981). This professional cross-pollination in research and practice, in these specific areas with considerations of language and culture will provide necessary and new insight into school counselors' key role in the educational community and the process of education reform, greatly facilitating English learner success.

Similarly, an additional recommendation for future research based on the results of this study is to gain a clearer perspective on the complex culture of school counseling as a profession. The biographical information from the participants led to more sensitive questions regarding the culture of the profession and the individual participation within the profession's culture. Ethnicity, race, gender, socio-economic status, native languages,

and educational background within the culture of school counseling are only a few of the areas to consider for future investigation. Besides, what are the dynamics of this culture within the larger culture of schooling in urban settings where testing and educational regulations may be barriers themselves to English learners accessing curriculum?

Additionally, while the counselor participant voices in this study provided interesting findings, future research should further consider the powerful voices of the students within this process. English learners' perspectives on prior education, access to curriculum, and academic literacy acquisition in US schools is crucial for comprehensive understanding, ultimately guiding culturally responsive pedagogy and educational practice. They are the reason for this study and for future research. They matter and they have much to contribute to school communities and to our society.

Summary

This study had four significant conclusions: 1) There is a notable gap between school counseling theory and practice; 2) The need for expansion of linguistic and cultural competencies within the profession of school counseling is essential; 3) Professional development must be designed and implemented specifically for school counselors' expansion of linguistic and cultural competencies; 4) Pre-service counselor programs must develop coursework to provide necessary theory and practice for school counselors and English learners.

The participants' responses to the interview questions and observed individual student planning sessions brought clarity, confirmation, and extension to the existing literature connected to the research questions and the study's significant conclusions. The participants expressed the need to gain more preparation and knowledge regarding how to

best work with linguistically, culturally, and socially diverse English learners. Through a careful exploration of the pre-service counselor education programs and current practices, it was determined that school counselors, as specialized educators, need to deepen their cultural and linguistic competencies, expanding their canons of knowledge related to the specific needs of this diverse student population.

Postlude

In I am forever changed by my journey and exploration into the deeper layers of understanding how school counselors are prepared for working with English learners. I take great pride in making discoveries in my own profession and sincerely hope to help other school counselors and educators grow in ways that help them understand the value of appreciating linguistic and cultural diversity, and more importantly, how to make it a factor in all students' successful academic and social experiences. My interviews and observations with high school counselors had a large impact on how I approach professional development and teacher preparation. As a current instructor in graduate education, I find myself using many skills that I gained through this research to help my students, teachers themselves, understand the linguistic, social, and cultural complexities of the English learners with whom they work. I hope to one day also be a part of school counselor and school administration education programs as well.

At last, it is my sincerest hope that this study will awaken the desire in other school counselors, school administrators, and teachers to gain a fuller understanding and appreciation for the linguistic, social, and cultural complexities of English learners. I hope my research findings will spark a greater sense of public awareness regarding international education and how fortunate our schools are because of the cultural richness English learners bring with them to our classrooms. And, I hope to positively impact my chosen career, education. I view the destination point of this journey, the completion of this study, to be the embarkation of my life's journey to be a cultural guide in scholarship.

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APPENDIX A: RESEARCH QUESTIONS

Research purpose one questions:

1. What is the status of high school counselors' current knowledge-base on the linguistic and social complexities of recently arrived English learners upon entering high school and how do they use that knowledge to coordinate individual student planning via the initial course selection process?
2. What criteria do high school counselors use while facilitating the initial course selection process through individual student planning with English learners?
3. What do high school counselors identify as beneficial knowledge and skills with respect to individual student planning and facilitating the course selection process with English learners?

Research purpose two questions:

4. How are high school counselors prepared to responsively address English learners' linguistic and social complexities during pre-service counselor education programs?
5. How were the identified beneficial skills and knowledge developed during pre-service counselor education programs?
6. What is the distance between the university-based pre-service counselor education programs and high school counselors' display of current practice with regard to English learners?

APPENDIX B: INTERVIEW PROTOCOL

Interview One: Life History

01. Tell me a little bit about your background. Where are you from originally?
02. Tell me about your life before you became a school counselor.
03. Describe your family.
04. Describe your neighborhood.
05. Tell me about your friends when you were growing up.
06. Describe to me what you remember about your high school counselor.
07. Tell me some things about your life now.
08. Describe your family and where you live.
09. How long have you been a school counselor?
10. When did you decide to become a school counselor?
11. How did you decide to become a school counselor?
12. Which levels of school counseling have you worked in other than high school?

Interview Two: Experiences Connected to the Research Topic

Research questions: What is the status of high school counselors' current knowledge-base on how to best address the linguistic and social complexities of recently arrived English learners upon entering high school while coordinating individual student planning via the course selection process? What criteria do high school counselors use while facilitating the initial course selection process through individual student planning with English learners? What do high school counselors identify as beneficial knowledge and skills with respect to individual student planning and facilitating the course selection process

with English learners? How were these beneficial skills and knowledge developed during pre-service counselor education program coursework?

Interview Questions

01. Tell me about where you studied your master's degree?

02. Describe the kind of master's degree you completed?

03. How long did it take you from beginning to end to complete your master's degree?

04. What kinds of courses did you take during your master's degree program?

05. Which state was the first state where you obtained your school counseling licensure?

06. If outside of North Carolina, how was the process to transfer your licensure to NC?

07. Did you have to complete any additional coursework prior to obtaining your school counseling licensure in NC?

08. If you were ever a classroom teacher, can you describe the subject(s) you used to teach?

09. How would you currently describe a typical day in the office?

10. What are the top five things you feel you spend the *most* time doing at work?

11. Describe how you feel these things are connected to school counseling and the ASCA

    a. National Model.

12. What are some differences you've seen in the demographics of the student population at this school (if applicable)?

13. What are some differences you've seen in the demographics of the student population since you became a school counselor?

14. How often are you responsible for individual student planning and facilitating high school course selections with English learners?
15. Can you describe what you do during individual student planning while facilitating high school course selections with an English learner?
16. What information do you feel is most valuable to have during the process of helping an English learner select his/her courses?
17. Describe some of the easier aspects of this process?
18. Can you describe some of the challenging aspects of this process?
19. Give me some examples of how you overcame the challenging aspects?
20. Do you know about the SIOP Model?
21. Have you been trained on the SIOP Model?
22. Does your school offer SIOP classes?
23. If yes, how do you determine which students take SIOP classes?
24. Tell me what kind of feedback you get from English learners' teachers regarding the selection of their classes?
25. Describe your interactions with the English learner after you have facilitated the course selections, once they are attending those classes.

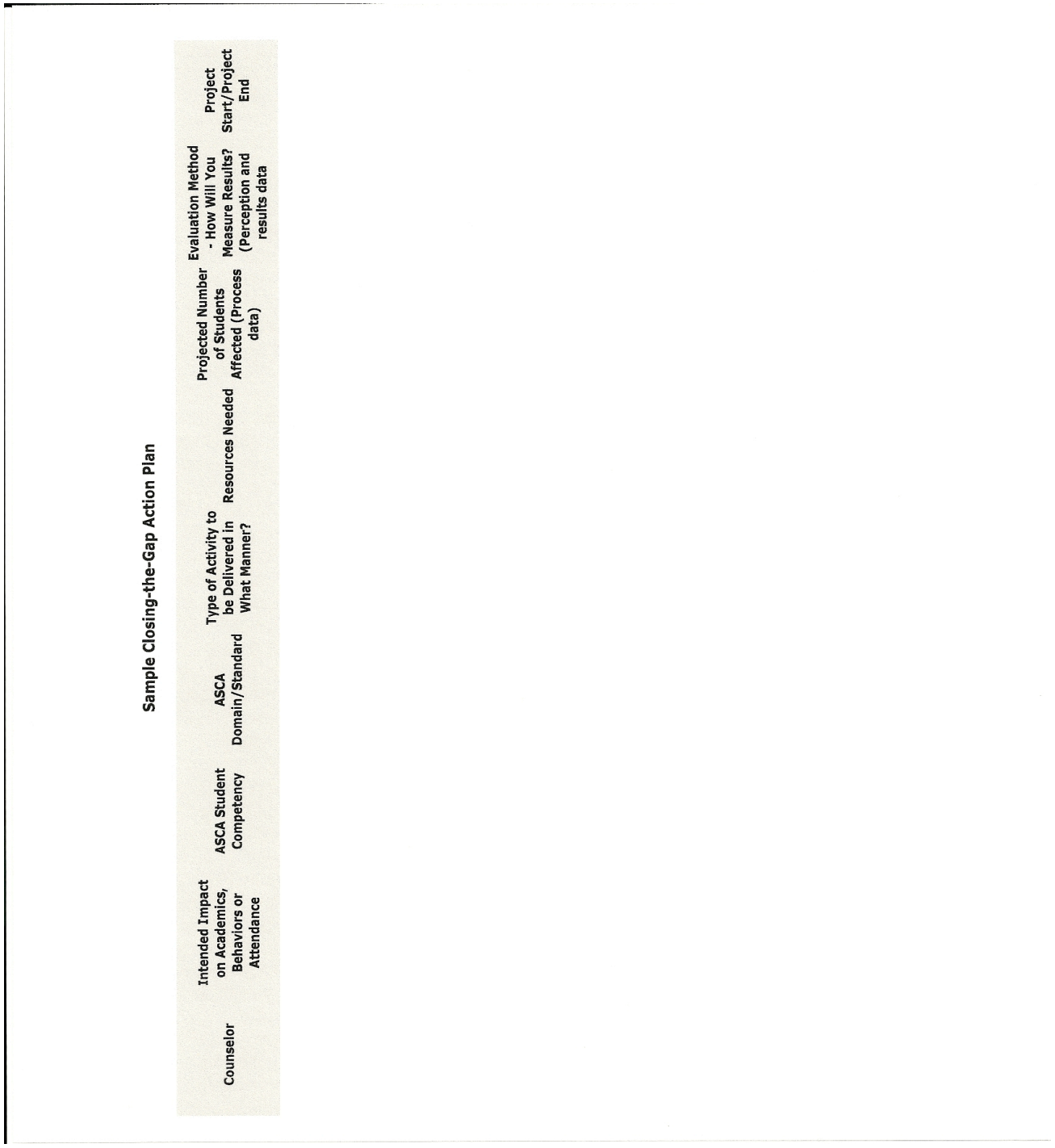
Interview Three: Reflections and Meaning

Research Question: What is the distance between the university-based pre-service counselor education programs and high school counselors' display of current practice with English learners?

Interview Questions:

01. Describe how you feel your counselor education program that you've already described prepared you for the actual duties you perform on a daily basis as a school counselor.
02. Looking back, in what ways do you feel your counselor education program prepared you for working with English learners?
03. In what ways do you wish your counselor education program would have been different?
04. What would you change about the courses you took during your counselor education program?
05. In what ways are your current counseling practices during individual student planning and the facilitation of high school course selections with English learners different from when you first became a school counselor?
06. What kinds of additional support would you like to have related to professional development and/or continuing education in the area of individual student planning and facilitating the course selection process with English learners?
07. Describe how you see yourself working with English learners during individual student planning session and the facilitation of the course selection process in the future.

APPENDIX C: ASCA CLOSING THE GAP ACTION PLAN



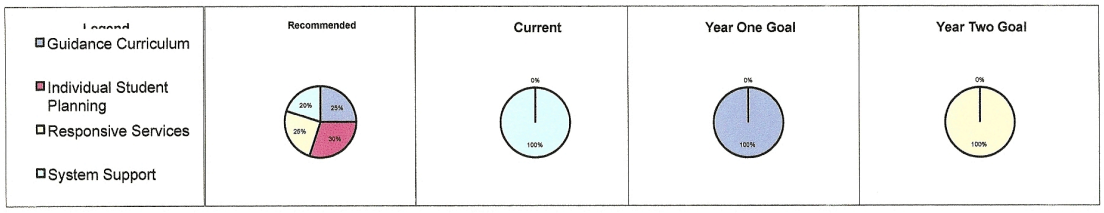
Sample Closing-the-Gap Action Plan

Counselor	Intended Impact on Academics, Behaviors or Attendance	ASCA Student Competency	ASCA Domain/Standard	Type of Activity to be Delivered in What Manner?	Resources Needed	Projected Number of Students Affected (Process data)	Evaluation Method - How Will You Measure Results? (Perception and results data	Project Start/Project End

APPENDIX D: ASCA DELIVERY SYSTEM CHART TOOL

Delivery System Appendix Chart Tool

HIGH SCHOOL COUNSELOR TIME FORM



Delivery System Component	Recommended Percentage	Current % of Time	Year One Goal	Year Two Goal
Guidance Curriculum	(15-25%) 25	*0*	*100*	*0*
Individual Student Planning	(25-35%) 30	*0*	*0*	*0*
Responsive Services	(25-35%) 25	*0*	*0*	*100*
System Support	(15-20%) 20	*100*	*0*	*0*
	100	100	100	100

**These numbers are used for example only.*

Curriculum Crosswalking Tool

Mark the standards/competencies currently addressed (Y) and those you intend (I) to address.

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.1 Academic Development: Standard A *Students will acquire the attitudes, knowledge, and sills that contribute to effective learning in school and across the life span.*													
Improve Academic Self-Concept													
Articulate feelings of competence and confidence as a learner													
Display a positive interest in learning													
Take pride in work and in achievement													
Accept mistakes as essential to the learning process													
Identify attitudes and behaviors which lead to successful learning													
Acquire Skills for Improving Learning													
Apply time management and task management skills													
Demonstrate how effort and persistence positively affect learning													
Use communication skills to know when and how to ask for help when needed													
Apply knowledge of learning styles to positively influence school performance													
Achieve School Success													
Take responsibility for their actions													
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students													
Develop a broad range of interests and abilities													
Demonstrate dependability, productivity and initiative													
Share knowledge													
SC K-12.2.2. Academic Development: Standard B *Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.*													
Improve Learning													
Demonstrate the motivation to achieve individual potential													
Learn and apply critical thinking skills													
Apply the study skills necessary for academic success at each level													
Seek information and support from faculty, staff, family, and peers													
Organize and apply academic information from a variety of sources													
Use knowledge of learning styles to positively influence school performance													
Become self-directed and independent learners													
Plan to achieve Goals													
Establish challenging academic goals in elementary, middle/junior high and high school													
Use assessment results in educational planning													
Develop and implement an annual plan of study to maximize academic ability and achievement													

APPENDIX E: ASCA CURRICULUM CROSSWALKING TOOL

Apply knowledge of aptitudes and interests to goal setting													
Use problem-solving and decision-making skills to assess progress toward educational goals													
Understand the relationship between classroom performance and success in school													
Identify post-secondary options consistent with interests, achievement, aptitude and abilities													
SC K-12.2.3 Academic Development: Standard C *Students will understand the relationship of academics to the world of work, and to life at home and in the community.*													
Relate School to Life Experiences													
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life													
Seek co-curricular and community experiences to enhance the school experience													
Understand the relationship between learning and work													
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals													
Understand that school success is the preparation to make the transition from student to community member													
Understand how school success and academic achievement enhance future career and avocational opportunities													

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.1 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.*													
Develop Career Awareness													
Develop skills to locate, evaluate, and interpret career information													
Learn about the variety of traditional and non-traditional occupations													
Develop an awareness of personal abilities, skills, interests, and motivations													
Learn how to interact and work cooperatively in teams													
Learn to make decisions													
Learn how to set goals													
Understand the importance of planning													
Pursue and develop competency in areas of interest													
Develop hobbies and vocational interests													
Balance between work and leisure time													
Develop Employment Readiness													
Acquire employability skills such as working on a team, problem-solving and organizational skills													
Apply job readiness skills to seek employment opportunities													
Demonstrate knowledge about the changing workplace													
Learn about the rights and responsibilities of employers and employees													

Learn to respect individual uniqueness in the workplace													
Learn how to write a resume													
Develop a positive attitude toward work and learning													
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace													
Utilize time- and task-management skills													
SC K-12.1.2 Career Development: Standard B *Students will employ strategies to achieve future career goals with success and satisfaction.*													
Acquire Career Information													
Apply decision-making skills to career planning, course selection, and career transitions													
Identify personal skills, interests, and abilities and relate them to current career choices													
Demonstrate knowledge of the career planning process													
Know the various ways which occupations can be classified													
Use research and information resources to obtain career information													
Learn to use the internet to access career planning information													
Describe traditional and non-traditional occupations and how these relate to career choice													
Understand how changing economic and societal needs influence employment trends and future training													
Identify Career Goals													
Demonstrate awareness of the education and training needed to achieve career goals													
Assess and modify their educational plan to support career goals													
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences													
Select course work that is related to career interests													
Maintain a career planning portfolio													
SC K-12.1.3 Career Development: Standard C *Students will understand the relationship between personal qualities, education, training, and the world of work.*													
Acquire Knowledge to Achieve Career Goals													
Understand the relationship between educational achievement and career success													
Explain how work can help to achieve personal success and satisfaction													
Identify personal preferences and interests which influence career choices and success													
Understand that the changing workplace requires lifelong learning and acquiring new skills													
Describe the effect of work on lifestyles													
Understand the importance of equity and access in career choice													
Understand that work is an important and satisfying means of personal expression													
Apply Skills to Achieve Career Goals													
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.													
Learn how to use conflict management skills with													

peers and adults													
Learn to work cooperatively with others as a team member													
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences													

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.4 Personal/Social Development: Standard A Students will acquire the knowledge, attitudes, ad interpersonal skills to help them understand and respect self and others.													
Acquire Self-Knowledge													
Develop a positive attitude toward self as a unique and worthy person													
Identify values, attitudes and beliefs													
Learn the goal setting process													
Understand change as a part of growth													
Identify and express feelings													
Distinguish between appropriate and inappropriate behaviors													
Recognize personal boundaries, rights and privacy needs													
Understand the need for self-control and how to practice it													
Demonstrate cooperative behavior in groups													
Identify personal strengths and assets													
Identify and discuss changing personal and social roles													
Identify and recognize changing family roles													
Acquire Interpersonal Skills													
Recognize that everyone has rights and responsibilities													
Respect alternative points of view													
Recognize, accept, respect and appreciate individual differences													
Recognize, accept and appreciate ethnic and cultural diversity													
Recognize and respect differences in various family configurations													
Use effective communication skills													
Know that communication involves speaking, listening, and nonverbal behavior													
Learn how to make and keep friends													
SC K-12.1.5 Personal/Social Development: Standard B *Students will make decisions, set goals, and take necessary action to achieve goals.*													
Self-Knowledge Applications													
Use a decision-making and problem-solving model													
Understand consequences of decisions and choices													
Identify alternative solutions to a problem													
Develop effective coping skills for dealing with problems													
Demonstrate when, where, and how to seek help for solving problems and making decisions													
Know how to apply conflict resolution skills													
Demonstrate a respect and appreciation for individual and cultural differences													
Know when peer pressure is influencing a decision													

Identify long- and short-term goals													
Identify alternative ways of achieving goals													
Use persistence and perseverance in acquiring knowledge and skills													
Develop an action plan to set and achieve realistic goals													
SC K-12.1.5 Personal/Social Development: Standard C *Students will understand safety and survival skills.*													
Acquire Personal Safety Skills													
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)													
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights													
Learn the difference between appropriate and inappropriate physical contact													
Demonstrate the ability to assert boundaries, rights, and personal privacy													
Differentiate between situations requiring peer support and situations requiring adult professional help													
Identify resource people in the school and community, and know how to seek their help													
Apply effective problem-solving and decision-making skills to make safe and healthy choices													
Learn about the emotional and physical dangers of substance use and abuse													
Learn how to cope with peer pressure													
Learn techniques for managing stress and conflict													
Learn coping skills for managing life events													

APPENDIX F: ASCA SCHOOL COUNSELOR APPRAISAL FORM TOOL

School Counselor Performance Appraisal Form

The school counselor performance appraisal form contains basic standards of practice expected from school counselors. These performance standards not only function as the basis of counselor evaluation but also serve as guides for self-evaluation. This form can be used by the school counselor as a self-evaluation or by the principal along with the required professional support staff appraisal form.

The standards to be evaluated are:

- Standard 1 Program Organization
- Standard 2 Guidance Curriculum Delivered to All Students
- Standard 3 Individual Planning with Students
- Standard 4 Response Services
- Standard 5 Systems Support
- Standard 6 School Counselor/Administrator Agreement
- Standard 7 Use of Data
- Standard 8 Student Monitoring
- Standard 9 Master Calendar/Time
- Standard 10 Results Evaluation
- Standard 11 Program Audit
- Standard 12 Advisory Council
- Standard 13 Infusing Themes

The performance standards are to be assessed by indicating "Yes" or "No" to each of the standards. Comments under each section could indicate strengths in that standard or recommendations.

Standard 1: The professional school counselor plans, organizes and delivers the comprehensive school counseling program.	**YES**	**NO**
1.1 A program has been written to meet the needs of the school.	☐	☐
1.2 The professional school counselor demonstrates interpersonal relationships with students.	☐	☐
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.	☐	☐
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents/guardians.	☐	☐
Comments: _____	Date: _____	

Standard 2: The professional school counselor implements the guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	**YES**	**NO**
2.1 The professional school counselor teaches guidance units effectively.	☐	☐
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.	☐	☐
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.	☐	☐
Comments: _____	Date: _____	
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and career plans.	YES	**NO**
3.1 The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.	☐	☐
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	☐	☐
Comments: _____	Date: _____	
Standard 4: The professional school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation and referral skills.	**YES**	**NO**
4.1 The professional school counselor counsels individual students and groups of students with identified needs/concerns.	☐	☐
4.2 The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.	☐	☐
4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.	☐	☐
Comments: _____	Date: _____	
Standard 5: The professional school counselor implements the systems support component through effective guidance program management and support for other educational programs.	**YES**	**NO**
5.1 The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.	☐	☐
5.2 The professional school counselor provides support for other school programs.	☐	☐
Comments: _____	Date: _____	
Standard 6: The professional school counselor has discussed the counseling department management system and the	**YES**	**NO**

program action plans with the school administrator.		
6.1 The professional school counselor has discussed the qualities of the counselor management system with the other members of the counseling staff and has agreement.	☐	☐
6.2 The professional school counselor has discussed the program results that will be obtained on the action plans for the school year.	☐	☐
Comments: _____	Date: _____	
Standard 7: The professional school counselor knows how to use data as a guide to program direction and emphasis.	**YES**	**NO**
7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.	☐	☐
7.2 The professional school counselor uses data from the counseling program to make decisions regarding revisions to the school counseling program.	☐	☐
Comments: _____	Date: _____	
Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.	**YES**	**NO**
8.1 The professional school counselor is accountable for monitoring the progress of every student.	☐	☐
8.2 The professional school counselor implements monitoring activities appropriate to his/her own school.	☐	☐
8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.	☐	☐
Comments: _____	Date: _____	
Standard 9: The professional school counselor implements the master calendar/time component to have an efficiently run program.	**YES**	**NO**
9.1 The professional school counselor uses a master calendar to plan activities through the year.	☐	☐
9.2 The professional school counselor distributes the master calendar to parents, staff and students.	☐	☐
9.3 The professional school counselor posts a weekly/monthly calendar.	☐	☐
9.4 The professional school counselor analyzes his/her time spent in each of the four areas of the management system to achieve a healthy balance.	☐	☐
Comments: _____	Date: _____	
Standard 10: The professional school counselor has developed a results evaluation for the program.	**YES**	**NO**
10.1 The professional school counselor includes every student in the results.	☐	☐
10.2 The professional school counselor works with members of the school counseling team and with the principal to formulate the desired results.	☐	☐

10.3 The professional school counselor knows how to collect and process data.	☐	☐
Comments: _____	Date: _____	
Standard 11: The professional school counselor conducts a yearly program audit.	**YES**	**NO**
11.1 The professional school counselor provides a yearly program audit that includes the results of all the program components.	☐	☐
11.2 The professional school counselor shares the results of the program audit with the advisory council.	☐	☐
11.3 The professional school counselor uses the yearly audit to make changes in the school counseling program for the following year.	☐	☐
Comments: _____	Date: _____	
Standard 12: The professional school counselor is responsible for establishing and convening a school advisory council for the comprehensive school guidance and counseling program.	**YES**	**NO**
12.1 The professional school counselor has met with the advisory council.	☐	☐
12.2 The professional school counselor has reviewed the school counseling program audit with the council.	☐	☐
12.3 The professional school counselor keeps a record of meeting information.	☐	☐
Comments: _____	Date: _____	
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.	**YES**	**NO**
13.1 The professional school counselor promotes academic success of every student.	☐	☐
13.2 The professional school counselor promotes equity and access for every student.	☐	☐
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.	☐	☐
13.4 The professional school counselor understands reform issues and works to close the achievement gap.	☐	☐
13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.	☐	☐
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.	☐	☐
13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.	☐	☐
Comments: _____	Date: _____	

APPENDIX G: ASCA SECONDARY SCHOOL COUNSELOR MANAGEMENT AGREEMENT

Middle/High School Counselor/Principal Agreement

School Year _____School_____Date _____

Counselors' Names Signatures Principal Signature

_____ _____
_____

_____ _____

_____ _____

_____ _____

_____ _____

Student Access
Students will access the school counselor by:

___ Grade Level (list grade level and counselor name)

___ Alpha Listing (list alpha section and counselor name)

___ Domain (list counselor name for each domain)

Educational_____Career_____Personal/Social _____

Programmatic Delivery

In order to achieve the results planned, the school counseling team will spend:

_____ % of time in the classroom

_____ % of time with individual planning

_____ % of time with responsive services

_____ % of time with system support

The school counseling team plan will include programs and services with the following outcomes relating to:

Staff

_____

_____

_____

_____

Parents:

_____

_____

_____

_____

Community:

_____

_____

_____

_____

Continued Professional Development (Listed with specific activities for each individual counselor)

_____

_____

_____

_____

Professional Collaboration
The school counseling department will meet weekly/monthly/yearly:

_____ As a counseling department

_____ With the school staff (faculty)

_____ With the advisory council

_____ With site-based management committee

_____ With administration

_____ With subject-area departments

_____ With instructional council

Office Organization
Responsibilities for the support services provided the counseling team will be divided among the support services staff:

The school counseling secretary will _____

The clerk/receptionist will _____

The registrar will_____

The student aides will_____

Volunteers will _____

Others will _____