CAREER DEVELOPMENT PRACTICES IN A MISSOURI HIGH SCHOOL

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by

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The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled:

CAREER DEVELOPMENT PRACTICES IN A MISSOURI HIGH SCHOOL

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a candidate for the degree of doctor of education

and hereby certify that, in their opinion, it is worthy of acceptance.

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DEDICATION

What an incredibly long journey this has been. I am so thankful for the people who have supported me throughout this endeavor. First, to my husband, Mike, daughter, Elizabeth, and son Matthew, you have put up with me being gone or unavailable, shushing you from the table, being short-tempered or stressed and you have each only responded with love and encouragement. I hope I have made you proud. You are each my reason for pushing and my "why" every day. I love each of you more than words.

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ABSTRACT

Context: The Missouri Department of Elementary and Secondary Education (DESE) has increased their focus on College and Career Readiness through preparation and exploration (DESE, 2016). Career development curriculum exists within DESE's Missouri Comprehensive School Counseling Program. Despite this guidance for what to teach, there is no implementation model provided for putting career development education into practice for Missouri educators.

Objective: This study examines the current career development practices at one Missouri high school as well as the perceived self-confidence of teachers in providing instruction to students and the methods of support they require to do so.

Setting: This study took place in a Missouri public high school housing grades 9-12.

Participants: Forty members of Middleville (pseudonym) High School's faculty.

Data Collection and Analysis: Data was collected using an electronic survey with both likert scale ratings and open ended questions. A descriptive analysis of this quantitative design was used to determine findings.

Results: The analysis of teacher confidence data resulted in a normal distribution curve within each grade level. Teachers also assessed that there are very few of the career development GLEs covered and most are not taught in a structured way. Teachers' preference for lesson delivery varied primarily between electronic and being provided written lesson plans

SECTION I:

INTRODUCTION TO DISSERTATION IN PRACTICE

Introduction to the Background of the Study

Learning with purpose: at the root of true learning is being able to contextualize the purpose or need for the knowledge. Vocational and technical education classes are full of the "why" for learning. Technical education courses target specific skills, such as building trades, graphic design, and health sciences, to name a few (DESE, 2016a). In each of these courses of study, students are given the opportunity for observational and theoretical learning in a typical classroom setting culminating in experiential learning. Students in vocational and technical classes have ample opportunities to find connections between what they are learning and how it can be applied, because it is inherent in the nature of technical education that it will be applied. The learning becomes alive when students are provided with opportunities for experience in the context of an actual workplace environment, such as students studying basic nursing skills in a vocational class who spend the final semester of high school working in a nursing home. For example, a building trades class might work on constructing a home with graphic design students might provide their school district with marketing images or brochures, and a health science class might culminate with some type of clinical experience. All of these examples provide students with the opportunity to put theory into practice.

For high school students headed into careers directly linked to the technical education classes offered, the correlation between high school content and real-life relevance may seem obvious, and the opportunity to explore career options related to their chosen field are plentiful. For students interested in careers not related to technical education classes offered at the high school level, finding the correlation between high school course work and real-life relevance may be difficult. Opportunities to explore career options related to coursework may be less accessible.

Students preparing to enter college may have spent hundreds of hours in academically focused classes where the application of learning to a career may be more abstract and or less apparent. Without a clear connection to future use, students may lack the foresight to reach for a deeper understanding of how this might apply to future learning (McPartland, 1993; Stout & Christenson, 2009).

The concept of creating relevance to learning can be applied to career development and course selection for high school students. What if students could develop a focused career goal to illuminate a path of purposeful learning throughout high school and even connect with experts or employers in their field through a comprehensive career development program? Research has shown fully implemented career development programming for high school students can result in increased retention and academic motivation as well as increased motivation for students to continue learning after high school (Bell & Bezanson, 2006; Perry, 2008). Pointing out the relevance of academic content to career development across curriculum helps students make those connections if staff is prepared to draw attention to them. A study in which high school students were grouped by career aspiration (referred to as academies) showed an 8% increase in 4-year graduation rate (Hemelt, Lenard, & Paeplow, 2019).

Public schools serve students with a wide variety of academic abilities, vocational interests, and personality preferences who, according to the 2015 Missouri Comprehensive School Counseling Program (MCSCP) standards, should begin receiving instruction and opportunities for exploration in career development in kindergarten. The vast differences among the student populations served in public schools creates the need for school counselors, who are charged with career development implementation (Anctil, Smith, Schenck, & Dahir, 2012; DESE, 2015). To

utilize instructionally diverse methods as they strive to assist each individual on a personalized journey through career development and helping students see as possibilities careers outside those contained within their community.

The Missouri Department of Elementary and Secondary Education (DESE) has integrated the responsibilities for career development within the Missouri Comprehensive School Counseling Program (DESE, 2015). Career development for students should be part of both the Individual Student Planning component as well as implemented through School Counseling Curriculum within the Missouri Comprehensive School Counseling Program (DESE, 2015; Missouri School Counselors and Counselor Educators, 2015). Missouri is focused on helping students become College and Career Ready, but the primary way in which this "readiness" is addressed and measured is through academic means such as state and national standardized tests at the exclusion of career exploration and development (Lombardi, Seburn, & Conley, 2011). This purely academic focus can give the illusion of college-for-everyone when not all careers require a college degree. The ability to distinguish between careers requiring a college degree and those requiring technical training is a differentiation students cannot know unless they spend time exploring career options through a structured career development program (Stone-Johnson, 2016). However, despite the expectation to have students fully prepared to head off to college, during the 2016 fiscal year, DESE made no reference to career or college exploration except as it pertained to incentivizing teaching as a potential career for high school students (DESE, 2016c).

DESE's push within career education is to prepare students for either the job market or further education by combining academics with job-specific training to narrow the skills gap (DESE, 2018). In helping students prepare for employment, there are specific skills and

knowledge which can set applicants apart. Employers prefer to hire individuals who have a strong academic background and 21st-century skills in technical aptitude and collaboration as well as the ability to think critically in making decisions (Missouri Chamber of Commerce, 2016). Recognizing the need to bridge education to employability, the Missouri Chamber of Commerce has made contributing to the preparation of high school students for both college and the workforce one of their top priorities. In an effort to encourage students to be prepared with the skills necessary to enter the 21st-century workforce or be successful in college, the Missouri Chamber of Commerce has sponsored the Show-Me Scholars program. Show-Me Scholars is an initiative implemented by a city's Chamber of Commerce. The Show-Me Scholars program provides incentives for students to take more rigorous coursework than is minimally required for graduation (Missouri Chamber of Commerce, 2017).

In addition to encouraging the implementation of the Show-Me Scholars program within the state, in the spring of 2016, DESE took an additional step toward having schools measure students' academic preparation by implementing a statewide mandate that all high school juniors be given the ACT test during school time. The final results of this statewide testing initiative showed Missouri was behind the national average in English, reading, math and science, which are all four tested areas of academic readiness within the ACT. These factors all contribute to the state's definition of "College and Career Ready".

DESE considers a student "College and Career Ready" when, upon graduation, a student will possess knowledge in both English and math adequate to, and without remediation, secure entry-level employment/training or admission to a two- or four-year college in his or her chosen career (DESE, 2016a). Further emphasizing the importance that College and Career Ready plays

in Missouri's public schools is its inclusion in DESE's "Top 10 by 20" initiative. The first of the four goals for Top 10 by 20 is for each student to graduate College and Career Ready with not only a fundamental knowledge and skills but also the ability to apply those in the chosen path after graduation (DESE, 2016b).

While it would seem DESE's initiatives have placed renewed focus on college and career preparation and exploration in schools, there is no guideline to detail how career exploration and development should be implemented (DESE, 2016c). Without a clearly defined implementation plan for schools to provide students with career development and exploration, the primary focus has most likely become the academic preparation of students to the exclusion of personal career exploration and development. The unintended consequence of creating easily measurable standards by which an individual student's college and career readiness can be quantified has resulted in the term "college and career readiness" being defined only through an academic lens (Stone-Johnson, 2015). School districts have courses in place to teach the academic portion of college and career readiness within each teacher's classroom. Career and technical centers offer courses to teach students specific technical skills for employment. What many schools are missing, however, is the opportunity for counselors to work with faculty and students to implement the career development piece of this important process.

As noted earlier, a key program through which career development can be addressed is MCSCP, which all counselors in Missouri are expected to fully implement. The program consists of four components: School Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support (DESE, 2016; Gysbers, et al., 2011). MCSCP is the guiding force behind school counseling programs throughout the state, and it has been adopted into many local

school board policy statements. Career development is important enough to be part of both the Individual Student Planning and School Counseling Curriculum portions of the MCSCP, yet there is no state-recommended plan for implementation of this important program.

Studies on the delivery method and primary influences of career development for various populations of high school students reveal that current practices are falling short of meeting the needs of all students, thus pointing to the need for diversified, relevant, and systematic career development implementation methods (Ball, 2009; Black, 2010; Kim, 2010; Waintrup & Unruh, 2008). To better serve students, "school counselors need to implement specific career development strategies…" and career development portfolios are one such strategy (Ball, 2009, p. 33). DESE's (2017) expectation of career development being implemented under the umbrella of school counseling without specific implementation strategies works in direct opposition to Ball's findings (2009). Further, despite counselors being tasked with spearheading the implementation of career development, some research shows that assistance from counselors is not always the most effective way to guide students in career exploration and post-secondary planning (Kim, 2010; Bloxom et al., 2008; Ball, 2009). One study found gifted students preferred career exploration through mentoring and advanced course work while disliking workshops/sessions/meetings with members of the school counseling staff (Kim, 2010). However, a study by Bloxom et al. (2008) that researched the preferences of twelfth-grade students found the influence of parents and school counselors to be the two most impactful forces on career selection. Though each study pointed toward a different level of involvement from school counselors, it is commonly school counselors who hold primary responsibility to ensure students have completed career development activities (Dedmond, 1996; DESE, 2017; Kenny et

al., 2006; Anctil et al., 2012). Yet, some research shows that students may not prefer counselors to be the primary source of career development particularly given students' propensity to seek guidance from their parents (Bloxom et al., 2008; Kim, 2010).

Statement of the Problem

Missouri's graduation requirements and end-of-course assessments are intended to ensure students earning a high school diploma have received a minimum level of instruction in all curricular areas to meet DESE's (2016a) college and career readiness standards. There are no such minimum standards to ensure all students in the state are provided the same opportunity to explore postsecondary options for career attainment. Additionally, while career development has been studied with specialized populations, such as employment-seeking (Willis & Wilke, 2019), work with incarcerated teens (Waintrup & Unruh, 2008) and gifted students (Kim, 2010), there is limited research regarding best practices of a more generalized career development program with a comprehensive public school population. When it comes to career development for students in Missouri, no clear implementation plan is communicated, nor any guidance provided on the best practices of career development of students among public schools in Missouri.

Rather than systematic and student-driven exploration of the wide array of professional, technical, creative, and service careers available, career development has become a singular personal plan of study which students review annually to ensure the courses they are taking align with graduation standards rather than intended career path. Based on the 2011 Harvard University report "Pathways to Prosperity", DESE began requiring the use of recommended programs of study for each of the twelve career clusters to improve course selections made by students (Symonds, Schwartz, & Ferguson, 2011). Despite this mandate, little emphasis has been placed

on ensuring students make informed decisions about their career opportunities before selecting a focused path of study.

DESE acknowledges the role school counselors play in college and career readiness by describing school counseling as integral in assisting students in handling the challenges of achieving college and career readiness (DESE, 2017). School counselors are tasked with addressing the academic, career, and personal/social needs of individual students, and these counselors have a curriculum with a scope and sequence to ensure students are learning skills in each of these three areas during age-appropriate times. Career development curriculum is one component of the MCSCP implemented within each school, outlining extensive K-12 curriculum available for all counselors in the state to provide instruction which is consistent and developmentally appropriate for all students (Missouri School Counselors and Counselor Educators; DESE; Missouri Center for Career Education, 2015). The inclusion of the career development curriculum within the MCSCP places primary responsibility for the career development of students with counselors throughout the state.

Missouri's career exploration and development curriculum is provided by DESE with direct input from practicing school counselors and counselor educators, and is available in multiple formats (Missouri School Counselors and Counselor Educators; Missouri Department of Elementary and Secondary Education; Missouri Center for Career Education, 2015). In addition to the written curriculum, there are various paper and online formats to assist school personnel with the systematic implementation of a career development portfolio for students (DESE, 2016). Further, each student in the state of Missouri has free access to a web-based career development program, Missouri Connections, which is funded through a partnership among six different state

governmental agencies or offices, including DESE. The primary function of the Missouri Connections website is career exploration, portfolio development, and academic planning through the use of a personal plan of study. DESE has identified career development as critical to student success (Missouri School Counselors and Counselor Educators, 2015); however, despite an excellent guiding structure and curriculum, there is no statewide implementation model in place, leaving the method, frequency, and depth of implementation at the discretion of each local education authority (LEA). In fact, such importance is placed upon this type of development that DESE has included it in the Graduation Handbook for the state. Featured as the first section after the introduction, DESE spends three full pages detailing the importance of career development and the significance that it has on academic planning for students in creating a meaningful plan of study toward their career goals (DESE, 2015a).

Despite this clear emphasis on the importance of career development from DESE, there is neither a mandated course nor a prescribed implementation model for career development curriculum, leaving many professional school counselors with little opportunity to ensure students are receiving this critical information for career exploration and development. Though counselors receive some training and have access to state-approved curriculum, counselors are not always provided with an adequate voice at the local level to fully support students in career development activities related to college and career readiness. In a 2015 case study by Corrie Stone-Johnson which used interviews with 34 counselors, teachers, and administrators from a suburban district in New York state to examine the role of counselors and counseling curriculum in college and career readiness, Stone-Johnson found that rather than being included, counselors were effectively shut out of policy and implementation decisions. Rather than being allowed to assist with the college

and career readiness needs of students based on their own professional perceptions, counselors were instead left to respond to those needs as they are seen by those who were included in the decision-making process. Without representation in forums where decisions were made and yet mandated to spearhead the implementation, counselors were left in the position of being voiceless figureheads of a dysfunctional program. Counselors were seen both as experts in the content but not worthy of providing suggestions for implementation. This lack of voice in local policy discussions regarding the implementation of a career development program, combined with administrators who have inadequate understanding of comprehensive counseling program components, resulted in counselors being called upon to complete tasks unrelated to counseling (Stone-Johnson, 2015). This author's position as a school counselor over the past fourteen years and her involvement in local, state, and national organizations, her work to implement the MCSCP within her district, access to DESE's requirements of Missouri's school counselors as well as her collaboration with counselors statewide has given her insider information about the way in which the findings of Stone-Johnson's study are similar to school counselors in Missouri. Despite their knowledge and the responsibility for career development within the Missouri Comprehensive School Counseling Program, counselors have been left without a clear structure for implementing career development in their local schools. The result in some schools has been either a failure to implement the program with any kind of fidelity, or in the case of this study, untrained faculty are asked to assist with its implementation.

An inherent weakness of allowing the flexibility of local control is the potential for diminished impact of the statewide implementation of the career development curriculum as intended by DESE. Without a state-mandated implementation plan, there is no accountability to

the state for completion of career development activities at the local level. The loophole created by mandatory curriculum without accountability has resulted in inconsistent implementation of career development within schools across Missouri. A best practices report on implementation methods currently being utilized in various Missouri high schools could provide some insight into how individual schools could develop their own career development program.

Purpose of the Study

The purpose of this study was to examine current career development practices within the MCSCP at a single Missouri high school. The implementation of career development practices varies throughout the state of Missouri. DESE provides guidelines on the student-to-counselor ratios permitted, which range from the desired 200:1 to the minimum required of 500:1 (Missouri School Counselors and Counselor Educators, 2015). Such large numbers of students to each counselor creates a challenge for any school counselor to single-handedly help each student develop an individualized career and academic plan, which is just one portion of the full counseling program. If local districts choose to utilize non-counseling faculty to assist with the implementation of career development lessons for students, what level of support would non-counseling faculty require from counselors to ensure consistent service to students' career development needs? Due to the wide array of experiences within a teaching faculty, it is important for schools to evaluate the career development program to ensure consistency of curriculum being provided to students.

The purpose of this study was to examine current career development implementation at one high school in Missouri and determine the perception of faculty comfort with, knowledge of, and preparedness to assist students with career development. Although Missouri offers a

web-based career exploration tool free to every student in the state where comprehensive career development portfolios could be built, the state has provided no implementation structure under which schools are required to introduce students to the tool nor document their progress in developing knowledge of career requirements. Evaluation is a critical component of any program. It is through the evaluation of a program that areas of needed growth can be explored and adjustments can be made to ensure the efficacy of the program's intended purpose (McDavid, Huse, & Hawthorn, 2013). The findings from this study of current implementation practices and staff comfort with implementing career development planning in one high school in a Missouri school district provided information needed to create an implementation model for career development implementation which would improve students' exposure to a wide variety of careers as well as the requisite knowledge to select the best training relative to their selection.

Research Questions

The research questions guiding this study were:

1. How do staff members in one Missouri high school assess their confidence in teaching the objectives of a career development program's curriculum to help students in grades 9, 10, and 11 understand their post-secondary aspirations?
2. How many career development objectives are currently being addressed throughout grades 9, 10 and 11 with advisory students?
3. What, if any, support strategies would staff members like to have for implementing career development lessons?

Conceptual/Theoretical Framework(s)

The theoretical framework guiding this study was change theory, sometimes known as program theory (Chen, 2016). Change theory's use of logic models, which include examination of program inputs, components, activities, and outputs, are used to ensure a comprehensive understanding of current career development practices (Chen, 2016). Within change theory, an open systems approach to examine the program, in this case career development, which is embedded within an environment--the school--considers that the program and the organization interact with one another (McDavid et al., 2013). Traditionally, there have been two popular schools of thought among program theorists. The first is reductionism, and the second is systems thinking (Chen, 2016). The theory of reductionism, developed by Ralph Tyler in the early 1940s, has allowed a specific component of a program's implementation to be targeted for critique. This gives the evaluator the opportunity to provide specific feedback regarding the efficacy of one program component without considering the larger context in which the program operates (Chen 2016; Tyler, 1942). Strictly using this approach, one could learn how one facet of a complex program worked without considering the impact on the program as a whole. In contrast, systems thinking has looked at the larger scope under which a program is implemented. More specifically, systems thinking is precisely as it sounds: it is a way of examining how a component impacts the larger system of which it is a part (Chen, 2016). This theory has been used to analyze intervention programs due to the complexity of components, particularly in the area of education, where there are so many layers of accountability within the organization. Implementing systems thinking would allow for a broad understanding of the impact of an overall program.

When examining the career development portion of the comprehensive counseling program, using just one of those theories would not provide a complete picture of faculty knowledge of and competence with current implementation practices in career development. This study used both reductionism to examine a single component of the MCSCP, specifically the career development curriculum, and systems thinking to examine the way in which career development education fits within the entire school organization. The use of both provided a clearer lens through which to view current implementation practices. More specifically the theoretical combination helped explore faculty confidence and whether there is a relationship to the objectives being covered.

This study aimed to provide clarity to the fidelity of the career development program within the context of a single school through the lens of implementation theory based on several considerations. School districts were facing increasing accountability for evidence of academic improvement and achievement of the students they serve (Honing, 2006). In addition to the increased accountability, there was a rapid production of educational policy generated at the state and national levels. In the state of Missouri, there were 95 pieces of legislation passed over the past ten years which directly addressed educational laws within the state (National Conference of State Legislatures, 2019). During that ten year span, from 2010 and 2019, there were 5,444 pieces of education legislation proposed at the national level, 63 of which became law (United States Congress, 2019). With the combined average of over 15 new state or national laws regarding education in each of the past ten years, local districts may have had to rush to implement the required changes, sometimes at the expense of forethought and planning (National Conference of State Legislatures, 2019; United States Congress, 2019). Successful implementation of any

program is dependent upon the interaction of three critical pieces: people, policy, and place (Honig, 2006). Particularly when looking at state and national education initiatives, no policy is implemented with 100% fidelity in 100% of all locations, 100% of the time. What begins as a broad policy or initiative at the state or national level must be honed into specific and implementable programs at the local district level. As these programs are implemented in school districts, it is important for each program to undergo evaluation on a regular basis to ensure that the program is in line with the interventions and outcomes intended by the broad, overarching policy (Honing, 2006). Given these concerns, this study provides clarity to how one Missouri high school was addressing the career development program as a portion of the Missouri Comprehensive School Counseling Program.

The first step, or strategic planning, for this high school's career development program exists as a portion of the required Missouri Comprehensive School Counseling program and is thus beyond local control. It is also at this state-directed level that program development really occurs for the second step, as curriculum was developed for this statewide program. The third step is where local decision takes over, since there is no state-mandated method of implementation. This third and perhaps most critical step is where local planning for implementation should be taking place. This dissertation in practice evaluates the perceived confidence of a high school staff to implement a career development curriculum within the existing structure of an advisory period.

Design of the Study

The purpose of this study was to examine current career development practices within the Missouri Comprehensive School Counseling Program at a single Missouri high school. The

methodology best suited for this study was a quantitative design with descriptive analysis of survey data. This allowed participants to not only provide structured responses, but also provided additional insight through a narrative description of the career development practices within their school. More specifically, the descriptive analysis helped determine what types of additional support the faculty would like to have provided. The theory of reductionism allowed for focus on components that were working and being implemented as well as where more support is needed. The descriptive analysis helped in extracting and explaining not only educator confidence, but also the requested support strategies.

Data Collection

The primary data collection tool used within the study was a faculty survey examining the self-perceived competence of the faculty to implement a career development curriculum through an advisory program with the secondary students at Middleville High School (a pseudonym). During the data collection period early in the spring semester of 2021, the survey was given to all 62 high school faculty who participated as an instructor for the thirty-minute weekly advisory period during which career development and college planning activities were supposed to have taken place. The survey targeted staff confidence with career development curriculum as well as the lesson plans and resources currently in place for instructing students during that time, including whether or not the current freedom to implement or not implement was impacted by each staff member's confidence with the content.

The second layer of the survey sought staff input regarding ways in which they would like to see expanded opportunities to increase their own confidence with career development curriculum and resources to increase, if any. The staff preference between traditional versus

online instruction was explored which helped inform whether or not teachers preferred a "pre-packaged lesson" which would include third-party recorded instruction to students. Participants were also asked about the inclusion of experiential learning opportunities such as job-shadowing or college visits to determine their competence with helping students determine where they could be going to have experiences with these activities.

There is no specific course required by DESE in which schools are expected to either implement or measure progress to guarantee high school students' exposure to this required curriculum. This school utilizes an advisory period for thirty minutes on the last day of every week. The teacher-students grouping is the same for the first three years of a student's high school career. Advisory activities are currently centered around team-building, study-skills, community service, resources, academic grades, and some career development. Activities have been arbitrarily chosen by an assistant principal and presented as a suggested activity with very few required. Because teachers have the opportunity to get to know their advisory students during their time together, for the third layer of this survey, staff was asked to rate how well they believe students who leave their advisory are prepared for the next step in their career development.

Access to Participants & Participant Protection

When approached to have this topic investigated through participation in this study, the head principal was eager to accommodate the request. He acknowledged that current advisory activities are not adequately organized to address career development. The faculty was made aware that the results of this study will directly inform how they are supported in career development lessons with their advisory students. Due to this vested interest, the head principal

asked to have the survey administered during a faculty meeting, in which all teachers would be present. Unfortunately, due to the impact of the global covid pandemic, group meetings were limited and the principal recognized the burnout in his staff. For these reasons the survey was distributed via email to the faculty with a request to complete rather than an expectation of completion. The survey was implemented using Google Forms, which is a survey form with which the faculty is familiar. It was made clear to participants that the survey is completely anonymous and will not be tied to any existing Google account held by the participant. Prior to conducting the formal survey with faculty, the researcher piloted the format with a group of 10-12 school counselors in the district.

Data Analysis

Upon completion of the survey, data were analyzed using quantitative methods. Using the average of the 21 items to determine the mean as well as the standard deviation allowed for analysis of the overall confidence of teachers in their ability to discuss career development as a whole. The standard deviation provided an idea at how well aligned teacher confidence is by looking for the amount of variation among teachers. Additionally, determining the mean of each item within the survey will determine the overall objectives which will require the most need. Data were analyzed to compare specific career development curriculum benchmarks and activities to staff confidence, looking for themes of strengths and weaknesses within the existing career development program (Creswell, 2014; McDavid et al., 2013).

Data from the open-ended questions of the survey were analyzed based on a grounded theory approach but without building a new theory. First, data were reviewed through an open coding process to look for trends within specific needs of staff to confidently implement career

development curriculum and whether or not they believed current implementation practice is adequately meeting the expectations of students at various points of development (Creswell, 2014). The next layer in analysis was interconnecting the topics, or axial coding to provide insight into specific coding categories (Cresswell, 2007). By classifying, or looking for categories, themes, or dimensions within the collected data, both correlations between expectation and perception as well as divergence was used to identify themes (Cresswell, 2007).

Combining the data collected in Section I with the data from Section II will assist in identifying descriptive differences. Cross-tabulation is a method which allows for two variables to be described at once (Fink, 2013). By determining the descriptive differences between teachers based on Section I responses and Section II responses, trends of confidence can be evaluated. This combination of analytical methods magnified gaps within current programming, allowed for the examination of program targets and determination of which components of the career development curriculum the staff felt were currently covered. Further, using a combination of metrics provided a lense to inspect existing gaps in instruction, and helped determine where support was most needed.

Definition of Key Terms

Advisory. Middleville High School's 30-minute weekly time in which each faculty member works with the same group of 12-15 students over a three-year period to accomplish career development curriculum as well as study skills, goal setting, personal plans of study, and post-secondary planning.

Career Development. Career development refers to how experiences as learners, citizens, workers, family members impact values and attitudes regarding employment goals and aspirations over time (Bloxom, 2008).

Career Development Portfolio. A collection of career exploration, interest/skill inventories, academic planning, and post-secondary options compiled by students. The portfolio allows for growth and change of interest while maintaining a record of past interests as well.

College and Career Ready. Upon graduation from high school, a student will be prepared to enter a two- or four-year college and complete coursework without remediation or workforce training programs in his/her chosen career field that offer a livable salary above the poverty line (CCRS, 2014).

Missouri Comprehensive School Counseling Program (MCSCP). A systematically implemented series of curriculum, individual student planning, responsive services, and system support designed to ensure all students in Missouri's public schools receive instruction in social/emotional development, academic development, and career development throughout their education (Gysbers et al., 2011).

Missouri Connections. An online career development program funded by the Missouri Department of Elementary and Secondary Education (DESE). The program consists of career development and academic planning tools, which, when implemented thoughtfully, can encompass a majority of the career development objectives within the Missouri Comprehensive School Counseling Program's curriculum. Missouri Connections is produced by intoCareers, which is part of the University of Oregon College of Education's outreach center. This program is

present, under different names, by many departments of education throughout the United States ("Missouri Connections | About Missouri Connections," n.d.).

Significance of the Study

During the fall of 2017, Middleville High School (a pseudonym) expanded from serving students in grades 10-12 to include all students in grades 9-12. Following this critical time of transition, the researcher's role as the head of the counseling department enabled this study to directly impact the way in which career development is delivered, documented, and maintained for over 1,200 students. As Middleville High School examines the many transition services provided for students of all ages over the past couple of years, special consideration to the effort afforded to purposeful and meaningful learning can be directly impacted by increasing the purposeful role of career development opportunities in school. The means by which this could be done include the weekly advisory period. The results of this study may also gauge staff's perceived value or lack of value for career development of students. By properly meeting student needs through strategic career development, Middleville High School leadership can provide a more comprehensive level of career readiness. Given the recent shift in student population, student need has changed. By determining staff perceptions of implementation and the support needed for the career development program, career development programming may become more effective. A survey assessing these things can look for the gaps within the career development program. To specifically answer questions regarding implementation such as: Is there a formal sequence with which teachers are working through career development lessons or are topics selected at random? Do teachers use Missouri connections? Do teachers feel adequately equipped with both the knowledge and resources to implement the career development program?

The Missouri Comprehensive Counseling Program provides the entire curriculum necessary for high school students to receive ample instruction and guidance in career development; however, there is no mandated coursework or standard to ensure students receive this instruction. Results from this study can help inform future plans for implementation at the local level and provide an example of how the state level could better provide access and implementation strategies for districts in Missouri. The state has taken one step in that direction by providing access to Missouri Connections, the state of Missouri has provided a comprehensive career exploration and development tool free for every student in the state. Yet, despite the implied cost of this program for the state, there is neither a minimum recommended standard of implementation, nor accountability for schools to provide training for students in either Missouri Connections or similar programs.

At a minimum, findings from this inquiry will inform the current implementation practices at Middleville High School by providing direct input from staff regarding their needs to provide comprehensive and relevant instruction in career development. After examining current practices for career development within a single high school, recommendations could be made for a piloted method of implementation for other Missouri schools to ensure this critical career development and exploration opportunity is provided for all students statewide. Additional studies at other Missouri high schools could allow DESE to make a more focused implementation recommendation. There is also the opportunity for these findings to be shared at the Missouri School Counselor Association's annual conference and submitted for publication in The Counseling Interviewer published semi-annually by that organization. Additionally submission to

the national magazine *School Counselor* published by the American School Counselor Association would be sought.

Summary

Research has shown students prefer to receive career development instruction and guidance from a variety of sources (Tang, Pan & Newmeyer, 2008; Bloxom et. al, 2008; Ball, 2009). Resources currently available for high school students in Missouri to receive instruction or guidance in career development and exploration are diverse, state-of-the-art, and constantly evolving to meet the ever-changing landscape of career opportunities. Through the Missouri Comprehensive Counseling Program's curriculum and the state-funded Missouri Connections website, school districts are provided with most of the resources required for students to receive high-quality instruction. Despite these excellent resources, there is not an implementation standard or accountability to ensure all Missouri students are receiving instruction and guidance in career development.

Current implementation of the career development curriculum in many public high schools in Missouri is disconnected from students. Purposeful career development implementation and instruction could serve to focus students on selecting courses to reach a college and career readiness goal instead of selecting courses to create a "path of least resistance" between them and a high school diploma. In order for the shift to be made toward meaningful learning, schools must find a way to connect students' current learning to future goals. When students are able to connect the day-to-day courses they are taking with their chosen career path, meaningful learning becomes possible. Through career development portfolios, students are given the opportunity to select course work, job-shadowing and visit colleges with a goal in mind.

SECTION II:

PRACTITIONER SETTING FOR THE STUDY

Introduction to the Practitioner Setting

The following section provides information about the setting of the school district and specific school building which served as the site for this research study. Included will be my perspective as a 23-year member of the faculty, both as a classroom teacher and a school counselor, as well as the head of the counseling department. This section also includes an examination of the leadership provided by the principal of the building in which the research took place.

Context of the Setting

Middleville is a rural Midwestern town which the 2010 US Census data says is home to approximately 20,000 residents. The community has a wide variety of socioeconomic levels, religions, and educational levels (US Census, 2010). Middleville borders no other cities and is surrounded by farmland and outlying subdivisions. The economic diversity includes farming, healthcare, manufacturing, education, and technology. Among the businesses with the largest numbers of employees are a regional hospital, the public school district, and global tech manufacturing business, as retrieved from Middleville's Chamber of Commerce website in 2019. When one also considers that Middleville boasts a major state university focused on scientific study and four satellite campuses for smaller colleges, the local propensity toward science and education becomes clear.

The university's international reputation for science has impacted the representation of minority populations of this primarily Caucasian (85.8%) rural town by attracting both students and professors from across the globe, particularly those of Asian and Middle-Eastern descent. In fact, according to US Census data (2010), the largest minority in this rural town was Asian at 5%;

the next largest minority African-American at fewer than 4%; and Hispanic or Latino at 2.5 percent.

In addition to the ethnic and cultural diversity brought to a relatively small community by the university and the satellite campuses of the four colleges, these institutions also bring great attention to the importance of education within the public schools as well. Several of the local colleges work directly with the high school to offer dual credit classes in which students may earn college credit while taking an approved course at the high school. Additionally, three of the colleges also allow students to enroll in classes on the college campus either during their evening course offerings or as a part of a student's school day. The colleges also send their education majors to the local school buildings to complete requirements for college graduation through various observations, practicums, internships, and student teaching.

Organizational Analysis

There is only one local school district in Middleville. The entire district is overseen by one superintendent and two assistant superintendents. Each of the three superintendents specializes in different aspects of school functionality which impacts each building, therefore each principal or assistant principal within the district works with all three superintendents. All principals, assistant principals and superintendents meet monthly as a whole team to improve communication and cohesion within the district.

Beyond the superintendents in this organization lies the school board. Composed of eight individuals who do not work within the school district but who are elected by the members of the community, the school board is responsible for working with the superintendents to guide the school district in directions which both align with local needs as well as state mandates. State

mandates are born from the Missouri Department of Elementary and Secondary Education (DESE), the state school board, and Missouri's elected officials. In 1979, Henry Mintzberg, a business management expert, developed a structure for describing the structural configuration of businesses in which there is an operating core or workers, who report to a middle line or managers, who report to a leadership apex responsible for the vision of the business. The local school district operates similarly to the simple structure described by Mintzberg, where teachers are the operating core responsible for educating students, building administrators serve as the middle line with direct access to the strategic apex comprised of superintendents and the board of education (Bolman & Deal, 2008). However, when taking into account the establishment of local education authorities under the direction of state leadership and legislation, this local simple structure evolves into a divisionalized form where local school districts operate with some autonomy under the broader umbrella of policies provided by the state organizations such as DESE and the state board of education (Bolman & Deal, 2008).

That local decision-making with state oversight allows for each district to implement state-driven initiatives in accordance with the needs and wants of their own local community. Structural theory stipulates that there must be goals which are clearly explained and understood, roles and relationships which are well defined, and adequate coordination of efforts (Bolman & Deal, 2008). Further defining structures found within organizations, Mintzberg developed five different models which broadly describe most organizations, entrepreneurial, machine, professional, divisional, and innovative organizations. When viewing this organization from a structural theory, it would most closely relate to Mintzberg's divisionalized form in which there are multiple simple structures (in this case school districts) functioning under the umbrella of a

single overseeing body - DESE (Bolman & Deal, 2008). One example of this local independence in response to state initiatives is evident in Middleville's implementation of an early childhood education program. In 2017, the Middleville district underwent a massive restructure in an effort to begin offering early childhood education opportunities for local children. For over twenty years, the breakdown of the district's students had been into three elementary schools (grades K-4), one middle school (grades 5-7), one junior high school (grades 8 and 9), one high school (grades 10-12), and two technical schools which hosted not only local students from grades 9-12, but also many students from other area schools in grades 11-12 and numerous adult students. The restructuring introduced a preschool program at each elementary which caused a shift to the elementary schools now serving grades PreK-3, middle school grades 4-6, junior high grades 7 and 8 and for the first time since the mid-1960's the high school now includes grades 9-12. In addition to the variation in student population served by the high school, which is the site of this study, the restructuring also impacted its leadership team. The high school now has one head principal, three assistant principals, one athletic director, four counselors, two school nurses, eighty-one teachers, and thirty support staff members to serve approximately 1200 students daily.

Most relevant to this study of the career development curriculum program, is the structure of the comprehensive school counseling program. Operating both within the structure of each school building as well as a district-wide team, the school counseling program has one school counselor at each of the three elementary school buildings, two school counselors at both the middle school and junior high, four school counselors at the high school and one school counselor who serves both technical schools. Each school counselor reports directly to a principal within the building where they work. Additionally, there is professional accountability within the district

wide school counseling program. One high school counselor and one elementary counselor serve as the district's directors of counseling. These leaders are charged with ensuring the fidelity of the comprehensive school counseling program's implementation at the building level while also reporting to one of the superintendents regarding the direction and needs of the program as well. Although this creates a dual authority, with two leaders working on separate areas of a project or in this case counseling programming and then reporting back to a single boss, it is successful because of the cohesiveness of the leaders (Bolman & Deal, 2008). While better than a tight leadership style which can stifle creativity and ability to adapt with needs, this loose leadership structure creates one of the most common challenges of any organizational structure which is how to hold together the counseling program without holding it back Bolman & Deal, 2008). Leadership within a structural frame is most successful when the leadership acts as the architect of the structure who not only designs, but also analyzes function without micromanagement of the members (Bolman & Deal, 2008).

According to Bolman and Deal (2008), when examining an organization through the structural lens, there are four components which must be present for optimum efficiency of the organization: well-understood goals, clear delineation of roles, solid relationships, and adequate coordination. While the goals, delineation of roles and solid local relationships are in place at Middleville High School, the current career development implementation practices are not adequately coordinated. If the lack of coordinated structure of these responsibilities is too loose, people will lose sight of what is to be accomplished; if the structure is too tight then the flexibility to meet individual needs is stifled (Bolman & Deal, 2008). Despite the fact that a counseling curriculum is provided by the state and the expectation of its implementation is a required part of

the Missouri Comprehensive School Counseling Program, Middleville High School does not have a method of implementation for the counseling curriculum. Instead of allowing counselors to push-in to classrooms to provide instruction or collaborate with classroom teachers to find ways to align the counseling curriculum objectives with objectives from other disciplines, Middleville counselors have historically spent a majority of their time completing "non-guidance" activities such as organizing standardized testing and building a master schedule while spending a small amount of time tending to the mental health and social/emotional needs of students. Relating back to Bolman and Deal's requirement of adequate coordination, the lack of such coordination for the career development program at Middleville High School is symptomatic of an underlying issue in which counselors were not included in leadership discussions about school improvement (2008). The career development program has become goalless with excessive autonomy for those charged with implementation (Bolman & Deal, 2008). The lack of well-defined goals for career development at Middleville High School has been a direct result of lack of voice for the counselors to advocate for the career development portion of their comprehensive school counseling program. A case study regarding the role of counselors' contribution to school policy was conducted in 2015 in a large district with two high schools. In that case, counselors were not excluded intentionally, but merely as a result of the fact that both teachers and principals are not always certain of what role a counselor could or should play due to an uncertainty about what a counseling job entails (Stone-Johnson, 2015).

A shift in leadership at Middleville High School resulted in the role of counselors changing. The approach of this new team was similar to Helgeson's "web of inclusion," in which leadership is more circular than hierarchical and builds from the center out (Bolman & Deal,

2008). The new administrative team made a great effort to understand counseling duties and create an open dialog about how counselors felt they could contribute to various aspects of school business. In other words, counselors were given a seat at the table. At the core of this web of inclusion became a weekly "cabinet meeting" in which counselors and administrators collaborated about individual student concerns such as grades and home situations while also investigating programs and ideas to improve the school's function including scheduling and career development. The next layer out from the center of the web of inclusion is a long-standing committee called the Building Leadership Team (BLT) where one representative from each academic discipline serves on a committee whose purpose was to collaborate to best meet the needs of students and teachers. This committee interconnects the center of the web of inclusion with the periphery (Bolman & Deal, 2008). This significantly improved communication between school counselors and teachers as a better understanding of each other's strengths and concerns could be discussed. Improved communication based on this new inclusion allowed both counselors and administrators to work together to meet the needs of students and faculty. Much as movement on the periphery of a spider's web can be felt at the center, so too do these changes provide increased communication and improve the understanding of goals from various perspectives (Bolman & Deal, 2008).

As mentioned earlier, a core premise of the structural lens consists of clearly understood goals, well-defined roles within the structure, relationships amongst the members and adequate coordination of the organization toward meeting those goals (Bolman & Deal, 2008). The increased communication being built at Middleville High School allows each part of the faculty/staff to build solid relationships while learning about each other's roles. The

improvements already made have allowed Middleville High School to move from a stagnant bureaucracy dominated by tradition to a vibrant organization willing to try new things to improve student outcomes (Bolman & Deal, 2008). To achieve optimum efficiency, Middleville High School's leadership must create adequate coordination for the career development program to be successful (Bolman & Deal, 2008).

The largest change to the structure of the school day happened immediately. The school was offering a wide variety of before- and after-school options for providing assistance to students who struggle academically. Through tutoring sessions in math, English and science many students were able to find the academic assistance required to be successful. Unfortunately, a large population of students was unable to arrange the transportation necessary to take advantage of these opportunities. Using only before- and after-school tutoring, the school was seeing no significant improvement in the number of students with failing grades. Shortening passing periods, class periods, and lunch time by one or two minutes each, the school was able to make room for a 30 minute study hall each day. This set-aside time was called "Student Success Time," or SST. SST afforded four levels of intervention/reward for students based upon academic performance. The levels are "Rewards", "Study Hall", "Tutoring", and "RTA". Every three weeks the administrative team analyzes students' grades. With the implementation of SST, there was potential that this "non-instructional" time might allow for counselors to have access to students without interrupting the learning process. Unfortunately it did not work at that time, but an opportunity arose four years later when there was another administrative change.

An assistant principal researched the way grades, attendance, and discipline are each impacted when there is a consistent effort to build positive relationships between teachers and

students. At that time, the study hall which had been five days each week shifted to four and the fifth day became a non-instructional advisory program. Advisory was created on the premise of fostering a greater sense of belonging for students at the high school, thus decreasing attendance referrals and further decreasing the number of classes failed. During advisory, students are with the same group of students and the same teacher over multiple years. During senior year, students are divided into groupings according to post-secondary ambitions. Through the advisory period, teachers are encouraged to do activities with students that involve social/emotional growth, post-secondary planning, and career development; many of the hallmarks of the counseling curriculum.

Counselors make themselves available to work with advisory groups individually or combined for larger activities. Lessons often focus on using Missouri Connections website for career development and post-secondary planning/exploration. These interactions are well-received; however, with sixty-four different advisories and only sixteen weeks in each semester, counselors are only able to meet with each advisory group twice each year at most. Although better than nothing, this still leaves a significant gap between what is expected for career development and what is actually able to be implemented. There have historically been very few requests for counselors to assist with implementing career development curriculum within advisory time. This is most easily explained by the portion of structural theory which accounts for the negative ways in which a loose structure or excessive autonomy can hinder objective completion; by allowing teachers to select a time convenient to their own schedule to request a counselor to work with their group, each teacher has gone his/her own way (Bolman & Deal, 2008). This lack of coordination relates directly back to one of the core premises of the

structural lens asserts that clearly understood goals for the organization, well-defined roles within that organization, relationships amongst the members of the organization and adequate coordination for the efforts of the organization to be successful (Bolman & Deal, 2008).

Leadership Analysis

Servant leadership is the lens through which leadership at Middleville High School will be examined, as the researcher has found that it most closely aligns with the current principal's practices. The idea of servant leadership was first described by Robert Geenleaf in a 1970 essay titled "The Servant as a Leader" (Spears, 2004, p. 7). Servant leadership is more than a systematic approach to leading an organization; it stems from a leader's inner approach to life which bleeds into leadership (Spears, 2004). Greenleaf's concept of a servant leader was based on the idea that a leader could "motivate, guide, offer hope, and provide a caring experience" through building caring relationships with those they are charged to lead (Choudhary, Akhtar & Zaheer, 2013, p. 434-5). This focus on relationship over task builds a community within the organization which encourages personal growth of members while both allowing and encouraging members within the organization to develop their own leadership skills (Bolman & Deal, 2008).

The characteristics that make up servant leadership have been extensively investigated. Greenleaf himself clearly stated that in this style of leadership, the desire to serve must be the driving force (Northouse, 2013). Despite what seems to be a clear communication of terminology, however, there has been an ongoing debate in the definition of which characteristics best define the word "servant" used in a leadership context. According to Focht and Poton (2015), Larry Spears, in 1995, identified ten essential traits of servant leaders from Greenleaf's writings that include: "listening, empathy, healing, persuasion, awareness, foresight, conceptualizing,

commitment to growth, stewardship, and community" (2015, p. 45). Since then, many respected authorities in the field of servant leadership have published studies spanning over two decades in an attempt to solidly identify the defining traits of servant leaders. Some studies suggest as few as five or six essential characteristics (Dennis & Borcarnea, 2005; Laub, 1999), and Van Dierendonck and Nuijten (2011) list eight characteristics. As cited in Focht and Ponton, 2017, Sendjaya's 2003 study listed 110 characteristics narrowed down into 22 subcategories. A delphi study uses multiple rounds of survey or interview with a panel of experts to determine a consensus on a particular topic (Greatorex & Dexter, 2000). This type of delphi study conducted by Adam Focht and Michael Ponton in 2015 considered all of the characteristics described by prior research and concluded that, of the twelve most important traits determined by their study (i.e., value people, humility, listening, trust, caring, integrity, service, empowering, others before self, collaboration, unconditional love, and learning), nine of the characteristics associated with servant leadership centered around relationships with others (p 49-50). The importance of building relationships through those characteristics directly aligns with the leadership style shown under Middleville High School's current administration.

Dr. Martin Brown (pseudonym) has been the head principal at Middleville High School since 2012. During this time he has demonstrated servant leadership through people-centric interactions with students, staff, parents, and community members. As a leader, Dr. Brown had been able to provide vision focused on the primary goal of creating educational success for students through strengthening the sense of community as an integral part of school culture. When approaching difficult discussions, Dr. Brown listens to concerned parties and works to empathize with those involved while looking for a way to bring to light the commonalities of a

shared goal, which almost always relates back to what is best for students. This approach to problem solving while recognizing the well-being and concerns of others directly aligns with behavior associated with servant leaders (Northouse 2013). Northouse cites Liden, Wayne, et al.(2008) for having identified seven core behaviors shared by servant leaders: conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community (2013). A direct display of the way in which Dr. Brown behaves ethically and puts followers first is the frequency with which Dr. Brown's first expression is asking how he can help. He is unafraid to jump in and do what needs to be done without any pretense about his leadership title. When it comes to working with staff to make improvements to programs within the building, Dr. Brown puts others first and makes clear from the beginning not only his desire to help, but specific actions, tasks, or duties to which he will contribute. In staff development, servant leadership allows him to look for opportunities in which he can encourage professional growth among the staff as well as concern for their cohesion as a department which speaks to the emotional healing trait of servant leadership. The central purpose of effective leadership is the ability to inspire followers to action; something Dr. Brown effectively accomplishes through his attitude of service first. All of these attributes align directly with identified servant leader behaviors (Northouse, 2013).

Implications of Research

During the fall of 2017, Middleville High School expanded from serving students in grades 10-12 to including all students in grades 9-12. Following this critical time of transition, the leadership team of administrators and counselors hope to use this study to directly impact the way in which career development is delivered, documented and maintained for over 1,200

students. As Middleville High School examines the many transition services provided for students of all ages, special consideration to the effort afforded to purposeful and meaningful learning can be directly impacted by increasing the purposeful role of career development opportunities in school. The means by which this could be done include the weekly advisory period. With properly meeting student needs through strategic career development, Middleville High School leadership could consider offering graded credit for successful completion of this critical component to college and career readiness. Given the recent shift in student population, student need has changed. By determining staff perceptions of current career development education practices, support needed for career development implementation by staff can be assessed. Whatever programmatic growth stems from these findings will aim to also increase the access, consistency and scope/sequence of the career development lessons taught to students. Increased student knowledge and awareness will result in graduates who are better prepared for making career decisions as an adult. The results of this research will also be presented to the Missouri School Counselor Association during the poster presentation at their annual conference in hopes that the outcomes could further develop the career development implementation strategies within the state of Missouri.

SECTION III:

SCHOLARLY REVIEW FOR THE STUDY

Introduction to Scholarly Review

This chapter will begin with an overview of the emergence of career development as an area of study, reviewing the two most popular theories of how career development occurs in individuals. Although this study is not rooted in how students select careers, this background knowledge will help identify different strategies within the current career development program as well as what is known about how students prefer to learn about careers. With that foundation in place, the concept of career development from the approach taken by public schools in America including the impact of academic ability, career exposure and societal expectations. The chapter will conclude with an introduction to portfolios, their uses and possible uses as it relates to career development

Theories of Career Development

Although vocational guidance was first recorded to have begun in San Francisco as early as 1888, it wasn't until the emergence of Frank Parsons' three-step process debuted in 1909 that there was any formal writing on career development or "vocational guidance," as it was termed at the time. Parsons' process consisted of the following three areas: understanding of self including aptitudes, abilities, interests, resources, ambitions and limitations; exposure and knowledge of earning potential, demand and requirements for various jobs; and the ability to discern where the previous two areas overlapped to find a suitable career (Brown, 2002). From the seminal work of Parsons came John Holland's Career Typology Theory, which though it emerged in the 1950's, resulted in career aptitude measurements still in use in many career centers across the United States, including at the University of Missouri. The second theory which will be explored is

Social Cognitive Career Development Theory, which emerged from Bandura's 1977 Social Learning Theory.

Holland's Career Typology Theory

One of the most widely known theories of career development still in use emerged from the work of John L. Holland. Appearing first in the late 1950's, Holland's approach to career development focused on the interaction between person and environment; more specifically, the projection of one's personality into a work environment (Brown, 2002; Gysbers et al., 2009; Nauta, 2010). His theory, in its original form, listed the six vocational personalities and work environments as motoric, intellectual, esthetic, supportive, persuasive, and conforming (Nauta, 2010). Holland continued developing and refining his Career Typology Theory throughout his long and prolific career with his final version being published in 1997. In its final form, Holland had refined his six vocational personalities and work environments to Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) (Gysbers et al., 2009; Nauta, 2010; Nordvik, 1996).

Believing behavior is determined by an interaction between environment and personality, Holland's theory finds successful career placement is based upon type alignment, or alignment of environment and personality. Using the indicators of congruence, consistency, differentiation and identity, there have been questionnaires constructed to predict an individual's "type" assigning them a Holland Code based upon the three primary traits revealed by assessment instruments written by Holland (i.e., SIE for Social, Enterprising and Investigative). Careers were in turn assigned codes and descriptors based on their similarity to and support of the personality traits, thus serving as a predictor for individual compatibility with specific careers (Gysbers et al.,

2009). Although study has revealed some success in the predictive nature of Holland's theory, there is also data to support career selection as a dynamic process which is more fluid than concrete (Brown, 2002; Nordvik, 1996).

Social Cognitive Career Theory

Social Cognitive Career Theory is the confluence of several different theories of career development. Playing a major role in this theory is the idea of self-efficacy or the beliefs of an individual in his or her ability to create and execute a plan of action (Brown, 2002; Rogers & Creed, 2011). Rooted in Bandura's Social Cognitive Theory (1977) Social Cognitive Career Theory recognizes the impact of self-efficacy through the tendency of an individual to make decisions based on personal experience and the observation of others as well as additional outside influences. Social Cognitive Career Theory is meant to bridge variables such as need, aptitude, values and interests (Brown, 2002; Thompson & Dahling, 2011).

There are four primary factors in Social Cognitive Career Theory which contribute to one's self-efficacy: performance of tasks, verbal persuasion, physiological arousal, and vicarious learning (Tang et al., 2008). Performance of tasks plays the most direct role in self-efficacy; meaning, the experience one has which results in either a positive or negative outcome most directly impacts personal belief in ability to complete similar tasks. Under this theory, experience becomes the most critical component to career development. Successful experience breeds future involvement; failure predicts future avoidance (Brown et al., 2011).

Part of what makes Social Cognitive Career Theory social is the impact that outside persons can play on career development. A 2011 study by Thompson and Dahling found that personal belief of one's perceived social status has an indirect positive effect on self-efficacy and

in turn on career development (p. 359). Assisting students in finding a career with which they not only possess some skills for, but one with which they also emotionally identify greatly improves self-efficacy regarding career development and eventual career goal attainment (Conklin, Dahling, & Garcia, 2013).

Career Development Education

Career development education is inherently individualized due to the diversity of each student's interest, ability and exposure to career options (Gysbers et al., 2009). When one also takes into consideration that each student receives input about career selection from not only his/her own preference, but also family, peers and societal expectations for career options, it is easy to understand the challenge for public schools in implementing a career development program which will easily serve all students (Tang et al., 2008). Increased pressure from high stakes testing and emphasis on closing achievement gaps has increased the need for school counselors to implement results based projects and show increased effectiveness in career development efforts with all students (Green, 2006). Whatever the intended career path, a successful career development strategy will allow students to understand the power to choose their future is their own (Green, 2006).

Career development in adolescents provides a major catalyst for psychological and social adjustment as adolescents transition to adulthood, which makes career planning and goal setting critical (Skorikov, 2006; Stringer, Kerpelman, & Skorikov, 2011). Research has shown that while the final three years of high school is the time students are most actively contemplating which career path to pursue, either through immediate employment upon graduation or through continued study, career development is a much more cumulative process that can begin long

before high school (Rogers & Creed, 2011; Skorikov, 2006). Implementing ongoing career exploration coupled with annual course planning activities have been found to increase student confidence in career selection and ease transition into adulthood (Stringer et al., 2011).

There are factors beyond which a one-size-fits-all career development curriculum can account for, however, requiring those providing instruction to be aware of individual considerations that may be impacting student choices. With the large role played by self-efficacy in career development, self-perceived social status of an adolescent may close the door to some career possibilities before they are even explored (Thompson & Dahling, 2012). The typical understanding of peer pressure is when an individual is pressured to make a decision to fit in with those whom he/she perceives to have more social clout, however, in career selection peer pressure has the opposite effect. A 2012 study by Thompson and Dahling showed that adolescents who perceive themselves to have a lower social status tend toward careers considered to be less prestigious while those who are perceived to have high social regard of others are viewed by self and others as a natural fit for what society considers to be more prestigious career paths.

When examining career development, it is important to recognize the needs of various populations within the wide scope of students served by career development efforts in schools including obstacles they may face. External forces such as ability, exposure and expectation contribute to the career development of adolescents (Green, 2006). Some influences seem to be common sense, such as family, peers, existing part-time employment, and individual interests. For example, students who are from an economically disadvantaged background may face additional obstacles in their career development due to lack of exposure and resources (Greene, 2006).

However, not all specialized populations are as easily identified when it comes to career exploration.

Academically Gifted Students and Career Development

Students with exceptional academic ability are one such special population. In one study, 209 gifted students in grades 9-12 preferred career exploration through mentoring and advanced course work while disliking workshops/sessions/meetings with members of the school counseling staff (Kim, 2010). In another study researching the preferences of twelfth grade students who have already matriculated through the career development offerings of their schools, the influence of parents and school counselors were found to be the two most impactful forces on career selection (Bloxom et.al., 2008). Yet, career development of high achieving students has an additional layer of complexity. Through targeted career development counseling, one study showed that honors students were able to more thoroughly commit to a field of study beyond high school without committing to a specific career choice (Kerr & Erb, 1991). For students who breeze through classes and are actively involved in school activities, the perception of limitless possibilities can be paralyzing. These types of students are often described as having multipotentiality, or high ability and interest in multiple areas (Milgram & Hong, 1999). The intervention allowed these highly driven, multipotential students to accept that a college major was not a destination, but instead a crystallizing process through which a career would emerge (Kim, 2010). Alongside the multipotentiality of students, is the diversity of needs due to what are considered special populations such as academic ability, socioeconomic status, stereotypical gender expectations, and impact of adult influencers within each student's life.

Impact of Academic Ability

In working with students who have academic challenges, career development options can be a tricky path to navigate. Students who have diagnosed learning disabilities and are served by an individualized education plan (IEP) in accordance with the Individuals with Disabilities Education Improvement Act (IDEA, 2004) are guaranteed a transition plan. These plans, which begin at least five years prior to graduation, are required to include career development strategies and frequently do so by way of a portfolio. Students are encouraged to collect artifacts which accentuate their abilities and document any strategies for success which have contributed to the development of employable skills (Black, 2010). By encouraging students to focus on abilities rather than disabilities, school counselors and teachers are also helping that student acquire self-advocacy skills. An IEP is not a document which reaches beyond the public school. Students who have come to depend upon accommodations while at school must then be able to self-advocate beyond school by requesting assistance through the Americans with Disabilities Act (ADA; 1990). Assisting these students to pursue a career path which fits both their interest and ability can require delicate conversations; however, the process is likely made easier through the acquisition of self-advocacy as well as the self-reflection necessary during the portfolio process.

Impact of Career Exposure for Rural Populations

In addition to academic ability, differences in community expectations and offerings can also have a significant impact on the careers students consider (Ball, 2009; Cobb, 1989). Through family interaction, children become very familiar with the careers held by members of the family unit (Hargrove et al., 2002), but look to the community for other career options as well. However, rural communities have fewer career options than large cities with a variety of industries to which

students are exposed. Because career offerings are smaller in rural communities, students from smaller communities may look at career options through a much more narrow lens (Norwood, 2019). Although aligned with parental expectations, these students often have lower educational and occupational aspirations than their urban or suburban counterparts (Ball, 2009; Cobb, 1989). Yet, it is not to be assumed that students from rural communities are content with only the options which exist in their community. However, the frequently lower socio-economic status of a large portion of the population within smaller communities can result in limited opportunities to travel beyond the community and look for what other careers exist in the world. The increased exposure to various careers through the internet is a wonderful opportunity, however it is not to be assumed that all students will take advantage of these resources without targeted intervention by school personnel. Reduced exposure in the community results in increased need for time dedicated specifically to career exploration and planning while at school (Ball, 2009). A 2011 study by Griffin, Hutchins, and Meece closely examined the factors which impact the career development of students from rural communities and found that parents are a major resource for students as they consider career aspirations . Additionally, the study suggested that the influence of parents on career development heightened the need for collaboration between school counselors and parents to ensure students have consistent and accurate career development information on which to base their decisions (Griffin et al., 2011).

Effect of Societal Expectations of Gender on Career Development

Despite the progress made for women in the world of work over the past fifty years, discrepancies still exist in career choice and development (Tang et al., 2008). With ability and exposure being equal, the perceived masculinity or femininity of careers can still influence the

societal expectation of appropriate career choices for male and female students. Particularly when examining career development through the lens of Holland's theory, the differences become quickly apparent. With a theory so deeply entrenched in the role of experience on career self-efficacy, societal gender roles impact the career options perceived as gender appropriate (Brown, 2002). A 2006 study of 130 students at a midwestern university examined the impact of gender on career learning and supported the premise that discrepancies in learning experiences between genders may be at the root of observed gender differences in regards to career exploration attitudes and behaviors (Williams & Subich, 2006).

When examining the impact of gender on career development through the lens of the Social Cognitive Career Theory, evidence suggests career self-efficacy of female students is positively influenced by the external expectation of parents, mentors, counselors, etc. Conversely, the career self-efficacy of male students shows a negative relationship between external expectations implying guidance was not only not desired, but blatantly ignored (Tang et al., 2008; Thompson & Dahling, 2011).

Genderization of careers is the imposing of gender expectations about those who pursue specific career paths. This genderization can add an additional level of necessary sensitivity to career development when working with students who do not conform to the binary definition of gender. Students who are gender transitioning or for whom gender identity does not fit to societal norms might also experience difficulty in career development. Current career assessments and the results they provide do not take into consideration the mainstream social and political climate in which students will live and work (Sangganjanavanich & Headley, 2013). In working with gender transitioning or gender fluid individuals, it is important that career development

professionals create a safe space providing dignity and respect for the individual. Ways in which career development professionals can do this is through providing a trans-affirmative environment, acknowledging oppression such as transphobia, and by using trans-affirmative language (Sangganjanavanich & Headley, 2013).

Impact of Caring Adults on Career Development of Adolescents

No matter the academic ability, career exposure, or outside expectations from which students approach career exploration and development, special attention should be given to the method of career exploration. School professionals charged with assisting students in career development need to be mindful of the needs of specific populations of students ensuring they are given the skill to explore and evaluate career choices because the rapid societal changes and given individual growth across a lifetime is likely to cause deviation from a career path chosen during adolescence (Greene, 2006). Purposeful career exploration utilizing both school-supplied means and parental support is needed to assist adolescents in determining long-range career goals. Students who have been given specific and objective information regarding their areas of interest and need, find more confidence in their career identity (Kerr & Erb, 1991). A 2011 study of 631 Australian high school students in grades 10-12 by Rogers and Creed to examine career planning and exploration. Although the study lacked ethnic and socio-economic diversity, the construct of this study made it stand out because it was conducted and data analyzed both cross-sectionally as well as longitudinally. Results determined that career goals and career decision self-efficacy (or belief in self) increased when students became more engaged in planning and showed increased confidence in career exploration (p. 167).

Expectations of School Counselor in Career Development

Within educational reform, increasing emphasis is being placed on career and post-secondary planning as a state-mandated component within school counseling (Anctil, Smith, Schenck, & Dahir, 2012). Missouri is no exception. The Missouri Comprehensive School Counseling Program (MCSCP) expects counselors to dedicate 100% of their time to seven specific aspects of school counseling, one of which is career development (MSCA, DESE, & MCCE, 2015b). Students who are exposed to a fully implemented MCSCP should be able to know how to find information about work and post-secondary education/training, use career exploration and planning to achieve life/career goals, and demonstrate skills showing career readiness (MSCA, DESE, & MCCE, 2015b). In their survey of 1,016 professional school counselors, Anctil, Smith, Schenck, and Dahir found that 70% reported career development to have a moderate to low priority within their school (2012). Despite their limited voice in policy and procedure development at the local level (Bemak, 2000; Stone-Johnson, 2015), a large portion of those surveyed claimed that school counselors are responsible for a majority of career development instruction within their schools (Anctil, Smith, Schenck, & Dahir, 2012). There has been a recent shift by counselor educators to place emphasis on career development methodology. This means that newly graduated school counselors are committed to ensuring all students are college and career ready through lessons, course selection and portfolio development (Anctil et al., 2012).

Portfolio Development

One of the increasingly common ways for students and professionals to document personal, professional, or artistic development is through the implementation of cumulative

portfolios. Portfolio development is commonly used in the artistic and vocational areas of secondary education (O'Donoghue, 2011; Black 2010). Visual art education is one discipline of secondary education which frequently requires students to assemble a portfolio of work. Art teachers assist students in accumulating a diverse representation of artistic vision and ability as a culminating body of work to satisfy requirements for Advanced Placement courses. Beyond simply representing a body of work, the portfolio submission is also used as a measure of technical, conceptual, and critical thinking skills necessary to prove competency at the collegiate level (College Board, 2014). In other technical programs offered to high school students, portfolios are used as an employment seeking measure for those intending to immediately gain employment in a technical field. The most common use of portfolio at the collegiate level is to serve as a reflective culmination of study or as a career-seeking measure for those students preparing for employment (Collin, 2011a; Collin, 2011b). Only recently have portfolios begun to be implemented as a tool for career and postsecondary education exploration among high school students (Mittendorf et al., 2008).

College

Career portfolio development in the collegiate realm has been used to assist students to bring clearly into focus the defining achievements, assessments, and skills which culminate with professional employability in their area of study (Willis & Wilke, 2009). For successful portfolio implementation, both faculty and students need to understand the two types of portfolio, assessment and learning. Assessment portfolios provide snapshots of isolated performance along the way to the final destination, whereas learning portfolios provide evidence of ongoing professional growth across time (Wolf and Dietz, 1998). Utilizing the portfolio to focus on

accomplishments in final preparation for employment, students have improved self-efficacy. One significant benefit to the use of career development portfolios has been that writing reflections for the portfolio provides another opportunity for learning, thus creating a deeper level of learning not achieved during an initial cursory event (Rhodes, 2011). Portfolios allow students to find opportunities for learning and growth which they might not otherwise be able to track or identify (Willis & Wilkie, 2009).

As a capstone to college education, the portfolio approach for students to both highlight their skill and also field specific knowledge to increase the likelihood of demonstrating employability through proven problem-solving artifacts (Willis & Wilkie, 2009; Rhodes, 2011). Even at the collegiate level where much learning is self-directed, the use of a career development portfolio can have limited success without ongoing progress monitoring by faculty scaffolded with personal reflection and career related activity (Kicken et al., 2007). Beyond capstone reflection, many states are requiring some form of portfolio submission for any students who are exiting college with a degree in education for which they will become certified to teach. This certification requirement becomes an ongoing process throughout an educational career in public schools.

High School

Current practices in career development portfolios with high school students have limited documentation in scholarly writing. One study on the use of career portfolios in two rural midwestern communities documented well the inherent discrepancies to the portfolio process for students of differing socioeconomic backgrounds. Citing the difference between working-class tendencies to defer to authority, focus on hard work, deal with the impact of external forces and

emphasize familial bonds, the portfolio process documented here lent itself to the upper/middle-class students who could better tout a longer list of extracurricular involvement as well as their own accomplishments as being driven by internal factors, and having great control over their own futures (Collin, 2011b). Students from working-class families or who are not intending to enter college can be left feeling that their portfolio must be a representation of what others want to see rather than who they actually are (Collin, 2011b).

Conclusion

Career development has been studied from many angles over the past fifty years, resulting in theories specific to career development. There are existing studies of career development for employment (Willis & Wilkie, 2009), teaching (Wolf & Dietz, 1998), work with incarcerated teens (Waintrup & Unruh, 2008), teens in racial minorities (Perry, 2008), teens in the Netherlands (Mittendorv, Jochems, Meijers & den Brok, 2008), and gifted students (Kim, 2010). However, the career development programming for an entire population of secondary students yields little existing information and is extremely limited regarding teacher confidence in their ability to implement.

Much of the research conducted about portfolio usage points to the benefits of portfolio development to show continuous development and growth of knowledge in a specific content area, but there is limited study on the use of portfolios at the secondary level for the purpose of career development. While there is a wide body of research regarding career development and a separate body of research conducted on the use of portfolios in other areas of education, existing research on the use of portfolios for career development is limited.

With increased emphasis on college and career readiness in today's educational climate, the need for school personnel to take an increasingly active role in the career development process is critical. It is not enough to expose students to career possibilities; schools are called to implement a focused, robust, and sequential career development program which will provide students with the requisite skills empowering them to take control of their own career development journey. Career development is a lifelong process of skill acquisition, personal reflection, and goal setting. "Portfolios encourage active learning, which promotes lifelong learning" (Willis and Wilkie, 2009, p. 75).

SECTION FOUR:

CONTRIBUTION TO PRACTICE

Plan for Dissemination of Practitioner Contribution

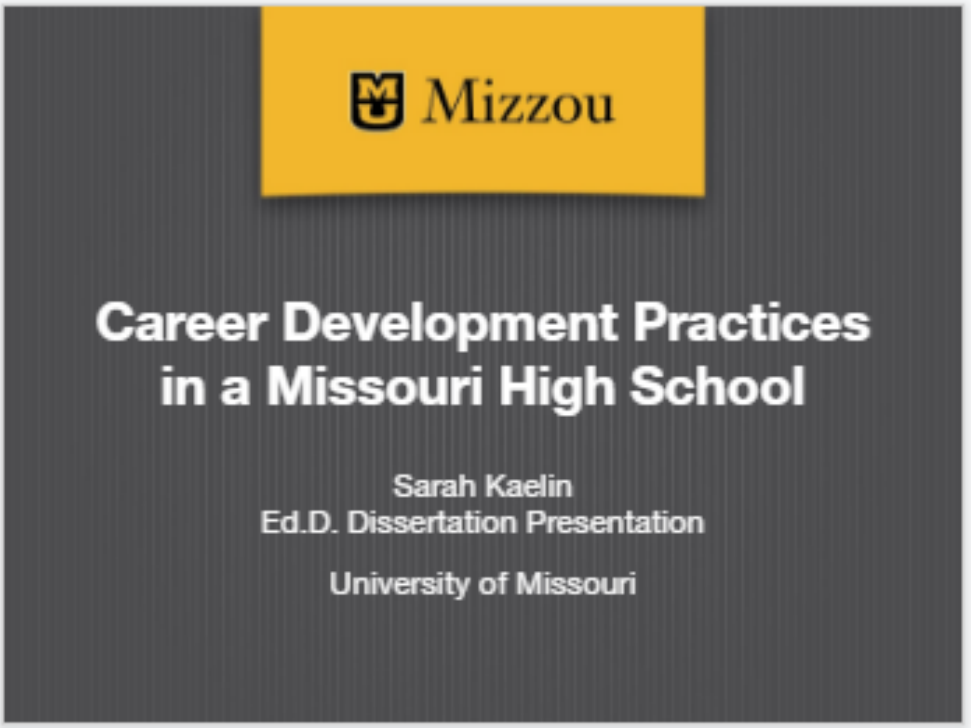
I have applied to present my findings at the Missouri School Counselor Association's Fall Conference as an individualized breakout session. Each of the seven sessions allow approximately one hour for the presenter to share research, findings, and recommendations with school counselors from across the state.

Rationale for Contribution Type

This study provides feedback about career development practices in one Missouri high school. This study informs what can be done to improve the career development portion of the Missouri Comprehensive School Counseling Program. Also presented are the targeted steps for improvement that the school has chosen to take, beyond the recommendations directly from the dissertation.

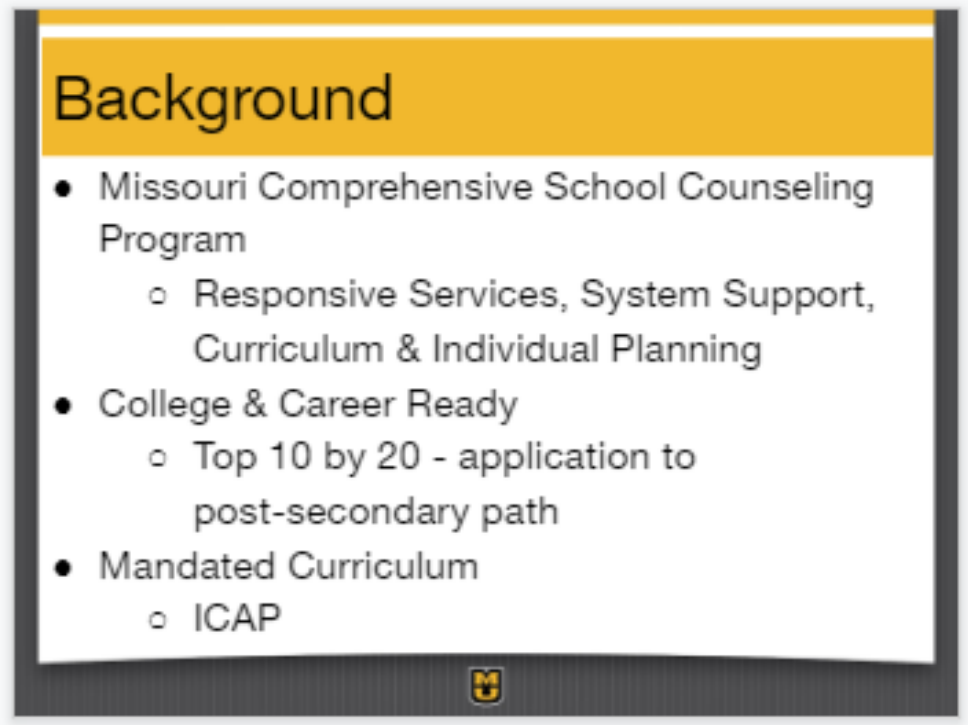
Presentation Slides

In preparation for presenting this study at the Missouri School Counselor Association's annual fall conference, I have prepared the following presentation.

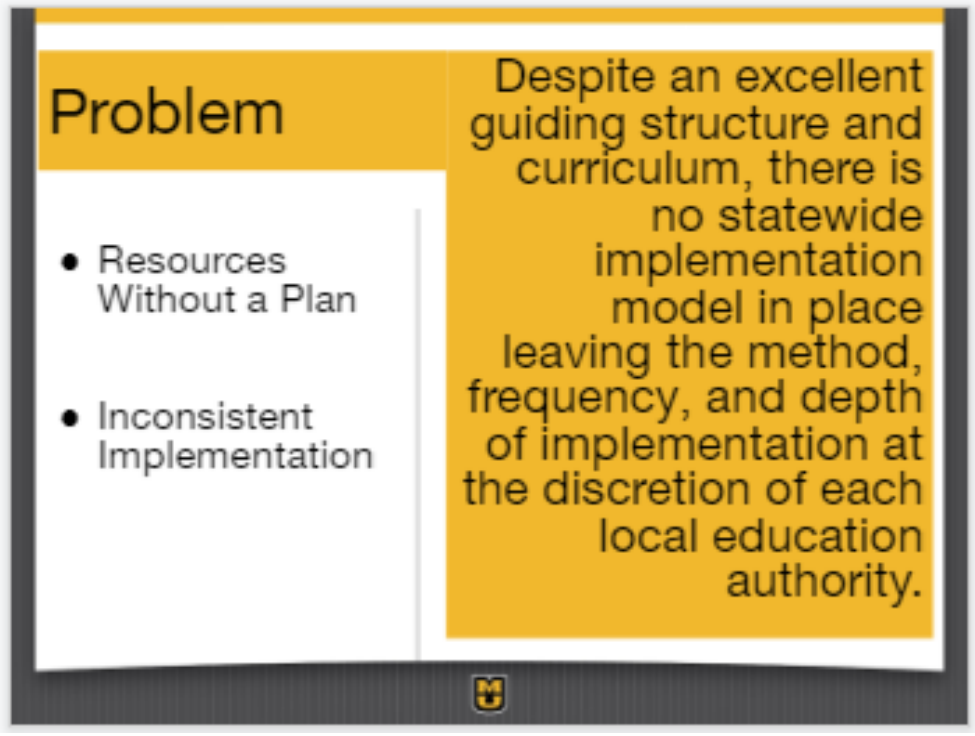

Mizzou
Career Development Practices in a Missouri High School
Sarah Kaelin
Ed.D. Dissertation Presentation
University of Missouri

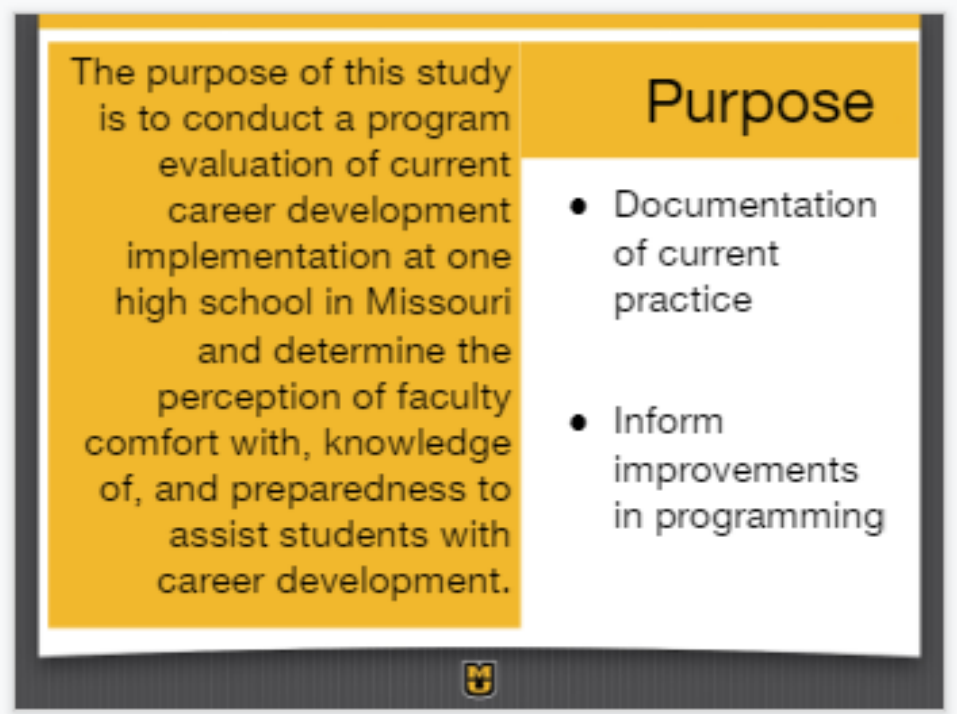

How to Begin
Background
Problem, Purpose & Probe
Literature Review
Framework
Research Design, Analysis, & Significance
Findings
Recommendations
Dissemination & Contribution

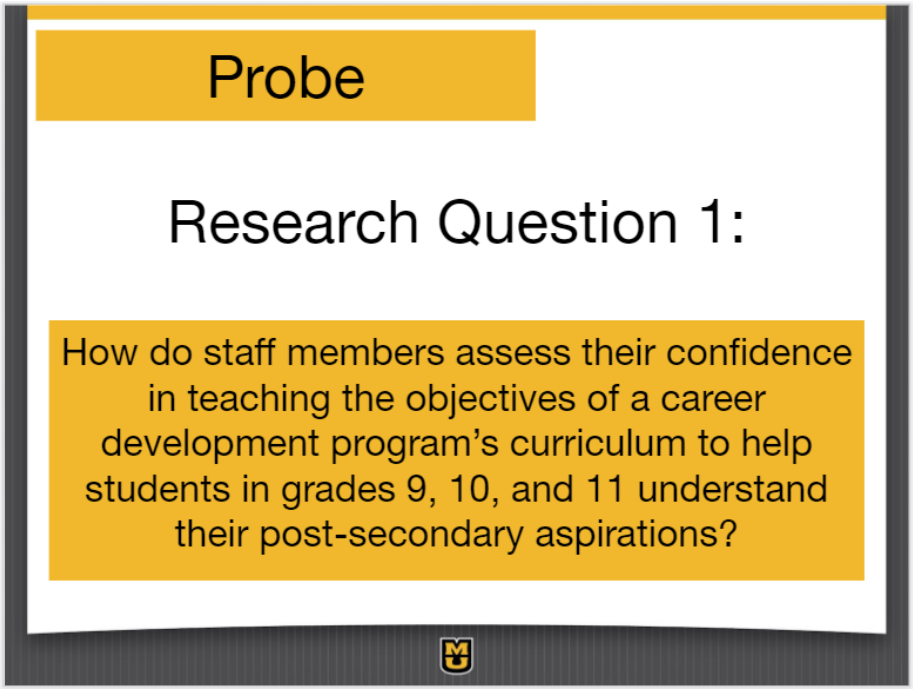

MAKING LEARNING
MEANINGFUL THROUGH CAREER DEVELOPMENT PROGRAMMING CAN RESULT IN INCREASED RETENTION, ACADEMIC MOTIVATION AND PERSISTENCE TO GRADUATION AS WELL AS INCREASED MOTIVATION TO CONTINUE LEARNING AFTER HIGH SCHOOL.
BELL & BEZANSON, 2006; PERRY, 2008; HEMELT, LENARD, & PAEPLOW, 2019
Adobe Spark

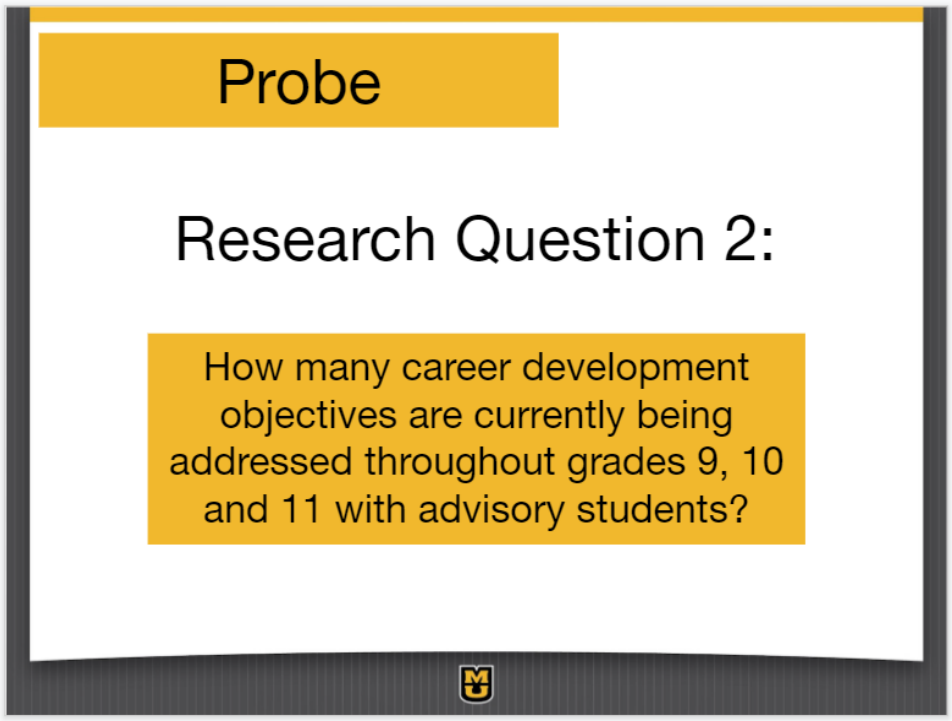

Background
Missouri Comprehensive School Counseling Program
Responsive Services, System Support, Curriculum & Individual Planning
College & Career Ready
Top 10 by 20 - application to post-secondary path
Mandated Curriculum
ICAP

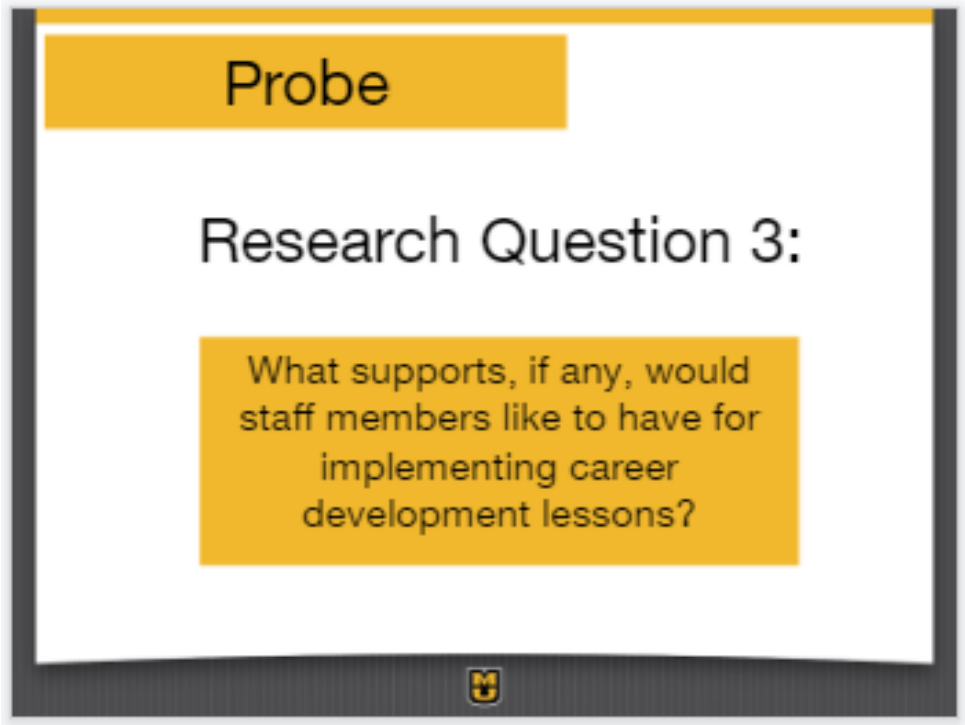

Problem, Purpose, Probe


Problem
Resources Without a Plan
Inconsistent Implementation
Despite an excellent guiding structure and curriculum, there is no statewide implementation model in place leaving the method, frequency, and depth of implementation at the discretion of each local education authority.

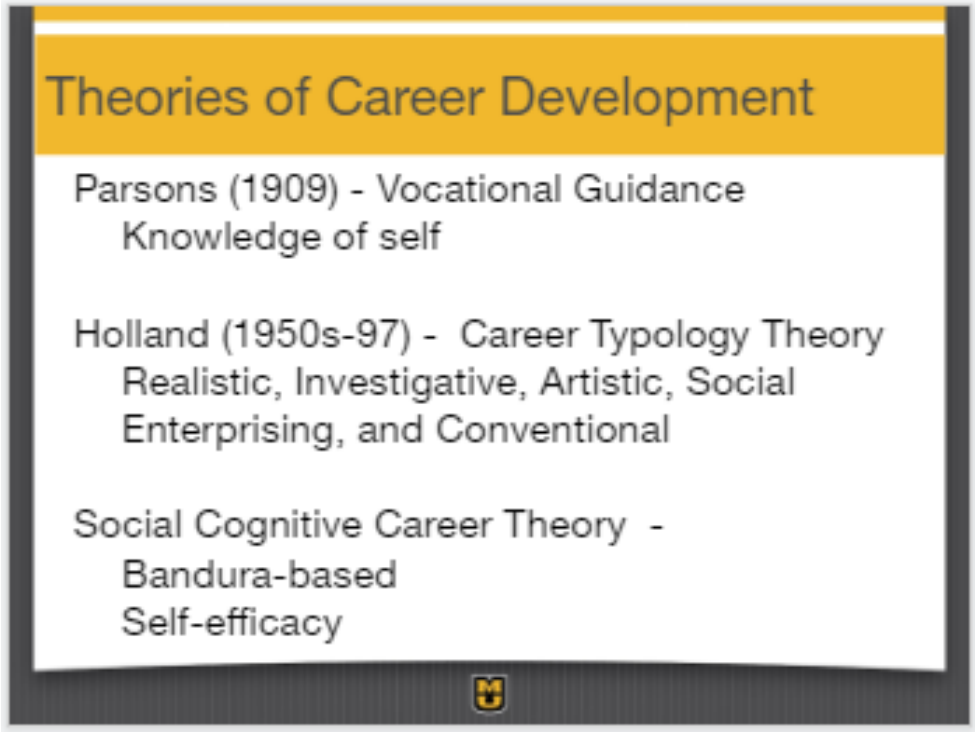

The purpose of this study is to conduct a program evaluation of current career development implementation at one high school in Missouri and determine the perception of faculty comfort with, knowledge of, and preparedness to assist students with career development.
Purpose
Documentation of current practice
Inform improvements in programming

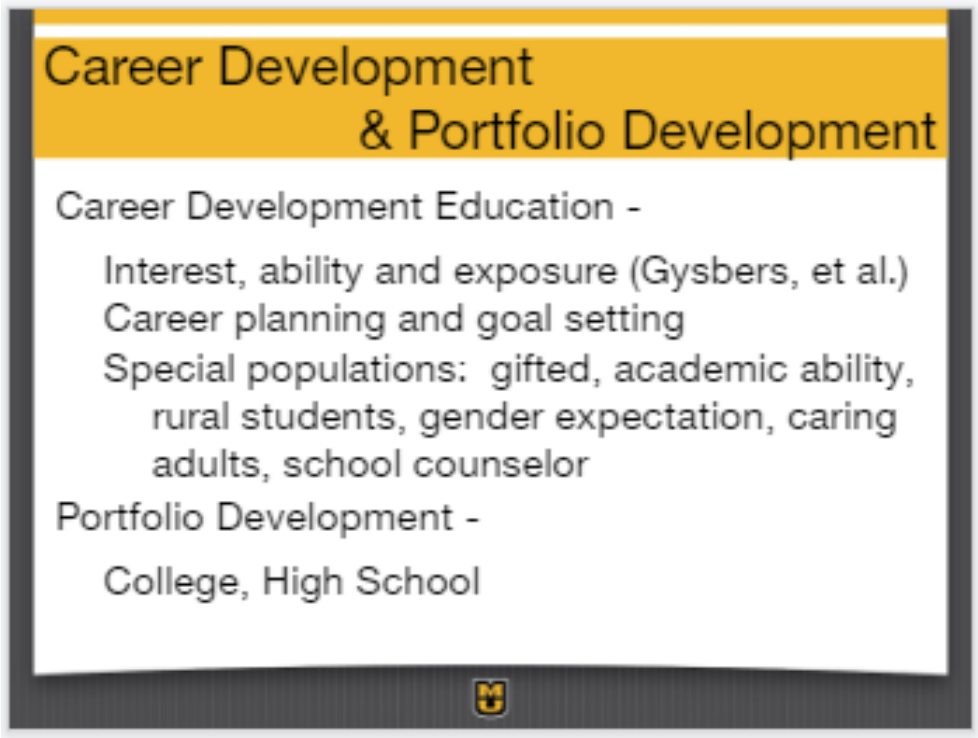

Probe
Research Question 1:
How do staff members assess their confidence in teaching the objectives of a career development program's curriculum to help students in grades 9, 10, and 11 understand their post-secondary aspirations?

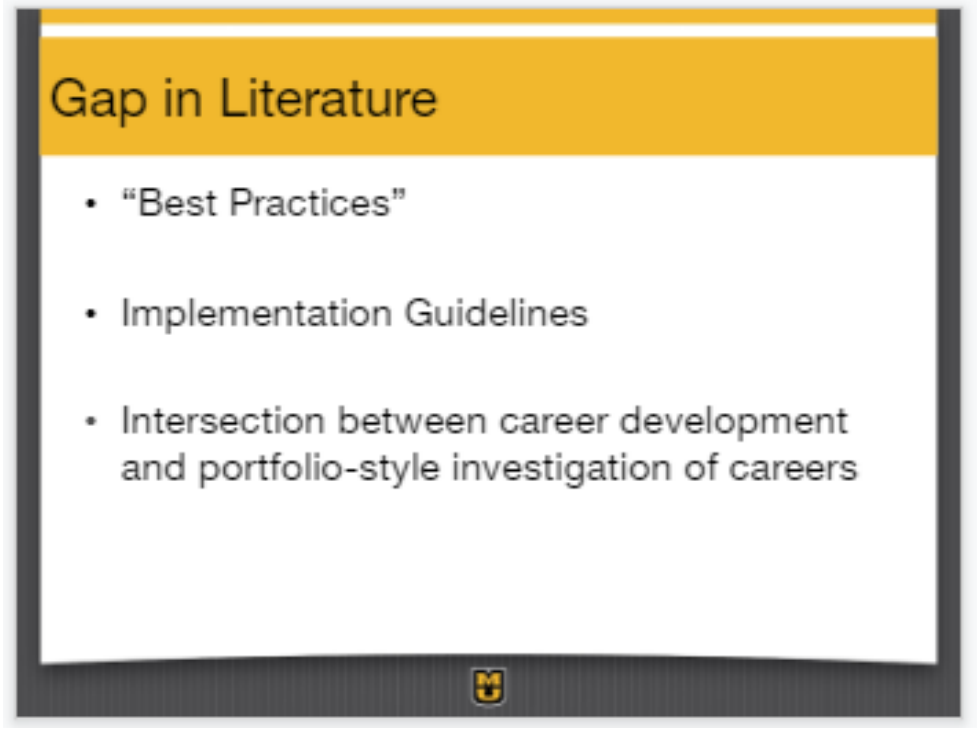

Probe
Research Question 2:
How many career development objectives are currently being addressed throughout grades 9, 10 and 11 with advisory students?

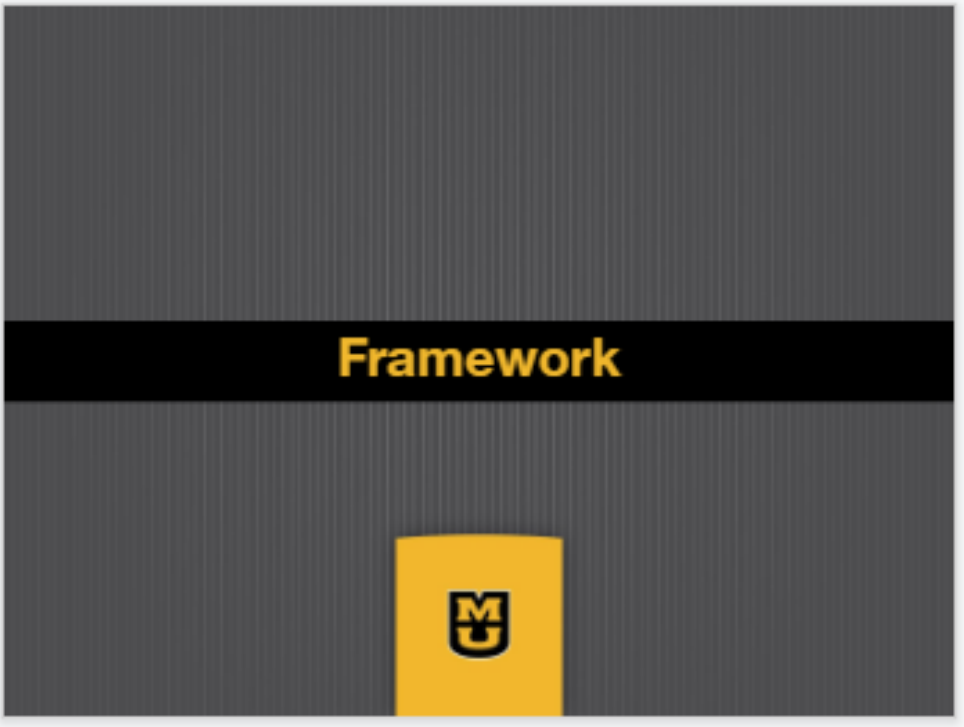

Probe
Research Question 3:
What supports, if any, would staff members like to have for implementing career development lessons?

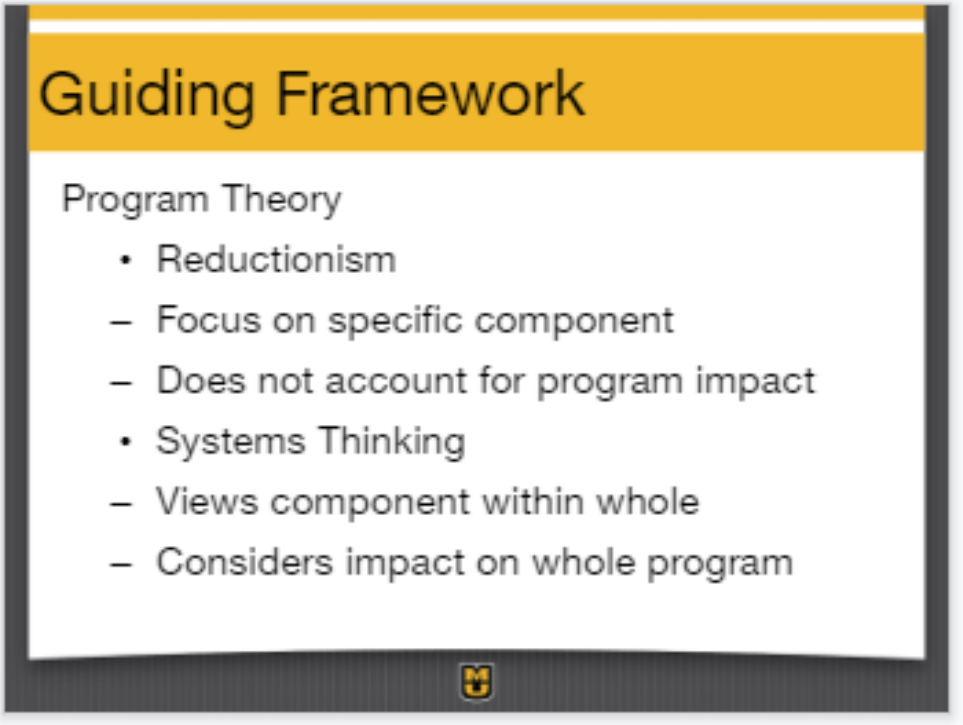

Literature Review


Theories of Career Development
Parsons (1909) - Vocational Guidance
Knowledge of self
Holland (1950s-97) - Career Typology Theory
Realistic, Investigative, Artistic, Social
Enterprising, and Conventional
Social Cognitive Career Theory -
Bandura-based
Self-efficacy

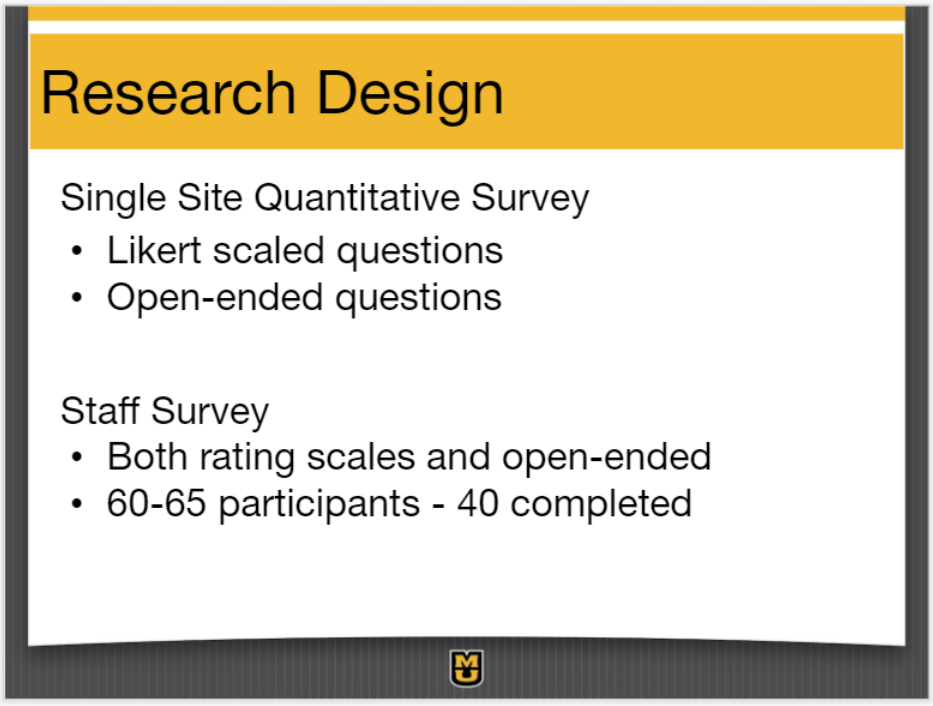

Career Development
& Portfolio Development
Career Development Education -
Interest, ability and exposure (Gysbers, et al.)
Career planning and goal setting
Special populations: gifted, academic ability, rural students, gender expectation, caring adults, school counselor
Portfolio Development -
College, High School

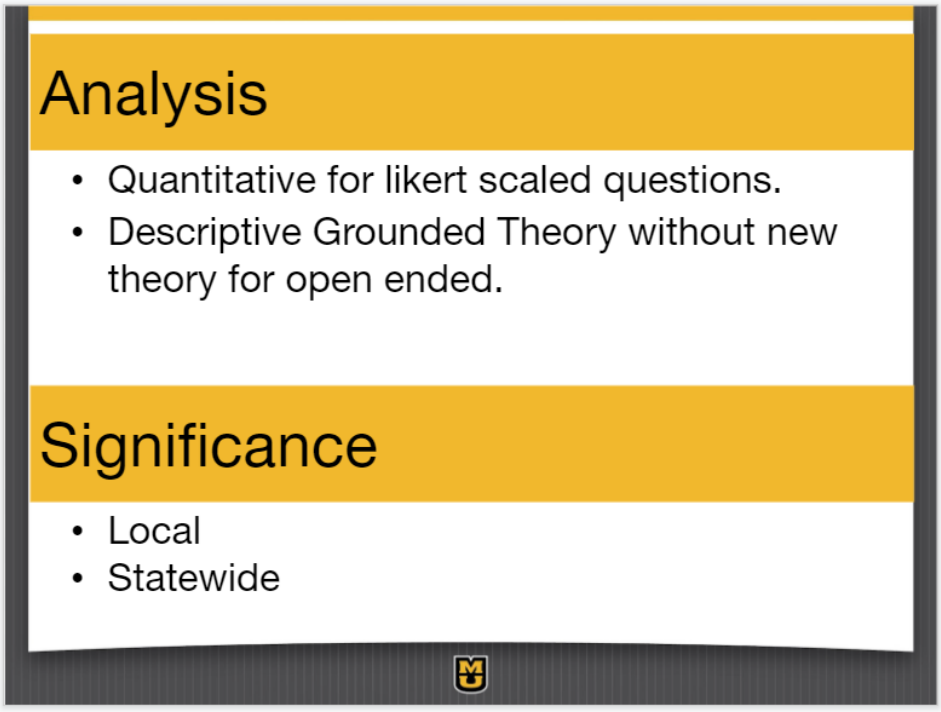

Gap in Literature
• "Best Practices"
• Implementation Guidelines
• Intersection between career development and portfolio-style investigation of careers


Framework


Guiding Framework
Program Theory
• Reductionism
– Focus on specific component
– Does not account for program impact
• Systems Thinking
– Views component within whole
– Considers impact on whole program


Research Design, Analysis & Significance


Research Design
Single Site Quantitative Survey
• Likert scaled questions
• Open-ended questions
Staff Survey
• Both rating scales and open-ended
• 60-65 participants - 40 completed


Analysis
• Quantitative for likert scaled questions.
• Descriptive Grounded Theory without new theory for open ended.
Significance
• Local
• Statewide


Findings

Research Question 1:

Overview of Findings

How do staff members assess their confidence in teaching the objectives of a career development program's curriculum to help students in grades 9, 10, and 11 understand their post-secondary aspirations?

Objectives by Thematic Concept

	Freshman Objectives	Sophomore Objectives	Junior Objectives
Educational Planning	F1. Creating a plan F3. Involvement & career tie F5. Entry to college	S1. Maintaining a plan S2. Resources to explore S5. Self-aware decisions S7. College/ job apps	J1. Analyze requirements vs. self J2.Using resources J7. Portfolio development
Career Exploration	F2. Know career clusters F4. Interest/cluster intersect F7. Skills for applying	S3. Involvement/goal tie S4. Relevant resources	J3. Potential contributions J4. Synthesizing information J5. Researching options
Character	F6. Ethical habits	S6. Resolve ethical issues	J6. Ethical problem-solving

Research Question 1: Overview

	Freshman Objectives	Sophomore Objectives	Junior Objectives
Educational Planning Avg.	3.78	3.71	3.58
Career Exploration Avg.	3.52	3.48	3.68
Character Avg.	4.15	3.73	3.68

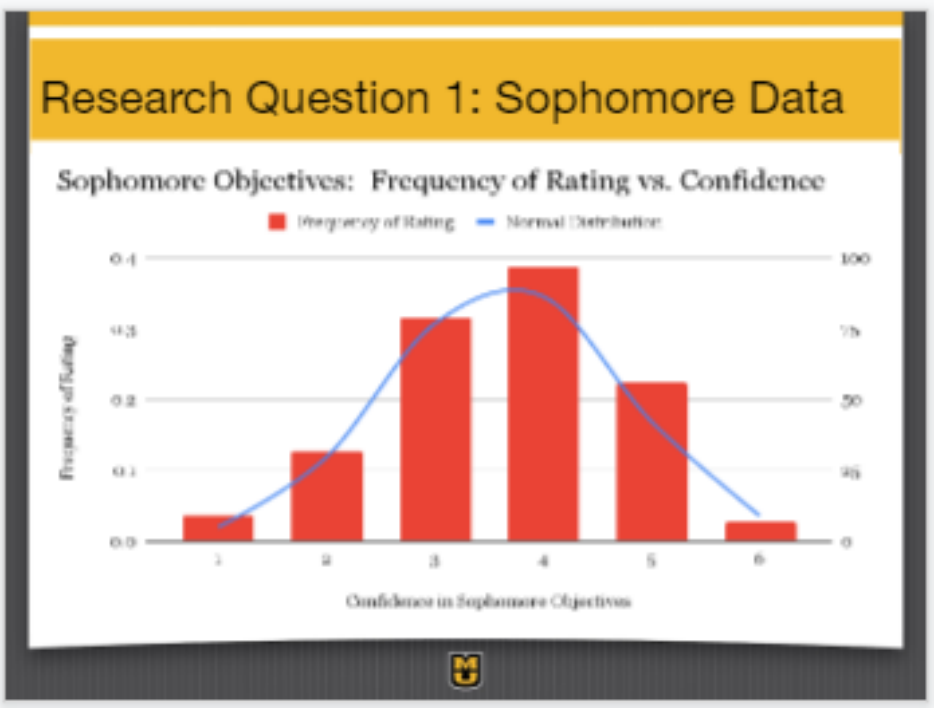
Research Question 1: Freshman Data

Freshman Objectives	Avg. Confidence
F1. Creating a plan	3.83
F2. Know career clusters	2.98
F3. Involvement/career tie	3.63
F4. Interest/cluster intersect	3.63
F5. Entry to college	3.88
F6. Ethical habits	4.15
F7. Skills for applying	3.95

Research Question 1: Freshman Data

Research Question 1: Sophomore Data

Sophomore Objectives	Avg. Confidence
S1. Maintaining a plan	3.65
S2. Resources to explore	3.30
S3. Involvement/goal tie	3.53
S4. Relevant resources	3.43
S5. Self-aware decisions	3.98
S6. Resolve ethical issues	3.73
S7. College/ job apps	3.90



Research Question 1: Junior Data

Junior Objectives	Avg. Confidence
J1. Analyze requirements vs. self	3.68
J2.Using resources	3.48
J3. Potential contributions	3.88
J4. Synthesizing information	3.40
J5. Researching options	3.78
J6. Ethical problem-solving	3.68
J7. Portfolio development	3.28

Research Question 1: Junior Data

Research Question 2:

How many career development objectives are currently being addressed throughout grades 9, 10 and 11 with advisory students?

Research Question 2:

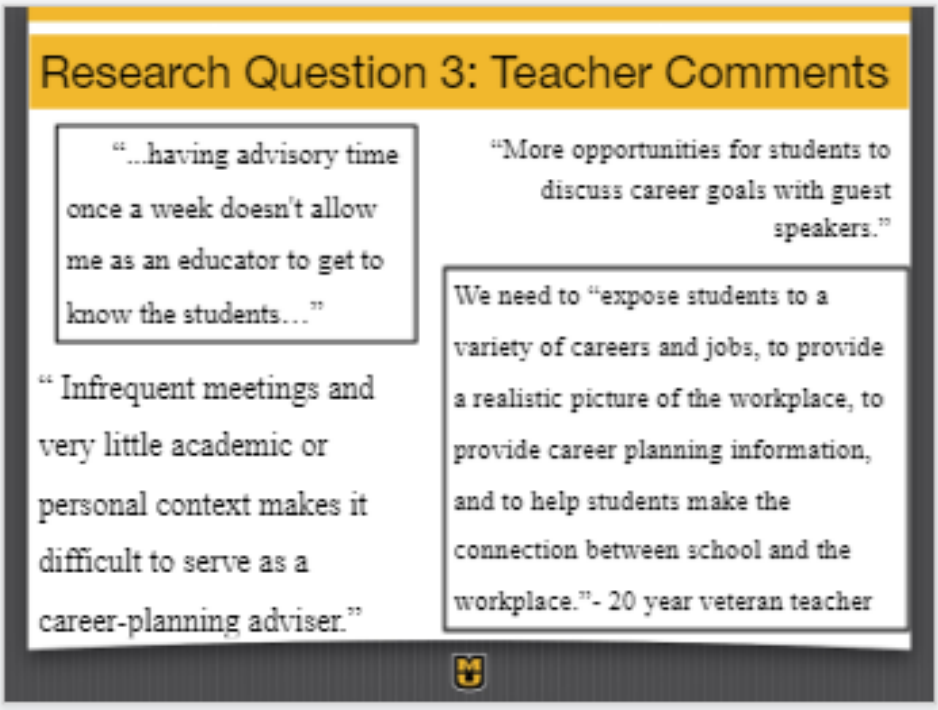
	Freshman	Sophomore	Junior	Cumulative Average
Objectives Covered Annually	3.875	3.250	2.975	3.37
(7 possible in each grade level)				

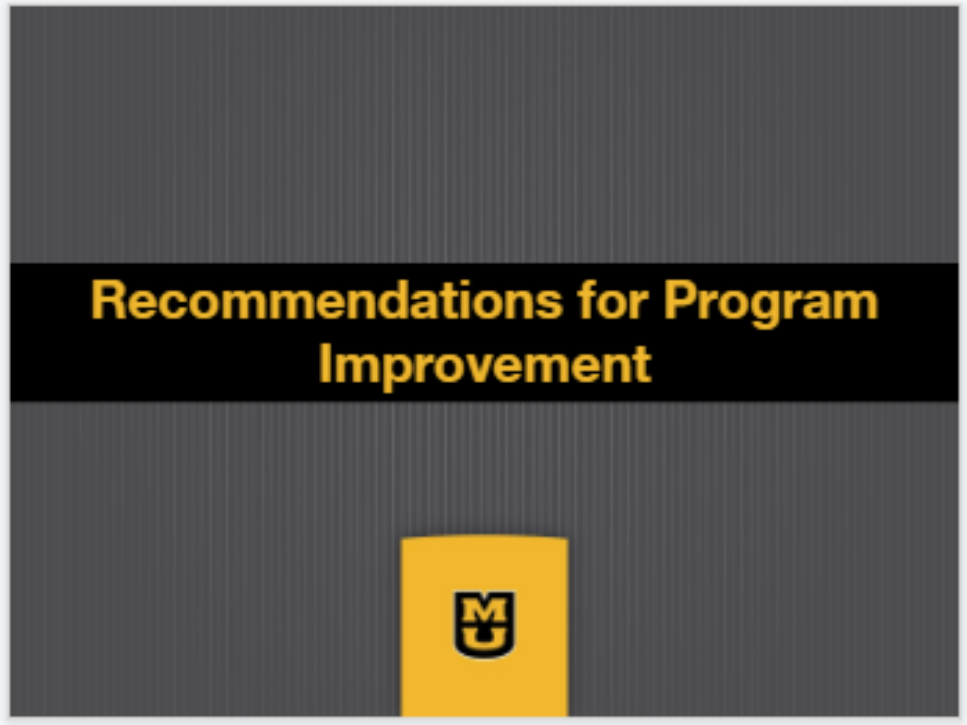
Research Question 3:

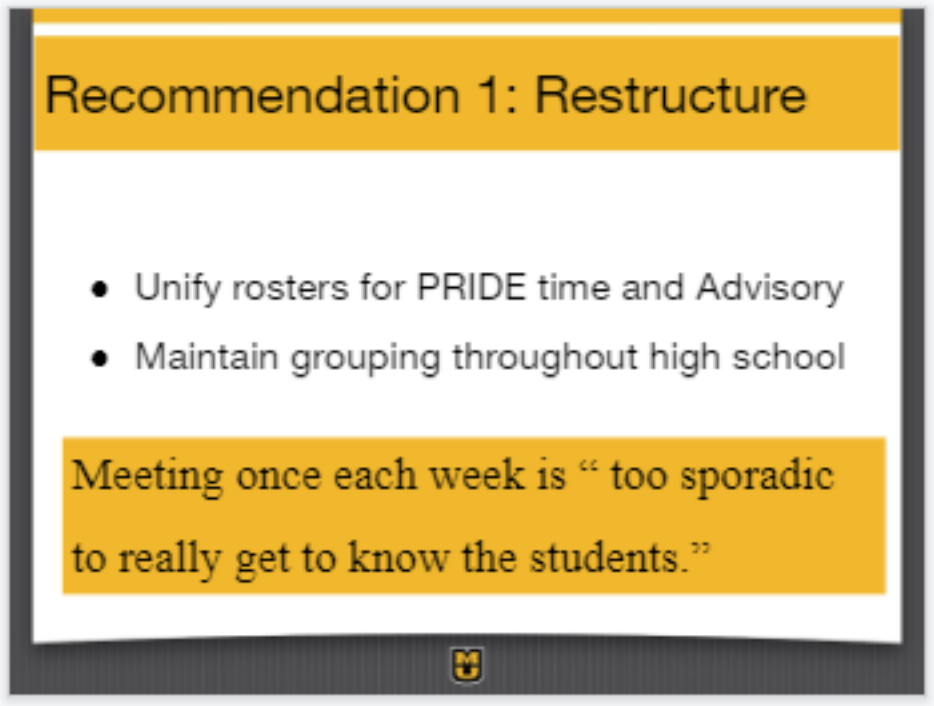
What supports, if any, would staff members like to have for implementing career development lessons?

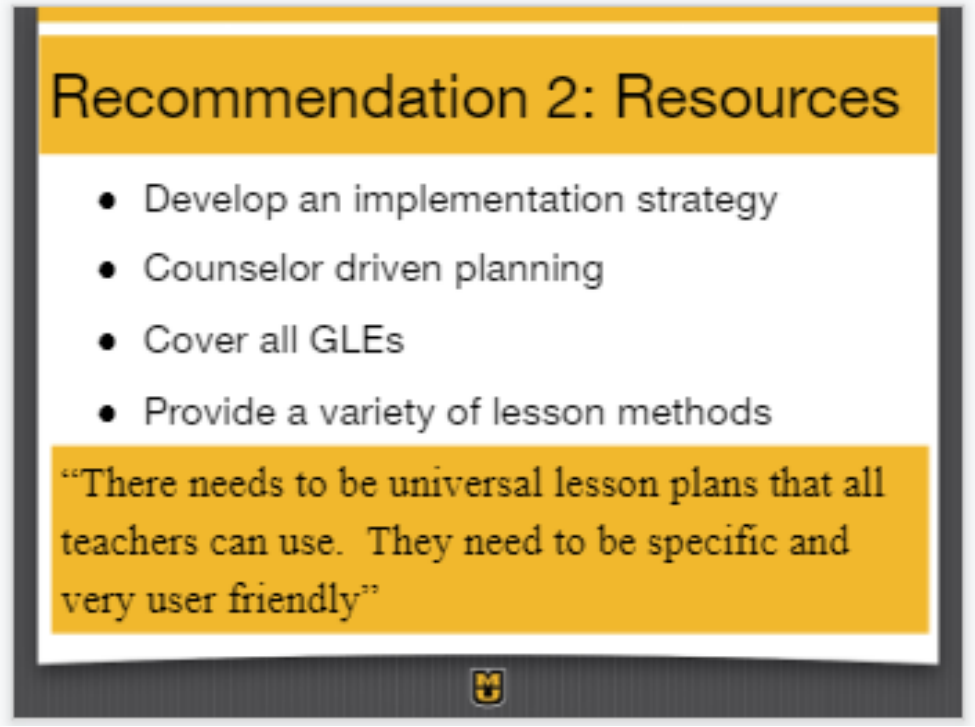
Research Question 3: Teacher Comments

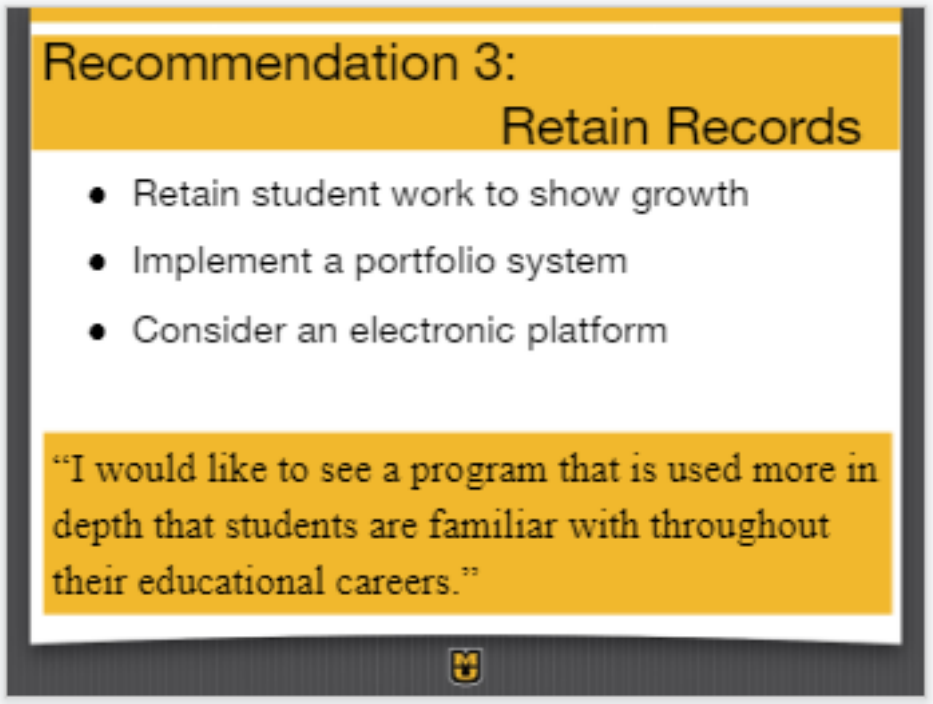
"Students should have the ability to explore career choices throughout their development. In general, students should be given support to see the connection between learning and doing in all career fields. There need to be universal lesson plans that all teachers can use. They need to be specific and very user friendly. Teachers are reluctant to do this because it is not their expertise, plus they feel it is not their job to teach career exploration. Many feel they are not trained to adequately do the job justice, but are willing to assist students in any way they can." - 28 year teacher


Research Question 3: Teacher Comments
"...having advisory time once a week doesn't allow me as an educator to get to know the students…"
" Infrequent meetings and very little academic or personal context makes it difficult to serve as a career-planning adviser."
"More opportunities for students to discuss career goals with guest speakers."
We need to "expose students to a variety of careers and jobs, to provide a realistic picture of the workplace, to provide career planning information, and to help students make the connection between school and the workplace."- 20 year veteran teacher

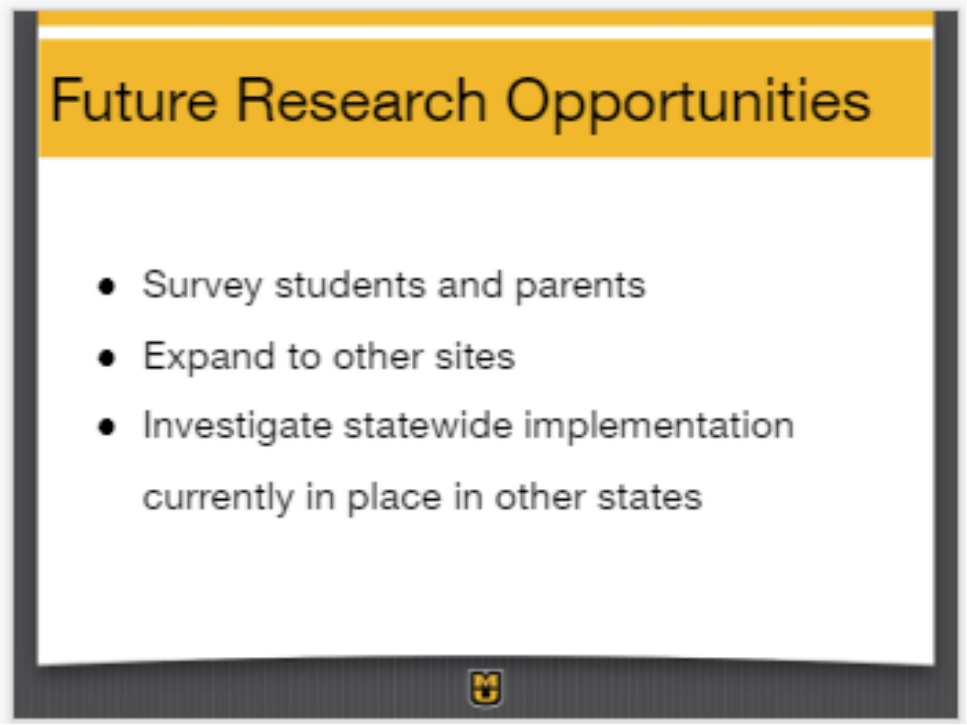

Recommendations for Program Improvement

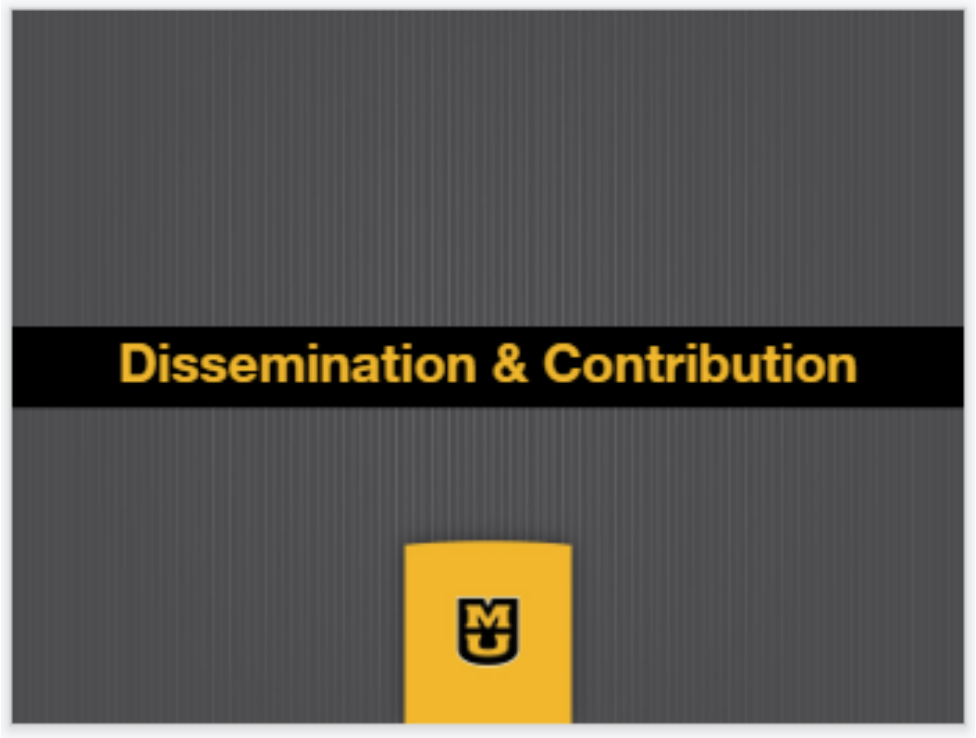

Recommendation 1: Restructure
Unify rosters for PRIDE time and Advisory
Maintain grouping throughout high school
Meeting once each week is " too sporadic to really get to know the students."

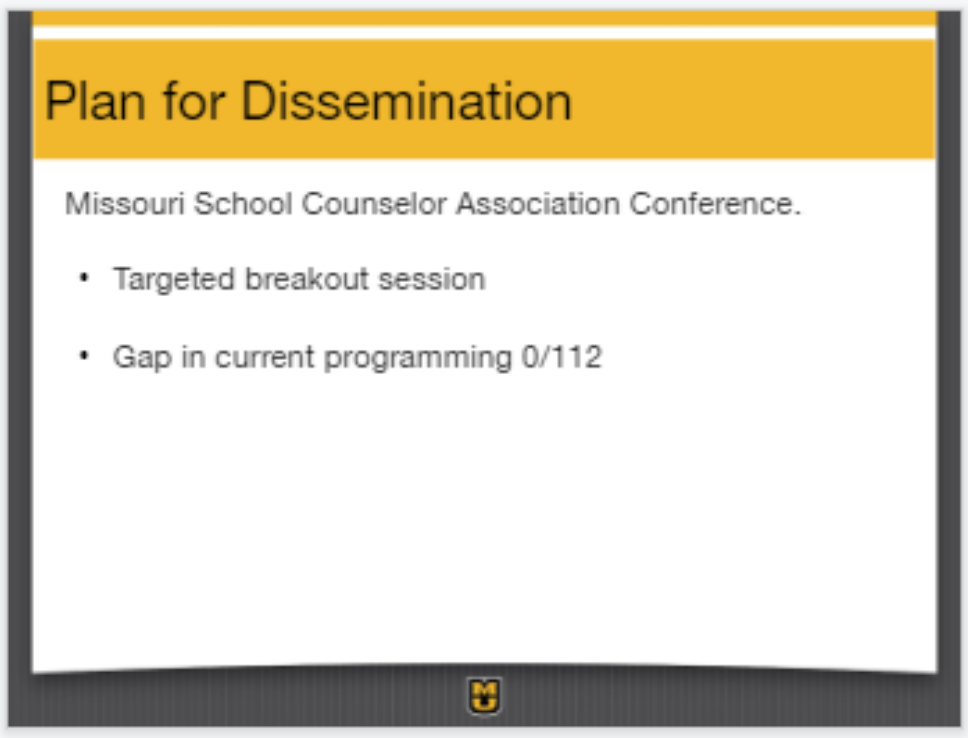

Recommendation 2: Resources
Develop an implementation strategy
Counselor driven planning
Cover all GLEs
Provide a variety of lesson methods
"There needs to be universal lesson plans that all teachers can use. They need to be specific and very user friendly"

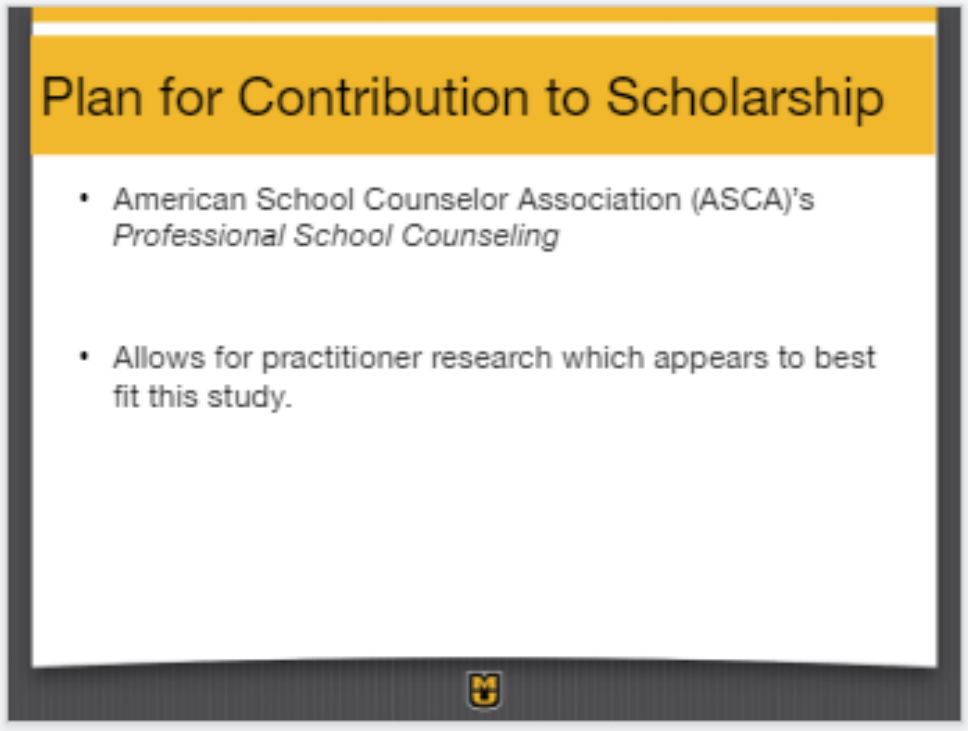

Recommendation 3:
Retain Records
Retain student work to show growth
Implement a portfolio system
Consider an electronic platform
"I would like to see a program that is used more in depth that students are familiar with throughout their educational careers."

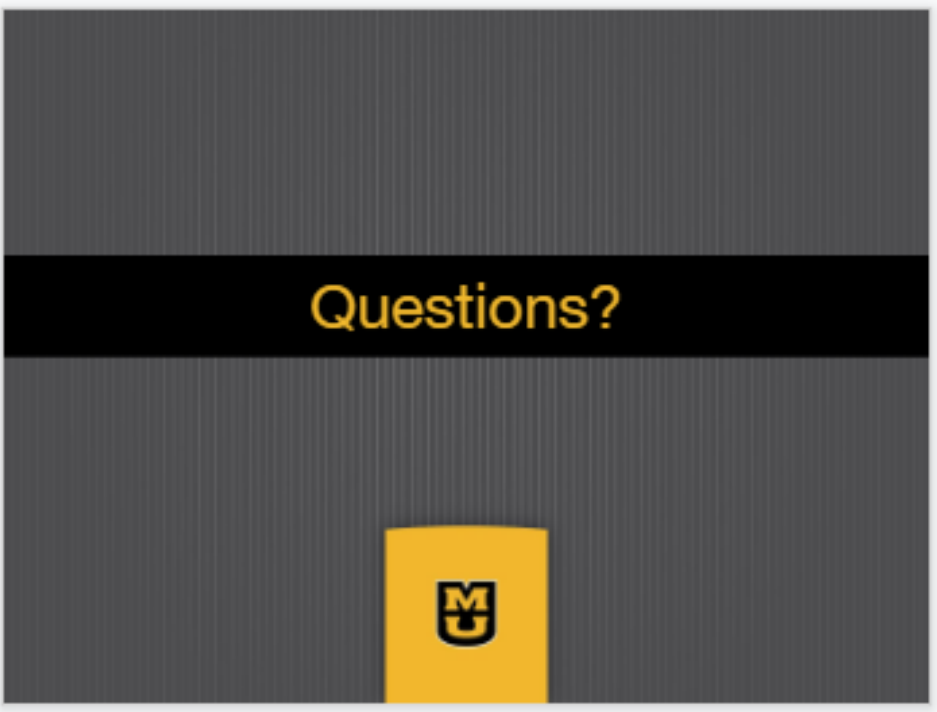

Implication for Future Research


Future Research Opportunities
Survey students and parents
Expand to other sites
Investigate statewide implementation currently in place in other states


Dissemination & Contribution


Plan for Dissemination
Missouri School Counselor Association Conference.
• Targeted breakout session
• Gap in current programming 0/112


Plan for Contribution to Scholarship
• American School Counselor Association (ASCA)'s *Professional School Counseling*
• Allows for practitioner research which appears to best fit this study.


Questions?

SECTION FIVE:

CONTRIBUTION TO SCHOLARSHIP

Introduction

This section contains a submission-ready journal article including an abstract. The full article presents not only the setting and data collection information, but also a comprehensive look at the findings and implications for future research.

Abstract

Context: The Missouri Department of Elementary and Secondary Education (DESE) has increased their focus on College and Career Readiness through preparation and exploration (DESE, 2016). Career development curriculum exists within DESE's Missouri Comprehensive School Counseling Program. Despite this guidance for what to teach, there is no implementation model provided for putting career development education into practice for Missouri educators.

Objective: This study examines the current career development practices at one Missouri high school as well as the perceived self-confidence of teachers in providing instruction to students and the methods of support they require to do so.

Setting: This study took place in a Missouri public high school housing grades 9-12.

Participants: Forty members of Middleville (pseudonym) High School's faculty.

Data Collection and Analysis: Data was collected using an electronic survey with both likert scale ratings and open ended questions. A descriptive analysis of this quantitative design was used to determine findings.

Results: The analysis of teacher confidence data resulted in a normal distribution curve within each grade level. Teachers also assessed that there are very few of the career development GLEs covered and most are not taught in a structured way. Teachers' preference for lesson delivery varied primarily between electronic and being provided written lesson plans.

CAREER DEVELOPMENT PRACTICES IN ONE MISSOURI HIGH SCHOOL

Introduction

In reviewing the findings of this study, assessing the confidence and fidelity with which the career development curriculum is being implemented at Middleville High School, there were no statistically significant findings. However, delving into the results of the survey tool provided insightful information about the program such as the confidence of staff with different aspects of career development, ie. character lessons, career exploration lessons, and educational planning lessons. The survey assessed the confidence of teachers in their ability to provide instruction in helping students understand, discover, and plan for their post-secondary aspirations, assessed the number of state mandated objectives covered, and allowed teachers to weigh in on supports they might need for more robust implementation. The research questions guiding this study were:

1. How do staff members in one Missouri high school assess their confidence in teaching the objectives of a career development program's curriculum to help students understand their post-secondary aspirations?
2. How many career development objectives are currently being addressed with advisory students?
3. What supports, if any, would staff members like to have for implementing career development lessons?

Summary of Literature Review

Vocational guidance debuted in the late 1800s but was not popularized until the late 1950s when John Holland's Career Typology Theory, a theory he continued to reform throughout his life. His final publication came in 1997 and produced aptitude measurements which are still in use today. This theory centers around the interaction between environment and personality using indicators of congruence, consistency, differentiation and identity to determine an individual's Holland Code. Each career is also assigned a code based upon similarity and support to personality traits as a predictor for compatibility (Gysbers et al., 2009).

Social Cognitive Career Theory (SCCT), based off of Bandura's Social Cognitive Theory, is a melding of several other career development theories. SCCT considers the impact of self-efficacy acknowledging that an individual's decisions are based on personal experience and observation as others. Variables such as aptitude, values, interests and need each play a part in SCCT (Brown, 2002; Thompson & Dahling, 2011). Goal setting and career planning are essential catalysts for the psychological and social transition from adolescence to adulthood (Sorikov, 2006; Stringer et al., 2011).

Ability, exposure, expectation, and perceived social status all impact the career development of adolescents (Green, 2006; Thompson & Dahling, 2012). Additionally, socioeconomic status, giftedness, learning disabilities, and size of community can influence the career development of adolescents without targeted support (Ball, 2009; Greene, 2006; IDEA, 2004; Kim, 2010). Gender expectation as well as gender fluidity are factors which can contribute to career development education, expectation, and efficacy (Tang et al., 2008; Sangganjanavanich & Headley, 2013; Thompson & Dahling, 2011).

Review of Methods & Analysis

The use of a survey which provided for a quantitative design with descriptive analysis allowed a more comprehensive view of the data.

Data for this study were gathered using an online survey (Appendix A). The survey was distributed to 62 members of a high school faculty serving grades 9-11. A total of 40 participants responded to the survey assessing faculty confidence in working with students on career development topics. The use of program theory's reductionism component meant being able to acknowledge career development as part of the comprehensive MCSCP focused on the specific component of curriculum, but while the systems think side of program theory allowed consideration for how those components fit into the whole school structure. In analyzing the data using program theory as described above, I assessed the average confidence for each of the career development Grade Level Expectations (GLEs) for grades 9, 10, and 11. I analyzed the 21 GLEs across three grade levels for thematic content. Each grade level contained career development lessons that centered around Educational Planning, Career Exploration and Character. The survey data was then grouped by these three lesson types for analysis. The findings presented below will be organized first by research question and then by grade level when appropriate.

Descriptions of Tables and Charts

Table 1. This table sorts the Grade level Objectives (GLEs) by thematic content for Career Exploration, Educational Planning, and Character. Each theme is analyzed by grade level to assess teacher confidence.

Tables 2-4. There is one table for each grade level. These tables show the full GLE and the total count of teachers confidence by each likert rating. The far right column shows the average confidence for each GLE.

Charts 1-3. With one for each grade level, these charts show the frequency of the likert ratings for each grade level as compared to the normal distribution curve.

Table 5. This table shows the average teacher perception of objectives covered both by grade level and across all GLE objectives.

Results for Research Question 1: *How do staff members in one Missouri high school assess their confidence in teaching the objectives of a career development program's curriculum to help students understand their post-secondary aspirations?*

Overview of RQ1 Findings

Examining the objectives across all grade levels and determining the three primary themes within the career development GLEs allowed me to assess which type of lesson in which teachers expressed the most confidence. Although the average teacher confidence for junior objectives was quite consistent, across all three grade levels, the lessons categorized as "Character" lessons contained the highest average in each. When it came to "Educational Planning" teachers' confidence decreased as students aged. "Career Exploration" with senior students is an area in which teachers expressed confidence, although it was the one with which they are least confident in freshman and sophomore GLEs.

Table 1 *Objectives and Teacher Confidence by Thematic Content for Each Grade Level*

	Freshman Objectives	Sophomore Objectives	Junior Objectives
Educational Planning	F1. Creating a plan F3. Involvement/career tie F5. Entry to college	S1. Maintaining a plan S2. Resources to explore S5. Self-aware decisions S7. College/ job apps	J1. Analyze requirements vs. self J2.Using resources J7. Portfolio development
Average of Teacher Confidence with Educational Planning	3.78	3.71	3.58
Career Exploration	F2. Know career clusters F4. Interest/cluster intersect F7. Skills for applying	S3. Involvement/goal tie S4. Relevant resources	J3. Potential contributions J4. Synthesizing information J5. Researching options
Average of Teacher Confidence with Career Exploration	3.52	3.48	3.68
Character	F6. Ethical habits	S6. Resolve ethical issues	J6. Ethical problem-solving
Average of Teacher Confidence with Character	4.15	3.73	3.68

Freshman Objectives Findings

A majority of teachers feel moderately confident in their ability to cover freshman career development objectives, as listed in Table 2. When charting the frequency of the likert ratings teachers used to describe their confidence with each individual objective, a bell curve emerged (Chart 1). Of the 41 responses, 25 teachers showed an average confidence within the mid-range of the likert scale, with each grade level's objectives showing a bell curve in responses. Within the objectives for freshmen level career development lessons, the average confidence with lessons ranged from 2.98 to 4.15, a variation of 1.17 (Table 2). Teachers were least confident with the lesson that related to career clusters and Career Exploration content over all (Table 1). Teachers

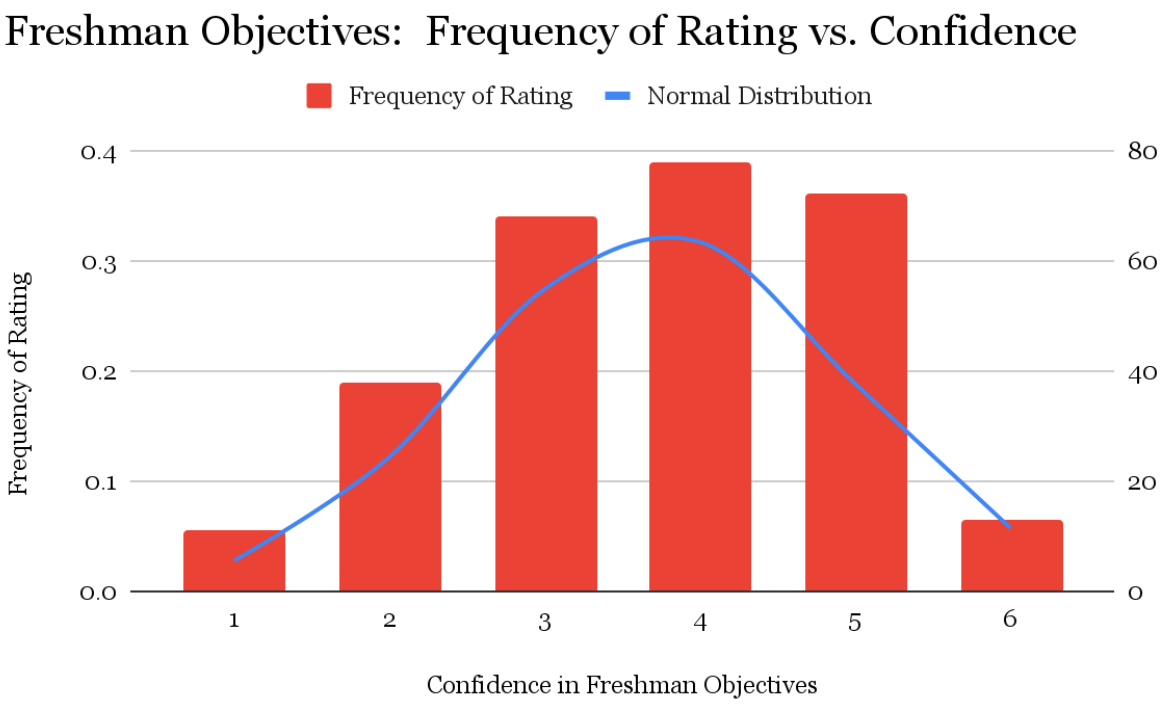
expressed the most confidence in the GLEs found in Educational Planning. The only Character objective, which is about helping students with identifying ethically compromising situations, is the freshman objective with which teachers felt most confident at 4.15 (Table 1). In offering suggestions for improvement, one teacher, who has worked with all three levels of students over the years, commented that although students are exposed to career clusters and four-year planning prior to reaching high school, that career development and planning remains "abstract and overwhelming" for younger students. Another teacher expressed concern that in conversation with peers, many teachers feel they are not trained to do the job justice. A veteran teacher of over thirty-years expressed concern that teachers are not prepared to present all of these topics adequately, for all students.

Table 2 *Teacher Confidence with Freshman Objectives, n=40*

(Item)	Not At All Confident	Minimally Confident	Somewhat Confident	Confident	Very Confident	Completely Confident	Avg.
F1. Comparing current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary	2.00	4.00	9.00	11.00	9.00	3.00	3.83
F2. Recognizing the 16 career clusters for exploring and preparing for careers now and in the future.	4.00	11.00	12.00	7.00	4.00	0.00	2.98
F3. Analyzing and evaluating school and community contributions as they relate to one's career and educational plan.	2.00	6.00	9.00	10.00	10.00	1.00	3.63
F4. Integrating career and educational information with knowledge of themselves and the career clusters to identify occupations of interest.	1.00	7.00	10.00	9.00	10.00	1.00	3.63
F5. Identifying the entrance requirements and application procedures for post-secondary options.	1.00	3.00	9.00	15.00	7.00	3.00	3.88
F6. Identifying situations which would compromise ethical habits in school or work situations.	1.00	3.00	5.00	13.00	14.00	2.00	4.15
F7. Identifying and refining the job-seeking skills needed to apply for volunteer or part-time jobs in the community.	0.00	4.00	11.00	10.00	8.00	3.00	3.95

Value Range for Survey Likert Scale: 1=Not at all confident (1 on 1 support needed) to 6=Completely confident (able to help others)

Chart 1 *Frequency of Likert Response to Confidence in Freshman Objectives*, n=40 respondents to 7objectives.



Sophomore Objective Findings

When evaluating the objectives for the sophomores, teachers' overall confidence had more consistency, with a maximum variation of just 0.6 (3.30-3.98) between the most and least confidence on objectives (Table 3). When charting the frequency of the likert ratings teachers used to describe their confidence with each individual sophomore level objective, a bell curve emerged (Chart 2). The objectives which garnered the most and the least confidence both came from the area of educational planning rather than character or career exploration (Table 1). Assisting sophomores with making informed post-secondary decisions was an area in which teachers felt most confident and least confident with where to find resources for career

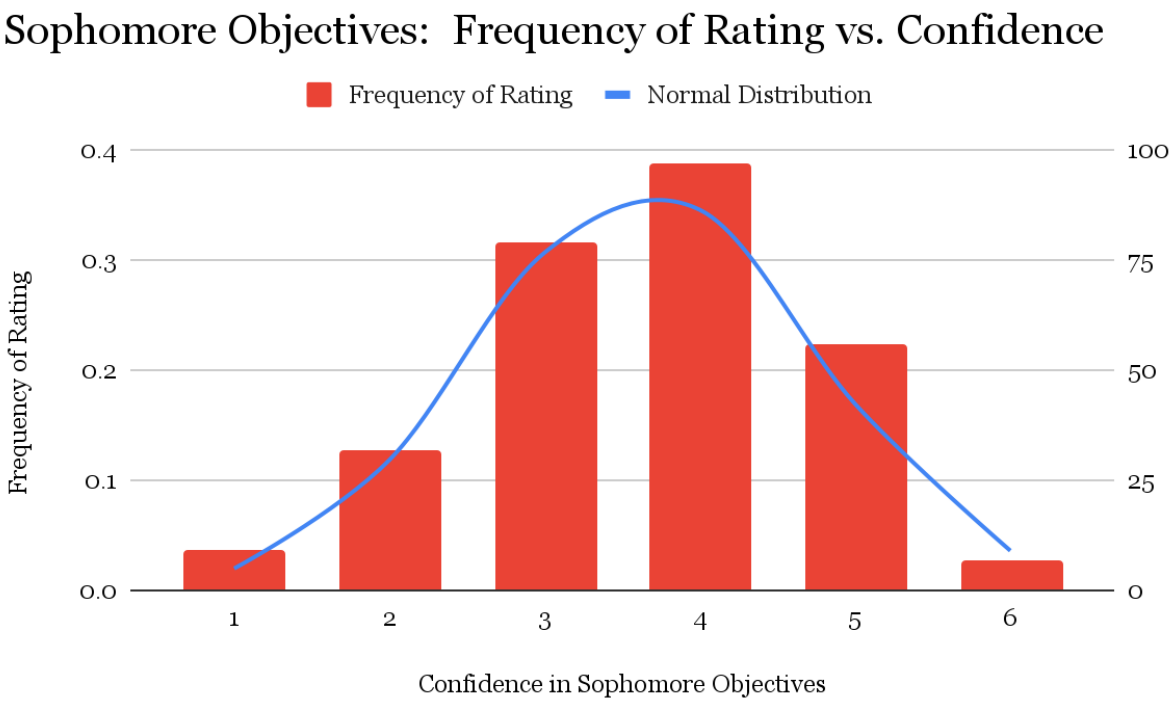
exploration (Table 3). The content area with the greatest confidence was the objective focused on character (Table 1). The objectives with which teachers felt most confident were those about completing applications, both jobs and colleges as seen in Table 3 objectives S5 and S7.

Table 3 *Teacher Confidence with Sophomore Objectives, n=40*

	Not At All Confident	Minimally Confident	Somewhat Confident	Confident	Very Confident	Completely Confident	Avg.
S1. Revisiting current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.	0.00	4.00	15.00	13.00	4.00	2.00	3.65
S2. Evaluating a variety of resources to aid in career exploration and planning, both now and in the future.	3.00	7.00	11.00	12.00	5.00	0.00	3.30
S3. Analyzing and evaluating school and community contributions as they relate to life career goals.	2.00	6.00	11.00	11.00	6.00	2.00	3.53
S4. Analyzing career and educational information to identify the most relevant resources for specific career options.	2.00	7.00	12.00	10.00	6.00	1.00	3.43
S5. Applying knowledge of self to make informed decisions about post-secondary options.	0.00	1.00	11.00	16.00	8.00	1.00	3.98
S6. Identifying the steps which can be used to resolve ethical issues related to school or work.	2.00	3.00	7.00	18.00	6.00	1.00	3.73
S7. Comparing and contrasting the post-secondary application process to the job application process.	0.00	4.00	10.00	11.00	13.00	0.00	3.90

Value Range for Survey Likert Scale: 1=Not at all confident (1 on 1 support needed) to 6=Completely confident (able to help others)

Chart 2 *Frequency of Likert Response to Confidence in Sophomore Objectives*, n=40 respondents to 7objectives.



Junior Objective Findings

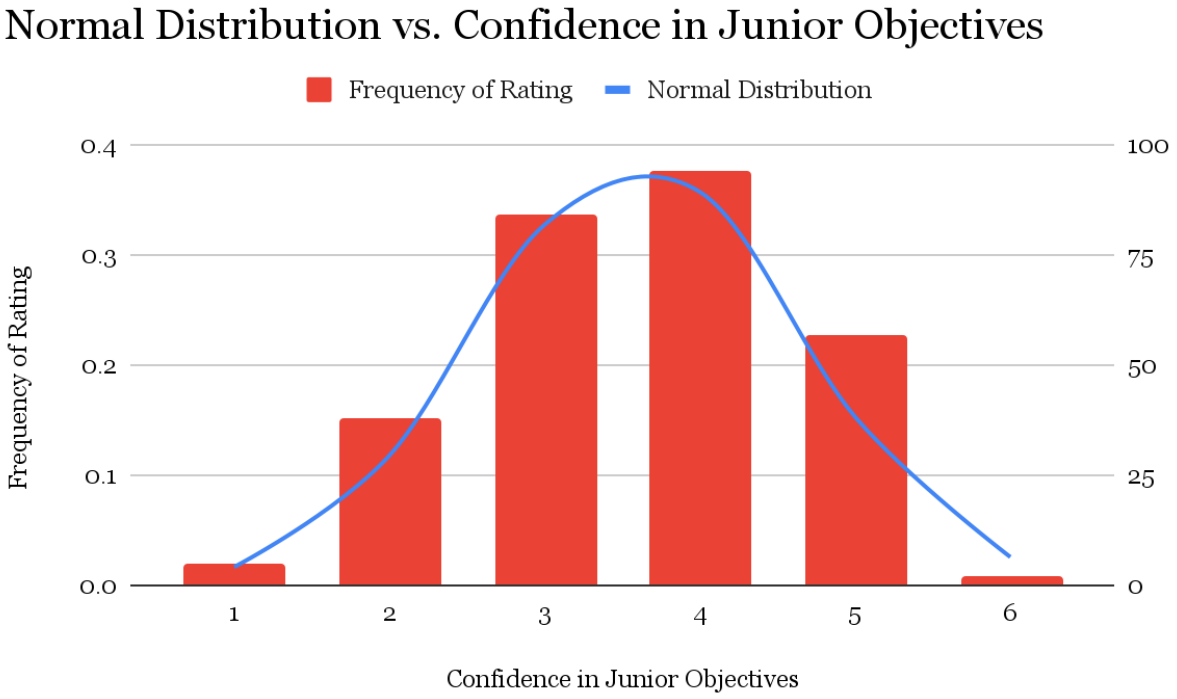
Each year the objectives remain similar, but with more in-depth concepts as students age. The frequency of the likert ratings teachers used to describe their confidence with each sophomore level objective, like previous data, showed a bell curve (Chart 3). Helping juniors However, with an average of only 3.28, the teachers expressed the least confidence in assisting juniors with building and refining a career development portfolio (Table 4). Both of those objectives are part of the educational planning thematic content (Table 1). One suggestion provided was for students and their advisory teachers to have a list with checkboxes and dates for students to complete specific tasks toward building a comprehensive portfolio of career development.

Table 4 *Teacher Confidence with Junior Objectives, n=40*

	Not At All Confident	Minimally Confident	Somewhat Confident	Confident	Very Confident	Completely Confident	Avg.
J1. Analyzing the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.	1.00	4.00	11.00	12.00	8.00	0.00	3.68
J2. Utilizing a variety of resources to aid in career exploration and planning.	1.00	8.00	9.00	13.00	5.00	0.00	3.48
J3. Identifying the value of personal contributions to the world of work as a result of one's career choices.	0.00	2.00	10.00	15.00	8.00	0.00	3.88
J4. Synthesizing career and educational information gathered from a variety of sources.	1.00	6.00	14.00	10.00	6.00	0.00	3.40
J5. Applying research skills to obtain information on training and education requirements for post-secondary choices.	0.00	3.00	11.00	15.00	7.00	0.00	3.78
J6. Demonstrating the steps which can be used to resolve ethical issues related to school or work.	0.00	5.00	14.00	10.00	5.00	2.00	3.68
J7. Refining and utilizing a portfolio in exploring a variety of post-secondary opportunities.	2.00	10.00	10.00	9.00	6.00	0.00	3.28

Value Range for Survey Likert Scale: 1=Not at all confident (1 on 1 support needed) to 6=Completely confident (able to help others)

Chart 3 *Frequency of Likert Response to Confidence in Junior Objectives*, n=40 respondents to 7objectives.



Results for Research Question 2: *How many career development objectives are currently being addressed with advisory students?*

The number of career development objectives teachers believe are covered each year is less than half of the seven objectives in each grade level, 3.37 (Table 5). One reason for this may be that Middleville High School currently provides no formal structure for covering these objectives. As it stands now, an administrator emails out suggested activities that center around goal setting and team building, with periodic suggestions that students spend time looking for college/career information. Once each year for a couple of weeks teachers assist students in looking at their educational plan and selecting courses. Unfortunately this results in no formal data surrounding the exact number of career development objectives covered annually with students. However, teacher perception of the tasks being covered, as seen in Table 5, suggests that while Freshman Advisories are addressing just over half of the seven objectives (3.875) and

that number decreases each year with sophomores covering 3.25 (of the seven) and juniors just 2.975 (of all objectives). That suggests that while students continue to get closer and closer to graduation, the level of preparation for the transition to their post-secondary goals declines.

Table 5 *Teacher Perception of Objectives Covered*

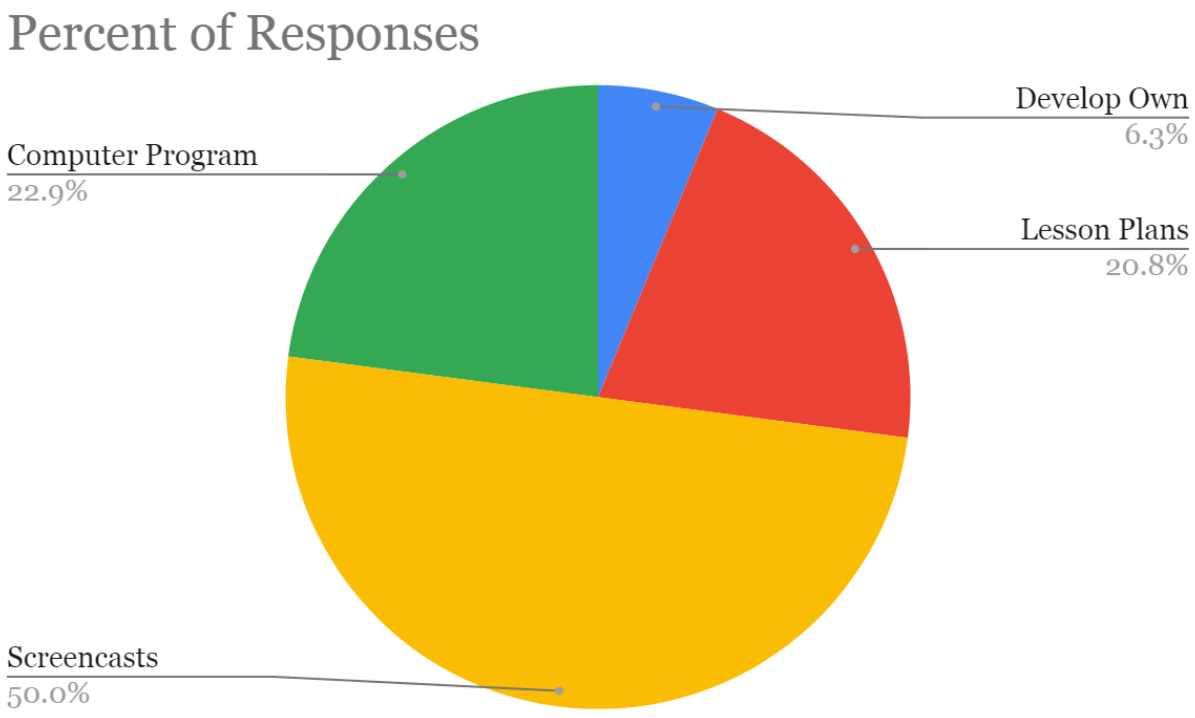
	Freshman	Sophomore	Junior	Cumulative Average
Objectives Covered Annually (7 possible in each grade level)	3.875	3.250	2.975	3.37

This study did not delve into which types of or even which specific objectives teachers believe are being covered within each grade level. The reason for this can be speculated, but no hard data exists. Because the purpose of the study was to examine teacher confidence with career development curriculum, breaking down the exact objectives being covered was not considered paramount to the outcome of this research. However, future research regarding which objectives are being covered and which are not, will help the school further determine areas of deficit in the career development education of students. One teacher who has worked with advisory students in all three grade levels did comment that the objectives her advisory had covered were only those grown out of organic classroom discussion, admitting that there is "a need for more organized activity."

Results for Research Question 3: *What supports, if any, would staff members like to have for implementing career development lessons?*

When indicating what type of support teachers would find most useful, teachers indicated a desire to have lessons provided to them in either written or video form. The data collected to address this question included both an open ended question asking for improvement suggestions as well as a multiple choice question seeking teachers' preferred method of lesson development. For the multiple choice question, the proposed methods of lesson development and delivery offered the options for teachers to develop their own, implement pre-written lesson plans, show a screencast of lesson materials, or have a computer program that could address the lesson objectives. Half of teachers (50%) preferred to be provided with a screencast pre-recorded by a school counselor for each lesson. The second and third preference were to receive written lesson plans (21%) and use of a computer program (21%). Only six percent of the teachers indicated confidence in developing their own lessons to address objectives.

Chart 4 *Teacher Preferred Method of Lesson Design, n=48 preference responses*



The open ended question seeking input on achievable improvements which could be made to current career development practices also provided rich insight into how teachers would like to see career development education benefit their students. Many teachers suggested an increase in community interactions through guest speakers, job shadowing, and internships. A 20-year veteran teacher expressed a need to "expose students to a variety of careers and jobs, to provide a realistic picture of the workplace, to provide career planning information, and to help students make the connection between school and the workplace."

Teachers also expressed a desire to maintain the same group of advisory students throughout their high school career, allowing them to not only provide better guidance in career development but also for the overall experience of assisting students with all aspects of growth during the four years of high school. According to one teacher, "having advisory time once a week doesn't allow me as an educator to get to know the students…", but that having them on a more frequent basis would be more useful in advising and guiding them through the career development opportunities. Another added, "Infrequent meetings and very little academic/personal context makes it difficult to serve as a career-planning adviser."

Overall, the comments from teachers were asking for structure: thirteen of the 21 teachers who chose to answer the open ended question expressed the need for a more formal structure to help students with the development of their post-secondary plan. These comments are best summed up by what a 28-year veteran teacher who has a doctoral degree in leadership wrote.

This educator wrote:

> "Students should have the ability to explore career choices throughout their development. In general, students should be given support to see the connection between learning and doing in all career fields. There need to be universal lesson plans that all teachers can use. They need to be specific and very user friendly. Teachers are reluctant to do this because it is not their expertise, plus they feel it is not their job to teach career exploration. Many feel they are not trained to adequately do the job justice, but are willing to assist students in any way they can."

Recommendations for Program Improvement

Based upon the findings of this study, recommendations will be made to address the organization of and implementation strategy for career development education at Middleville High School. The first step to improving the fidelity of career development education will be to restructure the advisory time. This restructuring is something that was suggested by six of the twenty-one teachers who chose to comment during the survey. For example, one teacher who has over 20 years of experience stated that it is tough to advise students that they barely see or know unless the students have just basic general questions. Another teacher said they would prefer to advise students that they "know well enough to provide guidance based on what I know about them."

It is my recommendation that the existing rotation between four days of PRIDE (what Middleville calls their daily study hall time) with one teacher and a diverse group of students in a study hall environment followed by one day of advisory with a different teacher and a different group of students be reorganized. Further, I propose that students and teachers be assigned

together for the full week, therefore maintaining one day of advisory and four days of PRIDE. Additionally, these groups should be maintained throughout the entirety of high school. This restructuring will help teachers get to know each student and his/her goals over time, which teachers in the study supported. A teacher who has worked in the building for over 25 years, long before advisory and PRIDE time were implemented, provided the following meaningful input: "The original purpose of Advisory was to get to know a group of students that you may or may not have in class, and to get those students to know each other better as well, creating a support group of sorts. I found that (sic) meeting once a week too sporadic to really get to know the students." Providing teachers with the opportunity to get to know students through daily interaction instead of weekly will not only improve relationships, but help the teachers to guide students' career development more fully.

My second recommendation is for the development of an intentional implementation strategy for career development curriculum. This plan should include at least one activity to address each of the career development GLEs. A formalized structure for implementing career development education will provide students across all disciplines, post-secondary plans, and socioeconomic categories the opportunity to explore, research and plan for their career goal. Based on their comments, several teachers expressed a desire for better organization of career development implementation. "There needs to be universal lesson plans that all teachers can use. They need to be specific and very user friendly" (survey response from a 27 year veteran teacher). Another teacher requested weekly topics to cover, based on the GLEs with a week-by-week outline.

This endeavor could be undertaken by the current counseling staff. It would be my suggestion for one counselor to construct lessons for each grade level. This would allow the week-by-week lessons to have a more seamless flow as information from one lesson could be referenced in the next. Upon completion at each grade level, it will be important for the counseling department to examine the lessons across all grade levels together to look for continuity throughout each thematic concept. This would ensure continuity of content as each year would build on the previous and ensure development of a robust and well-aligned career development curriculum.

Based on the study findings, my third recommendation is to put in place a career development portfolio as part of these lessons. Portfolio development would allow the students to not only develop long-term goals for themselves, but to build various components of career exploration toward meeting these goals. If these lessons are not tied to a long-term tracking system, they become one-off activities that lack context and relevance to students. By keeping track of career development and growth in a portfolio, it keeps these goals in the forefront of each student's educational decisions. Utilizing an electronic platform would allow for a checklist-like format ensuring all students receive exposure to and the opportunity to learn about the same material across time. Creating the portfolio in an electronic web-based format will allow students to access career development resources outside of school. Accessing the portfolio outside of school allows career development to become more personalized as it can be utilized during the summer months when students have the opportunity to gain work or internship experience. It would also allow students to have access to this information beyond high school. A web-based format will make the career development portfolio a living document that can be edited to adapt

as students grow toward adulthood. In my experience as a school counselor, I have been contacted by former students on multiple occasions who are unsure to figure out what to major in or what job to pursue when they have outgrown their previous plans. Having access to this type of platform would help them reassess what they know about themselves and their interests as well as provide some tools for further exploration. One teacher, who has been teaching for three years, would like to see a program that is used more in depth that students are familiar with throughout their educational careers. By restructuring the advisory time, providing lessons that cover the career development curriculum in an organized way, and allowing students to build an electronic portfolio will significantly improve the efficacy and relevance of the career development program at Middleville High School.

Implications for Future Research

While this study offers specific findings for the staff at Middleville High School, there are several opportunities for further research on this topic. This study did not examine career development from the perspective of students. Further improvements could be made by conducting future research that includes input from students and their parents as well as by assessing which specific objectives are not adequately covered. Additionally, the career development practices of high schools throughout the state of Missouri could be analyzed for current implementation practices and based upon that information a statewide plan could be developed to ensure that students across the state are receiving the same education about careers just as they receive the same education about other curricular areas.

SECTION SIX:

SCHOLARLY PRACTITIONER REFLECTION

Transforming This Leader

When getting my masters degree in counseling a teacher challenged us. He said that principals are busy managing policy, discipline, and staff. Teachers are busy teaching, grading, and pouring all they have into their students daily. School counselors have the additional task of looking beyond right now, anticipating needs, and becoming agents of change. Agents of change. That stuck with me and has driven me to seek out ways in which I can expand my leadership skills to effect positive changes. Learning as much as I could about leadership became a necessity if I hoped to make an impact.

Being part of the Statewide Cooperative Ed.D. Program has been...well, one of those words sometimes used to describe leadership...transformational. I have learned the true meaning of things I thought I understood. First, is reading. I thought I knew how to read, but delving deep into the ravine of researching a specific topic so that you know it better than you know yourself, brought reading to a whole new level. The second thing is networking. I have had the pleasure of getting to know other counselors through participation in regional and state events, but as a result of this program the network of dependable professionals who will take my call even when I don't deserve it is astounding. Those professional relationships have opened my world. The final thing I thought I understood was perseverance. Turns out completing your dissertation in the midst of a worldwide pandemic when you work with mental health in school counseling feels like, to quote Steve Jobs, "life hit(s) you in the head with a brick. But don't lose faith" (Stanford Commencement Speech, 2005). I have learned that lesson not only from my dissertation journey, but by watching the leaders around me as we went through 18 months of flying by the seat of our

pants in education. The ability to stay seemingly calm and adapt to anything is so key to leadership.

I have had the privilege of working alongside, learning with and from some of the greatest educational leaders in our state. I enjoyed being challenged to think beyond my own frame of reference. CoHort 9 really has gone the whole nine yards in helping me grow. Being surrounded by classmates from all different areas of education has made me a better counselor, educator, leader and friend.

> "You've got to find what you love. … Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle." - Steve Jobs, Stanford Commencement Speech, 2005

I have been so very blessed to find something that I love in my career and been able to surround myself with people who challenge me and support me. I also love what I have learned and the friends I have made. Personally and professionally, the camaraderie I found on the third floor of Hill Hall as a member of MU's CoHort 9 has transformed me.

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Appendix A.
Faculty Survey/Measurement Tool

Faculty Section I.

What is the number of years you have been working with high school students?

0-5 6-10 11-15 16-20 21-25 26+

Which of the following best describes the education or training you have completed (check all that apply):

Some college/no degree obtained
Community College/Associates Degree
Four-year College /University/Bachelor's Degree in teaching
Four-year College/University/Bachelor's Degree in a related field
Four-year College/University/Bachelor's Degree in another field
Graduate School - Master's Degree in content area
Graduate School - Master's Degree in teacher/leader
Graduate School - Master's Degree in counseling
Graduate School - Master's Degree in administration
Graduate School - Master's Degree in another field
Graduate School - Specialist's Degree in content area
Graduate School - Specialist's Degree in teacher leader
Graduate School - Specialist's Degree in counseling/school psychology
Graduate School - Specialist's Degree in administration/leadership
Graduate School - Specialist's Degree in another field
Graduate School - Doctoral Degree in administration/leadership
Graduate School - Doctoral Degree in a related field
Non-traditional certification/other
Other: (please describe)

How do you feel that your post-secondary path impacts your ability to talk with your students about setting their own post-secondary goals?

Faculty Section II.

In the following survey, you will be asked to rate your confidence level in working with students on career development topics. Items F1-F7 relate to freshmen, S1-S7 relate to sophomores, and J1-J7 relate to juniors.

1 - Not at all confident - 1 on 1 support needed
2 - Minimally confident - much support needed
3 - Somewhat confident - some support needed
4 - Confident - minimal support needed
5 - Very confident - no support needed
6 - Completely confident - able to support others

Use the scale above to describe how confident you feel in your ability to independently help advisory students with each item below:

Freshman Career Development Topics

F1. Comparing current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary

F2. Recognizing the 16 career clusters for exploring and preparing for careers now and in the future.

F3. Analyzing and evaluating school and community contributions as they relate to one's career and educational plan.

F4. Integrating career and educational information with knowledge of themselves and the career clusters to identify occupations of interest.

F5. Identifying the entrance requirements and application procedures for post-secondary options.

F6. Identifying situations which would compromise ethical habits in school or work situations.

F7. Identifying and refining the job-seeking skills needed to apply for volunteer or part-time jobs in the community.

F8. Looking at items F1-F7, how many of those topics have you covered, either formally or informally, with your freshman advisory students in the past?

0 1 2 3 4 5 6 7 No experience

Sophomore Career Development Topics

S1. Revisiting current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

S2. Evaluating a variety of resources to aid in career exploration and planning, both now and in the future.

S3. Analyzing and evaluating school and community contributions as they relate to life career goals.

S4. Analyzing career and educational information to identify the most relevant resources for specific career options.

S5. Applying knowledge of self to make informed decisions about post-secondary options.

S6. Identifying the steps which can be used to resolve ethical issues related to school or work.

S7. Comparing and contrasting the post-secondary application process to the job application process.

S8. Looking at items S1-S7, how many of those topics have you covered, either formally or informally, with your sophomore advisory students in the past?

0 1 2 3 4 5 6 7 No experience

Junior Career Development Topics

J1. Analyzing the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

J2. Utilizing a variety of resources to aid in career exploration and planning.

J3. Identifying the value of personal contributions to the world of work as a result of one's career choices.

J4. Synthesizing career and educational information gathered from a variety of sources.

J5. Applying research skills to obtain information on training and education requirements for post-secondary choices.

J6. Demonstrating the steps which can be used to resolve ethical issues related to school or work.

J7. Refining and utilizing a portfolio in exploring a variety of post-secondary opportunities.

J8. Looking at items J1-J7, how many of those topics have you covered, either formally or informally, with your junior advisory students in the past?

0 1 2 3 4 5 6 7 No experience

Faculty Section III.

Items above are all parts of the career development grade level expectations (GLEs) from DESE to use sequential objectives to prepare students for post-secondary employment or education. How would you rate advisory students' exposure to the career development GLEs?

1 - They have not been exposed to any of those topics.
2 - They have been exposed to a few of those topics.
3 - They have been exposed to many of those topics.
4 - They have been exposed to all of those topics.

If asked to cover 3-4 of those GLEs with your advisory students annually, which of the following method(s) below best describe your preferred delivery method: (mark all that apply)

1 - I would like to devise my own lesson to address 3-4 of those GLEs.
2 - I would like to have a written lesson I can implement to address 3-4 of those GLEs.
3 - I would like to have a screencast that I can show to address 3-4 of those GLEs.
4 - I would like to have a computer program which could address 3-4 of those GLEs

What, if any, achievable improvements would you like to see made to the current career development opportunities aimed at preparing your advisory students to set and achieve their post-secondary goals?

Appendix B. *Professional School Counseling* Practitioner Research Manuscript Checklist

Professional School Counseling

Practitioner Research Manuscript: Checklist for Authors & Reviewers

Please use this checklist to guide manuscripts for submission as well as for reviews:

Introduction Section	**Is this content included?**
Introduces the issue and its importance	
Content is relevant to school counseling practitioners	
Concludes with the purpose for the research	
One to two paragraphs in length	
Literature Review	
Content is relevant, specific to school counseling, timely	
Content is well organized, focused and has appropriate flow	
Content is well cited	
Clarity of why the practitioner research was initiated	
Concludes with purpose and/or research questions	
Introduction to the site and practitioner researchers (and/or authors' roles)	
Method, Results & Discussion	
Research method presented	
Participants, instrumentation, procedures are clearly presented	
Clarity of data collection and analysis	
Results presented clearly	
Discussion summaries findings and analyzes them in light of relevant literature	
Discussion identifies next steps and/or future research	
Limitations are offered if relevant	
Provides concrete implications for targeted audiences (e.g., school counselors, counseling educators, supervisors, school counseling interns.)	
Other Manuscript Components	
Abstract includes a sentence about the research issue, the purpose of the study and a brief overview of the findings	
Title is appropriate	
Conclusion briefly summarizes key findings and connection to relevant literature	
Uses correct APA Style throughout (e.g., grammar, references, citations, headings etc.)	
References	
Tables/Figures (three or fewer)	
Page limit is appropriate (i.e., 20 pages or less not including references, abstract, or title page.)	

taken from
https://www.schoolcounselor.org/school-counselors/publications-position-statements/professional-school-counseling-journal/journal-author-guidelines

VITA

Sarah (Elsensohn) Kaelin is the daughter of Jim & Mary (Brenden) Elsensohn. Born in Iowa, Sarah and her family, which also includes her brother, Mark, spent time living in Wyoming and Arizona before settling in Missouri. She is a 1992 graduate of Rich Hill High School.

Sarah attended (Southwest) Missouri State University in Springfield, Missouri where she was an active member of the PRIDE Marching Band, gained life-long friendships and met her future husband, Michael Kaelin. She eventually obtained her Bachelor of Science degree in K-12 Music Education in December of 1998.

Sarah's first teaching job was as the assistant band director for Rolla Public Schools. During her tenure in that position, she spent time working with countless band students; many of her "band kids" remain in contact with her, which she treasures. Sarah earned her Master of Science in School Counseling from Missouri Baptist University in St. Louis. After seven years with the band program, Sarah accepted a position as a professional school counselor at Rolla High School, a position she still holds today. In 2017, Sarah was appointed as the Director of Secondary Counseling for Rolla Public Schools and assists in leading the counseling department for the entire district.

Throughout her counseling career, Sarah has remained an active member of the American School Counselor Association and the Missouri School Counselor Association. Sarah has presented at the state conference, served as a voting delegate, and is currently president-elect for the regional South Central School Counselor Association.

Sarah and her husband Mike make their home in Rolla along with their children Elizabeth and Matthew.