

Guidance in Pre-Service Education of Teachers

WILLIS E. DUGAN and JACK SHAW

If teachers are to have "a guidance point of view" in their work with children and youth, it is highly essential that in their pre-service training they have first-hand contact with personnel services and counseling. Willis E. Dugan, associate professor and director of student personnel, and Jack Shaw, instructor and head counselor, both in the College of Education at the University of Minnesota, discuss principles of student personnel work and describe counseling services which should serve as guideposts in the development of adequate guidance programs in teacher education.

COUNSELING SERVICES have a very definite and distinctive role to play in teacher education.* The commonly recognized function of assisting students with their normal adjustment problems and other personal difficulties is actually a learning experience of unusual significance for those preparing to be teachers. Not only is it a learning experience for the adjustment of their own difficulties, but also it becomes part of the personnel training they will take with them to their own schools.

In this sense teacher education institutions may be said to be responsible not only for demonstrating the "student personnel point of view," but also for practicing effective guidance and counseling procedures as an integral part of their training program. It is assumed that the future teachers will be more likely to possess a "pupil personnel point of view," to recognize individual differences, to individualize instruction, and to be concerned with the total life adjustment of each child,

if they have experienced personal contact with such processes of personnel work while in training.

Six specific examples of how a teacher education program might provide future teachers with first-hand contact with personnel services and counseling are:

- ☐ Encourage and arrange for student participation with the faculty in planning and conducting some aspects of the student personnel program.
- ☐ Provide first-hand experience with such professional personnel services as orientation of new students, individual appraisal, cumulative records, counseling, and group work.
- ☐ Provide for interpretation of personnel data and test results leading to improved self-understanding and self-evaluation.
- ☐ Provide professionally competent counseling for future teachers as a technique not only to help in individual adjustment problems, but also as a demonstration of the role of such procedures in an effective educational program in elementary and secondary schools.
- ☐ Demonstrate by faculty use of data

*For a comprehensive description of student personnel services as practiced in a teacher education institution, the reader is referred to Dugan, Willis E., and Shaw, J., "Continuous Selection and Counseling in Teacher Education," *The Evaluation of Student Teaching*, 28th Yearbook, The Association for Student Teaching, 1949.

about individual differences, abilities, and interests how individualized procedures and modification of instruction may evolve.

☛ Use student evaluation as a technique for improvement of instructional and counseling services, facilities, and procedures.

PRINCIPLES OF STUDENT PERSONNEL WORK

There are a number of sound principles upon which student personnel work at the college level is based. We believe that the following principles will underlie any adequate personnel services program in a teacher-education institution.

The personnel program must have specific objectives. Personnel services are an integral part of teacher education, and the development of a sound personnel program requires the co-operative effort of the entire staff. The administration, the faculty, and the students themselves should participate co-operatively in planning the program under the leadership of a Student Personnel Committee of the faculty. The program must be based on facts pertaining to the college in which the personnel services are to be established, for no single pattern of personnel services will suit every teacher education program.

The focal point of the program will be the determined needs of the students of the college together with the need for an improved teaching profession. Specific objectives set up by the teacher training institution might include any or all of the following: Improvement of selection and admissions procedures, improvement of individual appraisal, development of a functional personnel

record system, improvement of counseling services, development of an in-service training program for the staff, development of student personnel research, and extension of a program of social development and student activities.

Provision must be made for the personnel program to have leadership, trained counseling staff, space, time, and equipment. A qualified person must be delegated the responsibility for leadership and coordination with some title such as Director of Student Personnel Services. He should be responsible to the head of the training institution and should be guided by the objectives and policies drawn up by a Student Personnel Committee and approved by the faculty. He should have the responsibility for achieving the goals set up for the program and the authority from the head of the college to carry out the planned program.

There should be the equivalent of one full-time professional counselor for every 400 students in the teacher-education program. Adequate and convenient space should be provided for the Personnel Services Office, with a private office for each full- or part-time counselor, a general office large enough to accommodate clerical staff, personnel records, and supplies, and an attractive waiting room. Provision must be made for necessary materials such as tests, records, and general office supplies.

The student personnel services must be designed for all students in teacher education and not planned just for the misfits. A broad program of essential services should be provided to serve the distinctive needs of the profession and

the many and varied needs of all the students. Adequate selection and appraisal procedures, continuous throughout the training program, should bring before all the students the areas in which they need assistance or experience, whether of an individual or group nature. Suitable follow-up of these procedures by counseling staff, faculty, and student organizations will lead to fuller participation by the entire student body in the personnel services program.

Adequate appraisal procedures and student personnel records are essential in a program of student personnel services. Transcripts of academic records, personal history forms, psychological test data, rating scales, check lists, anecdotal records, faculty reports, and interview procedures are techniques available to a teacher education institution for the appraisal of its students. Appraisal should be made at various stages in the training program, thus becoming a continuous process from pre-admission to post-graduation. Areas in which appraisal should be made include health, speech, intellectual capacity, subject matter knowledge, educational skills, professional interests, and personal-social qualities. Accurate and detailed records must be kept throughout the training program. These may well be of two parts: a permanent record card for administrative, follow-up, placement, and research purposes, and a cumulative folder in which is kept the interview notes and other counseling data accumulated during the student's years at college.

Counseling should be a three-level procedure in a teacher education program. First there is the individual coun-

seling performed by instructional faculty, particularly by those members of the faculty designated as student advisers, wherein the greater part of the counseling is devoted to program planning. The second level is that provided by the professionally trained counselors in the central personnel office, some aspects of which are discussed in the final paragraphs of this article. The third level is that provided by other campus agencies or community agencies to which some student needing special assistance may be referred.

The coordination of these levels as they apply to the various phases of the personnel services program, such as health, loans and scholarships, educational skills, personal and social problems, and many others, is the function of the Director. He should endeavor to bring into focus the many efforts of the community, the campus, the faculty, and the student organizations for the betterment of the teaching profession and for the welfare of the student body.

There must exist an orderly pattern for the development of the specific personnel services needed in any one teacher education college. It is most unlikely that any institution would or could attempt to introduce at one time all phases of personnel work. The Student Personnel Committee should determine the point of greatest need, and initial steps should begin there. This should become the basis of a planned program so that eventually all essential services will be provided and will be made an integral part of the educational program of the institution.

Such are a few basic principles underlying a sound personnel program in teacher education. Teacher education

has a unique role and responsibility in higher education for the establishment of sound programs of student personnel services.

COUNSELING SERVICES

Teacher education should practice exactly those principles and procedures of personnel services, counseling, or guidance based on the same student personnel point of view that it wishes future teachers to apply in their own schools. Some specific counseling services which every teacher training institution might well practice are outlined below.

Counseling for Admission. Pre-entrance interviews serve a number of important purposes. Provision of the opportunity to discuss teaching as a career is a valuable service for those considering entrance into teacher education. Prospective students have many questions regarding necessary personal qualifications, training requirements, job duties, employment trends and opportunities, if they are given the chance to ask them. Pre-admission counseling represents a first point in the process of continuous selection. Such interviews give the counselor a chance to "size up" the candidate and to secure information not likely to be included in formal applications or questionnaire forms.

Counseling for Orientation. Planned programs for the introduction of new students to the college environment, its activities, policies, registration procedures, and other aspects of college life are receiving increased attention in teacher education. Group approaches including general meetings, "buzz ses-

sions" with older students as leaders, and small group conferences with counselors provide a background for subsequent individual counseling conferences with each new student. Individual counseling appointments include conferences with central staff counselors about personal questions and problems and general educational planning. Counseling conferences with faculty members or major subject field advisers may be concerned primarily with selection of courses and registration procedures. Individual counseling at the point of orientation and registration enable faculty advisers to get acquainted with incoming students and to make certain preliminary appraisals.

Counseling on Educational Plans. As term-by-term planning and registration go on, the student is generally assisted by his faculty adviser who is thoroughly acquainted with the course requirements, related training, and job information of the special teaching field he represents and for which the student is preparing. Sometimes the faculty adviser will do more than educational counseling, but the usual practice is to refer the student to the central counseling staff if special problems or questions of other than an educational nature arise. The central counseling office makes available to the faculty adviser all test data and other information which may have some bearing on the student's educational plans.

Counseling for Personal Development. Students in need of personal counseling may come to the trained counselor voluntarily, by referral from faculty members or campus agencies,

or through the counselor's contact after identification by the appraisal program. Assistance in personal development may involve matters of personal grooming, personal and social growth, emotional maturity and stability, financial problems, health, mental hygiene, speech difficulties, or deficiencies in educational skills. Such counseling is generally on an individual basis conducted by the counselors of the central office.

Then, too, the central counseling office is in close touch with other services or agencies on the campus or in the community that may be used to assist the student. Campus referral agencies usually include the health service, loans and scholarships committee, housing bureau, religious foundations, student activities sponsors, and specialized clinics. In the community there may be community welfare leagues, church social centers, YMCA and YWCA, recreation centers, and settlement houses to which students may be referred for specific assistance, often of a group nature, or for opportunities for social development, participation, and leadership training.

Counseling and Continuous Selection. Counseling is the heart of the continuous selection process. It coordinates the efforts of faculty and counseling staff in assisting the students to become better teachers. As students progress from initial selection to placement, they should be enabled to make judgments as to their fitness to go on with their program, their shortcomings and defects, and their strengths and talents. At the same time the instructional staff

should appraise student progress in their personal and social development as well as in academic attainment. The central counseling office becomes the meeting place for individual interviews with students, for sharing necessary information with the faculty, and for staff case conferences. Continuous selection centered around the counseling program inspires and assists the instructional faculty of the institution in their training program, and supplies the schools with teachers of professional stature.

Counseling for Placement. From the point of pre-entrance interviews, through the period of counseling during training, and at the point of final placement interviews the student will seek specific information about teaching requirements and job opportunities. Accurate and complete records are necessary and form the basis of much that can be done in counseling for placement. The counselors must have at hand accurate and up-to-date information about job trends and requirements in the teaching profession.

Finally the counseling office, or the placement adviser of the placement office, brings together the newly trained teacher and available job opportunities. By judicious use of personnel records, the placement counselor can assist school administrators in staffing their schools with teachers trained for the specific positions they are to hold and having those qualities necessary for harmonious relations with the staff, community, and students with whom they will work.

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