PERCEPTIONS OF SCHOOL COUNSELORS TOWARD

THEIR ROLE AS SOCIAL JUSTICE

ADVOCATES AND EDUCATORS

By

MARY WATERS-BILBO

Bachelors of Arts
Rutgers University
New Brunswick, New Jersey
1979

Masters of Arts
Rider University
Lawrenceville, New Jersey
1996

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Dissertation Approved

Dr. Bernita Krumm

Dissertation Adviser

Dr. Diane Montgomery

Dr. Harris

Dr. Mendez

Dr. A. Gordon Emslie

Dean of the Graduate College

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CHAPTER I

INTRODUCTION TO THE STUDY

At the center of the short history of the school counseling field is the role and identity confusion of the school counselor (Bemak, 2000; Dahir & Stone, 2009; Gysbers & Henderson, 2001; Herr, 2001; Martin, 2002). This role confusion was exacerbated when it initially seemed as though school counselors would be left out of the national debate on school reform and accountability. However, the reality of the wide disparity of achievement in the United States public schools between white middle class students and those students of color and those who are poor was a compelling reason to bring school counselors into the reform movement. With the enactment of the No Child Left Behind requirement for school districts to desegregate data by socioeconomic status and race came pressure for school leaders with a moral imperative to confront the intractable achievement gap. This reality, coupled with the work in progress through the Education's Trust (1997) DeWitt Wallace Reader's Digest the Transforming School Counseling Initiative (TSCI), brought school counselors into the national discussion regarding accountability and social justice (Bemak & Chung, 2005, 2008; House & Martin, 1998; Martin, 2002). Leading counselor educators who advocated for teaching multicultural counseling competencies turned to tackling the achievement gap as a social justice issue (Cox & Lee, 2007; Dahir & Stone, 2009; Holcomb-McCoy, 2007).

Background to the Problem

While the national debate about accountability was simmering, leadership among counselor educators continued to advocate for the implementation of comprehensive school counseling programs (Dahir, Burnham, & Stone, 2009; Gysbers & Henderson, 2001; Lapan, Gysbers, & Sun, 1997). Comprehensive school counseling programs were to be developmental with a programmed sequence of activities designed for all students--not just those in crisis. By the 1990s, national school counseling standards had been developed with an expectation to incorporate these standards into counseling programs (Campbell & Dahir, 1997; Dahir, 2001). This approach was in direct contrast to the traditional notion that school counselors were mental health providers who worked individually with students and in isolation from the school community (House & Martin, 1998; Martin, 2002). As some counselor educators were actively advocating and teaching this new vision of school counseling, the TSCI was equally active in advocating that school counselors were the ideal group to tackle the achievement gap (Hanson & Stone, 2002; House & Sears, 2002; Martin, 2002). They further advocated that counselor education programs needed to be transformed to teach school counselors how to advocate for all students and to become educational leaders (Bemak, 2000; Bemak & Chung, 2005; House & Martin, 1998; Martin, 2002). This conflict resulted in the adoption of the American School Counseling Association (ASCA) model that integrated both movements, but moved away from the traditional preparation of school counselors that included mental health (ASCA, 2003, 2005).

The ASCA Model

The publication of the ASCA model (2005) echoed the voices of counselor educators who were teaching prospective school counselors to build comprehensive school counseling programs based on national school counseling standards. At the same time, this framework incorporated the views of the TSCI in urging school counselors to become proficient at using data to plan and implement intentional guidance activities aimed at narrowing the achievement gap. For school counselors to be considered effective, the ASCA model explicitly delineated two new roles: the educational leader and the social justice advocate. In describing these roles, the ASCA model states that "advocating for the academic success of every student is a key role of school counselors and places them as leaders in promoting school reform" (ASCA, 2005, p. 24).

In addition to the call for the development of comprehensive school counseling programs and the urgency for school counselors to become social justice advocates to remove barriers to student achievement, the ASCA model included the school counseling standards (Campbell & Dahir, 1997; Dahir, 2001). These standards and the mandate for school counselors to develop comprehensive school counseling programs provided the rationale for school counselors to develop curriculum for social justice education. A cursory review of the standards and competencies reveals how teaching for social justice is compatible with these school counseling standards and competencies. For example, within the academic domain, students are expected to "demonstrate the ability to work independently, as well as the ability to work cooperatively with other students" (ASCA, 2005, p. 81); within the career development domain, students need to be ready to "learn to respect individual uniqueness in the workplace" (ASCA, 2005, p. 83); and in the personal/social domain, students need to "know how to apply conflict resolution skills"

(ASCA, 2005, p. 85). This is just a sampling of the way that the standards and competencies fall under the larger curriculum of teaching for social justice. The ASCA model supported and highlighted the teaching role for school counselors by suggesting the amount of time counselors should spend in classroom teaching: at the elementary school level, 35%-45%, middle school level, 25%-35%, and high school level, 15%-25%.

The ASCA model (2005) with its integration of the theory behind the development of comprehensive school counseling programs (Gysbers & Henderson, 2001) and the initiatives of the TSCI (Martin, 2002) clearly define a new vision for school counselors. Although this model should have been greeted as a positive development for school counselors, it further added to school counselors' role and identity confusion for three reasons. First, school counseling programs were still wedded to the traditional model of preparing school counselors to be mental health providers as opposed to the radical new vision proposed in the ASCA model (Bemak, 2000; House & Martin, 2002; Martin, 2002; Pérusse, Goodnough, & Noel, 2001a; Trusty & Brown, 2005). Further, school principals, who are largely responsible for the evaluation and supervision of school counselors, are unclear about what school counselors should do and assign non-school counseling duties to them (Pérusse, Goodnough, Donegan, & Jones, 2004). Finally, school counselors are perceived as compliant and pliable and not disposed to advocate for their own role identity (Bemak, 2000; Bemak & Chung, 2005, 2008; House & Sears, 2002). What is missing from this debate are the voices of current, practicing school counselors regarding this new vision, particularly that of social justice advocate and educator.

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The New Vision for School Counselors

Despite the call for school counselors to develop comprehensive school counseling programs, research supports that school counselors are not being prepared for this role. Pérusse, Goodnough and Noel (2001a) indicated that in only 15% of counseling education graduate programs school counselors learned to apply and develop models of comprehensive school counseling programs. In terms of becoming social justice advocates, school counselors seem even less prepared. Although counselor educators urge school counselors to demonstrate leadership through social justice advocacy, the educational programs do not reflect this new vision (Bemak, 2000; Bemak & Chung, 2005, 2008; Martin & House, 1998; Pérusse, Goodnough, & Noel, 2001a; Trusty & Brown, 2005).

The fact that school counseling preparation programs are mired in the traditional model of school counselors performing mental health ancillary services apart from the achievement mission of the school is well researched and documented (Bemak, 2000; Bemak & Chung, 2005; House & Martin, 1998; House & Sears, 2002; Martin, 2002). In response to this reality, the TSCI directed six school counselor education programs to incorporate these principles. Given the small number of institutions who were given this mandate, it is obvious that this education has not been widely disseminated (Martin 2002). In a survey of 195 participating school counselor educators, Pérusse, Goodnough and Noel (2001b) found that counselor educators had a preference for teaching entry-level school counselors about individual mental health counseling in favor of techniques suggested by the TSCI to incorporate social justice education. Therefore, practicing school counselors who were never prepared for social justice advocacy and leadership roles must rely on professional conferences (Johnson, 2000).

School Administrators as Obstacles to Social Justice Advocacy

Although school counselors' academic education has been inadequate to prepare them for this role as social justice advocates (Bemak, 2000; Bemak & Chung, 2005, Martin, 2002), once school counselors are in their positions, they are typically supervised and evaluated by school principals. In a study that documented the gap between principals' expectations and school counseling duties deemed appropriate/inappropriate by the ASCA model, 80% of the duties that principals deemed appropriate for school counselors were not consistent with those identified by the ASCA model (Pérusse, et al., 2004). Further, a qualitative study regarding the perceptions of school administrators toward school counselors suggested that school administrators have the expectation that school counselors will work with students who need mental health counseling (Amatea & Clark, 2005). Finally, school administrators typically assign many non-counseling duties related to the management of the school that have nothing to do with social justice advocacy, education or program development (Pérusse, et al., 2004). These duties typically revolve around administering tests, monitoring the lunch room, or disciplining students (ASCA, 2003, 2005).

Nice Counselor Syndrome

Nice counselor syndrome refers to school counselors who refuse to define their role according to the new school counseling initiatives. While social justice advocates clearly enter a risky domain in their role as transformers of the status quo, school counselors are expected to perform this role without formal education (Bemak, 2000; Bemak & Chung, 2005, 2008; Holcomb-McCoy, 2007; Trusty & Brown, 2005). When they fail to perform this role, school counselors are labeled as too nice, "pliable and overly accommodating" to the demands of

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administrators, teachers, and parents (House & Sears, 2002, p 155). Nice Counselor Syndrome

(Bemak & Chung, 2008) explains how school counselors become perpetuators of a status quo in

a system that does not provide equity and access for all students.

The Voice of School Counselors in the New Vision

What is being documented about school counseling is conceptual and is written from the

perspective of what school counselors should be doing. Clearly, this story is being written about

school counselors without their voice. Indeed, this conflict between the traditional school

counselor and the new vision incorporated into the ASCA model (2003, 2005) that prominently

includes social justice advocacy and leadership, seems to add to the role confusion for school

counselors (Bemak, 2000; Dahir & Stone, 2009). What is left out of the literature on this topic is

how school counselors perceive these changes in their role—especially what they believe they

are doing toward social justice advocacy and education. In fact, Trusty and Brown (2005), in

noting the void of studies regarding social justice advocacy, explicitly called for research to

examine how current school counselors are meeting these new demands. Field and Baker (2004)

documented that "despite the need for student advocacy, literature within the school counseling

profession is sparse when it comes to identifying and measuring essential advocacy behaviors of

professional counselors" (p. 56).

In addition, Singh, Urbano, Haston, and McMahon (2010) lamented the lack of school

counselors' subjective experience when they wrote, "few published studies explore the

subjective experiences of school counselors with regard to what their advocacy looks like in

practice" (p. 135). For this reason, the innovative research strategy Q methodology is needed to

provide an examination of these subjective perspectives. Q methodology was recently applied to

illuminate the patterns of principal and school counselor perspectives regarding their working

relationship (Jonson, Milltello, & Kosine, 2008). One viewpoint of particular importance to the

school counseling literature very closely matched the new vision of the school counselor. This

viewpoint described a school counselor who collaborates with the school administrator to use

data to design school-wide interventions. Q methodology was used as a research strategy to

study high school counselors' views of their leadership behaviors (Janson, 2009). Janson (2009)

found one perspective, the Engaging Systems Change Agent, as being closely aligned with the

conceptual school counseling literature. Because this role of social justice advocate/educator is

so new, and its adoption has not been completely absorbed into the profession, research designed

to study participants' subjective responses about their beliefs can illuminate the current point of

view of school counselors. For this reason, Q methodology, a research strategy designed to give

voice to practicing school counselors is integral to the study (McKeown & Thomas, 1988).

Interpretation of Social Justice

Because scholars from various disciplines have spent their entire careers in defining the

construct of social justice, the interpretation of social justice applicable to this study comes from

education. Although the traditional preparation of school counselors is mired in the mental

health model, a school counselor is also an educator (Bemak, 2000; Bemak & Chung, 2005,

Dahir, Burnham, & Stone, 2009; Dahir & Stone, 2009). Therefore, the interpretation of social

justice for this study appropriately derives from education.

Social justice advocacy in the school counseling literature interprets this work as

eliminating barriers and creating educational equity for all students (ASCA, 2005; Cox & Lee,

2007, 2007; Holcomb-McCoy, 2007; Trusty & Brown, 2005). This perspective is informed by

the seminal theorist in social justice, John Rawls. Rawls (1999) defined justice as fairness in two domains: attaining equitable rights and liberties and distributing resources according to those who are the neediest (Crethar, Rivera & Nash, 2008). This definition of fairness has influenced the work of the school counseling literature in that it urges school counselors to become proactive in promoting policies of equity and access through targeted interventions to increase academic achievement of students, especially minority students and those students from impoverished backgrounds (Dahir & Stone, 2009; Holcomb-McCoy, 2007; Trusty & Brown, 2005).

This framing of social justice advocacy as working toward the elimination of the achievement gap lends legitimacy to the role of school counselors in an era of school accountability and reform. This perspective of social justice, however, unnecessarily narrows the focus of school counselors. Although the persistent achievement gap is the civil rights issue of our time, there are social justice issues that affect all students. Steele (2008) offered a more promising interpretation of social justice advocacy that echoes the work of Freire (2000) in *Pedagogy of the Oppressed:* "the reflection and action upon the world in order to transform it" (p. 51). This process of transformational education was conceptualized further in Hart's framework (2001, 2009) of transformational education, the theoretical framework chosen for this study.

Theoretical Framework

Social justice is defined in this study as the process of transformation. Hart (2001, 2009), clearly influenced by the work of Freire (2000), posited that for authentic education to occur the student and the educator are transformed. Both Hart and Freire conceptualized knowledge transmission hierarchically as the lowest form of education and the least important to the process

of transformation. Freire (2000) referred to knowledge transmission with a banking metaphor that reduces education to an act of "making deposits" (p. 57). Freire wrote that the teachers' interests and the status quo are maintained in this exchange. Banking education is reductive, stifles creativity, and is dehumanizing. Freire contrasted this type of education with problem-posing education that stimulates creativity, enhances freedom, and engages students in critical thinking.

Hart's contribution (2001) to social justice education and advocacy is that he proposed six inter-related stages for transformative education. Hart's work was guided by the question, "What would education be if we derived our practice from the deepest view of human nature and culture" (Hart, 2009, p. 6)? Hart, clearly influenced by Freire's work, called the acquisition of knowledge "the currency of information" (Hart, 2009, p. 15). Like Freire, Hart cited the limitations of knowledge acquisition in that "simply processing information does not equal or even approach insight, enlightenment, wisdom or compassion" (Hart, 2001, p.19). Still, Hart is not as critical of the initial stage of education as Freire, acknowledging that this initial stage is necessary. Hart described these six interrelated stages of education as beginning with:

1. Information: Begins the learning process;

2. Knowledge: Utilizes information;

3. Intelligence: Applies knowledge to think critically;

4. Understanding: Learns to see through the heart;

5. Wisdom: Combines the intellect and the heart into action; and reaching

6. Transformation: Unleashes liberation and freedom.

This view of social justice enlarges and integrates all the initiatives of the school counseling literature. This wider perspective of social justice encompasses the programmatic and teaching function of school counselors and it incorporates the advocacy role for equity and access. These stages also embody the traditional education that school counselors have received as well as incorporating the trends of addressing the achievement gap. The understanding phase concentrates on those attributes and activities most traditionally associated with the education of school counselors: the cultivation of empathy. The wisdom phase emphasizes putting the heart into action. By putting heart into action, school counselors who believe that all children can succeed, use data to design interventions to ensure success for all. Since the elimination of the achievement gap is vital to putting heart into action, Hart's model deepens the role to encompass the notion that school counselors advocate and provide leadership for the proposition that education can and should be transformative for all children.

Statement of the Problem

Throughout the short history of the school counseling profession, the role and identity of the school counselor has been plagued by confusion (Dahir & Stone, 2009; Gysbers & Henderson, 2001; Herr, 2001). In fact, the stark reality that school counselors were left out of the school reform movement created a grave concern for the survival of the profession. In an effort to clarify the role identity of the school counselor and to incorporate the school counselor's efforts in the educational mission of the school, the ASCA model (2005) defined the school counselor's role comprehensively while adding two additional roles: social justice advocacy and leadership. The social justice advocacy role in the ASCA model defines the school counselor as having a critical role in eliminating the achievement gap between poor and minority students and

their white, more affluent peers. This critically important work, yet narrow definition of social justice advocacy, limits rather than enlarges the work of the school counselor. For this reason, this study interprets social justice advocacy as the process leading to educational transformation.

This role of social justice advocate and educator is quite different than the role for which school counselors are educated (Bemak, 2000; House & Martin, 1998; Pérusse, Goodnough, & Noel, 2001a; Trusty & Brown, 2005) and that school administrators expect (Amatea & Clark, 2005; Pérusse, et al., 2004). Additionally, as explained by nice counselor syndrome, school counselors are uncomfortable advocating for their professional identity and give in to the demands of others who are disposed to tell them what to do (Bemak & Chung, 2008; House & Sear, 2002). Although the school counseling leaders in the last decade have been dedicated to writing conceptually about school counselors, Field and Baker, (2004) acknowledged there is a dearth of literature written from the perspective of practicing school counselors. For this reason Q methodology, a research strategy with a system of procedures designed to study subjective perceptions, was chosen to describe school counselor viewpoints toward social justice advocacy. This study, through the following purpose, addressed both the narrow definition of the achievement gap to define social justice advocacy and gave voice to practicing school counselors to describe the patterns of their practice as they educate and advocate for social justice.

Purpose of the Study

The purpose of this study was to describe the perspectives of school counselors toward their role as leaders for social justice advocacy and education and to evaluate how Hart's (2001, 2009) theory of transformational education might inform the social justice school counselor advocacy literature. The study interprets social justice advocacy broadly using a theoretical

framework that describes education as a process of transformation. Although the school counselor's role has been defined conceptually through the publication of the ASCA model (2005), and school counselors have been charged with responsibility for leadership in social justice advocacy, the majority of current school counselors have not been formally trained to perform this new role (Bemak, 2000; Bemak & Chung, 2008; Pérusse et al., 2001; Stone & Dahir, 2009; Trusty & Brown, 2005). Similarly, these initiatives are so new that there is little evidence on the practical implications of this role on student outcomes (Trusty & Brown, 2005). The body of literature on this subject is largely being written about school counselors, not by school counselors or from their viewpoint. For this reason, this study was exploratory and descriptive in nature, examining the perspectives of school counselors toward their role as social justice advocates and educators. Because the intent of this study was to describe the perspectives toward social justice advocacy and education from school counselors' perspectives, and to evaluate the relevancy of Hart's (2001, 2009) theory of transformational education to the social justice school counseling literature, the researcher chose Q methodology. Q methodology is suited to extracting these subjective perspectives so that school counselors might add their authentic voice to the new vision of school counseling that has been created for them. Furthermore, the procedures of Q methodology are also suited to theory building (Brown, 1980). Q methodology was ideally suited to illuminate these subjective perspectives and to evaluate the relevancy of Hart's theory (2001, 2009) to the social justice school counseling advocacy literature.

Research Questions

This study seeks to explore the perspectives of current school counselors regarding their role as social justice advocates and educators. Specifically, the study aims to answer the questions:

1. What are the patterns of perspectives of school counselors toward their role as social justice advocates and educators?

2. How does Tobin Hart's theory of transformational education inform the social justice advocacy and education role of school counselors?

Research Strategy

This study adds to the knowledge in the school counseling literature by illuminating these school counselor perspectives and interpreting how they fit with an educational theory on transformational education. The study employs the strategies and procedures of Q methodology, a research methodology suited to studying such subjective perspectives (McKeown & Thomas, 1988). This innovative methodology gave voice to school counselors as they related their perspectives as social justice advocates and educators. Furthermore, the research strategy evaluated the relevancy of a transformational education theory to the school counseling literature. The following explanation of terms largely defines the terms from this methodology.

Definition of Terms

Achievement Gap: When one group of student consistently performs below the level of another group. In contemporary education literature, this refers to students of color and those from impoverished backgrounds performing unequally on standardized achievement tests, grades,

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course taking patterns, and college completion rates in comparison to their middle and upper-middle class peers (Cox & Lee, 2007; Holcomb-McCoy, 2007).

Advocacy: Those activities taken to advance the cause of a marginalized group.

Concourse: In Q methodology, the concourse represents "the flow of communication" about the phenomenon being studied (Brown, 1993). For the purposes of this study, the concourse represents communication about social justice education and advocacy among school counselors.

Condition of Instruction: The directions that are given to participants when they sort statements from the Q sample. Typically, as part of condition of instruction, the researcher will ask participants to determine which statements are "most like them" and "least like them."

Factors Arrays: Patterns of viewpoints or perspectives regarding a phenomenon that emerges from the study.

Factor loadings: correlation coefficients (McKeown & Thomas, 1988). Participants' sorts will either load or not load (show statistical significance) on one of the factors that emerge from the study.

P-Set: The participants in the study. The researcher sought to find representative viewpoints regarding a phenomenon through selection of a purposive, yet diverse group of participants.

PQMethod 2.11: A statistical program that supports the procedures of a Q-study. The program is maintained by Peter Schmolck and can be downloaded free at www.lrz-muenchen.de/~schmolck/qmethod/down.pqx.htm.

Q Methodology: A method developed by William Stephenson to study subjectivity

scientifically. Its application is found in psychology, communication and journalism, political

science, and education (McKeown and Thomas, 1988).

Q-sample: The set of statements chosen from the concourse to represent the phenomenon in the

study. While the concourse attempts to represent all the known statements regarding a

phenomenon, the statements in the Q-sample are the most representative statements chosen for

the study.

Q-sort: This is the activity when participants rank order the statements from the Q-sample

through a forced distribution.

Social justice: This study defines social justice as an educational process that leads to the

transformation of students. It acknowledges that the school counseling literature sees social

justice advocacy and education as working intentionally to remove barriers that prevent students

of color and those students from impoverished backgrounds to achieve academically.

Subjectivity: "a person's communication of his or her point of view" (McKeown & Thomas,

1988, p. 12).

Assumptions

Assumptions in this study include,

1.   Q methodology was determined best to meet the purpose of this study in that it

specifically is designed to explore the subjectivity of school counselors toward their role as

social justice educators and advocates.

2.	The sample statements that the school counselors sort are taken from the theoretical model proposed by Hart (2001, 2009) on transformational education and represent an appropriate Q-sample for this study.

3.	The anonymity of participants in this study supported honest and reliable responses.

Limitations

1.	The viewpoints reflected in this study do not necessarily reflect all possible perspectives that school counselors may have toward their role as social justice educators and advocates.

2.	The results from Q-studies are not to be generalized inductively. Viewpoints that are illuminated in Q-studies can be generalized back to the phenomenon--perspectives toward social justice, but not to a larger population of people.

CHAPTER II

REVIEW OF THE RELEVANT LITERATURE

This review of the literature begins with a discussion of the various social justice

concepts in the school counseling literature and the theoretical framework selected for this study.

The discussion traces the historical movement within the field of school counseling to transform

the role of the school counselor to include leadership and social justice advocacy. The review

considers how school counseling leaders incorporated these trends into the ASCA model.

Chapter II examines the mandate for school counselors to become leaders and social justice

advocates and the gap between these roles and the education of school counselors. An analysis of

the curriculum initiatives in educating for social justice follows.

Concepts of Social Justice

The contemporary social justice leadership and advocacy movement within school

counseling began as a reaction to school counselors being left out of the school reform

movement (Bemak, 2000; Martin, 2002). Cox and Lee (2007) acknowledged this reaction in

describing the way school counseling has been transformed in the last decade, stating that the

goal of school counselors is "to be visible leaders in national reform movements . . . . predicated

on the leadership and principles . . . of social justice" (p. 6). The social justice definition within

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the school counseling literature is largely centered on the extremely important, but nevertheless narrow focus of the achievement gap.

Both Cox and Lee (2007) and Holcomb-McCoy (2007) defined the differences in grades, standardized test scores, course selection patterns, and college completion rates between students of color and impoverished students and their upper and middle-class white peers as evidence of the achievement gap. In addition to these differences, Holcomb-McCoy (2007) documented the overrepresentation of Native American and African American children in special education as a further example of this intractable and negative difference. According to the ASCA model (2005) and leading voices in the school counseling field (Bemak, 2000; Bemak & Chung, 2005, 2008; Cox & Lee, 2007; Dahir & Stone, 2009; Holcomb-McCoy, 2007; Trusty & Brown, 2005) school counselors become leaders when they use data to show inequities between student groups, endeavor to change beliefs, and assess problems while they offer solutions. This involves risk as school counselors challenge the very institutions for which they are working. However ambitious and important working toward the elimination of the achievement gap is, this definition is ultimately too narrow.

The Theoretical Framework: From Information to Transformation

There are very few counselor education and school counseling programs that integrate social justice into the education of school counselors, yet those programs that directly teach and integrate this perspective into fieldwork consider transformation of its students as the objective (Bemak & Chung, 2007; Ivey & Collins, 2003; Steele, 2008). As Hart (2001, 2009) and Freire (2000) described, transformation is at the center of genuine education. However important the

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elimination of the achievement gap might be, social justice advocacy must have a deeper, less reactive purpose.

Who can argue with the notion that a dramatic play, a ballet performance, or a stirring opera has transformative power? Yet in many schools across the country, art, music, and the performing arts are sacrificed to devote more time to drill the basic skills so that standardized test scores might be raised. Often, impoverished students' only access to the arts is through school programs. School counselors can have an impact on the achievement gap, but must also challenge the status quo regarding the narrowing of the curriculum to teach to the test. As Hart stated, "looming standardized tests, and general anxiety push us toward moving on rather than moving into" (Hart, 2009, p.1). By defining social justice advocacy as educating for transformation, school counselors' work retains a deep purity of purpose.

Hart's (2001, 2009) six-stage model for educating toward transformation stresses teaching for deep meaning. For the school counselor, these six stages incorporate both the traditional mental health education as well as the new vision for preparing school counselors. The model begins with information, the least important but nevertheless necessary stage of learning. Here the school counselor shows competence in understanding the components of the ASCA model. In the next phase, knowledge, the school counselor applies the knowledge of the model to build a comprehensive school counseling program. In the intelligence phase of the model, the school counselor sees the complexity of problems and uses information and knowledge to help reframe problems. The self-aware school counselor uses both intuition and rational problem-solving strategies. In the understanding phase, the counselor applies "empathy, appreciation, openness, accommodation, service, listening, and loving presence" to school problems (Hart, 2001, p. 89).

In the wisdom phase, the counselor puts heart into action. These activities most align with the new vision of the school counselor. In this phase, the school counselor acts wisely by translating "the power of the intellect and the sensitivity of the heart into an appropriate form" (Hart, 2001, p. 117). The school counselor enters the wisdom phase by challenging the status quo, designing intentional guidance activities to eliminate the achievement gap, and by advocating and teaching genuine, transformative education for all students. Transformation involves a creative act that fundamentally changes both the student and teacher because of their interaction. The purpose at the heart of transformational education is for students to achieve inner freedom. Hart (2009) described education for transformation this way:

> Education for transformation does not to try to impose, force, or even teach liberation but provides liberating (transformative) habits and tools that include strength of will, clarity of mind, compassion of heart, and power of critical dialogue. . . . Transformative education enables us to avoid getting caught in our own little whirlpool of existence, so that we may live in the whole river of life (p. 163).

Social justice advocacy and education interpreted as educating for transformation, therefore, goes beyond the elimination of the achievement gap. This theoretical framework allows school counselors to define and transcend the political agenda of school reform. School counselors engaged in transformational education work for deep systematic change that results in a permanent role for school counselors that is with a purity of purpose.

A New Vision for School Counselors: The ASCA Model

Throughout the short history of the school counseling profession, the role of the school counselor has been ill-defined and, consequently, has gone through several adaptations (Gysbers

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& Henderson; 2001; Herr, 2001). Initially, sparked by the work and writing of Frank Parsons, the role of the school counselor was to help students find suitable careers (Parson, 1909). In the 1930s through the 1960s, the role changed toward a more clinical/psychological perspective with school counselors working individually with students. From the 1970s to the present, in response to increasing accountability for all school employees, school counselors were urged to develop comprehensive school counseling programs with a sequence of activities aimed at all students (Gysbers & Henderson, 2001; Herr, 2001). To further develop the content of comprehensive school counseling programs, Campbell and Dahir (1997) developed school counseling standards. To attempt to address the accountability and school reform movement, counselor educators endeavored to link comprehensive school counseling programs to student achievement, producing a mixed result (Dahir & Stone, 2009; Lapan, Gysbers & Sun, 1997; Whiston & Sexton, 1998). To respond to the school accountability movement and the pressure inherent in NCLB, the TSCI initiatives defined the school counselor as an educator who is the clearinghouse of data and, therefore, in the ideal position to tackle the intractable achievement gap (House & Martin, 1998; Martin, 2002). These initiatives both redefined the role and attempted to transform the educational preparation of school counselors. In an attempt to address this role confusion in a sweeping and comprehensive manner, ASCA published this model to integrate the comprehensive school counseling literature, the creation of school counseling standards, and the initiatives of the TSCI. This counseling framework, the ASCA model, also added two new roles to the school counselor's role: school leader and student advocate.

Gysbers and Henderson (2001) were the main authors offering a framework to school counselors to develop comprehensive school counseling programs. In designing these programs, Gysbers and Henderson (2001) stressed the need for school counseling programs to incorporate

the perspectives of human development. This model stresses the traditional school counseling activities of counseling, consultation, and coordination (Gysbers & Henderson, 2001; Stone & Dahir, 2009). It also offers the structural components of school counseling programs. All school counseling programs should consist of curriculum, individual planning, responsive services, and systems support (Gysbers & Henderson, 2001). These structural elements were incorporated into the ASCA model (2005).

The development of school counseling standards (Campbell & Dahir, 1997) added content to comprehensive school counseling programs. As school counseling leaders were developing these standards, however, the school counseling profession received a national wake-up call: School counselors were omitted from Goals 2000, a document about the roles of school personnel and school accountability (Dahir, 2001). This slight seemed to underline the perception that school leadership outside of school counseling did not understand the role or work of school counselors. Essentially, school counselors were perceived to perform services that were ancillary to the achievement of students.

The ASCA school counseling standards clearly delineate that school counselors have a role in helping all students achieve. The standards are broad statements that outline the content of comprehensive school counseling programs. These standards encompass three domains: academic, personal/social, and career development (ASCA, 2005; Campbell and Dahir, 1997; Dahir, 2001). While these standards are very broad, they are accompanied by competencies that are more detailed and stress what students will be able to do as a result of a school counseling program. Sample items from each domain include:

Students will acquire the attitudes, knowledge, and skills that contribute to effective

learning in school and across the life span;. . . . Students will acquire the skills to

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investigate the world of work in relation to knowledge of self and to make informed

career decisions; . . . . Students will acquire the attitudes, knowledge, and interpersonal

skills to help them understand and respect self and others. (Dahir, 2001, p. 324)

Comprehensive School Counseling Programs and Student Achievement

Despite this effort to bring school counselors into the role of having an effect on student

achievement, the empirical efforts to show a correlation between comprehensive school

counseling programs and student achievement are limited. In a study to examine this exact

relationship, Whiston and Sexton (1998) used Gysbers' and Henderson's framework to study this

relationship. In examining 50 programmatic school counseling interventions between 1988 and

1995, the authors did not find significant evidence to support academic achievement, but did find

that interventions aimed at remediating problems were effective. Specifically, Whiston and

Sexton (1998) found that the following school counseling interventions were successful: group

counseling with elementary students to affect behavior, social skills training, group counseling

for family issues, and peer counseling.

Similarly, a study by Brown and Trusty (2005) warned that the link between the

development of academic achievement and comprehensive school counseling programs is weak.

The authors cautioned that studies that boast such claims, such as the one performed by Lapan,

Gysbers, and Sun (1997), fail to control for other variables such as socioeconomic status and

prior academic achievement. In turn, the authors advocated that school counselors advance

strategic intentional interventions aimed at influencing school variables and then publish those

results rather than focus on proving a correlation between broad sweeping programs and

academic achievement. In fact, Dahir and Stone (2009) advanced this position. They encouraged

school counselors to engage in action research. Action research initiatives involve school

counselors collaborating with teachers to impact student achievement. By targeting intentional guidance activities that impact student achievement of all students, school counselors necessarily will influence the reduction of the achievement gap. Stone and Dahir (2009) claim that the implementation of these intentional activities is social justice advocacy.

Transforming School Counseling Initiative

While leading counselor educators were advocating for comprehensive school counseling programs and national school counseling standards, the Education Trust through the Transforming School Counseling Initiative (TSCI) was concerned with three initiatives. First, the Education Trust documented and communicated the widespread achievement gap between white middle class students and those who are poor and from minority groups. Second, it conceptualized the notion that school counselors were the ideal school group to combat this intractable achievement gap (Hanson & Stone, 2002; House & Spears, 2002; Jackson , Snow, Boes, Phillips, Powell, & Painter, 2002; Martin, 2002; Musheno & Tolbert, 2002). Finally, the TSCI set goals and identified a new vision for school counseling preparation and established six universities that would begin teaching this new vision (Martin, 2002). The TSCI was the only educational reform effort that targeted school counselors as the primary school group to bring about a reduction in the achievement gap. At the heart of the new vision for school counseling preparation was educating school counselors in this specific type of social justice advocacy.

School Counselors and the Achievement Gap

Authors from the TSCI wrote critically regarding the current preparation and practice of school counselors. House and Martin (1998) were particularly disapproving of the emphasis in

school counseling preparation programs on mental health counseling. The authors logically

concluded that given school counselor case loads are typically more than 300 students, school

counselors can be only very poor providers of mental health services. Instead, House and Martin

(1998) described a new vision: School counselors were no longer "dream-breakers" but could

become "dream-makers" (p.87). They outlined a new model for school counselors with the focus

changed from the individual student who needs mental health services to a whole-school,

achievement-oriented focus. Martin (2002) summarized this social justice perspective:

"traditional mental-health focused training provides to school counselors. . . . Ample skill

development for practitioners to help students with personal and social challenges, but it falls

devastatingly short of helping students succeed academically in schools of the 21st century" (p.

149).

To prepare school counselors for this new vision, school counseling leaders from the

TSCI proposed five new areas of focus in school counseling programs:

- Teaming and collaboration

- Leadership

- Assessment and use of data to bring about change

- Advocacy

- Counseling and Coordination. (Musheno & Tolbert, 2002)

The purpose of these newly-designed programs redirected the emphasis toward preparing school

counselors to be educational leaders who advocate for the high achievement of all students

(Martin, 2002).

Pérusse, Goodnough and Noel (2001b) examined how the initiatives of the TSCI were

being absorbed into school counseling programs; their study yielded mixed results. In a survey of

195 counselor educators, the conclusions indicated that counselor educators strongly agreed with the five areas of focus (teaming and collaboration, leadership, assessment and use of data to bring about change, advocacy, and counseling and coordination). However, they still ranked teaching prospective school counselors mental health counseling as more important than teaching school counseling students how to intervene in school-wide reform efforts using data. This research indicated a gap between what the current school counseling literature described as the new focus in school counselor preparation and education and the reality of what counselor educators considered most important in their teaching priorities.

The Contents of the ASCA Model

The ASCA model, first published in 2003 and revised in 2005, endeavored to integrate the practice of designing comprehensive school counseling programs, the school counseling standards, and the initiatives of the TSCI. The revision in 2005 added the theoretical rationale for the model. The ASCA model (2005) comprehensively describes and delineates the roles and responsibilities of the school counselor. At the center of these responsibilities is the urgency for the school counselor to develop a program that is "preventive" in design and "developmental" in nature (ASCA, 2005, p. 14). Each school counseling program has the following components:

- Framework: The framework informs the reader what the student will know and be able to do as a result of a school counseling program. It consists of the beliefs, philosophy, the domains (academic, career, personal/social) and the school counseling standards.
- The Delivery System: This describes how the program content is transmitted. There are four aspects to the delivery system: the curriculum, individual

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planning, responsive services, and system support. The curriculum focuses on

the skills that are taught. The individual planning component describes

systematic activities that help students develop goals and plans. Responsive

services address students' current, immediate needs. Finally, system supports are

those activities that help to maintain and enhance the comprehensive school

counseling program. This might consist of professional development, and

planned time to collaborate with school personnel.

- Management Systems: These activities address on whose authority the program

  rests and why and when the activities take place. This is the component that

  addresses the achievement gap and the intentional activities that are planned to

  address it.

- Accountability: These activities demonstrate how students will be different as a

  result of the systematic activities that are structured to address students' needs.

  (ASCA, 2003, 2005)

In addition to these components, the ASCA model calls for school counselors to be

leaders and advocates. This leadership theme (as will be discussed in the next two sections)

seemed to be motivated by the new vision that compelled school counselors to tackle the

achievement gap. The following describes the leadership role for school counselors:

Working as leaders, advocates and collaborators, school counselors promote student

success by closing the existing achievement gap whenever found among students of

color, poor students or underachieving students and their more advantaged peers. . . . In

this way, school counselors can have an impact on students, the school, the district, and

the state (ASCA, 2005, p. 24).

The ASCA model explicitly links the leadership and advocacy roles of school counselors. This relationship will be explored in greater depth in the next two sections of the review.

School Counselors as Leaders

Although the ASCA model compels school counselors to act as educational leaders, there is a dearth of research on school counselors as educational leaders (Dollarhide, 2003; Gysbers & Henderson, 2001; Janson, 2007; Trusty & Brown, 2005). The need for more focus on this role of the school counselor was identified in the Delphi study where school counselor educators acknowledged the need for more research on school counseling leadership behavior and its impact on student achievement (Dimmitt, Carey, McGannon, & Henningson, 2005).There are two exceptions to this apparent lack of literature on leadership within the school counseling field: the call for school counselors to be leaders of their comprehensive school counseling programs and the notion that school counselors are leaders when they advocate for social justice (Bemak & Chung, 2005: Dahir, 2001; Dollarhide, 2003: Gysbers & Henderson, 2001).

School Counselors as Program Leaders

Gysbers and Henderson (2001) advocated for school counselors to be leaders of their school's comprehensive school counseling program. In a qualitative study that examined one school counselor's leadership behaviors, Dollarhide (2003) applied Bolman and Deal's (2003) leadership theory to this aspect of school counseling. In Bolman and Deal's model, there are four contexts of leadership: structural, human resources, political, and metaphorical. In applying the structural frame, the school counselor understands and demonstrates knowledge in building a comprehensive school counseling program. Under the lens of the human resources frame, the

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school counselor interacts with everyone in the school system to build relationships and support

for the school counseling program. In applying the political frame, the wise school counselor

demonstrates the ability to manage conflict and finally, the school counselor knows how to use

the metaphorical lens to access important rituals, symbols and stories to build on the continued

success of the comprehensive school counseling program (Bolman & Deal, 2003; Dollarhide,

2003). In her study, Dollarhide (2003) found that the school counselor had the greatest difficulty

applying the political context of leadership. Dollarhide (2003) hypothesized that

temperamentally, school counselors find it difficult to manage conflict.

The Link between Social Justice Advocacy and Leadership

In documenting the lack of research on school counseling leadership, Janson (2007)

pointed out the link between school counselor leadership behavior and school counselor social

justice advocacy. Janson (2007) cited a conceptual article by Bemak and Chung (2005) that

outlined a leadership role for school counselors that is advocating for social justice. According to

this viewpoint, Bemak and Chung (2005) defined the central work of the school counselor as

working for the equitable treatment of all students and designing school-wide interventions to

help eradicate the achievement gap. The authors explicitly urged school counselors to seek

further education in leadership skills to be successful in advocacy work. Bemak and Chung

(2005) conceptualized school counselor leadership as a means to achieve social justice advocacy.

The only resource exclusively devoted to leadership skills for the school counselor is a

volume written by DeVoss and Andrews (2006). An examination of DeVoss and Andrews'

leadership framework, Integrated School Counselor Leadership Model, seems related to social

justice advocacy. This relationship suggests that there is a link between the school counseling

leadership and the role of the social justice advocate. The authors argued that school counselors

show leadership behavior when they advocate for social justice, use data to design interventions, and challenge the status quo.

These leadership behaviors are also outlined in the school counseling literature that discussed those actions needed for school counselors to advocate effectively for social justice (ASCA, 2003, 2005; Bemak, 2000; Bemak & Chung, 2005; Cox & Lee, 2007; Holcomb-McCoy, 2007). These behaviors also reflect the actions needed to educate for transformation found in Hart's work (2001, 2009). Bemak and Chung (2005) posited that school counselors emerge as leaders when they advocate for the elimination of the achievement gap. DeVoss and Andrews (2006) argued that effective school leaders lead their schools to transformation. This study posited that genuine education leads to transformation. It is evident that the new vision for school counselors includes two roles that are inextricably linked: the school counselor as leader and the social justice advocate.

School Counselors as Social Justice Advocates

Although the school counselor's role as leader and social justice advocate are linked, the school counseling field does have a beginning voice to advance a separate role for the school counselor to act as a social justice advocate. This advocacy role clearly shows the influence of the TSCI on the role of the school counselor. As Trusty and Brown (2005) noted, student advocacy is at the center of the ASCA model (2005). "As educational leaders, school counselors are ideally suited to serve as advocates for every student meeting high standards . . . . School counselors work as advocates to remove systemic barriers that impede the academic success of any student" (p. 24).

On the surface this seems like a well-intended role for school counselors. Kiselica and Robinson (2001) and Svec (1990), however, acknowledged that these "systemic barriers" can often be the institutional rules and policies. This pits school counselors and the institutions for which they work directly against each other. To confront these institutional barriers and to remain working for these institutions, counselors must possess personality or dispositional factors, knowledge, and skills.

In explaining their advocacy model for school counselors, Trusty and Brown (2005) defined school counseling advocacy as a central school counseling activity that identifies unmet needs of students and follows through with action to change the circumstances. This is consistent with the notion that at the center of social justice is action that is transformative for students. In delineating their model, Trusty and Brown (2005) described a model that begins with the disposition of the counselor, moves to describing a base for knowledge, and finally defines the skills needed for effective advocacy.

Personality or dispositional factors associated with effective social justice advocacy:

- School counselors must be aware of and embrace the advocacy role;
- School counselors must be altruistic and exude an ethic of caring;
- School counselors must be willing to take risks.

Knowledge associated with effective social justice advocacy:

- The school counselor is knowledgeable about resources within the school and community;
- The school counselor is knowledgeable about school policies and legal rights;

- The school counselor is knowledgeable about conflict resolution and systems change theory.

Finally, the school counselor demonstrates the following skills:

- The school counselor is an effective communicator;
- The school counselor collaborates actively with the whole school community;
- The school counselor applies problem assessment and problem solving ability. (Trusty & Brown, 2005)

In describing this model, Trusty and Brown (2005) readily acknowledged that these skills were not being developed in counselor education programs and that research needs to address whether there is a relationship between the model and effective social justice advocacy.

Ratts, DeKruyf, Chen-Hayes, and Stuart (2007) augmented this framework by applying the American Counseling Association's (ACA) social justice advocacy model to school counselors. In this application, Ratts et al., (2007) described three levels of advocacy. First, the school counselor intervenes directly with a student or family. At this level of advocacy, the school counselor might help a student advocate with a teacher for more equitable treatment. At the next level of advocacy, the school counselor might intervene at the school policy level. Perhaps the school counselor notices a disproportionate number of Latino students dropping out of school, the school counselor might intervene at the school level so that these students might receive more support through an English Language Learner program. Finally, the school counselor might need to intervene at the public policy level. An example of this might include reaching out to board members and state policy makers on funding public education more equitably.

School Counselors as Social Justice Educators

The ASCA model clearly defines a teaching role for school counselors (ASCA, 2005). Nonetheless, the researcher searched for social justice curriculum and only five studies surfaced under the search descriptors, "social justice curriculum and school counselors." The absence of work is widely acknowledged by the authors of these studies and the following comment is typical: "Social justice and diversity are rarely integrated fully into schools and counseling" (Zimmerman, Aberle, & Kritchick, 2005).

There are many possible reasons for the absence of documentation for this role: there has been no mandate for what school counselors might teach other than to offer broad student standards and competencies (ASCA, 2005); counselors are assigned non-counseling duties and consequently do not have time to teach (Bemak, 2000; Pérusse, et al., 2004); school counselors are teaching to other standards and competencies; school counselors are still working with students as though the school were a clinical setting because that is what they were trained to do (House and Martin, 1998; Martin, 2002). This slim offering of studies, however, does capture a snap shot of school counseling curriculum that confirms the notion of random acts of guidance. While the literature is sparse, it does offer a glimpse into the way school counselors are teaching for transformation. These studies fall into the broad categories of the link between teaching for social justice and critical thinking and the relationship between teaching for social justice and academic achievement.

Social justice education and critical thinking.

Three of the studies documented in the school counseling literature set the objective as having students think critically about diversity, about careers and about themselves (Mosconi &

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Emmett, 2003; Scott & Johnson, 2005; Zimmerman, et al., 2005). The authors of the first study described a classroom intervention to help high school students clarify their values toward career decisions, and addressed the following ASCA standards and competencies:

- Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.
- Competency C: C1.2 Explain how work can help to achieve personal success and satisfaction (ASCA, 2003).

In this classroom intervention, students worked through various experiential activities to address the question: "What does life/career success mean to you?" (Mosconi & Emmett, 2003). Students who received the treatment in the experimental group were better able to elaborate on how this related to them than were the students in the control group (Mosconi & Emmett, 2003).

The authors of the second study discussed a service learning project called ACCEPT (The Alliance for Children: Collaborative Exceptional Peer Tutors) aimed at middle school and elementary school children (Scott & Johnson, 2005). The expressed objective of the curricular objective was for middle school students to increase their self-awareness. The aim of the study was for the students, through greater self-awareness, to use this knowledge to interact better with peers. Students then taught these skills at the neighboring elementary third grade class through a variety of activities using art, drama, and music. The program was evaluated through student journals and parental feedback and was deemed successful. The objectives of the curriculum are clearly delineated in the ASCA model:

- Personal/Social domain A: Acquire Self-knowledge
- Competency PS:A1:1 Develop positive attitudes toward self as a unique and worthy person (ASCA, 2003).

- Personal/Social A2: Acquire interpersonal skills

- A2.3 Recognize, accept, respect and appreciate individual differences.

- A2.8 Learn how to make and keep friends.

The third study, the FAIR project consists of five experiential activities inviting "children to think critically about social justice and encouraging them to explore their own prejudice" (Zimmerman, et al., 2005, p. 47). The authors posited that school counselors were the ideal people to teach the curriculum. They described five activities: 1) challenge and discuss racial stereotypical images that we have; 2) experience and explore gender stereotypes; 3) experience thinking about thinking; 4) experience and discuss being victims of prejudice; 5) an experience to help students commit to the principles of fairness, justice, and equality. (The curriculum materials are available free on the web at www.fair.colostate.edu.) These studies emphasize the importance of applying critical thinking ability to social justice issues, yet none of these interventions seems to operate at the "deepest view of human nature and culture"–transformation (Hart, 2001, p. 5).

Social justice and academic achievement.

In a reflection of the accountability movement, Poynton, Carlson, Hopper, and Carey (2005) attempted to link the teaching of conflict resolution skills to academic achievement. The hypothesis in this study was to use a conflict resolution skill program, Conflict Resolution Unlimited, as a way of strengthening problem solving skills. The researchers postulated that students' improved ability to problem solve would have an impact on the state's test scores in reading and math. No such correlation was found. What is noteworthy about this study was the attempt to link school counseling curriculum to student achievement. Teaching problem solving

skills is appropriate without linking this content to supporting academic achievement. As Brown and Trusty (2005) warned, school counselors cannot and should not justify every intervention as a correlate of student achievement.

There is one study in the literature that seems to indicate promise of raising student achievement, and it meets the criteria of Hart's view of transformative education. The principle investigator in the study, Fred Bemak, also founded the first school counseling program centered on counseling for social justice at George Mason University (Bemak & Chung, 2007). With a grant from the TSCI, Bemak, Chung and Siroskey-Sabdo (2005) established a counseling group for seven African American females who had been suspended, disciplined, and counseled. Nothing seemed to effect positive change. Bemak and his colleagues co-facilitated a counseling group where the goals were student achievement and better attendance, but the sessions were left relatively unstructured so that the young women could choose the topics. The group emphasized "empowerment through group process, moving away from psycho-educational and traditional structured groups filled with exercises and activities planned by the facilitator" (Bemak et al., 2005, p. 8). In creating this environment, the women were free to discuss the issues that were barriers to their academic achievement, and the group developed cohesion and trust. In moving yet clinical terms, Bemak described what Hart (2001) meant when he wrote about transformative education:

> The group celebrated the Christmas holidays just before the school break, having a party with food and drink. Although the conversation during the party, once again centered on loss and death, it was done differently than 2 months before, with an atmosphere of holiday celebration and joy in being and sharing together. This was a transformation and turning point for the group. (Bemak, et al., p. 9).

The women's journals revealed that they enjoyed coming to school and offered anecdotal evidence for how important the group was to them.

Summary

The brief history of the school counseling field is riddled with the role confusion of school counselors. The ASCA model (2003, 2005) attempted to define the role and responsibilities of the school counselor. The addition, however, of two roles (advocacy and leadership) for which school counselors were not prepared, the resistance of school administrators, and the dispositions of counselors themselves are obstacles to school counselors performing these new roles (ASCA, 2003, 2005; Bemak, 2000; Bemak & Chung, 2005, 2008; Dahir & Stone, 2009; Pérusse, et al., 2004). The definition of social justice advocacy as efforts to eliminate the achievement gap unnecessarily narrows the work of school counselors. Furthermore, the current literature about school counselors advocating and educating for social justice is conceptual in nature and not written from the perspective of the practicing school counselor. In defining social justice advocacy as educating for transformation, the role of the school counselor transcends political agendas. By employing the strategy and philosophy of Q methodology, this study fills a void in the literature by examining the subjective perceptions of practicing school counselors toward educating and advocating for social justice and by evaluating the relevancy of a theory from transformational education to the social justice advocacy school counseling literature. The next chapter explains the strategy, design, and procedures of Q methodology.

CHAPTER III

METHOD

The purpose of this study was to describe the perspectives of school counselors toward their role as leaders for social justice advocacy and education and to evaluate how Hart's (2001, 2009) theory of transformational education might inform the social justice school counselor advocacy literature. This chapter describes the strategy, design, and procedures of the research method, Q methodology. After a general description of the methodology, specific details about the study are provided including considerations with the use of human subjects, participant selection (P-set), instrumentation, and data analysis. Because the social justice advocacy and education role is new for school counselors, the current literature is written from the didactic level of telling school counselors what they should do. The procedures of Q methodology allow school counselors to construct their own meaning about their perceptions regarding social justice, and evaluate a theory's applicability to the social justice advocacy literature, thereby filling a void in the current literature (Senn, 1996).

Q Methodology

Although Q methodology is a set of procedures, it can be conceptualized as a theory and philosophy supporting the scientific study of subjectivity (Brown, 1980). Q methodology can be further described as "a systematic and rigorously quantitative means for examining human subjectivity. From the standpoint of Q methodology, subjectivity is regarded simply as a person's point of view on any matter of personal and/or social importance" (McKeown & Thomas, p. 7).

The methodology was introduced in 1935 by the psychologist and physicist, William Stephenson, and its research procedures have been applied in psychology, communications, political science, health, environmental and related areas (Brown, 1980). The goal in a Q study is to derive the relevant viewpoints about a phenomenon from a carefully selected group of people whose opinions relate to the topic. As in this study on social justice, Q methodology is suited to the nature of the exploratory work or theory-building studies about a topic. Figure 1 outlines the steps in a Q method study.

Figure 1, Process of a Q Study

A research question is proposed that is suited to studying subjective beliefs.

↓

The concourse or flow of communication about a phenomenon is developed. This comes from conversations, news items and/or theory (Brown, 1980). The concourse represents the phenomenon in the most comprehensive manner as possible.

↓

Stimuli are chosen for the Q-set from the concourse. What is chosen are stimuli that are most representative of the phenomenon. Typically, these are statements, but they can be pictures, odors, music, and colors. Participants sort the stimuli by a condition of instruction.

↓

The data analysis process begins by factor analyzing the correlation matrix of all sorts compared to each other as data. Sorts are arranged into factor arrays.

↓

Z-scores allow the distribution of statements into factor arrays. Data are interpreted through analysis. Most representative/least representative statements, distinguishing statements, clusters of statements, and post-sort interviews are used in interpreting the factors.

Concourse Development

Once an appropriate research question regarding a phenomenon is determined, a concourse is developed. The concourse, or flow of communication about a topic, attempts to comprehensively define the topic with all the possible reactions to the phenomenon under study. The concourse is not limited to verbal statements and can be pictures, photographs, music, odors, and so forth. In Q studies, the concourse derives from interviews, letters to the editor, research, and conversations. What distinguishes Q methodology is that the concourse does not "impose an a priori structure of meanings upon the respondents" (Kitzinger & Rogers, 1985, p. 170).

In this study, the concourse was constructed and organized according to Hart's (2001, 2009) work. Hart proposed six stages of education that lead to transformation of teaching and learning. These stages are: information, knowledge, intelligence, understanding, wisdom, and transformation. In addition to the structure and theoretically meaningful statements derived from Hart's theory, statements were generated from the school counseling literature on social justice advocacy. The statements selected for the Q set were judged to be the most heterogeneous within the theory to represent opinions related to advocating and educating for social justice. The Q-set can be found in Appendix A.

Use of Human Subjects

The Institutional Review Board (IRB) at Oklahoma State University (OSU) must review any research study that involves the use of human participants. Approval was received from the Institutional Review Board before data collection began. The Copy of the approval letters is provided in Appendix B.

Participants

The participant sample in Q methodology is called a P-set. The P-set is intended to

represent a diverse group of participants so that all theoretical viewpoints regarding the

phenomenon being studied might be represented, yet at the same time, invite those individuals

whose opinions might matter related to the topic. The point is to extract a purposive sample that

represents all viewpoints, but the emphasis is not on size. For example, in this study, all

participants were certified school counselors in the United States. I specifically intended to invite

a diverse and purposive participant sample and travelled to the ASCA 2009 national conference

in Dallas, Texas, where school counselors gathered for professional development.

The ASCA annual national conference attracts school counselors throughout the country

who are motivated to learn about the most recent developments in the school counseling field.

Presenters at the conference represent a wide spectrum: practicing school counselors, counselor

educators, and national speakers who address topical issues about school children. Typically,

school counselors who devote several days during their summer vacation to this high-level

professional development are aware of recent trends in the school counseling literature and know

about the new roles for school counselors embedded in the ASCA model. At the conference, I

recruited 16 participants to complete the study—short of the numerical goal of between 30-50

participants stated in the IRB proposal.

Upon returning to Oklahoma, I had the opportunity to attend and recruit participants at a

local school counseling conference regarding college counseling for students living in poverty, a

relevant social justice issue. I used a snowball technique for recruitment; I contacted school

counselors that I know and asked them to refer other school counselors who might be interested

in participating in the study. Through these efforts, I recruited 38 school counselors from 12 states to participate in the study.

Instrument

The Q-set is the instrument used in the study. The Q-set, Appendix A, was derived from the concourse and represented statements concerning social justice advocacy. Unlike an instrument used in quantitative research where instrument items will be quite homogeneous in representing the phenomenon, the items in the Q-set are selected for their heterogeneity (McKeown & Thomas, 1988). Participants are asked to sort the statements or stimuli according to a condition of instruction. In this study, participants were asked to sort statements according to one condition of instruction, "What most describes your priorities and beliefs in your work as a school counselor?" The sorting board, illustrated in Figure 2, is a sample of the grid that the participants used to sort the statements. Although the participants sorted the statements with those to the left being least representative of their beliefs and behaviors and those to the right being most representative of their beliefs and behaviors, this distribution was converted to a quasi-normal distribution (-4, -3, -2, -1, 0, 1, 2, 3, 4). A replica of the sorting board with the conversion of the distribution is represented in figure 2.

Figure 2. Q Sorting Board

First Name _____
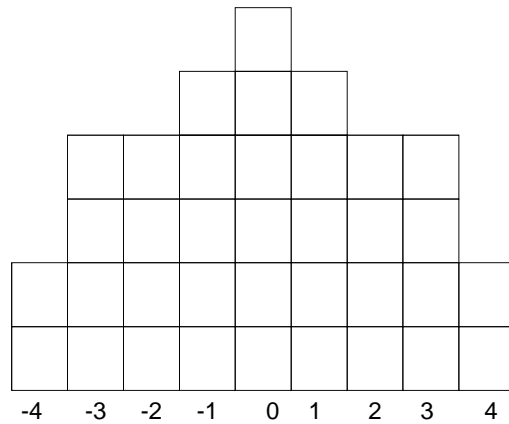
Because the second research question addressed the relevancy of Hart's theory to the social justice advocacy of school counselors, the items in the Q-sort conform to this theory: Statements 1-6 represent information, statements 7-12 are from the knowledge stage, statements 13-18 come from the intelligence stage, statements 19 -24 represent understanding, 25-30 are from wisdom, and 31-36 represent the transformational stage.

Procedures

After consenting to participate and signing the informed consent, Appendix E, the participants were presented with an uncategorized group of 36 statements with a number on each representing the Q-set. They were asked to read through the statements according to 1) those activities or beliefs that most describes the way they practice as a school counselor; 2) those

activities or beliefs that are least descriptive of the way they practice as a school counselor; 3)

those beliefs or activities that are neither most descriptive nor least descriptive of the way the

participants practice as a school counselor. Participants were then asked to rank order the

statements on the sorting board in a forced distribution according to the condition of instruction,

"Which activities or beliefs are most like the way you practice as a school counselor?" (The

researcher's script is found in Appendix D.) Participants sorted the statements on the Q Form

Sorting Board and were asked to continue filling in the cells until every statement was assigned a

value.

　　Participants were then given an opportunity to make any changes. After participants

finished sorting, they were asked to record the number of statements in a replicate of the Form

Board. Participants used a code name to maintain anonymity. This represented the raw data to

be analyzed. The researcher then collected these sheets. When the Q-sort was completed, the

participants were asked to complete the demographic survey, Appendix F. These questions

included gender, age, race/ethnicity, number of years in school counseling, and questions about

credentials beyond school certification. Participants answered an open-ended question (was there

anything else they would like to write about the statements), whether they might be contacted,

and what training they might have received in advocating and educating for social justice.

Participants were asked to give a phone number where they might be contacted for follow-up

questioning about the items. Those participants who were deemed as helping to define a

particular viewpoint were contacted for further questioning to help the researcher interpret a

factor. Data collection for each session lasted approximately 30 minutes. Participants who did

not have time to complete the data collection tasks in my presence sent their informed consent,

demographic survey, and recording sheet to my home address.

Because the field work aspect of Q methodology is extremely important, every effort was made to collect the data in the presence of participants. I observed the sorting process, and gathered field notes as participants commented on the items. Q methodology is designed to illuminate the viewpoints of the participant, not the researcher, so comments and follow-up interviews were critical to the interpretation phase.

Data Analysis

There are three statistical stages to the data analysis in a Q method study: correlation, factor analysis, and generation of factor scores. In the correlation phase, Brown (1993) succinctly described the role of statistics: "Mathematics is quite subdued and serves primarily to prepare the data to reveal their structure" (p. 7). During this stage, it is critical to acknowledge that it is the individual sort or the individual participant subjectivity that is being correlated. Although there are several tools available to analyze the data, the software program maintained by Peter Schmolck, PQmethod 2.11 (2002) that is available free in the public domain was chosen for this study.

In the next phase of the statistical analysis, the researcher asked the general question, how many factor arrays does one have in the study? These families or factor arrays represented the viewpoints regarding the phenomenon, social justice. The families or factor arrays are extracted through either the centroid or principal components factor analysis technique. McKeown and Thomas (1988) asserted that "it makes little difference whether the specific factoring routine is the principal components, centroid, or any other available method" (p. 49). In this study, principal components factor analysis was used. The Q sorts were then rotated through a varimax rotation to "maximize" (p. 52) the purity of the saturation or to ensure that the members of the family were not related to anyone in the study (McKeown & Thomas). The rotation helps to

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ensure that "muddling" (p. 52), confounded and null sorts, is held to a minimum (McKeown & Thomas, 1988).

Finally, a model Q-sort for each factor is generated (McKeown & Thomas, 1988) by calculating a z-score for each statement within the factor. This model Q-sort or theoretical factor array reveals the structure and represents one viewpoint about the phenomenon being studied. Each statement within the factor array is analyzed and interpreted. Those participants whose Q sort most closely aligns highly with one theoretical factor array and not the others may be interviewed about the statements to add further understanding of the array.

Interpretation of the Viewpoints

Although the statistical procedures to extract the viewpoints are in the background, the interpretation of the perspectives is the fundamental analysis of a Q methodology study. The primary analysis is to determine the meaning of every statement in the viewpoint so that each perspective tells a complete story regarding the phenomenon. To provide this cogent description, there are several aspects to the analysis:

- Extreme statements, the highest positive statements and the highest negative statements, in each viewpoint are described, analyzed and compared. These are the statements that are "most like" and "most unlike" the practicing school counselor represented in each theoretical viewpoint.

- In each theoretical array, there are certain distinguishing statements that typify the viewpoint. These statements occupy a unique array cell position on the sorting board. These statements are compared and studied.

- Clusters or concepts formed by grouping statements are described and analyzed. For example, in a pilot study on social justice advocacy, the researcher found a group of statements that centered around school counselors challenging the status quo: Statement 14, "I encourage my school community to question why?"; statement 25, "I challenge the status quo in my school"; and statement 36, "I have learned to meet professional challenges with honesty, authenticity, and fearlessness." These statements were sorted as very much like a group of counselors, while another group of counselors sorted these same statements as "very unlike" them.

- Demographic categories are considered. Descriptors such as geographic location, level of counseling position (elementary, middle or high school), years of experience, special certifications (e.g. National Board Certification or LPC) are used to determine if any particular viewpoint is represented by the sorts of largely one description of school counselors.

- The statements in the viewpoints are compared to the theoretical framework. For this study, the researcher asks: Is there congruence between a certain perspective and the six categories of Hart's theory of educating for transformation?

During this interpretation phase, each viewpoint must be named. The naming of the viewpoint is critical as it embodies the essence of each perspective in comparison to the others. Throughout this interpretation of viewpoints, the researcher has tacit knowledge confirmed, but remains open to abduction, the acquisition of new knowledge about the phenomenon. Q methodology and its procedures give voice in the interpretation phase to the school counselors who have been absent in the discussion of their roles.

The subsequent chapters of this study are dedicated to this analysis, interpretation, discussion and summary of the findings. Through Q methodology and its "built-in features" a more robust picture of the school counseling role emerged, told "from the native's. . . point of view" (Brown, 2006, p. 365).

CHAPTER IV

RESULTS

This chapter outlines the results of the analysis and includes the interpretation of the data in response to the research questions. The interpretation fulfills the purpose of this study which was to describe the perspectives of school counselors toward their role as leaders for social justice advocacy and education and to evaluate how Hart's (2001, 2009) theory of transformational education might inform the social justice school counselor advocacy literature. The following research questions were addressed:

1. What are the patterns of perspectives of school counselors toward their role as social justice educators and advocates?

2. How does Tobin Hart's theory of transformational education inform the social justice advocacy and education role of school counselors?

The chapter is organized to begin with a description of the characteristics of the participants, followed by a discussion of the specific mathematical data analysis and finally, to conclude with an interpretation of the data guided by the research questions.

Description of Participants

The participants included 38 school counselors from 12 states. I made a deliberate effort to collect data from school counselors who live and practice in diverse geographic locations. For this reason, data were collected at the American School Counselor Association national conference in Dallas, Texas in 2009. Additionally, data collection continued at a topical school counseling conference in Oklahoma in July of 2009. The topic of this school counseling conference related to children living in poverty, a relevant theme in social justice. Finally, I used a snowball technique by contacting a school counselor I know in New Jersey who then solicited participation from other colleagues in New Jersey. The geographic distribution of school counselors resulted in the following representation: eighteen participated from Oklahoma, six from New Jersey, four from Oregon, two from Arizona, and one school counselor from each of the following states: California, Indiana, Louisiana, Massachusetts, Maryland, Michigan, Minnesota, and Nebraska.

In addition to geographic location, the participants include four males and 34 females. The participants work in a variety of settings: 18 work at the high school level, nine work at the middle school level, and four work at the elementary level. Two of the school counselors work in higher education as counselor educators and three of the school counselors have administrative responsibility as directors of school counseling. One school counselor works at the district level as a resource counselor, supporting the work of elementary school counselors. One participant works in a K-12 school. In terms of age, three participants are between 21-30, eight are between 31-40, seven are between 41-50, 15 are between 51-60 and five are over 60. Of the 38 participants, 35 are White, two are African American and one participant is Hispanic. Nineteen of the participants work in an urban environment, 13 in a suburban environment and six work in

a rural setting. All participants have at least a Master's degree and four of the participants had

some formal education in social justice. The details of the demographic data are found in

Appendix G.

Data Analysis

The best solution in Q methodology may not be a mathematical choice, which this data

set exemplifies. Because of the statistical procedures in Q methodology, I was able to illuminate

relevant and interpretable viewpoints toward the phenomenon of school counselor perceptions

with a minimum of sorts being related to two or more theoretical factor arrays (McKeown &

Thomas, 1988), known as a confounded sort. To revisit the family metaphor applied in Chapter

Three, the ideal solution accounts for the largest number of sorts, the sorts are assembled in

theoretical factor arrays or families, and each sort belongs to a particular family without being

related to another family.

To extract these theoretical factor arrays, the data from the sorts were correlated to each

other and then the correlation matrix analyzed with principal components factor analysis and

varimax rotation. This is done to define the factor arrays and to assemble the sorts with a

minimum of the sorts in the factor arrays being related to another factor array (McKeown &

Thomas, 1988). Typically, the researcher analyzes the data to ensure a minimum of confounding

so that the theoretical arrays consist of statistically significant sorts that are minimally related to

the other theoretical arrays. Factor scores are similar to correlation coefficients in that they

demonstrate the strength of the relationship between theoretical factor arrays and the sort.

Significance is determined by the formula SE= $1/\sqrt{N} * 2.5$ where N = the number of statements

in the Q set. Because there were 36 statements in the Q set, significance for the data set was

rounded up and determined to be .40 at the .01 level (McKeown & Thomas, 1988).

The researcher's goal in Q methodology is to define the phenomenon broadly and

account for as many sorts as possible (Thomas & McKeown, 1988). The factor solution selected

for this data set involved applying the formula of communality (h^2), the sum of squared factor

loadings (Brown, 1980). Brown (1980) wrote, "Communality is therefore a measure of the

extent to which a person's response has something in common with the other subjects" (p. 233).

Under the principle of communality, 10 sorts define factor 1, with two participants, #27 and # 35

being confounded on factors 1 and 4. Five sorts define factor 2, with one participant # 23 being

confounded on sorts 2 and 3. Six sorts define factor 3. Eleven sorts define factor 4 with

participants # 17 and # 36 confounded with factor 2. The sorts for participants # 8 and #10 failed

to achieve significance on any factor. The sorts for participants #2, #5, #6, and #31 were

confounded on three factors.   Table 1 provides the factor matrix with a bold X indicating a

defining sort.

Table 1

Factor Matrix with an X Indicating a Defining Sort

Participant	1	2	3	4
#4	**.57X**	.10	.06	.01
#11	**.64X**	.08	-.09	-.05
#13	**.52X**	.07	.06	.31
#14	**.46X**	-.03	.19	.13
#27	**.51X**	-.20	.17	.41
#29	**.49X**	-.04	.28	.24
#30	**.47X**	-.20	.26	.07
#33	**.56X**	.35	.12	.09
#34	**.68X**	-.01	-.31	.30
#35	**.60X**	.11	-.12	.48
#1	-.07	**.59X**	-.18	-.30
#7	-.18	**-.40X**	.20	.01
#9	-.12	**.62X**	-.02	.04
#23	.18	**.60X**	.51	.10
#26	.30	**.44X**	-.03	-.09
#3	-.01	-.06	**-.59X**	.12
#19	.34	-.25	**.66X**	.04
#25	.12	-.11	**.86X**	.23
#28	.09	.08	**.78X**	.09
#32	-.22	.27	**-.42X**	-.17
#38	.28	.03	**-.65X**	-.16
#12	.23	-.28	.11	**.42X**
#15	-.07	.02	.14	**.64X**
#16	.23	-.03	.08	**.48X**
#17	-.17	.42	-.20	**.60X**
#18	.38	.16	-.04	**.72X**
#20	-.35	-.32	.30	**.68X**
#21	.14	-.11	.06	**.79X**
#22	.18	.07	.28	**.51X**
#24	.22	-.12	.19	**.79X**
#36	.07	.46	-.04	**.48X**
#37	.17	-.01	.11	**.60X**
#2	.37	.37	.43	.03
#5	-.34	.40	.32	.30
#6	.34	.44	.48	.09
#8	.23	-.14	.32	.16
#10	.14	.28	-.32	-.10
#31	.48	.36	.23	.25
# of sorts	10	5	6	11
% Explained Variance	12	8	12	14

The correlation matrix indicates four representative perspectives, although there is a high correlation between factor one and factor four. Despite the resemblance between these two factor arrays, the initial interpretation of the viewpoints indicated distinctiveness between factor 1 and 4. Table 2 outlines the correlation matrix.

Table 2

Correlation Matrix

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	1.0	—		
Factor 2	.10	1.0	—	
Factor 3	.19	-.04	1.0	—
Factor 4	.44	-.06	.27	1.0

Research Question One

The following interpretation addresses research question one, "What are the patterns of perspectives of school counselors toward their role as social justice educators and advocates?" The data reveal four perspectives: Relational Diplomat, Advocate for Change, Practical Traditionalist, and Congruent Pragmatist. The narrative for each counselor perspective is based on an examination of demographic characteristics, the unique factor arrays, distinguishing statements in each factor array, and interviews with representative participants. Factor arrays are model Q-sorts with each participant's factor loading indicating the magnitude of agreement with the perspective. Integral to the examination of each counselor perspective is an analysis of the highest positive statements and the highest negative statements for each perspective. The analysis of the distinguishing statements aids the interpretation by highlighting those statements

whose particular cell position is statistically different for any given factor array (McKeown & Thomas, 1988). These distinguishing statements are noted in bold face type with an asterisk to indicate significance level. This allows for pointing out contrasts among the viewpoints. Field notes and post-sort interviews, especially with those participants whose factor loading indicate a high degree of agreement with the perspective, affirms and expands the narrative. The narrative begins with the most pervasive perspective, Relational Diplomat.

The Relational Diplomat Viewpoint, Factor 1

For school counselors represented by the Relational Diplomat viewpoint, establishing positive relationships with everyone in the building through empathy and understanding is critical. The following statements, their array position and z scores indicate the importance of understanding and empathy to establishing good relationships according to this school counselor perspective. Empathy is so essential to this counselor perspective that school counselors who conform to this viewpoint see themselves as models for empathic listening, as shown in Table 3.

Table 3

The Relational Diplomat, Importance of Empathy

Number	Statement	Array Position	Z-score
22	I build a school counseling program that supports empathy & understanding.	+4	2.18
24	I am a model in my school for empathic listening.	+4	1.63
20	I try to see through the eyes of my students.	+3	1.23

Ten participants represent this unique voice of the Relational Diplomat. All school counselors defining this factor identified their race as Caucasian. This group offers a wide spectrum in age in that three counselors are over 60, two are between 51-60, two are between 41-50, and three are between 31-40. Four school counselors practice in urban settings, four in suburban school districts, and two are from rural districts. Nine school counselors are female and one is male. This group also represents geographic diversity in that four school counselors work in New Jersey, three in Oklahoma, one in Minnesota, one in Oregon, and one in California. Two counselors work in a high school, one is a retired director of school counseling, one is a counselor educator, four practice in middle schools, and two work at the elementary school counseling level. Participants #27 and #35 correlate significantly with factor four, a logical correlation in that these two factors are the most highly related. Two of the participants' sorting was informed by their own education in social justice. The Relational Diplomat is the pervasive perspective and is, therefore, represented by a wide spectrum of school counselors in terms of age, experience, setting, and geographic distribution. Table 4 compiles the 10 highest positive statement and the 10 highest negative statements regarding this viewpoint. Distinguishing statements are those statements that occupy a unique array cell position on the sorting board. These statements are bold faced for identification with the corresponding level of significance indicated.

Table 4

Relational Diplomat, Factor 1, 10 highest positive statements, 10 highest negative statements

Number	Positive Statements	Array Position	Z Score
22	**I build a school counseling program that supports empathy & understanding**	+4	2.18
24	**I am a model in my school for empathic listening.** **	+4	1.63
7	I believe it is important for students to solve real world problems.	+3	1.47
30	I continually cultivate being present for my students	+3	1.29
20	**I try to see through the eyes of my students.** *	+3	1.23
29	I believe deeply in the inner wisdom of children & adolescents.	+3	.96
27	The honoring of students' questions is an integral, foundational principle of my school counseling program	+2	.76
10	**I view the school community as a testing ground to teach about relationships.***	+2	.73
17	I design & teach activities to increase self-awareness in my students.	+2	.73
31	The purpose of my school counseling programs is to educate the mind & soul of my students.	+2	.70

Table 4 - continued

Number	Negative Statements	Array Position	Z Score
14	I **encourage my school community to question why? ****	-4	-2.04
32	The students in my school understand and apply the school counseling standards to achieve inner freedom.	-4	-1.7
26	**I use data to design intentional guidance activities. ****	-3	-1.60
25	I challenge the status quo in my school	-3	-1.28
2	I provide information about careers & educational opportunities	-3	-1.08
15	I engage professional development that allows me to explore my own creative pursuits.	-3	-1.03
28	**My school counseling curriculum is infused with activities that allow students to reflect on their inner knowledge.****	-2	-1.03
18	I help my students learn how to learn.	-2	-92
6	**I am the clearing house of information in my school.**	-2	-.83
36	I have learned to meet professional challenges with honesty, authenticity, and fearlessness.	-2	-.72

Distinguishing statements are bold faced, ** p<.01, * Indicates p<.05 Bold-faced type indicates a distinguishing statement, ** Indicates significance at p<.01, *Indicates p<.05.

To the Relational Diplomat, empathy and understanding are essential to building good relationships. This is reflected in the positive array positions of statements 22, 24, and 20. In a post-sort interview, participant 34, who had the highest factor loading on the Relational Diplomat viewpoint, confirmed this salient aspect of the Relational Diplomat school counselor

perspective: "For me, is it all about relationships, not just with the kids, but with all the people in my building." It is not surprising that to school counselors conforming to The Relational Diplomat perspective, the central work of school counseling is to cultivate a here and now focus of empathic presence. It is equally important to work at having a high regard and idealistic view of students, inclusive of honoring their questions. These characteristics are summarized in Table 5.

Table 5

The Relational Diplomat and the Rogerian Therapeutic Factors of Empathy and Positive Regard

Number	Statement	Array Position	Z Score
30	I continually cultivate being present for my students.	+3	1.29
29	I believe deeply in the inner wisdom of children & adolescents.	-3	.960
27	The honoring of students' questions is an integral foundational principle of my school counseling program.	+2	.76

The qualities of empathy, understanding and positive regard are found in the seminal work of Carl Rogers (Rogers, 1958). Rogers, who used the Q-sort technique in his therapeutic work with clients, identified the qualities of empathy, congruence, acting in accordance with one's values, and positive regard toward clients as the necessary and sufficient therapeutic factors for client growth. For the Relational Diplomat, empathy and positive regard for students are highly valued ingredients toward the goal of establishing positive relationships.

The work of establishing relationships is so integral to the Relational Diplomat viewpoint that not surprisingly, the central role of the school counselor to teach students about real-world problems often results in teaching about relationship. The Relational Diplomat values helping the student to grow interpersonally. These statements are summarized in Table 6.

Table 6

The Relational Diplomat's Priorities for Teaching Activities

Number	Statement	Array Position	Z Score
7	I believe it is important for students to solve real-world problems.	+3	1.47
10	I view the school community as a testing-ground to teach about relationships.	+2	.73
17	I design & teach activities to increase self-awareness in my students.	+2	.73

In contrast, statements 14, 26, and 25 involve challenging the status quo, using data, and encouraging the entire school community to question current practices. These statements, taken as a cluster, form those actions most advocated by school counseling leaders who posit that the most important work for school counselors is to become social justice advocates (Bemak, 2000; Bemak & Chung, 2005, 2008; Cox & Lee, 2007; Halcomb-McCoy, 2007). These statements are summarized in Table 7.

Table 7

The Relational Diplomat and Activities Supported by the ASCA Model

Number	Statement	Array Position	Z Score
14	I encourage my school community to question why?	-4	-2.04
26	I use data to design intentional guidance activities.	-3	-1.60
25	I challenge the status quo in my school.	-3	-1.28

In viewing the negative array position of these statements, it is important to remember that a negative factor array position does not mean complete rejection of the statement. Participant #34 emphasized this important point in her post-sort questionnaire when she wrote, "All the statements seem relevant." The factor array position indicates the relative importance of each statement. The factor array position of these statements seems to indicate that challenging the status quo and using data is unlike this counselor viewpoint. In further conversation with participant #34, however, this school counselor admitted she is reluctant to challenge the status quo or engage the school community in questioning practices because she worries this might impact negatively on relationships, although she "really celebrates this quality in the kids." This school counselor commented further,

> I am ever mindful of negotiating the balance between maintaining relationships and challenging practices that are harmful to kids. In my high-achieving district, the kids in the middle really get lost. We don't differentiate the curriculum enough for them to be successful. We should ask, "Are they learning? Are they making progress? I try to challenge this ever so carefully.

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Because maintaining relationships is so important to the Relational Diplomat, he/she approaches challenging the status quo ever so gingerly. A counselor representative of this viewpoint is aware of data and uses it to make decisions, although this is not central to his/her practice.

In terms of teaching activities, the Relational Diplomat focuses on the social/emotional domain of school counseling. While this school counselor perspective is aware that the ASCA model (ASCA, 2005) calls for advancing academic achievement and career development, the Relational Diplomat perspective values teaching about personal growth and relationships over the academic and career content of the school counseling standards. This series of statements are detailed in Table 8.

Table 8

The Relational Diplomat, School Counseling Standards

Number	Statement	Position Array	Z score
32	The students in my school understand and apply the school counseling standards to achieve inner freedom.	-4	-2.04
2	I provide information about careers & educational opportunities.	-3	-1.08
18	I help my students learn how to learn	-2	-.92
6	I am the clearinghouse of information in my school.	-2	.83

The Relational Diplomat chooses to spend time within the school counseling program to teach what he/she values. Participant #34 elaborated on this choice:

> I don't have time to implement all the school counseling standards, especially the career education standards. I do a little bit with eighth graders, nothing with sixth graders. I put emphasis on the emotional/social standards: I run several groups: divorce, stress, friendship, new student. I also run a bi-weekly advisory with the SAC (Substance Abuse Counselor).

In summary, the viewpoint of Relational Diplomat sees the route to advocating for social justice through establishing positive relationships with everyone in the building. This counselor perspective is influenced by the work of Carl Rogers (1958) and believes it is the job of the school counselor to establish good relationships through empathy, understanding, and positive regard. The Relational Diplomat understands that there is a role for the school counselor to be a student advocate and that advocacy involves challenging the status quo. To the Relational Diplomat perspective, maintaining positive relationships is more important than challenging the status quo. The Relational Diplomat perspective selectively chooses which school counseling standards to teach and emphasize. Consistent with what this counselor viewpoint values, the Relational Diplomat chooses those standards in the social/emotional domain as more important than those in the academic and career domains. This school counselor viewpoint consciously decides that maintaining relationships with all stakeholders is ultimately more important in advocating for students. Through modeling empathy and understanding and teaching about relationships, this school counselor can then advocate and educate for social justice.

The Advocate for Change, Factor 2

       The Advocate for Change school counselor perspective represents school counselors who are bold, confident, challenging, and empathic with students. This school counseling perspective represents a voice that recognizes the need to honor diversity while this viewpoint sees the need to build community through shared values. This identifying statements are detailed in Table 9.

Table 9

The Advocate for Change: A bold, confident school counselor who is empathic with students

Number	Statement	Array Position	Z Score
34	My school counseling program honors students' diversity & it develops a community of shared values.	+4	1.78
20	I try to see through the eyes of my students.	+4	1.85
35	I believe that my school counseling program has transformative power.	+3	1.77
26	I use data to design intentional guidance activities.	+3	1.3
25	I challenge the status quo in my school.	+3	1.21

       Five of the 38 participants loaded on The Advocate for Change perspective, factor 2. Important to point out, however, is that participant #7, a male Director of Counseling in an urban district from Nebraska loaded negatively on this perspective. As McKeown and Thomas (1988) explained, "negative loadings, . . are signs of rejection of the factor's perspective" (p. 17).

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The four participants who share a positive loading on this viewpoint are female, white, and between the ages of 51-60. The participants have an average of 14 years as practicing school counselors. One of the participants has social justice education. Three of the counselors are from Oklahoma, and one is from Maryland. Two school counselors work at the high school level, one is an elementary resource counselor who works at the district level, and one school counselor works at the elementary school level. Participant #23, although she loaded significantly on this factor, also loaded significantly with factor 3. Demographically, the Advocate for Change represents the most experienced group of school counselors with the least variability in terms of age. Participant #7, who disagrees significantly with this perspective, is white, male, and a Director of School Counseling in an urban setting. He is between 31-40 years of age and has 12 years of experience in school counseling; he also has formal training in social justice. Table 10 illustrates the details of the 10 highest positive statements and the 10 highest negative statements and marks the distinguishing statements for The Advocate for Change school counselor perspective.

Table 10

Advocate for Change: 10 highest positive statements and 10 highest negative statements

Number	Positive Statements	Array Position	Z Score
20	I try to see through the eyes of my students	+4	1.85
34	**My school counseling program honors students' diversity & it develops a community of shared values.****	+4	1.78
35	**I believe that my school counseling program has transformative power.****	+3	1.77
26	**I use data to design intentional guidance activities.*8**	+3	1.3
30	I continually cultivate being present for my students.	+3	1.24
25	**I challenge the status quo in my school.****	+3	1.21
28	My school counseling curriculum is infused with activities that allow students to reflect on their inner knowledge.	+2	.99
36	**I have learned to meet professional challenges with honesty, authenticity, and fearlessness.***	+2	.94
29	I believe deeply in the inner wisdom of children and adolescents.	+2	.87
23	I design educational activities that encourage students to re-examine their perspectives in view of new knowledge.	+2	.81

Table 10 - continued

Number	Negative Statements	Array Position	Z Score
6	**I am the clearinghouse of information in my school.****	-4	-2.39
12	I allow for different interpretations of truth to exist in my school counseling program.	-4	-1.36
18	I help my students learn how to learn.	-3	-1.2
9	**I use stories and metaphors in my work.*8**	-3	-1.78
10	I view the school community as a testing ground to teach about relationships.	-3	-1.15
1	**I provide information to my students.****	-3	-1.01
19	I reflect frequently on reframing problems.	-2	-.86
15	I engage in professional development that allows me to explore my own creative pursuits.	-2	-.81
11	I seek feedback from stakeholders to prioritize the standards I teach.	-2	-.65
5	**I communicate with administrators regarding families and students.**	-2	.64

Distinguishing statements are bold faced, ** indicates significance at p<.01; * indicates p<.05.

The social justice advocates among the school counseling leaders posited that challenging the status quo and using data to build intentional guidance activities aimed at eliminating the achievement gap are the most appropriate school-counseling activities to advocate for social justice (Bemak, 2000; Dahir & Stone, 2009; Halcomb-McCoy, 2007). Cox and Lee (2007) asserted that the modern social justice advocacy movement among school counselors was initially the mandate to educate culturally competent counselors. Table 11 shows how important this cluster of statements is to The Advocate for Change viewpoint.

Table 11

The Advocate for Change and the ASCA Model

Number	Statement	Array Position	Z Score
34	My school counseling program honors students' diversity & it develops a community of shared values.	+4	1.78
26	I use data to design intentional guidance activities.	+3	1.3
25	I challenge the status quo in my school.	+3	1.20

The importance that The Advocate for Change places on these statements aligns this perspective with the conceptual school counseling literature on social justice advocacy. Although the school counseling literature does not address whether these actions lead to transformation, the Advocate for Change perspective clearly affirms that these school counselors believe in the transformational power of their beliefs, values, and behaviors.

Table 12

Advocate for Change and Transformational Education

Number	Statement	Array Position	Z score
35	I believe that my school counseling program has transformative power.	+3	1.77

Although the school counseling literature to date does not address transformative education, school counselors represented by the Advocate for Change perspective clearly believe that their behavior leads to transformation. Despite this belief, however, one school counselor who represents this viewpoint, participant #9, commented that she thought the statements in the Q sample had nothing to do with social justice because advocating for social justice is "all about student achievement." The theoretical frame for the Q-set comes from Hart's (2001, 2009) theory on transformational education, and although participant #9 believes that her school counseling program has transformational power, she did not make the link between social justice advocacy and transformational education. The lack of linkage between the two movements provides further evidence that within the school counseling literature social justice advocacy has been equated very narrowly to the elimination of the achievement gap.

The viewpoint of school counselors who advocate for change perceive information-giving behavior as "least descriptive" of their practice as school counselors as indicated in Table 13.

Table 13

Advocate for Change and Information-disseminating Behavior

Number	Statement	Array position	Z Score
6	I am the clearinghouse of information in my school.	-4	-2.39
1	I provide information to my students.	-3	-1.01
5	I communicate with administrators regarding families & students	-2	-.64

This viewpoint does not value information exchange as much as it embraces the importance of diversity, using data, and challenging the status quo. According to Hart's (2001, 2009) theory on transformational education, information-giving behaviors are the least likely to lead to student transformation. This will be further explored in the treatment of the second research question.

The Advocate for Change, like the Relational Diplomat, sees the importance of empathy and understanding, and positive regard for his/her students. This common theme once again demonstrates the importance and influence of Rogers' (1958) work in the school counseling profession. While these statements are not distinctive to the Advocate for Change, the array position indicates importance and a common bond with the Relational Diplomat.

Table 14

The Advocate for Change and Empathy with Students

Number	Statement	Array Position	Z Score
20	I try to see through the eyes of my students	+4	1.85
30	I continually cultivate being present for my students.	+3	1.24
29	I believe deeply in the inner wisdom of children & adolescents	+2	.87

Although empathy is an important therapeutic factor, Rogers (1958) also argued that congruence is an important therapeutic element. Unlike the Relational Diplomat viewpoint, school counselors represented by the Advocate for Change viewpoint have learned to act congruently. This fearlessness, honesty, and authenticity help when advocating for change.

Table 15

The Advocate for Change and Congruence

Number	Statement	Array Position	A score
36	I have learned to meet professional challenges with honesty, authenticity, and fearlessness.	+2	.942

Although The Advocate for Change is concerned with maintaining relationships with students, this perspective seems less concerned with relationships with other stakeholders in their school community. In their passion to advance the cause of students, school counselors represented by the Advocate for Change perspective do not acknowledge that "different interpretations of truth may exist." Unlike the Relational Diplomat, the Advocate for Change is not as concerned with teaching about relationships. Participant #1, who helped to define this perspective, recounted an experience where advocating for students alienated her from the wider school community. Participant # 1 believes passionately that students whose first language is not English need instruction in their heritage language to succeed.

> I've researched the subject: ELL learners who are grounded in their first language learn the academic language of their second language more quickly. In addition, we shouldn't try to erase the culture and language of ELL learners. Bilingualism is an asset in the 21st century and we should be encouraging this natural strength in students whose first language is not English.

This perspective was not shared with the monolingual faculty in her building. Participant #1 valued data and accumulated a literature review that suggested students who were grounded

in their first language made impressive gains in reading. Although her intent was to advocate for students, the unintended consequence was a growing alienation between the school counselor and the teachers who were monolingual. For the Advocate for Change viewpoint, the salient relationship is with students while relationships with others in the school community are secondary. As this anecdote illustrates, the Advocate for Change believes in a cause and will not be eager to seek feedback from others. This is reflected in the following cluster of statements that are in the negative array position.

Table 16

The Advocate for Change and Factors Influencing Relationship with Others

Number	Statement	Array Position	Z Score
12	I allow for different interpretations of truth to exist in my school counseling program	-4	-1.36
10	I view the school community as a testing-ground to teach about relationships.	-3	-1.15
19	I reflect frequently on reframing problems.	-2	-.86
11	I seek feedback from stakeholders to prioritize the standards I teach.	-2	-.65

Since the Advocate for Change challenges the status quo and advocates passionately for students, these actions may result in less positive relationships with others in the building. School counseling leaders warn about this alienation and suggest that social justice advocacy is often lonely, difficult work (Bemak, 2000; Bemak & Chung, 2005, 2008; Halcomb-McCoy, 2007).

In summary, the Advocate for Change perspective toward educating and advocating for social justice represents a school counselor viewpoint that is empathic with students, but not necessarily with the wider school community. This school counselor viewpoint believes in actively challenging the status quo and inviting the school community to question practices. These qualities are consistent with the conceptual school counseling literature on advocating for social justice (Bemak, 2000; Bemak & Chung, 2005, 2008; Cox & Lee, 2007; Dahir & Stone, 2009; Holcomb-McCoy, 2007). Significantly, this counselor viewpoint believes that the actions embodied in the school counseling program leads to student transformation. Compared to the Relational Diplomat Viewpoint, school counselors represented by the Advocate for Change do not value relationships as much as advocating for what they thinks is best for students based on data.

The Practical Traditionalist Viewpoint, Factor 3

The essence of the Practical Traditionalist perspective represents a school counselor who is concerned with disseminating information and designing educational activities that will help launch students into successful educational settings and career endeavors. All the school counselors within this perspective work with high school students. Their beliefs and school counseling behaviors reflect the emphasis that high school counselors have for preparing students for higher education and careers (ASCA, 2005). Although the perspective is marked by its practical, information-giving behavior, the Practical Traditionalist also considers empathy and understanding as essential to the school counseling program.

Table 17

The Practical Traditionalist, An Empathic School Counselor who Provides Information to Launch Careers and Educational Opportunities

Number	Statement	Array Position	Z Score
2	I provide information about careers & educational opportunities.	+4	1.884
7	I believe it is important for students to solve real-world problems.	+4	1.56
1	I provide information to my students.	+3	1.43
23	I design educational activities that encourage students to re-examine their perspectives in view of new knowledge.	+3	1.31
22	I build a school counseling program that supports empathy & understanding.	+3	1.06
5	I communicate with administrators about students & families.	+3	.942

Six participants define the Practical Traditionalist viewpoint, although three of these participants have a significantly negative factor loading toward this perspective. Of the three participants who had negative factor loadings toward this perspective, all three school counselors work at the high school level. Two are from Arizona and one is from Oklahoma. Two of the school counselors are between 41-50 and one is between 51-60. The two school counselors from Arizona work in suburban districts and the counselor from Oklahoma works in an urban district.

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The median length of experience for this group is seven years. The three school counselors in this group are White. None of the school counselors has education in social justice.

For the three school counselors who have positive loadings toward this perspective, all three are school counselors in Oklahoma and all work at the high school level, although one school counselor's duties encompass K-12. Two work in rural school districts and one school counselor works in an urban setting. One is over 60 years of age, one is between 41-50, and one is between 31-40. The average length of experience is seven years. Two identify themselves as White; one is Hispanic. None of the school counselors has formal education in social justice advocacy. Because of phone number changes, I was not able to conduct any post-sort interviews with the participants who helped to define this viewpoint. Table 18 illustrates the 10 highest positive statements and 10 highest negative statements and points out the distinguishing statements for this school counselor viewpoint.

Table 18

The Practical Traditionalist, 10 highest positive statements, 10 highest negative statements

Number	Positive Statements	Array Position	Z Score
2	**I provide information about careers and educational opportunities.****	+4	1.88
7	I believe it is important for students to solve real world problems.	+4	1.56
1	I provide information to my students	+3	1.43
23	I designed educational activities that encourage students to re-examine their perspective in view of new knowledge	+3	1.31
22	I build a school counseling program that supports empathy & understanding.	+3	1.06
5	I communicate with administration about students & families.	+3	.94
4	I provide information to teachers about students.	+2	.87
9	**I use stories and metaphors in my work.****	+2	.82
27	The honoring of students' questions is an integral, foundational principle of my school counseling program.	+2	.76
28	My school counseling curriculum is infused with activities that allow students to reflect on their inner knowledge.	+2	.73

Table 18 - continued

Number	Negative Statements	Array Position	Z Scores
32	The students in my school understand and apply the school counseling standards to achieve inner freedom.	-4	-1.90
12	I allow for different interpretations of truth to exist in my school counseling program.	-4	-1.59
8	I use role plays frequently in my work as a school counselor.	-3	-1.54
16	I value both intuition-testing and rational empirical knowing.	-3	-1.51
25	I challenge the status quo in my school.	-3	-1.33
14	I encourage my school community to question why?	-3	-1.31
29	I believe deeply in the inner wisdom of children & adolescents.	-2	-1.08
21	I promote an atmosphere of service in my school.	-2	-1.02
13	It is my job to show the school community there is more than one right answer for the dilemmas we face.	-2	-.80
10	I view the school community as a testing ground to teach about relationships.	-2	-.76

Distinguishing statements are bold-faced, ** Indicates significance, p<.01, * Indicates p<.05.

School counselors represented by this perspective concern themselves with the practical and concrete. For this reason, they value what is—not what might be. This viewpoint embodies a group of school counselors who do not value questioning the way the school community operates

or challenging the status quo. In fact, the Practical Traditionalist is very much an integral part of the status quo. Participant #25 who helps to define this perspective, identifies herself as the "head counselor," part of the administrative team in the school. The school counselors who make up this perspective do not believe that teaching the school counseling standards leads to students' inner freedom. The purpose of the school counseling program is to give information to parents and students so that they might be equipped for the future. This is the Practical Traditionalist's truth, and counselors represented by this viewpoint do not seek other interpretations. The following statements and their respective array positions portray the Practical Traditionalist as a counselor who is part of the status quo, who believes in her mission and accepts these values as the truth.

Table 19

The Practical Traditionalist on Challenging the Status Quo, School Counseling Standards, and Different Interpretations of Truth

Number	Statement	Array Position	Z Score
32	The students in my school understand & apply the school counseling standards to achieve inner freedom.	-4	-1.90
12	I allow for different interpretations of truth to exist in my school counseling program.	-4	-1.59
25	I challenge the status quo in my school	-3	-1.33
14	I encourage my school community to question why?	-3	-1.31
13	It is my job to show the school community there is more than one right answer for the dilemmas we face.	-2	-.80

The two school counselors from Arizona, who had significant negative factor loadings toward the Practical Traditionalist Perspective, acknowledged in a post-sort interview of being greatly influenced by the ASCA model. One of the co-authors of the ASCA model lives in Arizona and has been very involved with educating school counselors in implementing the ASCA model. Both participant #38 and #3 stated that they dislike attending national conferences because the professional development they receive in Arizona is far more sophisticated than what is offered at the national conference.

We avoid any workshop that has ASCA model in its title. Because Judy [co-author of the

ASCA model] has led so many workshops in Arizona, we get better training in Arizona

than anywhere. We really don't understand why the ASCA model still is not

implemented in so many states.

This opinion from two of the three counselors who disagree with the Practical Traditionalist

viewpoint adds support to the notion that the Practical Traditionalist Perspective is more focused

on past practices of school counselors, rather than those activities advanced by the ASCA model.

Although the Practical Traditionalist believes in the importance of empathy, this school

counselor viewpoint recognizes that this practical focus may impede him/her as a model for

empathic listening. School counselors represented by this viewpoint care about their students, but

the Practical Traditionalist is not particularly idealistic about their natures. He/She is more

concerned about the duty to shape students into responsible adults.

Table 20

The Practical Traditionalist and Empathy with Students

Number	Statement	Array Position	Z Score
22	I build a school counseling program that supports empathy & understanding.	+3	1.06
27	The honoring of students' questions is an integral, foundational principle of my school counseling program.	+2	.76
29	I believe deeply in the wisdom of children & adolescents.	-2	-1.08

The essential task that confronts the Practical Traditionalist is to prepare students for the next developmental stage, and this is where these school counselors focus their time and attention.

In summary, the essence of the Practical Traditionalist school counselor perspective represents school counselors who see advocating for social justice as educating and informing students about higher education and careers. Typically, the Practical Traditionalist works in a high school setting and values information exchange as a necessary process to launch students into their next developmental stage. The Practical Traditionalist viewpoint represents school counselors who are part of the status quo in their school communities. This perspective does not spend time reflecting on how to change his/her practice, but feels confident that the information provided is sufficient and necessary to advocate appropriately for students. Although the counselors represented by this viewpoint are concrete and practical, they nonetheless value empathy as an important ingredient to working with students.

The Congruent Pragmatist Viewpoint, Factor 4

The Congruent Pragmatist viewpoint shares similarities with the Relational Diplomat (correlation .44) and the Practical Traditionalist (correlation .27) viewpoints. Nonetheless, the Congruent Pragmatist has a unique perspective. Similar to the Relational Diplomat, the Advocate for Change, and the Practical Traditionalist, empathy with students is once again a valued therapeutic factor. Like the Relational Diplomat viewpoint, the Congruent Pragmatist perspective seeks to establish empathic relationships with everyone in the building. Although school counselors represented by the Practical Traditionalist perspective are more specific about the kind of information they provide to students, the Congruent Pragmatist values information-

disseminating behavior highly. What is unique to this perspective is the subjective belief the

Congruent Pragmatist holds toward the value of acting in accordance with his/her values.

Table 21

The Congruent Pragmatist, An Empathic, Authentic, Information-Providing, School Counselor

Number	Statement	Position Array	Z Score
0	I try to see through the eyes of my students.	+4	1.73
1	I provide information to my students.	+3	1.71
36	I have learned to meet professional challenges with honesty, authenticity, and fearlessness.	+3	1.51
22	I build a school counseling program that supports empathy & understanding.	+3	1.19
30	I continually cultivate being present for my students.	+3	1.13
24	I am a model in my school for empathic listening	+2	.82

Eleven participants account for the Congruent Pragmatist viewpoint, Factor 4. This

viewpoint, similar to the Practical Traditionalist, consists largely of high school counselors.

Eight of the 11 participants work at the high school level, with one school counselor working at

the elementary level, and two school counselors working at the middle school level. Two of the

11 participants are African American and the other nine are White. The average length of

experience among this group of school counselors is reported as nine years, although the

continuum is wide, ranging from two months to 35 years. Two of the 11 counselors are female.

These 11 counselors span all age ranges with two counselors who report being between 21-30,

three who are between 31-40, five who are between 51-60, and one who is over 60. Four school

counselors work in suburban districts, six in urban districts, and one school counselor works in a

rural district. A variety of geographic locations are represented in this viewpoint, with two

working in New Jersey, one in Oregon, one in Michigan, and seven from Oklahoma. None of the

school counselors report formal education in advocating for social justice. Table 22 reports the

10 highest positive statements and the 10 highest negative statements.

Table 22

The Congruent Pragmatist Viewpoint, 10 highest positive statements, 10 highest negative statements

Number	Positive Statements	Array Position	Z Score
20	**I try to see through the eyes of my students.***	+4	1.73
1	**I provide information to my students.***	+4	1.70
36	**I have learned to meet professional challenges with honesty, authenticity, and fearlessness.****	+3	1.51
22	I build a school counseling program that supports empathy & understanding.	+3	1.19
30	I continually cultivate being present for my students.	+3	1.13
7	I believe it is important for students to solve real world problems.	+3	1.05
2	I provide information about careers and educational opportunities.	+2	.87
24	I am a model in my school for empathic listening.	+2	.82
15	I engage in professional development that allows me to explore my own creative pursuits.	+2	.78
5	I communicate with administration about students & families.	+2	.67

Table 22 - continued

Number	Negative Statements	Array Position	Z Score
32	The students in my school understand and apply the school counseling standards to achieve inner freedom.	-4	-1.81
23	**I design educational activities that encourage students to re-examine their perspective in view of new knowledge.**	-4	-1.59
28	My school counseling curriculum is infused with activities that allow students to reflect on their inner knowledge.	-3	-1.56
35	**I believe that my school counseling program has transformative power.****	-3	-1.55
16	I value both intuition-testing and rational empirical knowing.	-3	-1.28
33	**The activities I design & teach engage students' creativity & are challenging & inviting.****	-3	-1.27
11	I seek feedback from stakeholders to prioritize the standards I teach.	-2	-1.24
17	I design & teach activities to increase self-awareness in my students.	-2	-1.20
8	I use role plays frequently in my work as a school counselor.	-2	-1.09
18	I help my students learn how to learn.	-2	-.82

Distinguishing statements are bold faced, ** Indicates significance at p<.01, * Indicates significance at p<.05.

The Congruent Pragmatist does not engage in teaching activities. This reluctance to teach may reflect a lack of time rather than from a refusal to engage in teaching activities. As participant #24, who helped to define this perspective, stated in a post-sort interview:

> There are times where it would be advantageous to go into classrooms and do some instruction; however, time constraints make it next to impossible to do it. I've been trying to get into senior classrooms to do some informational teaching and still haven't been able to get in. Alas, there are only so many hours a day.

The Congruent Pragmatist then does not reject teaching altogether, but places emphasis on activities that provide information to students. Statements that involve teaching show a negative factor array position and corresponding negative z score according to the Congruent Pragmatist viewpoint.

Table 23

The Congruent Pragmatist and Teaching Activities

Number	Statements	Factor Array	Z Score
23	I design educational activities that encourage students to re-examine their perspectives in view of new knowledge.	-4	-1.59
28	My school counseling curriculum is infused with activities that allow students to reflect on their inner knowledge.	-3	-1.56
33	The activities I design and teach engage students' creativity & are challenging and inviting.	-3	-1.27
17	I design and teach activities to increase self-awareness in my students.	-3	-1.20

Because the Congruent Pragmatist does not engage in teaching activities, this school counselor viewpoint perceives teaching the school counseling standards in a negative way.

Table 24

The Congruent Pragmatist and the School Counseling Standards

Number	Statements	Factor Array	Z Score
32	The students in my school understand & apply the school counseling standards to achieve inner freedom.	-4	-1.81
11	I seek feedback from stakeholders to prioritize the standards I teach.	-2	-1.24

The Congruent Pragmatist viewpoint values honesty and authenticity and does not believe that the school counseling actions represented by this perspective leads to transformation in students. This quality of authenticity leads the Congruent Pragmatist perspective to understand that information-giving behavior and empathy alone will not lead to transformation in students.

Table 25

The Congruent Pragmatist and the transformative power of the school counseling program

Number	Statement	Factor Array	Z Score
36	I have learned to meet professional challenges with honesty, authenticity, and fearlessness.	+3	1.51
35	I believe that my school counseling program has transformative power.	-3	-1.55

The Congruent Pragmatist values authenticity and this leads the Congruent Pragmatist to understand that information is inadequate to transform students. This finding will be further developed in the discussion of the second research question.

In summary, the Congruent Pragmatist represents a school counselor viewpoint toward educating and advocating for social justice that values empathy and relationship with students and the school community. In addition, this perspective values the therapeutic factor of congruence that is acting in accordance with one's values (Rogers, 1958). This perspective views providing information to students as more important than incorporating teaching activities and school counseling standards into the school counseling program. The Congruent Pragmatist school counseling perspective does not view the school counseling behaviors favored in this viewpoint as those that lead to student transformation.

Patterns of Perspectives and Transformational Education

The second research question asks: How does Hart's theory of transformational education inform the social justice advocacy and education role of school counselors? Currently, the school counseling literature posits that school counselors' advocacy behavior will help eliminate the achievement gap (Bemak, 2000, Bemak & Chung, 2005, Dahir & Stone, 2009, Halcomb-McCoy, 2007). At this juncture, the school counseling literature has not widely linked social justice advocacy with transformational education. However, Steele (2008) recently conceptualized a pedagogical model that incorporates teaching counselors critical thinking skills with the goal of encouraging counselors-in-training "to reflect on their world in order to transform it" (p. 76).

By applying Hart's (2001, 2009) model to perceptions of school counselors toward their role as social justice advocates and educators, I seek to understand if practicing school counselors' subjectively believe if their actions and values lead to the transformation of their students. Hart described transformational education in the following way:

> When education taps the current of transformation it takes us beyond the "facts" and categories of our lives, the limits of social structure, the pull of cultural conditioning, and the box of self-definition. In this way, we gain the capacity not only to gather the facts of our life but also to transcend and transform them; this is where the deepest moments in education lead. In a moment, we are changed forever as we learn the magic of reading or take in an idea that sets off a shock wave within us (p.12).

The statements that the school counselors sorted in this study are organized so that the stages in Hart's framework conform to the numbered statements, Appendix A. Specifically, each

grouping of statements represents counselor behaviors, beliefs, and values that correspond to a stage in Hart's transformational education model:

1. Statements 1 – 6 deal with the information phase of education;

2. Statements 7 – 12 are concerned with the knowledge stage;

3. Statements 13-18 represent intelligence;

4. Statements 19-24 conceptualize the understanding stage;

5. Statements 25-30 represent the wisdom stage;

6. Statements 31-36 are those aimed at transformation.

In this model, each stage represents an inter-connected progression toward transformation. In answering the second research question, two patterns of perspectives emerge that clearly answer whether school counselors believe that their behaviors, beliefs and values lead to the transformation of their students. The Advocate for Change answers this question affirmatively, the Congruent Pragmatist does not believe his/her counseling program leads to transformation, and the Relational Diplomat and Practical Traditionalist perspectives indicate ambivalence.

The Advocate for Change

Figure 2 offers a visual representation of the Advocate for Change perspective and the statements represented by each stage of Hart's model. Figure 2 illustrates that four out of six statements regarding transformation are in a positive array position. Statement 35 directly asks participants about the transformative power of his/her school counseling program and is in the +3 array position. Because Hart's (2001, 2009) framework builds on the interconnected nature of the stages, all the statements in the wisdom stage, an advanced stage in transformational education, are in a positive array position. Activities in the information stage, although

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important, are "insufficient to prepare our charges for the world to come," and are, therefore, in a

negative array positions (Hart, 2009, p. 6). Figure 2 illustrates clearly that the Advocate for

Change perspective values the behaviors and beliefs that are congruent with Hart's (2001, 2009)

model of transformational education.

Figure 3. The Advocate for Change Coded to Hart's model of Transformative Education

I	Information					
K	Knowledge					
N	Intelligence					
U	Understanding					
W	Wisdom					
T	Transformation					

					N			
				I	U	K		
		N	U	I	N	N	U	W
		K	N	I	T	W	W	W
	I	K	K	T	U	N	T	W	T
	K	I	I	U	K	T	W	T	U

| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |

I believe that my school counseling program has transformative power.
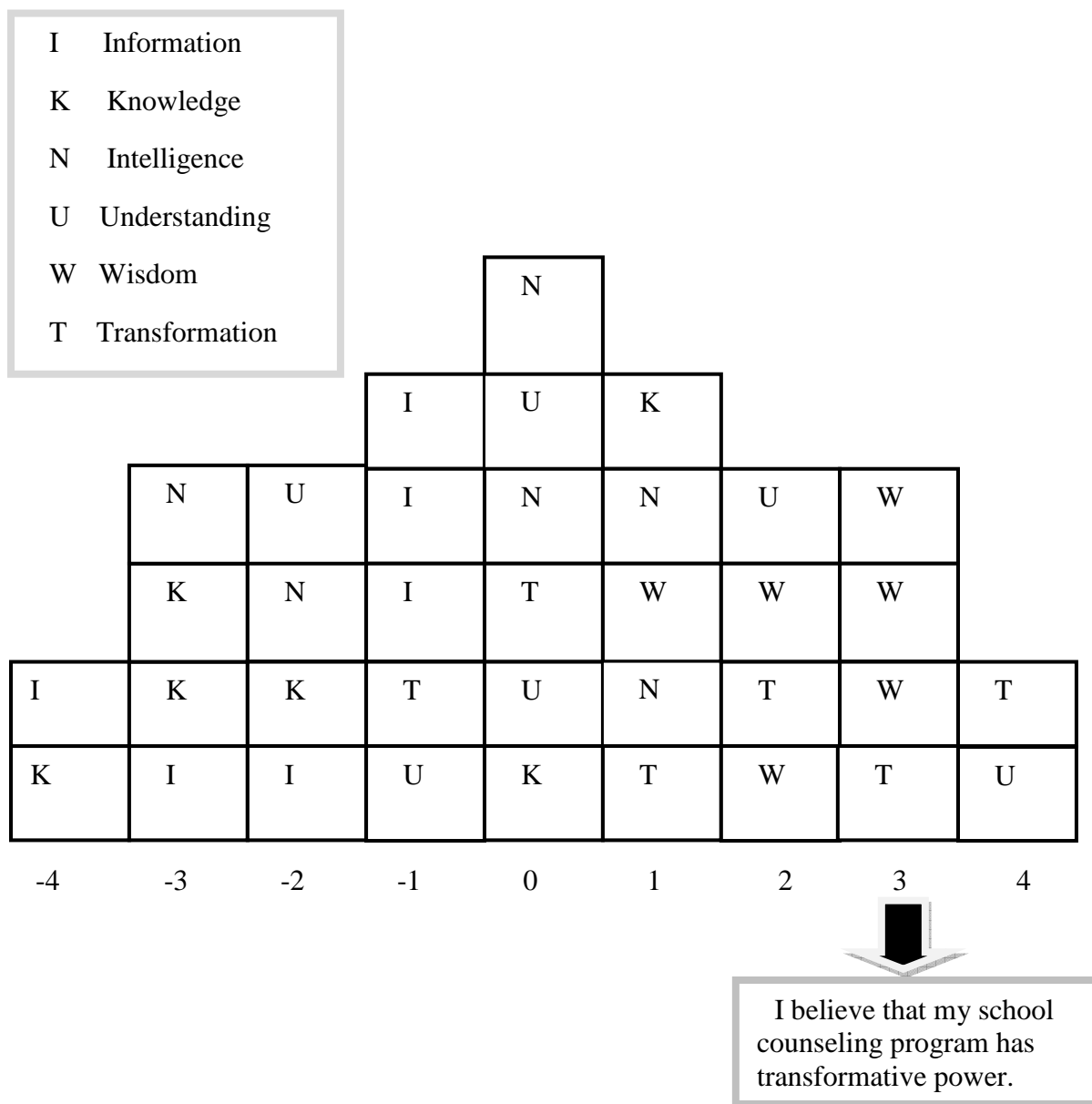
Clearly, the Advocate for Change perspective affirms Hart's (2001, 2009) model of transformational education in that the school counselors represented by this viewpoint believe that their behavior, beliefs, and values imbue their school counseling program with transformative power.

The Congruent Pragmatist

Figure 4 represents the Congruent Pragmatist viewpoint. The diagram depicts how information–disseminating behavior and the lack of behaviors present in the transformation stage do not have transformative power according to the subjective beliefs of this viewpoint.

Figure 4. The Congruent Pragmatist Coded to Hart's Model of Transformative Education
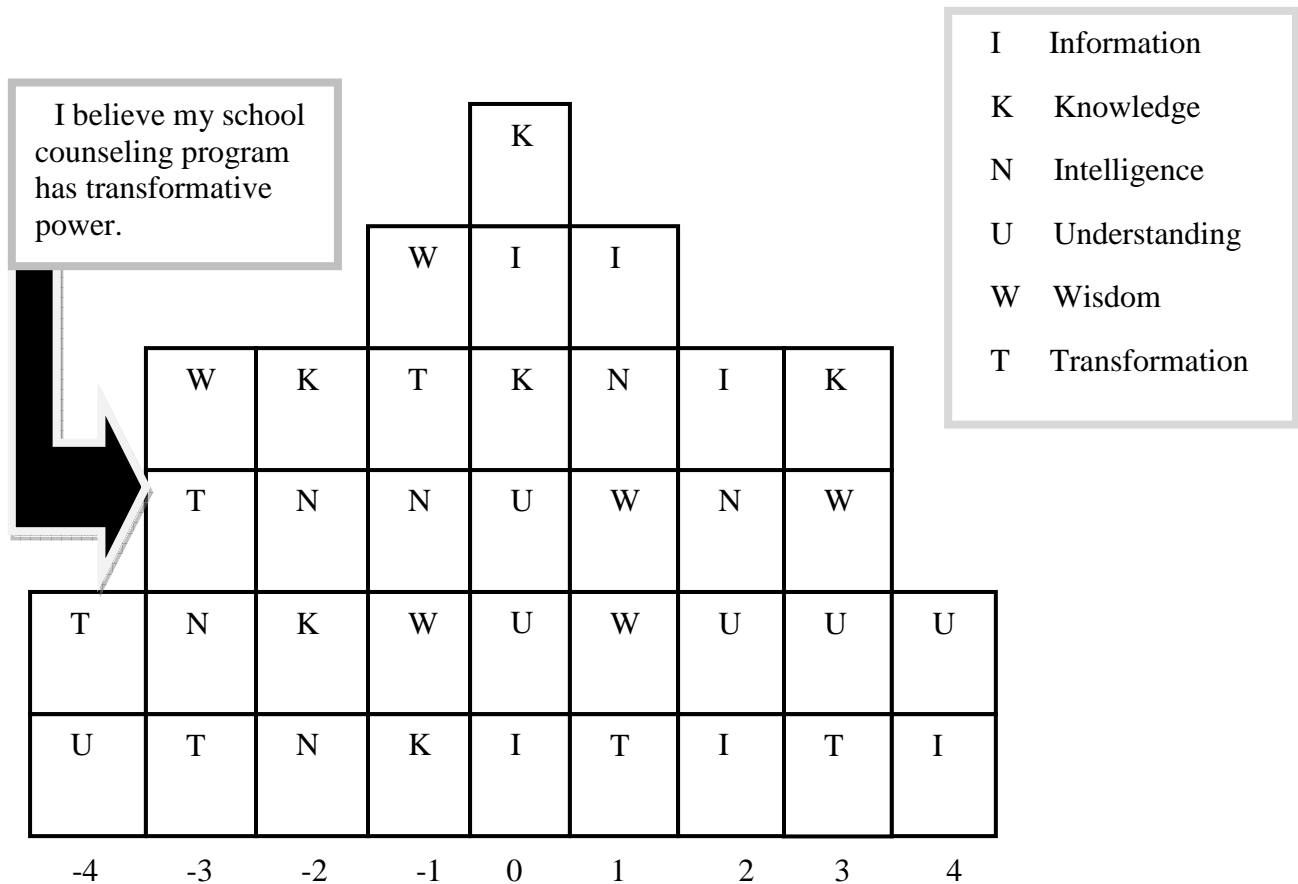
Although the statements regarding the various stages are rather scattered, the clear implication from this diagram is that the school counselors represented by The Congruent Pragmatist viewpoint subjectively understand that without a clear focus of wisdom and transformative-stage behaviors, beliefs and values, the school counseling program does not have transformative power.

The Relational Diplomat and The Practical Traditionalist

Neither The Relational Diplomat (figure 4) perspective nor The Practical Traditionalist (figure 5) viewpoint answers conclusively whether the behaviors, beliefs, and values embodied in these school counselor perspectives lead to school counseling programs that have transformative power. Figures 4 and 5 show the key statement, "I believe my school counseling program has transformative power," to be in the 0 or neutral position. Participant #34 who helped to define the Relational Diplomat viewpoint explains this apparent ambivalence when she states, "All the statements have relevancy." These viewpoints see other statements as having greater salience in the school counseling program than transformation of students. As has been previously stated, for the Relational Diplomat relationship is most important and for the Practical Traditionalist, information to launch students into careers and higher education are most important. Furthermore, the statements in the Q set are not written in the language of school counselors since the concourse does not come from interviews from practicing school counselors, but rather from a theory on transformational education.

Figure 5. The Relational Diplomat Coded to Hart's Model of Transformative Education

I	Information							
K	Knowledge							
N	Intelligence							
U	Understanding							
W	Wisdom							
T	Transformation							

				I				
			U	K	N			
	W	W	N	I	U	T	W	
	W	N	K	T	I	N	U	
N	I	I	K	K	U	K	W	U
T	N	T	I	T	T	W	K	U
-4	-3	-2	-1	0	1	2	3	4

I believe that my school counseling program has transformative power.
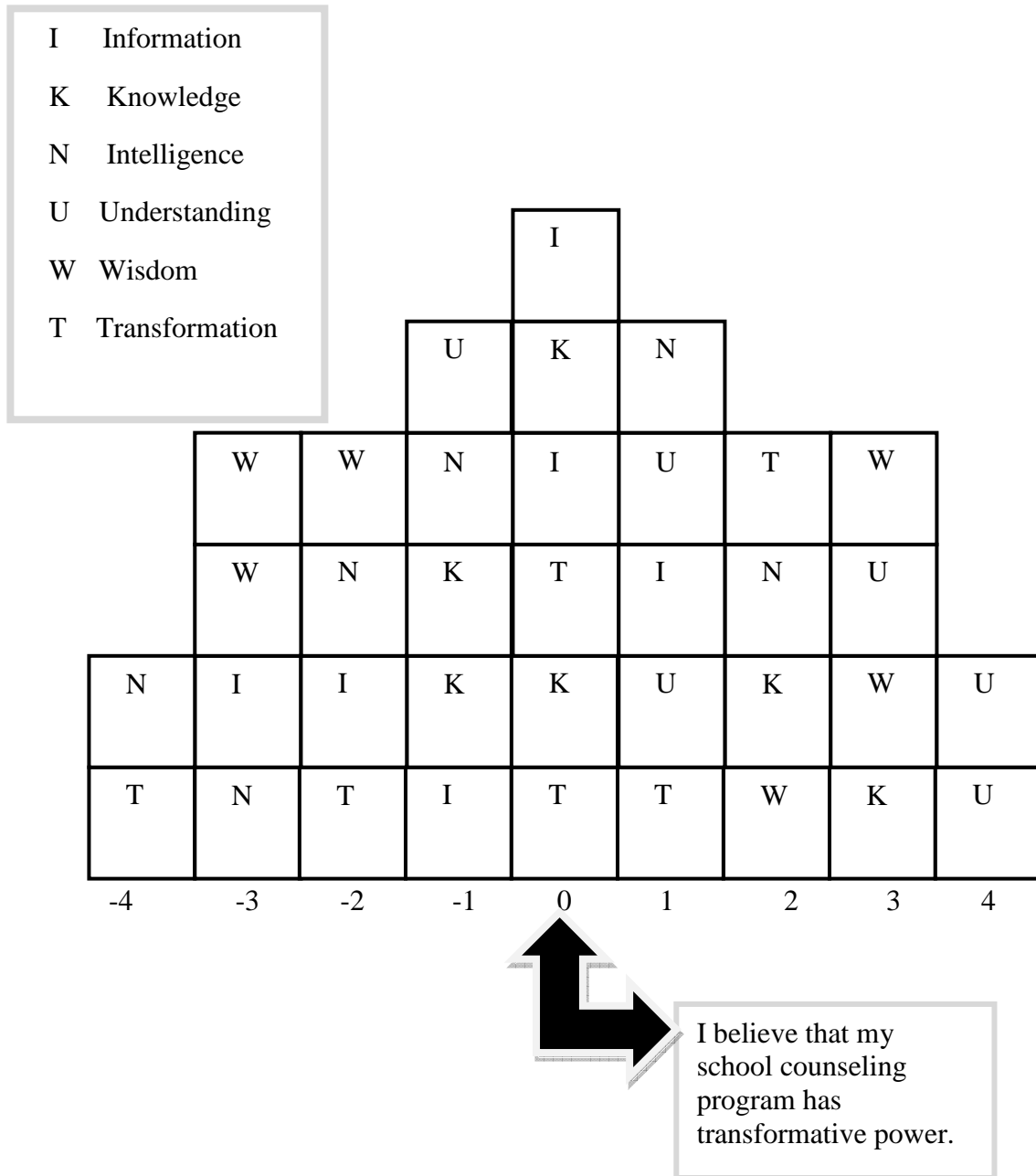
Figure 6. The Practical Traditionalist Coded to Hart's Model of Transformative Education

I	Information
K	Knowledge
N	Intelligence
U	Understanding
W	Wisdom
T	Transformation

				K				
			U	N	N			
	K	W	T	W	N	W	I	
	N	U	W	I	U	W	U	
T	W	N	T	T	T	K	U	I
K	N	K	U	T	I	I	I	K
-4	-3	-2	-1	0	1	2	3	4

I believe my school counseling program has transformative power.

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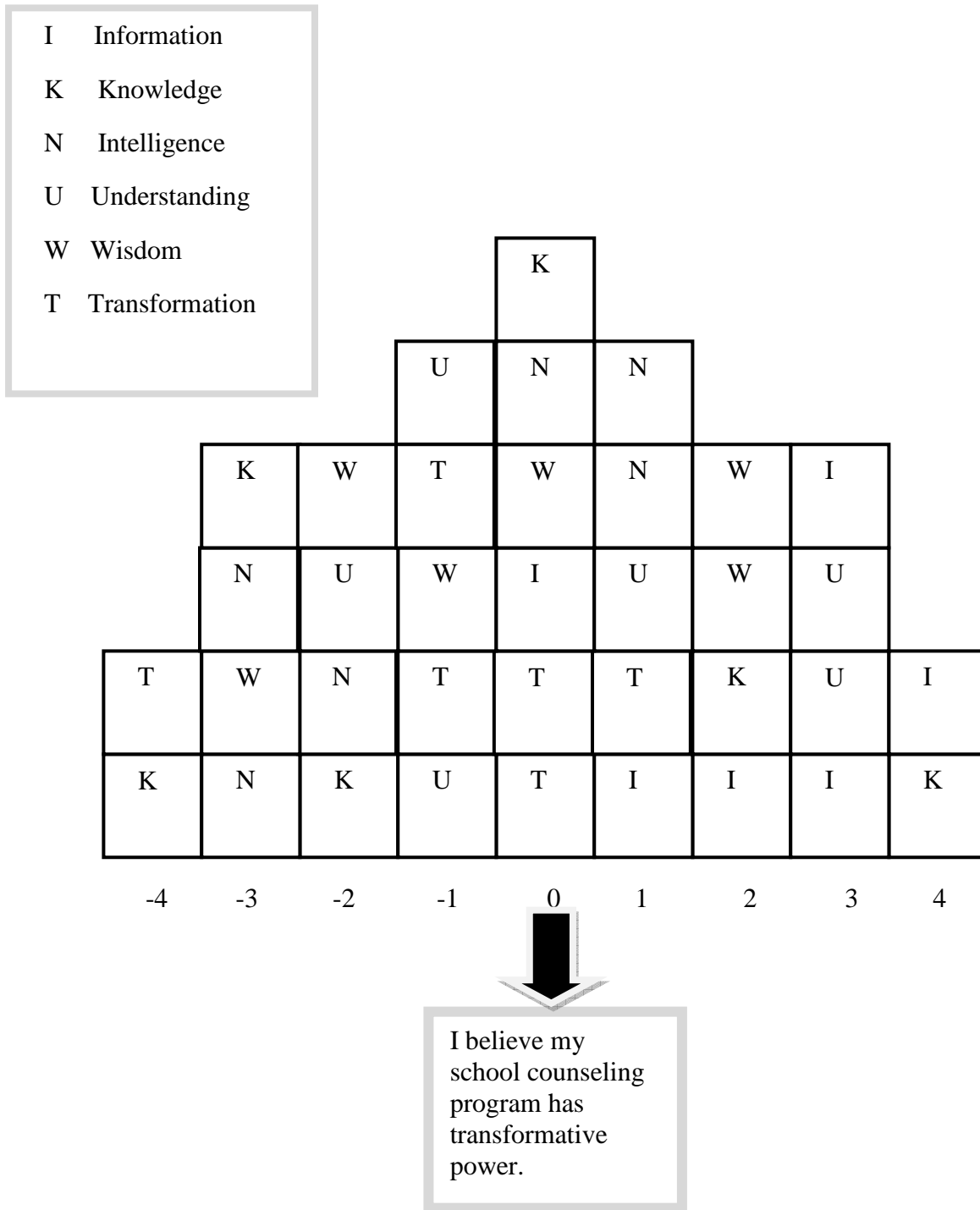
Summary of Results

The results of the study regarding perceptions of school counselors toward their role as social justice educators and advocates indicate that there are at least four distinct perspectives. The Relational Diplomat represents the pervasive viewpoint in that it encompasses the most diverse demographic group in terms of geographic distribution, age, experience, and school counseling level. To this group, harmonious relationships built on empathy and positive regard are most important. Although this viewpoint understands the importance of challenging the status quo to be effective social justice advocates, this viewpoint will not risk relationship to engage in this type of advocacy. This contrasts with the viewpoint of the Advocate for Change who will challenge the status quo by using data to advocate for social justice. This viewpoint values empathy and positive regard with students, but is less empathic with the entire school community. The Practical Traditionalist is a viewpoint that exists largely in the high school context. The school counselors represented by this perspective are concerned with launching students into the next stage of development by providing information about higher education and careers. Finally, the Congruent Pragmatist viewpoint values information-disseminating behavior as well as empathy and positive regard with students. The Congruent Pragmatist also values authenticity and is honest about the limitations of his/her school counseling approach. The Congruent Pragmatist does not believe that the school counseling program has transformative power.

Although the school counseling literature has equated social justice advocacy with elimination of the achievement gap, a theoretical framework adapted from transformational education seems to have relevancy. The Advocate for Change viewpoint, which embraces the initiatives in the ASCA model (2003, 2005), also aligns with Hart's model (2001, 2009) on

transformational education. The school counselors represented by the Congruent Pragmatist perspective do not believe their behaviors, beliefs, and values have transformative power. Because this viewpoint does not give primary importance to statements in the wisdom and transformational stages of Hart's model, this lends further evidence to support how Hart's work informs the didactic school counseling literature on social justice advocacy. The implications of this study and areas for further research will be discussed in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS

The purpose of this study was to describe the perspectives of school counselors toward their role as leaders for social justice advocacy and education and to evaluate how Hart's (2001, 2009) theory of transformational education might inform the social justice school counselor advocacy literature. This chapter summarizes the results of the study, establishes the conclusions based on the findings, and provides an elaboration on the implications for linking school counseling advocacy to a theoretical framework in transformational education. The implications of the findings for theory in school counseling and leadership and for an emerging practice of school counselors are followed by suggestions for future research.

Summary of the Study

Practicing school counselors , N=38, rank-ordered 36 statements derived primarily from Hart's model on transformational education (Hart, 2001, 2009). Instruments used in the study included the Q-sort , Appendix A and the demographic survey, Appendix F to assist with interpretation of sort data. After a statistical analysis of the data, a thorough interpretation of the resultant factor arrays was conducted using high positive and negative z-scores, distinguishing statements, demographic questionnaires, and post-sort interviews with selected participants, four viewpoints were illuminated: Relational Diplomat, Advocate for Change, Practical Traditionalist,

and Congruent Pragmatist. These unique viewpoints operate as four different attitudes shared by the participating school counselors toward social justice advocacy and education. These four patterns of perspectives respond to the first research question, "What are the patterns of perspectives of school counselors toward their role of social justice advocacy and education?"

The school counselors who defined the Relational Diplomat perspective, the pervasive viewpoint, value relationships with all school personnel and employ empathy and positive regard to establish and nurture these highly-prized relationships. Professional activities, including the selection of which school counseling standards to teach, reflect the value the Relational Diplomat places on relationship. The Advocate for Change represents one who believes in the transformative power of the school counseling program, uses data to challenge the status quo, and employs empathy and positive regard with students, but not necessarily with the wider school community. The Practical Traditionalist, who works primarily at the high school level, provides information to launch secondary students into higher education and careers. The Congruent Pragmatist school counselor perspective values relationships based on the Rogerian qualities of empathy, positive regard, and congruence (Rogers, 1958). The role of school counselors represented by the Congruent Pragmatist is to provide information to students, resist the teaching role incorporated into the ASCA model, and not place as much value on acting with transformative power.

The second research question instigated the analysis of theory within each of the four perspectives. Each statement in the Q sort was linked to Hart's (2001, 2009) model, making the analysis by viewpoint possible. The viewpoint Advocate for Change represents school counselors who value the actions, behaviors, and beliefs of the wisdom and transformation stages and believe in the transformative power of the school counseling program. On the other hand,

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The Congruent Pragmatist viewpoint incorporates beliefs and actions from the stages of information, knowledge, intelligence, and understanding, and admits that his/her counseling program lacks those activities that lead to transformation. The Relational Diplomat and The Practical Traditionalist viewpoints did not answer conclusively whether their school counseling programs have transformative power. The Relational Diplomat values the understanding stage in Hart's model and the Practical Traditionalist values information. Although the Hart model of transformational education did not apply to these viewpoints, there is an organizational model that is instructive in further understanding the other three perspectives. An elaboration of this model is provided in the implications for theory in school counseling.

Findings and Conclusions

There are four findings from the research. First, there are at least four different views about the role school counselors might assume within the social justice debate. Second, Tobin Hart's theory (2001, 2009) from transformational education has relevancy to the conceptual school counseling literature regarding social justice advocacy. Third, although the TSCI and the ASCA model posited that school counseling education programs should refrain from teaching the mental health model, all school counseling viewpoints show the influence of the Rogerian therapeutic factors of empathy, congruence and positive regard. Fourth, the Practical Traditionalist viewpoint underlines the unique social justice role within the high school setting.

There are at least four different views about the role school counselors might assume within the social justice debate. Each of these perspectives has value with potential strengths regarding social justice advocacy. The Relational Diplomat viewpoint places primary importance on relationship and prominently shows the influence of Carl Rogers (1958) on

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current school counseling practice . The Advocate for Change viewpoint boldly advocates for change and believes in the transformative power of his/her actions. The Practical Traditionalist perspective, concerned with high school students, views the mission of school counseling as launching students into successful futures. Finally, the Congruent Pragmatist is a hybrid of the Relational Diplomat and Practical Traditionalist viewpoints in that this perspective values relationship while it focuses on providing information to students.

The debate regarding the role of school counselors can be informed by the ASCA directives and the theoretical model of transformational learning by Hart. The acknowledgement that the school counselors represented by the Advocate for Change viewpoint believe that the behaviors and beliefs embodied in the ASCA model lead to transformation as defined by Hart (2001, 2009) lends validity to both the ASCA directives and a theory of transformational education to undergird these directives. Because Q methodology is suited to theory building, the findings of this study support the notion that transformational education theory informs the social justice advocacy role of school counselors in one viewpoint, the Advocate for Change (2003, 2005). Finally there is a theory to support the question that the ASCA model asks, "How are students different as a result of what we do" (p.9)? Although the other viewpoints do not conform to this model from transformational education, Bolman and Deal's organizational model (2003) offers a theoretical lens through which these other viewpoints might be viewed. The implications for the application of this theory are further explored in the implications for theory in school counseling.

Because the last decade of school counseling literature has excluded the voice of the practicing school counselor, the agreement among the viewpoints regarding the importance of empathy and understanding to building relationships with students is noteworthy. These

Rogerian qualities show the influence of the mental health model. Despite the efforts of the last decade to reform the role of the school counselor, this finding underscores that school counselors agree on the saliency of the therapeutic factors of empathy and understanding.

The Practical Traditionalist viewpoint indicates that high school counselors have a unique set of responsibilities in social justice advocacy. Although there were high school counselors who helped to define other viewpoints, only those that work at the high school level defined the Practical Traditionalist viewpoint. This viewpoint is concerned with providing information to students regarding careers and higher education. This preoccupation of the Practical Traditionalist perspective is particularly relevant for school counselors in that providing access to higher education, especially for poor and minority students, is a topical subject in the social justice literature.

Implications for School Counseling

In the last decade, school counseling literature has redefined the role of the school counselor through the publication of the ASCA model (2003, 2005). Much of the writing has been didactic, and the voices of school counselors have been conspicuously absent. This study gave voice to practicing school counselors who are advocating for social justice despite serious obstacles: lack of education for leadership in social justice advocacy, administrators who are unclear about the school counseling role, and a role that has been defined for school counselors without their input. Because this research was aimed at theory building while it illuminated the voices of school counselors, there are important implications for theory in school counseling, and the practice of school counselors.

Implications for Theory

The school counseling literature of the last decade attempted to position school counselors squarely in the reform camp of education by advancing that school counselors work toward eliminating the achievement gap based on standardized test scores. Although the school counseling literature offered models of social justice advocacy, no theory was advanced to support school counseling social justice advocacy (Ratts, et al., 2007; Trusty & Brown, 2005). Throughout this study, I have asserted that school counselors need to adopt a higher purpose than fanatical devotion to test scores. As true social justice advocates, school counselors must understand exactly what observations are tested related to what test scores are measuring. For example, the New York Times education writer, Dillon (2009), reported that during the NCLB era many states were allowed to set their own educational standards. In Oklahoma, where approximately 47% of the participants in this study work, educational standards for math and reading at the fourth and eighth grade levels were lowered twice in the last decade (Dillon, 2009). Essentially, academic standards in Oklahoma are among the lowest in the nation. Therefore, school counselors in Oklahoma who use this low standard to measure the achievement gap are not truly advocating for social justice. Juxtaposed to this narrow definition of social justice is the one offered by Hart (2001, 2009)—to develop the child to his/her full potential in order to serve society. Hart's model aligns with the school counseling perspective that believes in the transformational power of the school counseling program. This theory can truly help school counselors answer the question, "How are students different as a result of what we do" (ASCA, 2005, p. 9)?

In regard to the three other school counseling perspectives, Bolman and Deal's leadership model (2003) adds a theoretical base to support the viewpoints. Bolman and Deal (2003) posited

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a leadership model based on four lenses: the structural, human resources, political, and metaphorical. For school counselors who are defined by the Relational Diplomat viewpoint, their leadership role is motivated by building harmonious relationships with everyone. In Bolman and Deal's framework (2003), school counselors who define the Relational Diplomat viewpoint are leading from the Human Resources leadership lens. When Dollarhide (2003) applied this leadership frame in a qualitative study on school counselor leadership behavior, she concluded that this frame was the lens in which a school counselor was most comfortable, consistent with the finding of this study that the Relational Diplomat is the pervasive viewpoint.

The school counselor defined by the Practical Traditionalist viewpoint has the clear goal of preparing students for the future. With this rational purpose in mind, the Practical Traditionalist is operating from the structural frame according to Bolman and Deal's framework (2003). The structural frame borrows heavily from the work of Taylor and Weber and is concerned with division of labor, work rules, and hierarchy. The Practical Traditionalist shows this pragmatic, rational focus by providing information about careers and higher educational opportunities and organizing the teaching activities around the goal of launching students into careers and college.

The Congruent Pragmatist viewpoint is a hybrid of the Relational Diplomat and the Practical Traditionalist. This school counselor viewpoint provides information, values relationship highly, but rejects the teaching role. The Congruent Pragmatist operates both from the human resources and structural lenses of the Bolman and Deal (2003) framework. That no school counselor viewpoints are consistent with the political frame of Bolman and Deal's model validates Dollarhide's findings. The political frame supports leaders who thrive on managing conflict and coalitions. Dollarhide (2003) speculated that school counselors had great difficulty

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leading from this leadership lens because conflict is seen as an obstacle to harmonious relationships. No viewpoint aligns with the metaphorical leadership lens, an aspect of leadership that deals with meaning and symbols. Bolman and Deal (2003) theorized that managers lead through the human resources and structural lenses and higher-level leaders access the political and metaphorical lenses. School Counselors are still adapting to leadership roles in schools and for this reason, it seems reasonable that they would be operating from a management level of leadership.

Each school counselor viewpoint has implications for school counseling theory. What began as a directive for school counselors to assume a leadership role in advocating for social justice is now supported by organizational and education theory. The Advocate for Change perspective aligns with Hart's theory from transformational education. The Relational Diplomat, the Practical Traditionalist, and the Congruent Pragmatist viewpoints are supported by Bolman and Deal's (2003) organizational theory. Bolman and Deal's (2003) work has been explored in the school counseling literature (Dollarhide, 2003) and there is consistency between the theoretical implications in this study and Dollarhide's findings.

Implications for Practice

The findings of this study have implications for school counselor practice. All four school counseling perspectives reflect the emphasis of the mental health model on school counselor preparation. This is precisely the emphasis that the TSCI (1997) sought to change. The Rogerian therapeutic factors of positive regard, congruence, and empathy are present in all school counselor perspectives. These therapeutic factors are viewed as essential ingredients to building relationship. The presence of these factors confirm the earlier research of Pérusse, Goodnough and Noel (2001b) that school counseling educators teach from the mental health

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model. Although the sample size in the present study is typically deemed too small to be generalized, Brown (1980) argued that the results of a Q study are valid to the phenomenon being studied, social justice advocacy. All school counselor perspectives regarding social justice advocacy show the influence of Carl Rogers' therapeutic factors, positive regard, congruence, and empathy.

Although the teachings of Carl Rogers are associated with the mental-health model of school counseling, a recent study on social justice advocacy in the school counseling field demonstrated its continued relevancy. Singh, Urbano, Haston and McMahon (2010) reported in a qualitative study on social justice that being able to establish relationships is a critical step toward advocating for social justice. The researchers used field experiences of school counselors to illustrate how school counselors can effect change in schools by first establishing relationships based on empathy, positive regard and congruence before they are able to challenge practices. Singh et al., (2010) added credibility to the continued teaching of these relationship-building skills to prospective school counselors, not necessarily so they become in-school therapists, rather that school counselors learn how to be effective change agents.

Although the ASCA model directives do not directly support the importance of these therapeutic skills, it is evident that school counselors value the skills and knowledge to develop relationships based on empathy and understanding. It is important to remember that the ASCA model is a framework and as such, its adoption and adaptation can be applied creatively to fit the school district's unique constellation of school counselors' skills.

Smith, Reynolds, and Rovank (2009) confirmed that adding the leadership role of advocating for social justice to the ASCA model was a radical insertion for which school counselors were not prepared. In the last two years, some of the didactic school counseling

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literature has been blistering toward school counselor's reluctance to challenge the status quo. Bemak and Chung (2008) coined the term "nice counselor syndrome" to describe school counselors who are too preoccupied about upsetting relationships and therefore, through their silence, allow unfair educational practices to continue. Bemak and Chung's (2008) attack could be perceived as a direct assault to the school counselors represented by the Relational Diplomat and Congruent Pragmatist viewpoints. Smith, Reynolds, and Rovank (2009) responded to this attack and emphasized that there is more than one way to advocate for change.

Perhaps the worst form of disenfranchisement is an attack on personal or professional character (e.g., suggesting a person suffers from the "nice counselor syndrome"), including devaluation of advocacy efforts or lack of doing so in prescribed ways. In this regard, this type of behavior itself may reflect characteristics of the oppressor. Rigid criticism of dogma creates the potential for the oppressed to become the oppressor (p.488).

This study has proposed four viewpoints, but these are not to be interpreted as fatalistic or predictive of which school counselors will be effective social justice advocates. Although the desire to establish harmonious relationships, a salient characteristic of The Relational Diplomat and the Congruent Pragmatist perspectives, might be viewed as counselors suffering from "nice counselor syndrome," there is no empirical research to suggest that this school counselor perspective would be ineffective at advocating for social justice. Not surprisingly, many of the school counselors represented by this viewpoint admit that they have never received education on how to be an effective social justice advocate. As leading school counselors have suggested, research is needed to determine what school counseling efforts are effective at social justice advocacy (Field & Baker, 2004; Trusty & Brown, 2005). In fact, the research of Singh et al. (2010) posited that relationship-building is integral to effective social justice advocacy. This

work implies, therefore, that school counselors represented by the Relational Diplomat and the Congruent Pragmatist perspectives have natural strengths to bring to the work of social justice advocacy and education.

Although the Advocate for Change viewpoint most closely aligns with the ASCA model and believes that the school counseling program has transformational power, the school counselors represented by this viewpoint struggle with establishing harmonious relationships with the entire school community. Singh et al., (2010) asserted that school counselors engaged in social justice advocacy need to be politically savvy. Since school counseling advocacy has been linked to school counselor leadership, school counselors represented by the Advocate for Change perspective would benefit from learning about organizational leadership models, particularly the theory promulgated by Bolman and Deal (2003), which prominently features the importance of understanding the nature and importance of politics.

Finally, the school counselors represented by the Practical Traditionalist viewpoint have the distinct strength of focusing on launching the future plans of their students. School counselors engaged in helping students plan for higher education and careers are engaged in important social justice work. In fact, Johnson, Rochkind, and Ott (2010) found that in a sample of 614 young adults between the ages of 22 and 30, six out of 10 reported the college advising from their school counselors to be inadequate. The study further reported that 91% of African American and 82 % of Hispanics reported being poorly served by their school counselors in terms of college counseling (Johnson, Rochkind, & Ott, 2010). Clearly, the emphasis of the Practical Traditionalist viewpoint on helping students plan for the future is a decided strength of these school counselors.

The fact that this viewpoint was represented by three school counselors that loaded favorably and three school counselors that disagreed with this perspective indicates there is controversy regarding this viewpoint. This viewpoint represents five high school counselors and one school counselor who works in a K-12 rural school district. The survey research (Johnson, Rochkind, and Ott, 2010) about the negative impression students have regarding their school counselors' help with higher education is setting off alarm among school leaders, leading them to conclude that at the high school level "the guidance counseling system is a prime candidate for innovation and reform" (p. 74). This research effort, underlining students' dissatisfaction with high school counseling, signals a critical area of school counseling that is posed for discussion, research, and adaptation in the decade ahead.

Suggestions for Further Research

Although one perspective, the Advocate for Change, indicated that his/her school counseling program has transformative power, this does not imply that the Relational Diplomat and the Practical Traditionalist viewpoints do not believe that their programs have transformational power. Because the expressed purpose of the research was to investigate the relevancy of Hart's theory of transformational education to the school counseling social justice advocacy literature, the language of the Q-set comes from Hart's theory (2001, 2009) and may not have captured the broader subjectivity and communicability toward social justice from today's practicing school counselors. Stephenson (1986), the founder of Q methodology, explicitly stated that the concourse and Q set should emanate from conversations about the phenomenon. Participant # 34 insightfully responded in a post-sort questionnaire that "All the statements seemed to have relevancy" emphasizing that all the statements represented socially

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desirable behaviors and values. Ideally, another study on subjective perceptions of school counselors would rely on a concourse that would include in-depth interviews and conversations from school counselors. A Q set representing these conversations might reveal more perspectives. When transformation is framed in the more familiar language of the ASCA model, "Are your students different as a result of what you do" (ASCA, p. 9)?, the data may reveal congruence with this statement.

Although the expressed purpose of this research was not to instigate an investigation of the applicability of organizational theory to the school counseling social justice debate, the Bolman and Deal (2003) model has shown relevancy to this study and confirms Dollarhide's earlier research (2003). Since there is a link between the role of social justice advocacy role and the leadership role of the school counselor, continued examination of organizational theory's application to the social justice advocacy role may have important implications into how school counselors are prepared to assume these new roles. The Bolman and Deal organizational theory (2003) seems to offer promise in explaining how school counselors might assume a leadership role in advocating for social justice. Although Dollarhide's qualitative study (2003) demonstrated the applicability of the model to the leadership activities of a first-year school counselor, this model has not been applied to the social justice leadership role of the school counselor. A more in-depth case-study of an experienced school counselor leading for social justice advocacy may reveal the potential for Bolman and Deal's work to serve as a theoretical framework in school counseling in future research.

Concluding Comments

Active and radical efforts to transform the role of the school counselor have been the hallmark in the school counseling literature throughout the last decade. In an effort to make the work of school counselors seem relevant to the school reform movement, school counselor leaders have aligned social justice advocacy with the elimination of the achievement gap. Although this effort is well-intentioned, it is fraught with mingling the work of school counselors with short-sighted political agendas. To maintain a purity of purpose, this research has shown the relevancy of a transformational education model on the perceptions of school counselors advocating for social justice.

Although the Advocate for Change perspective aligns with the didactic school counseling literature (Bemak, 2000; Bemak & Chung, 2005, 2008; Cox and Lee, 2007, Dahir & Stone, 2009; Halcomb-McCoy, 2007) and the transformational education model (Hart, 2001, 2009), this is not to propose that this school counseling viewpoint is the only perspective that can take on the necessary and important work of social justice advocacy and education. All school counseling viewpoints have value regarding social justice advocacy. The first decade of the 21st century of the school counseling literature has been devoted to crafting new roles and responsibilities for the school counselor. The next decade must be dedicated to careful research on how school counselors are adapting to these new roles and what school counseling behaviors, knowledge and skills contribute to student success defined more broadly than a test score. The last decade has been devoted to telling school counselors what they should be doing. In large part, this has been a response based on fear concerning the extinction of the profession. The next decade must document confidently and boldly how school counselors are leading. School counselors, who work toward helping students achieve their potential to serve society, will

confidently answer the question proposed in the ASCA model (2005): "How are students different as a result of what we do"(p. 9)?.

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APPENDIX A

THE Q SET

1. I provide information to my students. 2. I provide information to students about careers & educational opportunities. 3. I provide information to parents about school issues. 4. I provide information to teachers about students. 5. I communicate with administrators about students & families. 6. I am the clearinghouse of information in my school.	Information
7. I believe it is important for students to solve real-world problems. 8. I use role plays frequently in my work as a school counselor. 9. I use stories and metaphors in my work. 10. I view the school community as a testing-ground to teach about relationships. 11. I seek feedback from stakeholders to prioritize the standards I teach. 12. I allow for different interpretations of truth to exist in my school and counseling program.	Knowledge
13. It is my job to show the school community there is more than one right answer for the dilemmas we face. 14. I encourage my school community to question why? 15. I engage in professional development that allows me to explore my own creative pursuits. 16. I value both intuition-testing and rational empirical knowing. 17. I design & teach activities to increase self-awareness in my students. 18. I help students learn how to learn.	Intelligence
19. I reflect frequently on reframing problems. 20. I try to see through the eyes of my students. 21. I promote an atmosphere of service in my school. 22. I build a school counseling program that supports empathy & understanding. 23. I design educational activities that encourage students to re-examine their perspectives in view of new knowledge. 24. I am a model in my school for empathic listening.	Understanding
25. I challenge the status quo in my school. 26. I use data to design intentional guidance activities. 27. The honoring of students' questions is an integral, foundational principle of my school counseling program. 28. My school counseling curriculum is infused with activities that allow students to reflect on their inner knowledge. 29. I believe deeply in the inner wisdom of children and adolescents. 30. I continually cultivate being present for my students.	Wisdom
31. The purpose of my school counseling program is to educate the mind and soul of my students. 32. The students in my school understand and apply the school counseling standards to achieve inner freedom. 33. The activities I design and teach engage students' creativity and are challenging & inviting. 34. My school counseling program honors students' diversity and it develops a community of shared values. 35. I believe that my school counseling program has transformative power. 36. I have learned to meet professional challenges with honesty, authenticity, and fearlessness.	Transformation

APPENDIX B

IRB APPROVAL LETTER

Oklahoma State University Institutional Review Board

Date:	Monday, March 02, 2009
IRB Application No	ED0941
Proposal Title:	Perceptions of School Counselors Toward Their Role as Social Justice Educators: A Q Method Study
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved   Protocol Expires: 3/1/2010

Principal Investigator(s):

Mary Waters-Bilbo	Diane Montgomery
9327 S. Jamestown Ave.	424 Willard
Tulsa, OK 74137	Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Shelia Kennison, Chair
Institutional Review Board

APPENDIX C

INITIAL EMAIL SOLICITATION

Initial Solicitation Invitation

As part of a research class that I am enrolled in as a doctoral student at Oklahoma State University, I am researching perspectives of school counselors regarding their role as educators for social justice. I would appreciate your participation in my study. I am the principal investigator for this study, but I am working under the direction of my professor, Dr. Diane Montgomery.

Your participation will involve about 30-45 minutes of your time. You will be sorting statements regarding your perspective of this role. Your participation is completely voluntary and will remain confidential.

I appreciate your time and help. Would you be interested in meeting with me?

Okla. State Univ.
IRB
Approved 3/2/09
Expires 3/1/10
IRB# ED-09-41

125
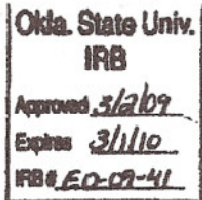
APPENDIX D

RESEARCHER'S SCRIPT

Directions for Sorting Q Statements

Thank you for agreeing to participate in this study. Please make sure you have the materials in front of you. You should have a Form Board and an envelope containing cards, each with a statement printed on it describing ideas about educating for social justice. You will need a pencil later.

Step 1: Please read through the statements and sort them into three (3) piles according to the question: "What most describes your priorities and beliefs in your work as a school counselor?"

The pile on your right are those statements that are most like what you think about the question and the pile on your left are those statements that are most unlike what you think about the question. Put any cards that you don't have strong feelings about in a middle pile.

Step 2: Now that you have three piles of cards, start with the pile to your right, the "most like" pile and select the two (2) cards from this pile that are most like your response to the question and place them in the two (2) spaces at the far right of the Form Board in from of you in column 9. The order of the cards within the column-that is, the vertical positioning of the cards-does not matter.

Step 3: Next, from the pile to your left, the "most unlike" pile, select the two (2) cards that are most unlike your response to the question and place them in the two (2) spaces at the far left of the Form Board in front of you in column 1.

Step 4: Now, go back to the "most like" pile on your right and select the four (4) cards from those remaining in your most like pile and place them into the four (4) open spaces in column 8.

Step 5: Now, go back to the "most unlike" pile on your right and select the four (4) cards from those remaining in your most unlike pile and place them into the four (4) open spaces in column 2.

Step 6: Working back and forth, continue placing cards onto the Form Board until all of the cards have been placed into all of the spaces.

Step 7: Once you have placed all the cards on the Form Board, feel free to rearrange the cards until the arrangement best represents your opinions.

Step 8: Record the number of the statement on the Response Sheet.

Finally, please complete the survey attached to the Response Sheet and add any comments. Thank you for your participation!

APPENDIX E

INFORMED CONSENT

Project Title: Perceptions of school counselors toward their role as educators for social justice: A Q Study

Investigator: Mary Waters, MA, doctoral candidate Oklahoma State University, Educational Leadership
Dr. Diane Montgomery, Professor of Educational Psychology, Oklahoma State University

Purpose: The purpose of this research is to gain insight into the various perspectives of school counselors toward educating for social justice. Your participation in this study will help researchers to learn more about school counselors' perspectives.

Procedures: You will be asked to complete a Q-sort which involves reading several statements and sorting them into categories based on the extent to which the statements reflect agreement or disagreement with your opinions and practice as a school counselor. You will then be asked to record your results on a Record Sheet. In addition, you will be asked to complete a short survey that has demographic questions about you and questions about how you might describe yourself. The session should last about 30-45 minutes. If you choose to provide a first name or code name and phone number, you may be called to discuss study results from your perspective. The call will last about ten minutes.

Risks of Participation: There are no known risks associated with this project which are greater than those ordinarily encountered in daily life

Benefits: Results from this research may be used to help researchers better understand how school counselors view their role as educators for social justice. These results could have implications for professional development.

Confidentiality: Your responses to both the Q-sorts and the surveys are confidential. No names or other identifying information will be attached to your packet and only aggregate data will be reported.
The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.
The OSU IRB has the authority to inspect consent records and data files to assure compliance with approved procedures.

Compensation: There will be no material compensation offered for participation in this research effort.

Contacts: Please feel free to contact the researcher or her advisor if you have questions or concerns about this research project.
Mary Waters, Oklahoma State University, 9027 S. Jamestown Avenue, Tulsa, OK 74137, 918-299-9998 .
Diane Montgomery, Professor, Oklahoma State University, 424 Willard Hall, Stillwater, OK 74078; 405-744-9441; diane.montgomery@okstate.edu

For information on participants' rights, contact Dr. Shelia Kennison, Oklahoma State University, IRB Chair, 219 Cordell North, 405-744-1676. irb@okstate.edu.

Participant Rights: Participation in the current research activity is entirely voluntary. You are free to decline to participate and may stop or withdraw from the activity at any time. There is no penalty for withdrawing your participation.
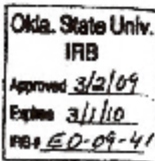
Signatures: I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

Signature of Participant   Date
I certify that I have personally explained this document before requesting the participant to sign it.

Signature of Researcher   Date

APPENDIX F

DEMOGRAPHIC SURVEY

1. What is your gender (check one)?

    _____Female   _____Male

2. How old are you (check one)?

    _____21-30   _____41-50

    _____31-40   _____51-60

    _____ over 60

3. Please check the item that best describes your ethnicity. Check all that apply.

    _____African American   _____Asian American

    _____Hispanic/Latino(a)   _____Native American

    _____White   _____Other, please specify:

4. What is the highest degree that you completed (check one)?

    _____   Bachelor's Degree

    _____   Master's Degree
    _____   Doctorate Degree

    _____ Other, please specify: _____

5. Please indicate the number of years you have worked as a school counselor..

    _____ years counseling elementary

    _____ years counseling middle school

    _____ yearscounseling high school

    _____ years counseling outside a school setting

    _____ Other, please specify: _____

6. What is your current counseling assignment? _____

7. What term best describes your current school setting?

_____ urban

_____ suburban

_____ rural

8. In what state do you work as a professional school counselor?

_____

9. What certifications do you hold? _____

National Board Certification (check one):   ___ Nationally Certified

___ currently attempting for the first time   ___ banked scores, reattempting

___ applying for scholarship this year   ___ never attempted

Licensed Professional Counselor

_____ LPC   ____ never attempted

_____ Under supervision

10. Do you have any formal training/education in social justice advocacy?

11. What else would you like to say about the ideas on the statements you sorted?

If you would like to participate in a phone interview please write your first name or a code name that you will know and a telephone number at which you can be reached.

FIRST NAME _____PHONE NUMBER ___

Appendix G

Demographic Characteristics of Participants

Gender	#	State	Setting	Age	Exp	Race	Type	Social justice
F	1	OK	HS	51-60	11	White	Urban	No
F	2	MA	MS	41-50	7	White	Urban	No
M	3	AZ	HS	51-60	4	White	Suburban	No
M	4	MN	HS	51-60	15	White	Rural	Yes
F	5	OR	District	31-40	5	White	Suburban	No
F	6	IN	HS	41-50	15	White	Suburban	No
M	7	NB	District	31-40	12	White	Urban	Yes
F	8	LA	Elem	51-60	15	White	Suburban	Yes
F	9	MD	Resource	51-60	14	White	Suburban	Yes
F	10	OR	Couns Ed	51-60	8	White	Urban	no
F	11	OR	District	51-60	17	White	Suburban	No
F	12	OR	Elem	51-60	20	White	Suburban	No
F	13	OK	Elem	60+	3	White	Urban	Yes
F	14	CA	Elem	31-40	.5	White	Urban	No
F	15	MI	MS	31-40	10	AA	Urban	No
F	16	OK	HS	21-30	.17	AA	Urban	No
F	17	OK	HS	31-40	13	White	Urban	NO
F	18	OK	HS	51-60	1	White	Urban	No
F	19	OK	K-12	31-40	4	White	Rural	No
M	20	OK	MS	51-60	3	White	Urban	No
F	21	OK	HS	31-40	5	White	Suburban	No
F	22	OK	HS	21-30	2	White	Rural	No
F	23	OK	MS	51-60	19	White	Rural	No
F	24	OK	HS	60+	1	White	Urban	No
F	25	OK	HS	60+	12	White	Rural	No
F	26	OK	HS	51-60	14	White	Urban	No
F	27	NJ	HS	60+	5	White	Urban	No
F	28	OK	HS	41-50	5	Hispanic	Urban	No
F	29	OK	Couns ed	31-40	16	White	Rural	No
F	30	OK	MS	60+	8	White	Urban	No
F	31	OK	MS	51-60	12	White	Urban	No
F	32	OK	HS	41-50	9	White	Urban	No
F	33	NJ	MS	41-50	10	White	Suburban	No
F	34	NJ	MS	41-50	11	White	Suburban	No
F	35	NJ	MS	31-40	5	White	Suburban	No
F	36	NJ	HS	51-60	11	White	Suburban	No
M	37	NJ	HS	51-60	35	White	Suburban	No
F	38	AZ	HS	41-50	4	White	Suburban	No

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF SCHOOL COUNSELORS TOWARD THEIR ROLE AS
         SOCIAL JUSTICE ADVOCATES AND EDUCATORS

Major Field: Educational Leadership

Education: Graduated from Rutgers University, Phi Beta Kappa in May 1979 with the
    B.A. degree in Spanish and English education; Graduated from Rider University in May,
    1996 with the M.A. degree in counseling services.
    Completed the requirements for the Doctor of Education in Education
    Leadership at Oklahoma State University, Stillwater, Oklahoma in May 2010.

Experience: Worked as a Spanish/English teacher in Rutherford, NJ from September, 1979 to
    June, 1981. Worked as a Human Resource Professional for various firms from June, 1981 to
    April, 1990. Worked as a middle school counselor in Scotch Plains-Fanwood School District
    from September 1997 to June 2001; worked as a junior high school counselor at Sapulpa
    Junior High School from September 2002-May 2003; worked as an elementary school
    counselor at Newcomer International (Tulsa Public Schools) from September 2003 – June
    2008; worked as a high school counselor at Webster High School (Tulsa Public Schools)
    from September 2008-Present

Professional Memberships: Member of American School Counseling Association; member of
    Oklahoma Counseling Association.

Name: Mary Waters-Bilbo   Date of Degree: May, 2010

Institution: Oklahoma State University   Location: Stillwater, Oklahoma

Title of Study: PERCEPTIONS OF SCHOOL COUNSELORS TOWARD THEIR ROLE
                AS SOCIAL JUSTICE ADVOCATES AND EDUCATORS

Pages in Study: 130   Candidate for the Degree of Doctor of Education

Major Field: Educational Leadership

Scope and Method of Study: The purpose of this study was to describe the perceptions
    of school counselors toward their role as social justice educators and advocates. The
    study also examined whether a theory of transformational education had relevancy to
    the social justice role of the school counselor. Participants in the study include 38
    school counselors from 12 states. Q methodology was used to illuminate the
    subjective responses of school counselors who sorted 36 statements according to the
    condition of instruction, "What most describes your priorities and beliefs as a school
    counselor?"

Findings and Conclusions: The statements were factor analyzed through statistical
    procedures, resulting in a 4-factor solution that represented counselor viewpoints:
    The Relational Diplomat, the Advocate for Change, the Practical Traditionalist, and
    the Congruent Pragmatist. The Advocate for Change perspective most closely aligns
    with the current conceptual school counselor literature and the recommendations in
    the ASCA model. In terms of Hart's theory (2001, 2009) on transformational
    education, the Advocate for Change perspective clearly believes his/her school
    counseling program has transformative power while the Congruent Pragmatist does
    not believe his/her school counseling program has transformative power. This
    finding lends legitimacy of a transformation educational theory to undergird the
    social justice advocacy movement in school counseling.

Adviser's Approval   Dr. Bernita Krumm
_____