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School Personnel Perceptions of Professional School Counselor Role and Function

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**SCHOOL PERSONNEL PERCEPTIONS OF PROFESSIONAL SCHOOL
COUNSELOR ROLE AND FUNCTION**

by

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ABSTRACT**SCHOOL PERSONNEL PERCEPTIONS OF PROFESSIONAL SCHOOL
COUNSELOR ROLE AND FUNCTION**

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Old Dominion University, 2013
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The purpose of this research study was to examine the attitudes held by school-based administrators, teachers, and professional school counselors regarding ideal and actual roles of the professional school counselor. The survey instrument utilized in this research study, the PSCRFA, is grounded in the ASCA model and reflective of current school counseling ideology. This investigation determined if attitudes within and among the groups differed significantly along specific independent variables, such as age, gender, years of experience, school setting, student caseload, and educational level for school-based administrators, teachers, and professional school counselors working in an urban public school district in Hampton Roads, Virginia, as measured by the Professional School Counselor Role and Function Appraisal (PSCRFA). In addition, this study assisted in ascertaining the preferred level of engagement for professional school counselors within the school-wide counseling program. Quantitative statistical analyses were performed using SPSS® Data Analysis System (IBM, 2012) to test for differences between and among groups of school-based administrators, teachers, and professional school counselors.

Analysis of variance between ratings on degree of significance and degree of frequency revealed no statistically significant differences between administrators, teachers, and counselors along the three scales—except for significance ratings for

Performance Standards. It was concluded that no significant association existed between the positions held by school personnel, their ratings on the importance of school counselor tasks, and ratings on how often tasks were performed. Overall, there was evidence of minimal agreement between participants' beliefs of more significant performance standards being performed more frequently, as well as more significant counselor roles being performed more frequently. Within group differences were statistically significant for administrators and counselors with respect to degree of significance for work performed by professional school counselors. The results indicated that, overall, counselors most frequently reported higher ratings on the importance of program standards, performance standards, and counselor role. Overall scores for all three groups were lower for frequency than for importance, indicating that the school counselor's level of functioning did not match the ideal performance levels preferred by school personnel.

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It is with the utmost respect and admiration that I express my gratitude to my parents for instilling in me, at an early age, the desire to do more and become more. God bless you for tirelessly supporting and loving me through all things.

I am extremely grateful to my siblings for their encouragement and confidence. I can now respond to my Dad's question, "Have you finished that paper yet?" with a resounding "Yes!".

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CHAPTER ONE

INTRODUCTION

Evolution of School Counseling

Historically, the role of the school counselor has been contextually-based--reflective of the era in which it was situated and the student population served. Campbell and Dahir (1997, p. 9) suggested that “the role of the school counselor should be determined by the educational, career, and personal development needs of students”. As student needs and characteristics shift, the design of student support services must also adjust. Therefore, the impressionistic nature of the school counseling field, while essential, may contribute to the perplexity surrounding the role and function of the professional school counselor (Whiston, 2002; Herr & Erford, 2006; Perkins et al., 2010). The field of school counseling, however, is not alone in its transformative practices. Perkins, Oescher, and Ballard (2010, p. 4) suggested that in order “to understand the development of school counseling in the United States, it is necessary to view it as part of a larger educational system that is constantly being affected by other factors.”

National school reform movements, beginning around the 1980's, were perhaps one of the most influential series of events to catapult the field of school counseling into major transition. These movements were designed to enhance curriculum standards, increase academic rigor and relevance, and generate exceptionally-prepared high school graduates (US Department of Education, 1994; Burnham & Jackson, 2000). Legislative initiatives targeting public education were viewed as meaningful endeavors to ensure that all graduates of high schools and postsecondary institutions located within the United States could fully participate in the 21st century—garnering the strategic placement of

America within the global economy (US Department of Education, 1994; Burnham & Jackson, 2000).

Professional Collaboration and Student Achievement

Achievement, to this extent, would require the concerted efforts of numerous individuals—school personnel invested in long-term success—and accountability measures designed to evaluate the success of systems and participants. To this end, leaders within the field of school counseling, Campbell and Dahir (1997), created school counseling program standards to facilitate conversations among school counselors, school-based administrators, faculty, parents, businesses, and the community to streamline the school counselor's role in enhancing student learning (Dahir, 2000). Ideally, the professional school counselor, taking full advantage of a collaborative model by including students, staff, school-based administrators, families, student services personnel, agencies, businesses, and other members of the community, assists in creating an environment in which student success may be optimized (Campbell & Dahir, 1997).

Beran and Lupart (2009) also find credence in the idea that a school's culture and environmental fit impact student achievement. A school's culture is a conglomeration of the cultures that coalesce when students and school personnel interact with each other and their environment. Collaboration among school personnel is perhaps one element capable of strengthening the support base available to students who often have limited emotional, academic, and/or financial resources within their families. A child raised within a family that resides in an area that is largely concentrated with other impoverished families, is more likely to experience educational disadvantages (Lui, 2008, p. 976). Urban settings are notoriously referred to as low-income. However, the Bureau

of the Census' general definition of urban areas refers to "urbanized areas of 50,000 or more population", includes "densely developed territory, and encompasses residential, commercial, and other nonresidential urban land uses" (Urban Area Criteria for the 2010 Census, n.d.).

Title I of the Elementary and Secondary Education Act dictates the manner in which federal funds are allocated for impoverished students in public schools—urban, rural, or otherwise (Liu, 2008, p. 973). A school's Title I status is most often determined by the percentage of students receiving free and reduced-priced meals (Pascopella, 2005, p. 25). The No Child Left Behind Act (NCLB), formerly the Elementary and Secondary Education Act, became a vehicle to address disparities through funding, the provision of qualified staff, accountability measures, and supplemental education services (Pascopella, 2005, p. 25). Among the elementary schools within the United States, nearly 67% received Title I funding in 2005 (Pascopella, 2005, p. 25). These subsidies, intended to increase achievement, play a vital role. Just as significant, however, are the roles performed by school-based administrators, teachers, and professional school counselors.

ASCA regularly examines the nature of the work performed by professional school counselors. ASCA (2005, 2012) proposes that the role of the professional school counselor is to enhance learning for all students by integrating academic, career, and personal/social development. Targeted school counseling initiatives address these areas through a program that is comprehensive and developmental in nature. However, the support of school-based administrators and teachers is critical to the effective implementation of a comprehensive school counseling program aligned with the ASCA

National Model® (2005, 2012); but questions remain about how administrators and teachers perceive and value school counseling.

Significance of the Study

This research study explored attitudes held by school-based administrators, teachers, and professional school counselors regarding ideal and actual roles of the professional school counselor. This investigation was initiated to determine if attitudes within and among the three groups differed significantly along specific independent variables, such as age, gender, years of experience, school setting, school's Title I status, student caseload, or educational level, licenses held, certification earned, and membership in professional organizations. The results provide information that may assist professional school counselors, counselor educators, school counselors-in-training, directors of school counseling, school-level, district-level, and state-level administrative personnel, community agencies, legislators, and members of business and industry. For example, practicing school counselors may consider increasing the frequency of tasks that are highly regarded by school personnel to obtain and retain their support.

Counselor educators might revamp their school counseling program objectives to include greater emphasis on school counseling program development which accounts for deficient levels of school personnel's value and support. Improved levels of graduate training and preparation directly benefit school counselors-in-training and the populations that they will soon serve. Additionally, school counseling directors may coordinate targeted interventions and professional development opportunities to expand school counselors' perceptions of self-efficacy and attainment of ASCA-prescribed roles and functions. Community partnerships, funding considerations, and legislation may also be

impacted by the results of this research study. Community agencies and elected officials may earmark funding or recruit investors to assist in the attainment of key elements comprising ASCA model (2005, 2012) school counseling programs. Members of industry may identify a void in career readiness-related tasks and create opportunities for students to intern with or shadow their employees--supporting their need for more highly qualified graduates entering the workforce.

Previous studies delved into perceptions held by school personnel toward the role of the professional school counselor and school counseling program delivery. However, Clemens et al. (2010) found that much of the previous research employed outdated measures as their foundation—instruments that focused on program elements most closely associated with Gysberian-type school counseling program models versus more recently developed ASCA model programs. What remains to be explored is research that is grounded in measureable outcomes prescribed by the ASCA National Model® (2005, 2012) as the basis for attitudes toward tasks and the degree of task significance for activities in which counselors engage.

This study of the perceptions of the role and function of the professional school counselor is important for several reasons. At the most basic level, this study identified school personnel's beliefs, as evidenced by how important the school counseling role appeared and to what extent programmatic delivery met school personnel's expectations. It adds to the body of research on trends in attitudes held by school personnel concerning tasks that are and are not instrumental in the implementation of a comprehensive school counseling program that is researched and endorsed by ASCA, a national governing body. This knowledge may assist in improving program planning and allow counselors to

target professional development modules within specific segments of the school population.

Literature suggests that the professional school counselor is positioned within the educational setting in such a way that a multiplicity of matters falls within the counselor's purview (Burnham & Jackson, 2000; Clemens, Carey, & Harrington, 2010). The context in which students' academic, career, and personal/social needs are met is ever-changing-- though students' fundamental needs are generally consistent over time. This study further addressed deficiencies in the literature because the research instrument utilized offered a relatively stable measure with which future studies may be conducted.

In addition, this study assisted in ascertaining the preferred level of engagement for professional school counselors within the school-wide counseling program. If the professional school counselor's role is not evaluated by others within the most appropriate context, and not well-understood or perceived as significant, collaborative efforts may be stalled, and the consequences are numerous. For example, the professional school counselor may then work in isolation, perform non-counseling related tasks, become stressed by job demands, become unable to perform required tasks, and be perceived as insignificant. In times such as our present day, when economic instability is endemic, many professions are forced to substantiate their necessity. Sequestration 2013 compromises the integrity of even essential personnel, funding, and entities. Counselors are directly affected when the work of professional school counselors is under-valued and misunderstood because it becomes easier to eliminate school counseling positions when the federal government, states and locales face the arduous task of reducing spending.

Purpose of the Study

The purpose of this research study was to examine the attitudes held by school-based administrators, teachers, and professional school counselors regarding ideal and actual roles of the professional school counselor. This investigation determined if attitudes within and among the groups differed significantly along specific independent variables, such as age, gender, years of experience, school setting, student caseload, and educational level for school-based administrators, teachers, and professional school counselors working in an urban public school district in Hampton Roads, Virginia, as measured by the Professional School Counselor Role and Function Appraisal (PSCRFA).

Rationale

Dahir (2000) found that shifts in contemporary education resulted in more and more intricate functions for school counselors. Increasing demands placed on the educational process for the production of results-based outcomes led to a reassessment of school counseling programs and the need to more closely align school counseling standards with academic standards (Dahir, 2009). More clearly defining the role and function of counseling within the educational setting was an act of professional posturing in order to substantiate the work that school counselors regularly perform in support of the educational agenda. Dahir et al. (2009, p. 183) reported that focus shifted from “the delivery of a menu of ancillary services to demonstrated outcomes that show student benefits from comprehensive programs.” Coordination with school personnel within the educational setting fosters collaboration and the ability to demonstrate the value of the professional school counselor in facilitating positive student development (Griffin & Farris, 2010).

In theory, a school counseling program that is based on the ASCA National Model® (2005, 2012) enables all students to achieve success in school and to develop into contributing members of our society (Dahir, 2000). However, a requisite degree of school personnel's commitment must first be achieved. This includes steadfast dedication on the part of the counselor. Burnham and Jackson (2000) examined actual practices and existing school counseling program models and found that professional school counselors also hold opposing viewpoints regarding role identity and the most effective means to perform their duties.

Further, Dahir et al. (2009) conducted a study of 934 public school counselors within Alabama. The purpose of the study was three-fold: (a) explore attitudes, beliefs, and priorities as a means to determine readiness to deliver ASCA model school counseling programs; (b) evaluate differences between schools at each level (elementary, middle, high, K-12, other); and (c) identify professional development opportunities to guide counselors closer to a state of readiness. Respondents completed the Assessment of School Counselor Needs for Professional Development (ASCNPD) self-report. Among the results, the authors found that professional school counselors may rank some ASCA-prescribed school-counseling related tasks as less significant due to a lack of training. If counselors are likely to place less importance on various aspects of their role, so too, other school personnel may discount the importance of these fundamental tasks. This study ascertained the degree of importance placed on tasks which are considered critical to the effective implementation of ASCA model school counseling programs, along with beliefs about the degree to which the roles are addressed within the school counseling program.

Theoretical Foundation

Myrick (1997), a prominent figure within the field of school counseling, provided early groundwork for what has evolved into the collaborative model embedded within ASCA's philosophy of comprehensive counseling programs within the educational setting. He reviewed numerous studies on human relations, sensitivity groups, and interpersonal skills and concluded that "the quality of a teacher-student relationship affects learning outcomes and that students learn best in an environment where people interact positively with one another" (Myrick, 1997, p. 34). Myrick's (1997) developmental approach to guidance and counseling centered on an organized curriculum designed to impart skills, knowledge, and experiences which enhance student learning. Eight goals, applicable to all K-12 educational settings, were outlined in Myrick's *Developmental Guidance and Counseling: A Practical Approach, 3rd edition* (1997, p. 35): (1) Understand the school environment; (2) understand self and others; (3) understand attitudes and behavior; (4) decision making and problem solving; (5) interpersonal and communication skills; (6) school success skills; (7) career awareness and educational planning; and (8) community pride and involvement.

Seven fundamental principles also guided the school counseling programs which Myrick (1997, p. 37) envisioned: (1) Developmental guidance is for all students; (2) developmental guidance has an organized and planned curriculum; (3) developmental guidance is sequential and flexible; (4) developmental guidance is an integrated part of the total educational process; (5) developmental guidance involves all school personnel; (6) developmental guidance helps students learn more effectively and efficiently; and (7) developmental guidance includes counselors who provide specialized counseling services

and interventions. While Myrick conceded that a national cross-section of schools would reveal varied organizational styles, job titles, assignments, personnel, and resources, he remained certain that “a comprehensive developmental guidance program is built primarily on the work of: 1) administrators; 2) teachers; 3) counselors; and 4) other support personnel” (Myrick, 1997, p. 42).

Overview of Methodology

The research design for this study utilized survey method to explore the attitudes of school-based administrators, teachers, and professional school counselors toward ideal versus actual role and function of the professional school counselor. This study employed convenience sampling. All participants were employed within an urban public school district in Hampton Roads, Virginia. To obtain permission to survey school-based administrators, teachers, and professional school counselors, a school district-provided research authorization request was completed by the researchers and reviewed by the research authorization committee. Each participant was recruited via electronic mail to request their participation.

A researcher-designed survey instrument, the PSCRFA, was used in this research study. Section I of the instrument recorded participant characteristics. Section II included ASCA National Standards for the professional school counselor to accomplish through a comprehensive school counseling program. Section III contained performance standards endorsed by ASCA for school counselors. School counseling roles indicated in the Transforming School Counseling Initiative were presented in Section IV. Section V presented tasks (half more appropriate and half less appropriate) identified through Campbell and Dahir’s (1997) research. In Sections II through IV, participants used a five

point Likert-type scale to rate items along two dimensions: (1) degree of significance for role behaviors and (2) degree to which the behaviors are addressed through the school counseling program. Participants were contacted via electronic mail, asking for their participation in the study. A link to the SurveyMonkey® website was provided so that participants could more easily access the PSCRFA.

The invitation letter contained in the email detailed significant information for participants. Participants were informed that their participation was entirely voluntary and confidential and that the results of the survey would be anonymous. Access to results is controlled by the researchers. Survey Monkey® encrypts answers and will not enable cookies on a computer's hard drive. Furthermore, the researchers were unable to monitor individual participants because Survey Monkey® does not identify electronic mail addresses for individuals who have and have not responded. The data was collected during a two-week period. One week following initial contact, participants received a reminder email that notified them of the time remaining in the data collection period and requested their participation. The data collection period ended two weeks following initial contact with participants. All participants who completed the PSCRFA had the option to enter a prize drawing for one \$100.00 VISA® gift card. When participants provided their contact information to enter the drawing, this was only to ensure that an individual could be contacted should he or she win. Any contact information provided, such as names and emails, was used only to notify the winner.

Statistical analyses included nonparametric procedures based on the type of data collected in this research study. Quantitative statistical analyses were performed using SPSS® Data Analysis System (IBM, 2012) to test for differences between and among

groups of school-based administrators, teachers, and professional school counselors. Kruskal-Wallis Tests indicated whether there were significant differences between school-based administrators, teachers, and professional school counselors regarding their perceptions of degree of professional school counselor role significance and the degree to which the role was addressed through the school counseling program, as measured by the PSCRFA. The association between professional affiliation, perception of school counseling-related role behaviors, and perception of the degree to which the behaviors were addressed was initially analyzed using the Chi-Square Test. However, results revealed that a primary assumption was violated and the Fisher's Exact Probability Test was performed in lieu of the Chi-Square Test. To determine the level of consistency between participants' perceptions of school counseling role behaviors and perceptions of the degree to which the behaviors were routinely addressed within the school counseling program, the Kappa Measure of Agreement was performed for scores along the scales of the PSCRFA. Finally, within group differences were analyzed using the Friedman Test.

Research Questions

The research design for this study utilized survey method to explore the attitudes of school-based administrators, teachers, and professional school counselors toward the role and function of the professional school counselor.

This research study was guided by the following questions:

1. Are there statistically significant differences between school-based administrators, teachers, and professional school counselors regarding perceptions of the degree

of role significance and the degree to which the role is addressed through the school counseling program, as measured by the PSCRFA?

2. What is the association between professional affiliation, perception of school counseling-related role behaviors, and perception of the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA?
3. How consistent are perceptions of school counseling-related role behaviors and perceptions of the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA?
4. Are there statistically significant differences among school-based administrators, teachers, and professional school counselors regarding the degree of role significance and the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA?

Limitations of the Study

Study results are limited to 48 school-based administrators, teachers, and professional school counselors employed within one urban school district in Hampton Roads, Virginia during the 2011-2012 academic year. Consequently, this may impact the ability to generalize the results beyond the sample included in the study. The accuracy of the findings was influenced by the reliability and validity of the instrument used to collect the data. Additionally, participants' ability to understand the survey instrument might have served as a limitation. Finally, as with any self-report measure, there is a possibility that social desirability impacted participants' responses.

Assumptions of the Study

Participants were selected from school-based administrators, teachers, and professional school counselors within an urban public school district in Hampton Roads, Virginia. It was expected that the sample may not have been entirely representative of the total population of school-based administrators, teachers, and professional school counselors. It was expected that most, if not all, school-based administrators and professional school counselors in the sample held master's degrees, and all teachers in the sample possessed bachelor's degrees at a minimum. Both male and female participants were included in the sample. Finally, it was assumed that participants would be able to master internet usage and possessed the ability to navigate online in order to complete and submit the electronic self-report.

The purpose of this study was to explore attitudes held by school-based administrators, teachers, and professional school counselors regarding the ideal and actual roles of the school counselor. This investigation revealed whether attitudes within and among the three groups differed significantly along specific independent variables, such as age, gender, years of experience, school setting, school's Title I status, school size, student caseload, grade level assignment, educational level, licenses held, certification earned, and membership in professional organizations. This study used a non-experimental survey method to examine whether there were significant differences in how professional affiliation (school-based administrator, teacher, professional school counselor) related to perceptions of professional school counseling role significance and observed performance.

Definition of Key Terms

<u>ASCA:</u>	American School Counselor Association—national governing body for school counseling profession
<u>ASCA National Model@:</u>	Universal school counseling framework that focuses on program foundation, delivery, management, and accountability while emphasizing three core student domains: academic, career, and personal/social development
<u>Professional Affiliation:</u>	One of three job types—school-based administrator, teacher, professional school counselor
<u>Professional School Counselor:</u>	State-certified counselor within the school setting
<u>PSCRFA:</u>	Professional School Counselor Role and Function Appraisal—self-report to measure attitudes about professional school counseling
<u>Role and Function:</u>	Improve student achievement through leadership, advocacy, and collaboration—resulting in systemic change.
<u>School-Based Administrator:</u>	Principal or assistant principal holding an administrative credential
<u>School Personnel:</u>	School-based administrators, teachers, and professional counselors within the school setting

<u>School Setting:</u>	Location where services are provided to students: early childhood, primary, elementary, middle/junior high, high school, and alternative/specialized
<u>Teacher:</u>	Credentialed educator working in a school setting
<u>VSCA:</u>	Virginia School Counselor Association—state-level division of ASCA

Summary

The nature of school counseling transforms as societal and student demands shift. Review of the literature reveals that there is currently a limited amount of scholarly research into perceptions held by school-based administrators, teachers, and professional school counselors regarding the role of the professional school counselor as prescribed by the ASCA National Model® (2005, 2012). Additional research is needed, and this study ascertained whether existing school counseling programs and practices seemed to align with recently-developed national school counseling standards. The survey instrument utilized in this research study, the PSCRFA, is grounded in the ASCA model and reflective of current school counseling ideology.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction to the Literature

Literature indicates that school-based administrators often determine the manner in which the school counselor functions within the academic setting (Wilkerson, 2010; Amatea and Clark (as cited in Clemens, Milsom, & Cashwell, 2009); Green and Keys, 2001). As a result, it behooves the school counselor to gain an awareness of school counseling tasks that are highly regarded by their school-based administrator. At the same time, school counselors are in a position to educate school-based administrators about program elements that are less understood or viewed as less significant.

The purpose of this study was to explore attitudes held by school-based administrators, teachers, and professional school counselors regarding the ideal and actual roles of the school counselor. This investigation revealed whether attitudes within and among the three groups differed significantly along specific independent variables, such as age, gender, years of experience, school setting, school's Title I status, school size, student caseload, grade level assignment, educational level, licenses held, certification earned, and membership in professional organizations. This study used a non-experimental survey method to examine whether there were significant differences in how professional affiliation (school-based administrator, teacher, professional school counselor) related to perceptions of professional school counseling role significance and observed performance.

A review of the literature regarding perceptions of the role of the school counselor was conducted using electronic databases such as ERIC Digest, Education Research Complete, and ProQuest to locate scholarly journal articles, books, and professional publications. Explored were studies on school personnel's attitudes and beliefs about school counseling.

Preferred Type and Level of Engagement

School-based administrators have traditionally taken the lead in coordinating school-wide efforts designed to improve student achievement (Dahir, 2001). Wilkerson (2010) analyzed the articles published in the NASSP (National Association of Secondary School Principals) Bulletin between 1997 and 2007 to determine the extent to which school counselor reform aligned with the work of school-based administrators. The study was designed to explore themes that were perceived as most important to school-based administrators in comparison to those themes believed to be most significant within the field of school counseling. The *National Standards*, the *National Model*, and the *School Counselor Competencies* were selected as guiding documents for school counseling.

The research design involved content analysis of the following: NASSP Bulletin, ProQuest Education online database, review of articles published in the NASSP Bulletin from 1997-2007, and review of abstract pages for articles contained in the ProQuest Education Journal's database. Analysis included 752 articles presented in the NASSP Bulletin between 1997 and 2007. Article types included features ($n = 605$), book reviews ($n = 101$), commentary ($n = 32$), news ($n = 5$), general information ($n = 4$), interviews ($n = 3$), and product reviews ($n = 2$). Using Excel, data collected from the abstract pages in

ProQuest were recorded in five categories--article type, author, article title, month/year/volume/issue/page number, and up to three subject indicators.

To obtain rater reliability, only the indicators listed on the abstract pages were used in the analysis. Frequency counts were totaled for all subject indicators and some indicators were combined into a general topic. All of the articles from the *NASSP Bulletin* were placed into categories with at least one subject indicator identified in the ProQuest abstracts. Ninety nine percent of the articles ($n = 748$) were grouped with at least two indicators and 93% ($n = 701$) were grouped with at least three, the maximum number of indicators. Frequency counts revealed 383 distinctive predictors.

Wilkerson (2010) identified a total of 2,201 indicators from the *Bulletin's* 752 articles between 1997 and 2007; and 63% ($n = 1,380$) comprised the top twenty consolidated indicators: (1) Secondary Schools, Schools, Middle Schools; (2) Education, Learning, Academic Achievement; (3) Educators, Teachers; (4) Students, Secondary School Students, Middle School Students; (5) Nonfiction; (6) School Administration; (7) Education Reform; (8) Principals, School Principals; (9) Standards, Quality of Education; (10) Leadership, Education Leadership; (11) Technology; (12) Special Education; (13) Curricula; (14) Book Reviews; (15) Professional Development; (16) Education Policy; (17) Schedules; (18) Educational Evaluation; (19) Mathematics Education; and (20) School Discipline. Academics and achievement were the primary focal points of the content within the *NASSP Bulletin*. Information pertaining to school personnel's collaboration was frequently included, as well. Finally, the topics of standards and reform were also emphasized in the *Bulletin*.

Examining School Counselor Functionality

Pérusse, Goodnough, Donegan, and Jones (2004) surveyed professional school counselors ($n = 1000$) and school-based administrators ($n = 1000$) to examine whether there were differences in how each group perceived the degree to which the national standards for school counseling should be emphasized for school counseling programs. The study also explored the degree of variance between school counselors and school-based administrators with respect to tasks deemed appropriate for school counselors, as well as the level of emphasis believed to be appropriate for domains prescribed by the Transforming School Counseling Initiative.

The researchers utilized survey method and random sampling in their research design. A sample of 1000 professional school counselors was randomly selected from the ASCA membership database. To create the sample of school-based administrators, the researchers purchased a random sampling of 500 members from the National Association of Secondary School Principals and 500 members of the National Association of Elementary School Principals. Participants from across the nation were included in each sample, representing urban, suburban, and rural school districts. Surveys were sent to members of the sample ($n = 2000$) and after one week, reminder postcards were distributed. Three weeks following their initial contact, the researchers provided a second mailing to participants who had not yet responded. The following response rates were reported: ASCA members, 63.6% ($n = 636$); NASSP members, 51% ($n = 255$); NAESP members, 44% ($n = 220$).

A researcher-designed instrument was used to collect data in this study. The first section of the survey included nine National Standards as stem items and participants

rated each standard to indicate the ideal degree of emphasis that school counselors should afford each item. The Likert-type scale ranged from 1 to 5 (1 = no emphasis, 2 = limited emphasis, 3= moderate emphasis, 4 = more emphasis, 5 = most emphasis). In the second section, Campbell and Dahir's (1997) recommendations for appropriate school counseling program tasks and inappropriate nonschool counseling program tasks were used as stem items. Participants were instructed to place a circle around the word "yes" or "no" to indicate their beliefs about the appropriateness of each task. If participants were members of ASCA, they were asked to report this by placing a check in the box as appropriate.

These two sections were evaluated by one of the authors of the National Standards, and consequently, some items were revised. Information endorsed by The Education Trust (1997) was used to create the eighteen stem items included in Section 3. The stem items were comprised of Transforming School Counseling Initiative's five domains (Leadership, Advocacy, Teaming and Collaboration, Counseling and Coordination, and Assessment and Use of Data), as well as tasks that may be performed in order to effectively implement the domains into the school counseling program. A program specialist and senior program manager, affiliated with The Education Trust (1997) reviewed and revised the stem items contained in Section 3. This section allowed participants to use the same Likert-type scale in Section 2 to report the degree of emphasis that each task should receive from school counselors.

Most participants reported that their counselor caseloads included more than 300 students. A majority of the participants indicated that fewer than 50% of their students received free or reduced-priced breakfast/lunch. Pérusse, Goodnough, Donegan, and

Jones (2004) categorized participants based on the grade levels which they worked—elementary (Kindergarten through 6th grade) and secondary (7th through 12th grade). On average, participants had been in their fields from 0 to 5 years. Total years of experience ranged from 0 to 35 years; while number of years of involvement with respective professional associations ranged from 0 to 45 years.

Statistical analyses included nonparametric procedures to test for group differences between elementary school counselors, secondary school counselors, elementary level school-based administrators, and secondary level school-based administrators (Pérusse, Goodnough, Donegan, & Jones, 2004). A one-way analysis of variance (Kruskal-Wallis H test) was performed using a significance level of .05, followed by pair-wise comparisons (Mann-Whitney U test) using a Bonferonni adjusted significance level of .0083 (.05/6) to control for Type I error. Overall, Pérusse, Goodnough, Donegan, and Jones (2004) found that school counselors and school-based administrators at both the elementary and secondary level believed that all of the National Standards should be emphasized by school counselors, as indicated by scores of at least 4.00 for all but three mean scores among all groups.

The highest ranked stem item for elementary school counselors (Mean = 4.91, SD = .31), secondary school counselors (Mean = 4.57, SD = .63), and elementary level school-based administrators (Mean = 4.82, SD = .41) was found under the personal/social domain (“Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others”). The highest ranked stem item for secondary level school-based administrators (Mean = 4.45, SD = .77) was an academic competency (“Students will complete school with the academic preparation essential to

choose from a wide range of substantial postsecondary options, including college”).

Elementary school counselors (Mean = 3.98, SD = .88) and elementary level school-based administrators (Mean = 4.03, SD = .81) reported their lowest ranking for career-related stem item, “Students will employ strategies to achieve future career success and satisfaction.” Secondary school counselors (Mean = 3.82, SD = .97) and secondary level school-based administrators (Mean = 3.57, SD = 1.07) reported their lowest ranking for personal/social-related stem item, “Students will understand safety and survival skills.”

Of the eleven appropriate school counseling program tasks defined by Campbell and Dahir (1997), helping the school-based administrator address student concerns obtained the highest level of agreement among counselors and school-based administrators. The appropriate tasks that obtained the highest endorsements from elementary school counselors included assisting the school-based administrator with identifying and resolving student issues, needs and problems (99.5%); collaborating with teachers to present guidance curriculum lessons (96.8%); and counseling students who have disciplinary problems (96.3%). High numbers of elementary level school-based administrators viewed assisting the school-based administrators with identifying and resolving student issues, needs, and problems (98.5%); collaborating with teachers to present guidance curriculum lessons (98.5%); counseling students who have disciplinary problems (93.6%); and counseling students who are tardy or absent (89.3%) as appropriate school counseling tasks.

Assisting the school-based administrator with identifying and resolving student issues, needs, and problems (98.6%); interpreting student records (95.9%); and individual student academic program planning (95.4%) received high endorsements from secondary

school counselors. Finally, secondary level school-based administrators highly endorsed assisting the school-based administrators with identifying and resolving student issues, needs, and problems (100.0%); interpreting student records (98.7%); individual student academic program planning (98.7%); and interpreting cognitive, aptitude, and achievement tests (97.8%). Several inappropriate non-school counseling program tasks received high endorsements from counselors and school-based administrators. These tasks include: “Registration and scheduling of all new students”; “Administering cognitive, aptitude, and achievement tests”; and “Maintaining student records”.

Between and within group comparisons revealed significant differences between group means for the degree of emphasis that school counselors should assign to the five domains contained in the Transforming School Counseling Initiative (The Education Trust, 1997). The highest rated stem item for elementary school counselors (Mean = 4.86, SD = .38) and secondary school counselors (Mean = 4.73, SD = .53) was found in the counseling and coordination domain—“Brief counseling with individual students, groups, and families.” Elementary level school-based administrators (Mean = 4.85, SD = .37) and secondary level school-based administrators (Mean = 4.67, SD = .55) identified “Play a leadership role in defining and carrying out guidance and counseling functions”, within the leadership domain, as the highest ranked stem item. One leadership-related stem item was rated lowest among elementary school counselors (Mean = 3.07, SD = 1.02), secondary school counselors (Mean = 3.14, SD = 1.01), and elementary level school-based administrators (Mean = 3.62, SD = .97): “Provide data snapshots of student outcomes, show implications, achievement gaps, and provide leadership for school to view.”

Secondary level school-based administrators (Mean = 3.5, SD = .97) ranked one counseling and coordination-related stem item lowest: “Coordinate staff training initiatives to address students’ needs on a school-wide basis.” Pérusse, Goodnough, Donegan, and Jones (2004) concluded that perceptions held by elementary and secondary school counselors differed significantly from each other on several items with respect to the ASCA National Standards--varying even more between each other than between counselors and their respective school-based administrators. Further, school-based administrators appeared to maintain the view that clerical tasks were appropriate school counseling tasks. Results of this study also suggested that, overall, counselors and school-based administrators placed less emphasis on school-wide, data-driven efforts as a primary school counseling role.

Perceptions of Role Significance

Perkins, Oescher, and Ballard (2010) explored attitudes and beliefs of school personnel through examination of survey results obtained by Perkins (2006). The survey included elementary school counselors ($n = 124$), school-based administrators ($n = 83$), teachers ($n = 65$), and counselor educators ($n = 81$). Participants were obtained through stratified random sampling, relying on MGI Lists from Marketing General Incorporated and American Counseling Association. The sample consisted of 800 participants who received an electronic survey, the School Counselor Role Survey (SCRS). The initial email included a description of the study, an explanation regarding anonymity and informed consent, and instructions on how to access and complete the instrument through SurveyMonkey. Participants were able to complete the online survey during a three week data collection period. Two weeks following initial contact, participants received a follow

up electronic reminder. A response rate of 48.7% ($n = 353$) was reported. Eighty-three percent of the participants were Caucasian, 7.6% were Black, and 7.1% identified as Asian American, Bi/Multiracial, Hispanic-American, or Native American. The majority of those surveyed were female (75.9%) with 24.1% being male.

A cross-sectional survey design and 40-item researcher-designed online survey were employed to examine school personnel perceptions of the importance of the school counselor roles endorsed by The Education Trust and ASCA (Perkins, Oescher, & Ballard, 2010). Three of the items were designed to obtain participants' demographic information, while the other items, similar to Pérusse, Goodnough, Donegan, and Jones' (2004) instrument, were based upon two constructs, the three ASCA National Standards and the five domains of the Transforming School Counseling Initiative (The Education Trust, 1997). A 5-point Likert-type scale (1= Not Important At All; 2 = Not Very Important; 3 = Neutral; 4 = Somewhat Important; 5 = Extremely Important) allowed participants to rate the importance of each counseling role. A probability sampling technique was utilized and an appropriate sample size was secured in order to allow generalizability of the results.

A pilot study was conducted and items were subsequently revised for conciseness, ease in interpretation, and bias (Perkins, 2006). TSCI domains and the National Standard content areas were combined in a manner that was easy for participants to understand. The instrument's reliability was evaluated as data were collected and analyzed. Cronbach's Alpha was .95 and the reliability for each of the eight subscales ranged from .75 to .95 (Perkins, 2006). The instrument yielded nine scores for each school personnel group, calculated as the average score for all of the non-missing items—group

means from each of the five TSCI subscale scores, each of the three National Standards subscale scores, and a global score which reflected the overall average of all subscale scores (Perkins, 2006; Perkins, Oescher; and Ballard, 2010). Scores were computed for all subjects who indicated their school personnel group and completed 75% of the survey. The following range of scores was identified: 1.00-1.50 (Not Important at All); 1.51-2.50 (Not Very Important); 2.51-3.50 (Neutral); 3.51-4.50 (Somewhat Important); 4.51-5.00 (Extremely Important) (Perkins, 2006).

Statistical analysis included the calculation of descriptive and inferential statistics. Measures of central tendency and variability were reported for school personnel position, gender, and ethnicity (Perkins, 2006). Global and subscale scores were reported for school counselors, school-based administrators, teachers, and counselor educators. A one sample *t*-test was performed to compare each group's overall score and identified whether school personnel perceptions were positive or negative. Subscale scores were examined to determine if group means differed significantly from 3.0, the neutral point. The alpha was set at .05 and each groups' overall and subscale scores were also analyzed through ANOVAs, followed by Scheffé post hoc analysis which examined F-statistics.

Examination of overall scores for all school personnel groups indicated that counselor educators (Mean = 4.07, SD = .51) reported the highest levels of significance for the five domains included in the Transforming School Counseling Initiative and three content areas of the ASCA National Standards. School counselors (Mean = 3.85, SD = .62) held the second highest rating, followed by school-based administrators (Mean = 3.71, SD = .64) and teachers (Mean = 3.69, SD = .67). With regard to the variance in beliefs held by school personnel, scores differed significantly on all but the Leadership

domain. Counselor educators and school-based administrators, as well as counselor educators and teachers, were the school personnel to consistently and significantly vary in their perceptions of the importance of the TSCI domains and National Standards. Teaming and Collaboration was rated as the most important domain when considering the overall score for the sample (Mean = 4.19, SD = .65).

The Academic component of the National Standards was rated highest by counselor educators (Mean = 3.76, SD = .71) and lowest by school-based administrators (Mean = 3.55, SD = .84) and teachers (Mean = 3.55, SD = .78). Overall, school personnel viewed the Career component as the least important content area (Mean = 3.35, SD = 1.09). The Personal/Social element garnered the highest level of significance among school personnel (Mean = 4.45, SD = .50) and was viewed relatively equally by school counselors (Mean = 4.56, SD = .46) and counselor educators (Mean = 4.54, SD = .37). Teachers reported the lowest overall rating for the TSCI domains and the National Standards (Mean = 3.69, SD = .67), followed by school-based administrators (Mean = 3.71, SD = .64). Scheffe post-hoc results indicated that group means differed significantly between the school personnel groups for the Career and Personal/Social content areas; however, no significant differences were indicated for the Academic content area.

Attitudes Toward Ideal versus Actual Roles

Alghamdi and Riddick (2011) further explored school-based administrators' perceptions of the school counselor's role in their investigation of differences in attitudes along variables such as age, experience, and school size. The study focused on the performance of school counselors in intermediate girls' schools in Saudia Arabia and

addressed ideal and actual performances of school counselors. A mixed methods research design was used in this study. The research method included surveys and semi-structured interviews.

The researchers reviewed the literature on school guidance and counseling and selected a modified version of a survey used in a previous study that examined beliefs about the role of Saudi Arabian secondary school counselors. The instrument contained 42 statements that were grouped into six categories: individual and group counseling (nine items), developmental, educational and career guidance (eight items), consulting (ten items), evaluation and assessment (five items), program management and development (six items), and personal and professional development (four items). Section I of the survey captured participants' demographic information. Section II contained counselor functions which participants ranked on a four-point scale—from 1 (very unimportant) to 4 (very important). Section III included the same counselor functions contained in Section II, which participants ranked on a five-point scale, indicating how often school counselors performed each function—always, often, sometimes, rarely, and never).

Convenience sampling was utilized in the study and included counselors and school-based administrators from 219 public intermediate schools in Jeddah province (Alghamdi & Riddick, 2011). The sample was further narrowed to include 209 schools that had counselors, and those school-based administrators received surveys, along with an introduction letter inviting them to participate. The initial data collection period was one week. After one week, surveys were collected in person. However, some were received following the one week period. In total, 129 surveys were collected, resulting in

a response rate of 61.72%. Because three of the surveys were not completed appropriately, they were excluded, leaving 126 surveys.

SPSS statistical software was used to analyze the data. Statistical analyses included Cronbach's Alpha to determine the internal consistency, descriptive statistics (frequencies, percentages, means, and standard deviations) describing and comparing the distribution of the responses, paired *t*-tests to determine whether perceptions of actual and ideal roles of counselors differed significantly, and one-way analysis of variance tests to determine whether there were statistically significant differences among school-based administrators' perceptions of the actual and ideal roles of school counselors with regard to each category based on demographic position (Alghamdi & Riddick, 2011). Participants who indicated their willingness to be interviewed became part of the interview sample. However, purposive sampling was utilized. School-based administrators with more years of experience were assumed to have greater knowledge of guidance and counseling, and eight were selected for interviews (Alghamdi & Riddick, 2011).

Results for perceptions of school counselors' ideal roles indicated that most school counseling tasks were viewed by school-based administrators as important or very important, with mean scores ranging from 4.32 to 4.63. School-based administrators appeared to assign higher degrees of significance to the categories of Counseling (Mean = 4.63, SD = .36), Educational and Career Guidance (Mean = 4.43, SD = .42), and Consulting (Mean = 4.55, SD = .38). With respect to the actual performance of counselors within their schools, school-based administrators perceived counselors as most involved in Counseling (Mean = 4.11, SD = .64), Program Management and

Development (Mean = 3.98, SD = .71), and Consulting (Mean = 3.93, SD = .70). A paired samples *t*-test (set at alpha level .05) revealed significant differences between ideal and actual performances in each of the six categories—Counseling, Developmental Educational and Career Guidance, Consulting, Evaluation and Assessment, Program Management and Development, and Personal and Professional Development. This suggested that school counselors' current level of functioning did not match their ideal level of performance (Alghamdi & Riddick, 2011).

Interview findings revealed that the majority of the school-based administrators who were interviewed ($n = 7$) believed that commonly performed school counselor duties included managing behavior problems and assisting students with discipline and tardies. There was consensus among the interview participants regarding ideal counseling duties. Such duties included assisting students with improving study skills and academic achievement, with particular attention given to lower achieving students. A majority of the participants ($n = 5$) also stated that involvement in students' personal and family problems is important. Half of those interviewed asserted that counselors need the support of teachers, school-based administrators, and parents. Informing students of counseling services and organizing preventive counseling programs were also viewed as important functions. When asked about the counseling duties that were less important, participants indicated that paperwork and records and disciplining students and managing behavior were not important functions of the school counseling role. School-based administrators were also questioned about the tasks that seemed to be neglected by their school counselors and participants stated that personal counseling may not be performed at their ideal level due to counselor's lack of skill in addressing certain issues, such as

psychological concerns. Additionally, many of the participants ($n = 6$) suggested that counselors should increase their efforts to strengthen the relationship between parents and schools.

Program Delivery and Degree of Frequency

Reiner, Colbert, and Perusse (2009) investigated the degree to which teachers agreed that school counselors should engage and were engaging in ASCA-approved tasks and those discouraged by ASCA. The ASCA National Model was used as the basis for the researcher-developed instrument because it exemplified how standards-based school counseling program are to be implemented. The survey included 28 tasks (16 appropriate, 12 less appropriate) that participants evaluated using a four-point Likert-type scale (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree).

The study utilized stratified random sampling and included a national sample of 1000 high school teachers obtained from mailing lists provided by Market Data Retrieval (2008). Surveys, a cover letter, and notice of informed consent were mailed to participants. A reminder letter was mailed three weeks following initial contact. The authors attained a response rate of 44.2%, yielding 347 participants (Female = 247, Male = 94, Unknown = 6).

Results suggested that teachers significantly demonstrated accurate knowledge of appropriate school counseling roles (Reiner, Colbert, & Perusse, 2009). Of those tasks deemed more appropriate, teachers ranked “Assist students with academic planning” (Mean = 3.81, SD = .45), “Assist students with career planning” (Mean = 3.80, SD = .43), and “Ensure that student records are maintained in accordance with state and federal

regulations” (Mean = 3.59, SD = .69) highest. As well, teachers believed that school counselors were involved in these tasks (Mean = 3.39, SD = .68; Mean = 3.21, SD = .74; Mean = 3.42, SD = .76 respectively). Teachers agreed less with the idea that school counselors should “Provide teachers with suggestions for better study hall management” (Mean = 1.89, SD = .90), “Counsel students about appropriate school dress” (Mean = 2.72, SD = .92), and “Collaborate with teachers to present guidance curriculum lessons” (Mean = 2.95, SD = .82).

Participants agreed that school counselors should perform the following less appropriate tasks, “Register and schedule all new students” (Mean = 3.63, SD = .64), “Maintain student records” (Mean = 3.40, SD = .81), “Administer cognitive, aptitude, and achievement tests” (Mean = 3.08, SD = .90), “Work with one student at a time in a therapeutic clinical model” (Mean = 3.07, SD = .83), and “Compute grade-point averages” (Mean = 3.01, SD = 1.05). Of these five items, teachers believed that counselors engaged in registering and scheduling new students (Mean = 3.71, SD = .60) and maintaining student records (Mean = 3.36, SD = .83). Overall findings suggested agreement among teachers’ perceptions and ASCA’s definitions of appropriate and less appropriate school counseling-related activities (Reiner, Colbert, and Perusse, 2009).

Summary

School-based administrators coordinate and monitor their schools’ academic agendas. As site-based leaders, school administrators oversee programs, initiatives, and scheduling, and establish priorities. Administrative and ASCA-defined priorities both emphasize student advancement; yet, there may not be as close an alignment when it comes to the manner in which this goal is attained. ASCA determined that school

counselors can support positive student development through the delivery of the following: individual and group counseling; developmental, educational and career guidance; consulting; evaluation and assessment; program management and development; and personal and professional development. Collaboration among school personnel was cited as a frequently occurring theme in Wilkerson's (2010) study of topics contained within the National Association of Secondary School Principals (NASSP) Bulletin. Further, results from limited studies indicated that perceptions of school counseling task significance varied widely among school personnel. Additionally, research suggested that school counselors' current level of functioning did not match their ideal levels of performance. School personnel, although functioning in various capacities, work in concert to promote overall student success through the work that they do. School counselors, unlike school-based administrators and teachers, often perform duties that target students holistically. When non-counseling tasks are assigned or school counselors are minimally supported, their delivery of student services is limited and school counselors find a discrepancy between ideal and actual duties that are performed.

CHAPTER THREE

METHODOLOGY

Purpose

School counseling leaders discerned the need to implement more comprehensive school counseling program expectations because the educational reform movement originally excluded the role of the professional school counselor in students' academic advancement. Illuminating links among educational curriculum benchmarks and counseling standards became an instrumental component in demonstrating the merit of the professional school counselor. Further, the American School Counselors Association broadened school counselor role behaviors, aligning nine program standards and thirteen performance standards within its core domains—academic, career, and personal/social development—with 43 program components. Globally-minded educational programs will also target all facets of the developing student by embracing a comprehensive school counseling program and highly regarding collaboration among school personnel: school-based administrators, teachers, and professional school counselors.

This chapter describes the methodology employed to study attitudes held by school-based administrators, teachers, and professional school counselors about standard school counseling role behaviors and the degree to which the behaviors were addressed through the school counseling program to determine if attitudes within and among the three groups differed significantly along specific independent variables, such as age, gender, years of experience, school setting, school's Title I status, student caseload, educational level, licenses held, certification earned, and membership in professional

organizations. The research design, research questions and hypotheses, participants, instrumentation, procedures, and data analysis are presented. This chapter concludes with a summary.

Research Design

This study used a non-experimental survey method to investigate if significant differences existed in how professional school affiliation influenced perceptions of professional school counseling role, how it influenced their perceptions of the degree to which the school counseling program addressed the role, and could scores on the PSCRFA predict group membership.

Research Questions and Hypotheses

The research design for this study used the survey method to explore the attitudes of school-based administrators, teachers, and professional school counselors toward the role and function of the professional school counselor. This research study was guided by the following questions:

Research Question 1: Are there statistically significant differences between school-based administrators, teachers, and professional school counselors regarding perceptions of the degree of role significance and the degree to which the role is addressed through the school counseling program, as measured by the PSCRFA?

- Do school-based administrators, teachers, and professional school counselors differ significantly in their perceptions of the significance of the school counseling role?

- (H₁) There is no statistically significant difference between ratings by school-based administrators, teachers, and professional school counselors on the PSCRFA on the importance of school counseling standards and roles.
- Do school-based administrators, teachers, and professional school counselors differ significantly in their perceptions of the degree to which school counseling roles were addressed through the school counseling program?
 - (H₂) There is no statistically significant difference between school-based administrators, teachers, and professional school counselors in ratings of the frequency for addressing school counseling standards and roles through the school counseling program, as measured by the PSCRFA.

Research Question 2: What is the association between professional affiliation, perception of school counseling-related role behaviors, and perception of the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA?

- Is there a statistically significant association between professional affiliation (i.e., school-based administrator, teacher, and professional school counselor), perception of school counseling-related role behaviors, and perception of the degree to which the behaviors are addressed through the school counseling program?

- (H₃) There is no statistically significant association between professional affiliation, perception of school counseling-related role behaviors, and perception of the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA.

Research Question 3: How consistent are perceptions of school counseling-related role behaviors and perceptions of the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA?

- (H₄) Ratings on degree of significance will not be consistent with ratings on degree of frequency.

Research Question 4: Are there statistically significant differences among school-based administrators, teachers, and professional school counselors regarding the degree of role significance and the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA?

- Is there a statistically significant difference among school-based administrators regarding their perceptions of the degree of significance and degree of frequency for school counseling-related role behaviors?
 - (H₅) There is no statistically significant difference among school-based administrators regarding their perceptions of the degree of significance and degree of frequency for school counseling-related role behaviors, as measured by the PSCRFA.

- Is there a statistically significant difference among teachers regarding their perceptions of the degree of significance and degree of frequency for school counseling-related role behaviors?
 - (H₆) There is no statistically significant difference among teachers regarding their perceptions of the degree of significance and degree of frequency for school counseling-related role behaviors, as measured by the PSCRFA.
- Is there a statistically significant difference among professional school counselors regarding their perceptions of the degree of significance and the degree of frequency for school counseling-related role behaviors?
 - (H₇) There is no statistically significant difference among professional school counselors regarding their perceptions of degree of significance and degree of frequency for school counseling-related role behaviors, as measured by the PSCRFA.

Participants

Participants were school-based administrators, teachers, and professional school counselors within an urban public school district in Hampton Roads, Virginia during the 2011-2012 school year. Permission to conduct the study was obtained from school district's research authorization committee. The school district granted consent to access names and e-mail addresses from which the sample was drawn.

Sampling

This study employed convenience sampling and the assumption was that the sample may not be entirely representative of the total population of school-based administrators, teachers, and professional school counselors. The participants involved in the study represented schools with total student enrollment that ranged in size from 440 students to 2300 students. Some of the participants were new to the field of education, while others possessed several decades' worth of experience.

Several participants had personal experience in each role as school-based administrator, teacher, and professional school counselor. However, the survey required participants to select only one professional affiliation based on their position within the school district during the 2011-2012 academic year. All school-based administrators and professional school counselors had earned master's degrees, and all teachers in the sample possessed a bachelor's degree at a minimum. Both male and female participants were included in the sample.

Instrumentation

A researcher-designed survey instrument, the PSCRFA, was used in this study. The survey's content was developed through a review of the literature on professional school counseling--information from the American School Counselors Association (ASCA, 2005, 2012), the Virginia School Counselor Association's Manual (VSCA, 2008) that included a performance appraisal form of 13 standards and 43 common practices, and the Transforming School Counseling Initiative (The Education Trust, 1997).

Section I of the instrument, Participant Demographics, recorded participant characteristics of: (1) professional affiliation; (2) gender; (3) age; (4) years of experience; (5) educational level; (6) school setting; (7) school's Title I status; (8) total student enrollment; (9) student caseload; (10) grade level assignment; (11) professional licenses held; (12) professional certifications earned; and (13) membership in profession organizations. Section II, School Counseling Program Standards, asked participants to rate five ASCA National Standards for professional school counselors; Section III, School Counseling Performance Standards, asked for ratings on six ASCA performance standards. Section IV, School Counseling Roles, asked for ratings of four of the school counseling roles from the *Transforming School Counseling Initiative*; and Section V, School Counseling Tasks, presented eight tasks identified through Dahir and Campbell's (1997) research. The scales used a five point Likert-type scale to rate each item on two dimensions: (1) degree of significance for role behaviors and (2) degree to which the behaviors were addressed through the school counseling program.

Validity

The validity of the PSCRFA was determined utilizing feedback solicited from a panel of seven judges. The panel reviewed the PSCRFA. Included were district level supervisors of school counseling who possess expertise in the field of school counseling. Their primary aim was to determine if the PSCRFA would be an accurate measure of beliefs held by school-based administrators, teachers, and professional school counselors regarding the work performed by professional school counselors. Members of the panel reviewed the lists of program and performance standards, along with school counseling role behavior statements to assess whether the survey seemed related to its purpose. The

judges rated the appropriateness of each item according to the following levels of agreement: (1) strongly disagree; (2) disagree; (3) undecided or uncertain; (4) agree; or (5) strongly agree. Panel members then placed an “X” by the five most important functions for each scale. Following the judges’ review of the instrument, the items that received the greatest agreement among judges as appropriate were used to construct the final version of the PSCRFA.

Reliability

In addition to establishing the validity of the PSCRFA, it was necessary to determine whether the instrument was reliable. Reliability for the PSCRFA was assessed through the use of SPSS® statistical software (version 21) to obtain and interpret Cronbach’s coefficient alpha. Cronbach’s alpha allows researchers to determine the level of consistency for each item. The use of a more reliable measure minimizes the potential for error during data analysis; therefore, Cronbach’s coefficient alpha was chosen because it identified which items contributed to the overall reliability of the PSCRFA and indicated the degree to which items were related (DeVellis, 2003; Sprinthall, 2007; Pallant, 2010).

The Cronbach’s alpha coefficient was chosen to indicate the reliability of the scales contained in the PSCRFA. DeVellis (2003, p. 95-6) recommended the following alpha ranges for research scales: below .60, unacceptable; between .60 and .65, undesirable; between .65 and .70, minimally acceptable; between .70 and .80, respectable; between .80 and .90, very good; much above .90, one may consider eliminating some of the items contained in the scale. The PSCRFA has very good internal

consistency overall. The Cronbach's alpha coefficient of .82 was reported for the Program Standards scale measuring significance ratings and .91 for the scale measuring frequency ratings. Reliability for the Performance Standards scale was also within the 'very good' range for ratings on significance ($\alpha = .81$) and ratings on frequency ($\alpha = .89$). The reliability coefficient for significance ratings along the scale measuring perceptions of Counselor Role was reported within the 'respectable' range ($\alpha = .73$) and the reliability coefficient for frequency ratings was within the 'very good' range ($\alpha = .82$).

Procedure

The research proposal was submitted to Old Dominion University's Institutional Review Board for approval to conduct the study. Upon approval from this board, a research authorization request was submitted to the research authorization committee in an urban school district in Hampton Roads, Virginia to obtain permission to conduct the study using school-based administrators, teachers, and professional school counselors within the district. After approval was received, school-based administrators, teachers, and professional school counselors within the school district were contacted electronically to request their participation. Participants were informed that the survey would take approximately 20 minutes to complete. A link to the SurveyMonkey® website was provided.

The invitation email contained significant information for participants: their participation was entirely voluntary and confidential; the results of the survey would be anonymous, data collection procedures would be used that ensured participants' confidentiality; the survey was accessible through a secured link and access to results was

controlled by the researcher; answers were encrypted and cookies were not enabled on a computer's hard drive; individual participants were not monitored as Survey Monkey® did not identify electronic mail addresses for individuals who had and had not responded; the reporting would be in aggregate form; the data might be reviewed by the departments of Old Dominion University responsible for research compliance and safety; and that there was a minimal risk involved in participation. The recruitment email also specified that data would be collected over a two-week period, and that a reminder email would be sent one week after the initial survey was distributed.

All subjects who completed the PSCRFA had the option to enter a prize drawing for one \$100.00 VISA® gift card handled by ePrize®, an affiliate of SurveyMonkey®. Since ePrize® was responsible for the random selection process that determined the winner. Participants had the choice of entering the contest and provided their contact information to enter the drawing.

Data Analysis

Quantitative statistical analysis was performed using SPSS® Data Analysis System. Descriptive statistics were obtained for each continuous variable to test assumptions prior to performing statistical analysis (Pallant, 2010). Data reports included the total number of participants, the number of participants in each subgroup, and corresponding percentages for each of the following categorical variables: professional affiliation, age, gender, years of experience, educational level, school setting, school's Title I status, student caseload, or educational level, licenses held, certification earned, and membership in professional organizations. Additionally, the data file was inspected

to determine whether participant data was missing. To manage statistical analyses for participants with missing data, the researcher chose to exclude participants pairwise to ensure that participants were only excluded if they were missing the data required for the specific analysis (Pallant, 2010).

Once data pre-screening was completed, participants' scores were selected and combined in order to create new variables. Each participant's responses to items on the program standards scale for ratings on significance identified as ProSig1, ProSig2, ProSig3, ProSig4, and ProSig5. Each participant's program standards score was created by combining and averaging ratings, resulting in "tsigprogstand" (a total score for the degree of significance assigned to the school counseling program standards included in the PSCRFA). Each participant's score for PerSig1, PerSig2, PerSig3, PerSig4, PerSig5, and PerSig6 was combined and averaged, resulting in "tsigperfstand" (a total score for the degree of significance assigned to the school counseling performance standards included in the PSCRFA). Each participant's score for RolSig1, RolSig2, RolSig3, and RolSig4 was combined and averaged, resulting in "tsigPSCrole" (a total score for the degree of significance assigned to the school counseling roles included in the PSCRFA).

Likewise, each participant's score for ProFrq1, ProFrq2, ProFrq3, ProFrq4, and ProFrq5 was combined and averaged, resulting in "tfrqprogstand" (a total score for the degree to which the school counseling program standards included in the PSCRFA are addressed through the school counseling program). Each participant's score for PerFrq1, PerFrq2, PerFrq3, PerFrq4, PerFrq5, and PerFrq6 was combined and averaged, resulting in "tfrqperfstand" (a total score for the degree to which the school counseling performance standards included in the PSCRFA are addressed through the school

counseling program). Each participant's score for RolFrq1, RolFrq2, RolFrq3, and RolFrq4 was combined and averaged, resulting in "tfrqPSCrole" (a total score for the degree to which the school counseling roles included in the PSCRFA are addressed through the school counseling program).

Following data pre-screening, participants' scores along the scales were calculated for ratings on degree of significance and frequency in Sections II, III, and IV, and percentages were calculated for the items contained in Section V. The total significance rating for each participant on the three scales indicated their overall attitude toward the importance of school counseling role behaviors and related tasks, with scores ranging from 1 (lesser degree of significance) to 5 (greater degree of significance). Each participant's total frequency rating on the scales represented their overall attitude concerning the degree to which role behaviors were addressed through the school counseling program. Total scores ranged from 1 (lesser degree of observed performance) to 5 (greater degree of observed performance). Following the calculation of total scores for each participant along the scales, group mean scores were examined for school-based administrators, teachers, and professional school counselors. Appropriate cut-off points were determined for several variables, to allow for the data to be recoded into additional categorical variables for further analysis. For example, total school enrollment and student caseload were recoded. Descriptive statistics were obtained for categorical variables—professional affiliation and school counselor task appropriateness—and data reports included percentages.

Survey data

Participant responses to the PSCRFA provided total scores along three scales with ratings on significance and frequency. Scores ranged from 1 to 5 with lower scores on significance indicating that participants assigned a lesser degree of importance to school counselor role behaviors, and higher scores suggesting that the tasks were viewed as being more significant. Lower scores on frequency suggested that participants believed the role behaviors were addressed less frequently through school counseling program components, while higher scores implied that role behaviors were more frequently addressed.

Statistical analysis

The Kruskal-Wallis Test was performed to address Research question 1, which states, “Are there statistically significant differences between school-based administrators, teachers, and professional school counselors regarding perceptions of the degree of role significance and the degree to which the role was addressed through the school counseling program, as measured by the PSCRFA?” Kruskal-Wallis is a non-parametric alternative to a one-way analysis of variance. This between-groups statistical procedure was chosen because it allowed scores on the continuous variables (scores on the three scales) for the three groups to be compared. SPSS® converted scores to ranks and compared the mean rank for each group.

Research question 2 addressed the strength of the association between professional affiliation, perceptions of the degree of significance assigned to the professional school counselor’s roles, and beliefs concerning how frequently the roles

were addressed within the school counseling program. Therefore, the association between professional affiliation and mean scores yielded by the scales of the PSCRFA was analyzed using the Chi-Square Test. Results generated from the Chi-Square Test revealed that a primary assumption was violated and the Fisher's Exact Probability Test was conducted instead. This type of analysis was appropriate because the research question addressed the association between the school position held by participants and their beliefs. Results of the Fisher's Test revealed if the distribution of scores along type of position were due to chance.

Research Question 3 related to the level of consistency for perceptions of school counseling-related role behaviors and perceptions of the degree to which the behaviors were addressed through the school counseling program. Therefore, scores yielded by the three scales of the PSCRFA were analyzed using the Kappa Measure of Agreement to identify strength of agreement. This analysis provided an index that described the strength of the agreement between participants' beliefs about significance and frequency, as measured by ratings they assigned to each.

The Friedman Test was used to determine if there were statistically significant differences among the three groups of participants for ratings on the degree of role significance and the degree to which the behaviors were addressed through the school counseling program. This analysis is a non-parametric alternative to a one-way repeated measures analysis of variance. When appropriate, post-hoc tests were performed using the Wilcoxon Signed Rank Test with a Bonferroni adjusted alpha value to control for Type I error.

Summary

The purpose of the study was to determine if there were differences in significance ratings and frequency ratings of school-based administrators, teachers, and professional school counselors about the nature of the work performed by the professional school counselor. The PSCRFA, developed through review of the existing literature, was completed by participants and used to measure their beliefs. Participants included school personnel within an urban school district located in Hampton Roads, Virginia. The data were analyzed and findings are presented in the next chapter.

CHAPTER FOUR

DATA ANALYSES

School-based administrators rely on the collaborative efforts of school personnel to perform tasks which support academic agendas designed to achieve student advancement. Research suggested that school counselors' current level of functioning did not match their ideal levels of performance. Further, results from limited studies also indicated that administrators and teachers held discrepant views about the nature of the work performed by the professional school counselor. The purpose of the study was to determine if there were differences in significance ratings and frequency ratings along three scales for school-based administrators, teachers, and professional school counselors within an urban school district located in Hampton Roads, Virginia, according to the PSCRFA. The PSCRFA was developed through review of the existing literature and measured beliefs about: (1) Program Standards; (2) Performance Standards; and (3) Counselor Role. This chapter describes the series of analyses performed based on the PSCRFA.

Research Design and Methodology Summary

The research design for this study utilized survey method to explore the attitudes of three groups of school-based personnel; administrators, teachers, and professional school counselors; toward the role and function of the professional school counselor. Convenience sampling was used to recruit participants based on their employment during the 2011-2012 school year in an urban public school district in Hampton Roads, Virginia. A researcher-designed survey, the PSCRFA, was used in this study. The survey's content

was formulated through a review of the literature on professional school counseling, along with evaluation by a panel of experts.

Procedures

Development of the Instrument

The survey's content was developed through a review of the literature on professional school counseling to construct items which were then reviewed by an expert panel. The PSCRFA included participant characteristics; ASCA standards for professional school counselor; school counseling roles; and job-related tasks. Seven district level school counseling directors employed by the Hampton Roads school districts were mailed a cover letter, copy of the PSCRFA, and evaluation form. The school districts included Hampton, Newport News, Portsmouth, Chesapeake, Suffolk, Norfolk, and Virginia Beach. The cover letter explained the nature of the study, as well as the survey, and invited panel members to offer anonymous feedback regarding survey content. Their responses were used to determine if the PSCRFA would accurately measure attitudes about the work performed by professional school counselors. Three evaluation forms (43%) were returned and used in the process of revising the PSCRFA.

Members of the panel rated the overall appearance of the survey and reviewed lists of program and performance standards, along with school counseling role behavior statements indicated in the survey to assess whether the survey seemed related to its purpose. The appropriateness of survey items was determined based on which of the following levels of agreement were selected by the panelists: (1) strongly disagree; (2) disagree; (3) undecided or uncertain; (4) agree; or (5) strongly agree. Panel members then

placed an “X” by the five most important functions for each section. The feedback was reviewed to determine which items received the greatest agreement, resulting in the final version of the PSCRFA and yielding significance ratings and frequency ratings for participants along three scales—(1) program standards; (2) performance standards; and (3) school counselor role.

Description of the Instrument

Reliability. Internal consistency, “the degree to which the items that make up the scale ‘hang together’ [and measure] the same underlying construct”, was a primary concern (Pallant, 2010, p. 97). A significant indicator of the consistency and quality of a scale is the reliability coefficient, also referred to as ‘alpha’ (DeVellis, 2003). The Cronbach’s alpha coefficient was chosen to indicate the reliability of the three scales. This coefficient indicates the proportion of variance in the scale scores that could be attributed to the true score (DeVellis, 2003; Sprinthall, 2007; Pallant, 2010).

Reliability for the PSCRFA was assessed through the use of SPSS® statistical software (version 21). DeVellis (2003, p. 95-6) recommended the following alpha ranges for research scales: below .60, unacceptable; between .60 and .65, undesirable; between .65 and .70, minimally acceptable; between .70 and .80, respectable; between .80 and .90, very good; much above .90, one may consider eliminating some of the items contained in the scale. Table 1 presents reliability coefficients for the three scales contained in the PSCRFA. The Cronbach’s alpha coefficient of .82 was reported for the Program Standards scale measuring significance ratings and .91 for the scale measuring frequency ratings. Reliability for the Performance Standards scale was also within the ‘very good’

range for ratings on significance ($\alpha = .81$) and ratings on frequency ($\alpha = .89$). The reliability coefficient for significance ratings along the scale measuring perceptions of Counselor Role was reported within the 'respectable' range ($\alpha = .73$) and the reliability coefficient for frequency ratings was within the 'very good' range ($\alpha = .82$). The PSCRFA has very good internal consistency overall, indicating that items in the scales were related to each other and measured the same constructs.

Table 1

Reliability Coefficients for the PSCRFA

	Cronbach's alpha	
	Significance	Frequency
Program Standards	.82	.91
Performance Standards	.81	.89
Counselor Role	.73	.82

School Counselor Tasks. Campbell and Dahir (1997) distinguished between less and more appropriate school counselor tasks. Section V of the PSCRFA contains eight of the tasks, and participants indicated the appropriateness of school counselors performing the following tasks by selecting "yes" or "no": (1) "Individual student academic program planning"; (2) "Analyzing grade-point averages in relationship to achievement"; (3) "Interpreting student records"; (4) "Assisting the school principal with identifying and resolving student issues, needs, and problems"; (5) "Registration and scheduling of all new students"; (6) "Computing grade-point averages"; (7) "Maintaining student records";

and (8) “Assisting with duties in the principal’s office”. Data for group responses are presented in Table 2.

Table 2

Demographics

Tasks	Percent	
	Appropriate	Less Appropriate
<i>Appropriate</i>		
<i>Individual student academic program planning</i>		
Administrators	88.0	12.0
Teachers	100.0	0.0
Counselors	100.0	0.0
<i>Analyzing grade-point averages in relationship to achievement</i>		
Administrators	59.0	41.0
Teachers	70.0	30.0
Counselors	75.0	25.0
<i>Interpreting student records</i>		
Administrators	82.0	18.0

Teachers	90.0	10.0
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Counselors	85.0	15.0
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Assisting the school principal with identifying and resolving student issues, needs and problems

Administrators	100.0	0.0
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Teachers	100.0	0.0
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Counselors	100.0	0.0
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Less Appropriate

Registration and scheduling of all new students

Administrators	65.0	35.0
----------------	------	------

Teachers	70.0	30.0
----------	------	------

Counselors	55.0	45.0
------------	------	------

Computing grade-point averages

Administrators	35.0	65.0
----------------	------	------

Teachers	60.0	40.0
----------	------	------

Counselors	40.0	60.0
------------	------	------

Maintaining student records

Administrators	47.0	53.0
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Teachers	60.0	40.0
Counselors	40.0	60.0
<i>Assisting with duties in the principal's office</i>		
Administrators	47.0	53.0
Teachers	20.0	80.0
Counselors	11.0	89.0

Scales. The PSCRFA contains 3 scales—(1) “Program Standards”; (2) “Performance Standards”; and (3) “Counselor Role”—and includes ratings on degree of significance and degree of frequency for each. Participant ratings for “Degree of Significance” indicated their overall attitude toward the importance of school counseling-related behaviors and functions, with scores ranging from 1 (less significance) to 5 (greater significance). Ratings on the “Degree of Frequency” ranged from 1 (less frequently observed behaviors) to 5 (more frequently observed behaviors).

Lower ratings on degree of significance indicated that participants assigned a lesser degree of importance to program standards, performance standards, and counselor role; and higher scores suggested that the participants assigned more importance. Lower ratings on degree of frequency suggested that participants believed the standards and role were addressed less frequently, while higher scores implied that role behaviors were more frequently addressed.

Program Standards

Scale 1—Program Standards—is comprised of five items. Participants rated the following items on significance and frequency: (1) “Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span”; (2) “Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college”; (3) “Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions”; (4) “Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others”; and (5) “Students will make decisions, set goals, and take necessary action to achieve goals”.

Each participant’s program standards score along degree of significance and degree of frequency was created by combining and averaging their ratings for the five items. This resulted in a mean score for the importance assigned to school counselor program standards and a mean score for the observed performance of the standards within the school counseling program.

Performance Standards

Scale 2—Performance Standards—consisted of six items. Participant ratings were provided for significance and frequency for the following items: (1) “The professional school counselor plans, organizes and delivers the school counseling program”; (2) “The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for

all students”; (3) “The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans”; (4) “The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills”; (5) “the professional school counselor discusses the counseling department management system and program action plans with the school administrator”; and (6) “The professional school counselor collects and analyzes data to guide program direction and emphasis”.

Each participant’s performance standards score along degree of significance and degree of frequency was created by combining and averaging their ratings for the six items. This resulted in a mean score for the importance assigned to school counselor performance standards and a mean score for the perceived implementation of the standards.

Counselor Role

Scale 3—Counselor Role—is comprised of four items. Participants rated the following items on significance and frequency: 1) “Promote, plan and implement school-wide prevention programs, career/college activities, course selection and placement, social/personal management and decision making activities”; (2) “Arrange in-school mentoring relationships to improve students’ academic success”; (3) “Play a leadership role in defining and carrying out guidance and counseling functions”; and (4) “Advocate for students’ placement and school support for rigorous preparation for all students—especially poor and minority youth”. Each participant’s counselor role score along degree

of significance and degree of frequency was created by combining and averaging their ratings for the four items. This resulted in a mean score for the perceived importance of the role of the school counselor and a mean score for beliefs about how often the role was observed.

Scoring Responses on the PSCRFA. SPSS 21.0 for Windows (IBM, 2012) was used in scoring the PSCRFA. Once data pre-screening was completed, participants' scores on the three scales were calculated for ratings on degree of significance and on degree of frequency and percentages were calculated for the items contained in Section V, School Counselor Tasks. Ratings on scale items created total scores for each participant on degree of significance and degree of frequency for each scale. Ratings indicated participants' overall attitude toward the importance of school counseling behaviors and beliefs about how often the behaviors were performed. Ratings on degree of significance ranged from 1 (less important) to 5 (more important); and ratings on degree of frequency ranged from 1 (less often) to 5 (more often). Following the calculation of total scores for each participant, group mean scores were examined. Appropriate cut-off points were determined for several variables, to allow for the data to be recoded into additional categorical variables for further analysis.

Recruitment of Participants

The researcher reviewed the school district website to identify the sample from which participants were drawn. Thirty-eight schools were identified: 25 elementary schools; 8 middle schools; and 6 high schools. Convenience sampling was employed in this study. Principals were notified of the study via an e-mail that informed them that they, and randomly selected school personnel in their buildings, would receive an e-mail

invitation requesting their participation in the study. Three days later, e-mails were sent to members of the sample. The total sample (274 school personnel) included: 93 administrators; 110 teachers; and 71 school counselors. School level representation was: Elementary school, 146 school personnel; middle school, 69 school personnel; and high school, 59 school personnel. Ten emails were returned undelivered. Forty-eight surveys were returned, indicating a response rate of eighteen percent (18%). Of the 48 surveys, one was returned only partially completed and was not used in all of the analyses.

Personal Demographics

Female counselors represented the largest segment within the sample, followed by female administrators. Of the 48 participants, nearly 80% were female. Participant ages ranged from 30 to 69 years old, and approximately 40% of the participants were between the ages of 30-39. Thirty-three of the 48 participants had earned a master's degree. Five administrators possessed specialist's degrees (EdS). Table 3 presents the demographics.

Table 3

Demographics

	Professional Affiliation			
	Administrators	Teachers	Counselors	Total
Gender				
Male	4	1	5	10
Female	13	9	16	38
Total	17	10	21	48

Age

30-39	7	2	9	18
40-49	6	4	4	14
50-59	2	4	6	12
60-69	2	0	2	4
Total	17	10	21	48

Educational Level

BA/BS	0	5	0	5
MA/MEd/MS	10	5	18	33
EdS	5	0	2	7
Edd/PhD/PsyD	1	0	1	2
Other: ABD	1	0	0	1
Total	17	10	21	48

Professional Demographics

Administrators, teachers, and counselors primarily reported between 1-15 years of experience in their position. Approximately forty-eight percent (47.9%) of the participants indicated one to eight years of experience in their position. Nearly one-third

of the sample consisted of administrators with 1-8 years of experience. The elementary and high school levels were represented fairly equally when participants identified the school level in which they worked. Twenty-three percent of the sample was comprised of high school counselors. Elementary and high school teachers were represented least among the 48 total participants.

Participants were asked to identify the approximate number of students that were enrolled in their schools. This was initially a continuous variable, but was recoded during the data screening process, following analysis of participant responses. The new categorical variable which emerged divided participants into three groups. Categories reflecting number of students became: “401-900”; “901-1600”; and “1601-2300”. On average, participants reported that the total enrollment for their school was between 401-900 students. Nearly sixty-three percent of the participants held one professional license and 8.3% reported having no license. Of the 18 participants who reported that they obtained one additional certification, 78% held the position of teacher or counselor. Fifty-two percent of the participants reported that they held no additional professional certification or credential. More than half of the participants (56.3%) belonged to one or more professional organizations, while 41.7% maintained no affiliations. Counselors reported membership in more than one professional organization three times more often than administrators and counselors, on average. Table 4 presents the demographics.

Table 4

Demographics

Professional Affiliation				
	Administrators	Teachers	Counselors	Total
Years of Experience				
1-8	13	3	7	23
9-15	3	3	7	13
16-22	1	2	3	6
23-29	0	0	3	3
30-36	0	2	1	3
Total	17	10	21	48
School Setting				
Elementary	8	3	6	17
Middle	5	4	4	13
High	4	3	11	18
Total	17	10	21	48
Number of Students				
401-900	10	5	8	23
901-1600	5	2	7	14

1601-2300	2	3	6	11
Total	17	10	21	48

Licensure

One License	8	8	14	30
More than One	9	2	2	13
No License	0	0	4	4
Total	17	10	20	47

Certification

One Certificate	4	7	7	18
More than One	3	0	1	4
No Certificate	10	3	12	25
Total	17	10	20	47

Professional Membership

One Organization	7	4	2	13
More than One	2	3	9	14
No Organization	8	3	9	20
Total	17	10	20	47

School Counselor Professional Responsibilities

This section describes characteristics of the schools in which the counselors were employed. Fifteen of twenty-one counselors (71%) reported that their schools were not designated with Title I status, suggesting that the number of students within those schools who received free or reduced-priced breakfast/lunch did not meet the minimum number required by the federal government. Twenty-nine percent (29%) of the counselors identified an elementary school setting, 19% middle school setting, and 52% high school setting. "Student caseload" was a continuous variable and referred to approximately how many students that participants were to provide services. Participant responses were analyzed during data screening and subsequently consolidated into eight categories: "0-100"; "101-200"; "201-300"; "301-400"; "401-500"; "501-600"; "601-700"; "701-800". Forty-three percent of the counselors were responsible for providing services to "301-400" students. Data for participants' responses are presented in Table 5.

Table 5

Demographics

Characteristic	Frequency	Percent
<hr/>		
Title I		
Yes	4	19.0
No	15	71.0

Unsure	2	0.0
Total	21	100.0

Caseload

0-100 Students	2	10.0
101-200 Students	0	0.0
201-300 Students	4	19.0
301-400 Students	9	43.0
401-500 Students	3	14.0
501-600 Students	0	0.0
601-700 Students	2	10.0
701-800 Students	1	5.0
Total	21	101.0

Grade Level

PreK-5	6	29.0
6-8	4	19.0
9-12	11	52.0
Total	21	100.0

Table 6 presents mean scores and standard deviations for participant group ratings on significance and frequency for the PSCRFA.

Table 6

Means and Standard Deviations of the PSCRFA Scales by Type of Position

	Significance		Frequency	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Program Standards				
Administrators	4.44	.465	3.93	.710
Teachers	4.32	.750	3.62	1.08
Counselors	4.70	.392	4.34	.629
Total	4.52	.523	4.04	.806
Performance Standards				
Administrators	4.19	.489	3.90	.743
Teachers	4.02	.731	3.87	1.02
Counselors	4.70	.279	4.28	.622
Total	4.37	.554	4.05	.769
Counselor Role				
Administrators	4.28	.499	3.78	.739
Teachers	4.23	.759	4.10	1.02
Counselors	4.53	.421	4.14	.631
Total	4.37	.539	4.00	.764

Data Analyses

This study explored attitudes held by school-based administrators, teachers, and professional school counselors. The following section contains results from the statistical analyses.

Kruskal-Wallis Test

The Kruskal-Wallis Test was used to examine variance between ratings on the dependent variables—degree of significance and degree of frequency—along the grouping variable—professional affiliation (school-based administrator, teacher, professional school counselor). This type of analysis was selected because it is a non-parametric alternative to a one-way analysis of variance. The Kruskal-Wallis Test converted ratings on degree of significance and degree of frequency to ranks and compared the mean ranks for each of the three participant groups. The most useful test statistics produced from the Kruskal-Wallis Test were mean rank, Chi-Square values (χ^2), degrees of freedom (df), and the significance level (p) (Pallant, 2010, p. 234). Analysis of overall rankings indicated whether administrators, teachers, and counselors assigned more or less importance to school counseling-related behaviors, and identified if the participant groups observed school counselors performing the behaviors more or less frequently. Additionally, the reported significance levels reveal whether the variance between group ratings is due to chance or if the variance is truly related to the type of position held by school personnel.

Program Standards

Significance. A Kruskal-Wallis Test revealed that there was no statistically significant difference in perceived degree of significance between Administrators,

Teachers, and Counselors regarding program standards. Counselors recorded a higher mean rank value (28.65) than Teachers and Administrators.

Frequency. A Kruskal-Wallis Test revealed that there was no statistically significant difference in ratings on degree of frequency across Administrators, Teachers, and Counselors regarding program standards. Counselors recorded a higher mean rank value (29.03) than Administrators and Teachers.

Performance Standards

Significance. A Kruskal-Wallis Test revealed that there was a statistically significant difference ($p = .001$) in ratings on degree of significance for performance standards across the three participant groups. Counselors reported a higher mean rank value (32.30) than Administrators and Teachers, indicating that beliefs about the importance of behaviors associated with school counselor performance standards are influenced by the type of position held by school personnel.

Frequency. A Kruskal-Wallis Test revealed that there was no statistically significant difference in perceived degree of frequency across the three groups, regarding performance standards. Counselors recorded a higher mean rank value (27.90) than Teachers and Administrators.

Counselor Role

Significance. A Kruskal-Wallis Test revealed that there was no statistically significant difference in perceived degree of significance across the participant groups for counselor role. Counselors recorded a higher mean rank value (27.28) than Teachers and Administrators.

Frequency. A Kruskal-Wallis Test revealed that there was no statistically significant difference in perceived degree of frequency across the three groups, regarding professional school counselor role. Teachers recorded a higher mean rank value (27.60) than Counselors and Administrators.

Table 7 presents mean ranks for each group and Table 8 presents Chi-Square values, degrees of freedom and significance levels obtained through Kruskal-Wallis Tests and combined for all groups.

Table 7

Kruskal-Wallis Mean Ranks for PSCRFA Scales

	Mean Rank					
	Administrators		Teachers		Counselors	
	Significance	Frequency	Significance	Frequency	Significance	Frequency
Program Standards	20.41	21.29	20.80	18.55	28.65	29.03
Performance Standards	18.21	20.76	17.25	21.70	32.30	27.90
Counselor Role	21.18	19.71	22.25	27.60	27.28	25.85

Table 8

Chi-Square Values, degrees of freedom, and p-values for All Groups Combined

	Degree of Significance			Degree of Frequency		
	χ^2	<i>df</i>	<i>p</i>	χ^2	<i>df</i>	<i>p</i>
Program Standards	4.247	2	.120	4.983	2	.083
Performance Standards	13.012*	2	.001*	2.889	2	.236
Counselor Role	2.088	2	.352	2.778	2	.249

N = 47

* $p < .05$

Fisher's Exact Probability Test

The next session describes findings from the analyses employed to examine the association between professional affiliation and mean scores. Results were generated and revealed that a primary assumption was violated. A Chi-Square Test assumes that each cell included in the cross tabulation table should have the lowest expected frequency of five or more, or that at least 80 percent of the cells should meet this assumption (Pallant, 2010, p. 27). The initial analysis performed using the Chi-Square test examined the distribution of scores for each measure along professional affiliation to determine whether Chi-Square assumptions were violated. The Fisher's Exact Probability Test is recommended in lieu of the Chi-Square Test when this assumption is violated.

The Fisher's Test is used when Chi-Square assumptions are violated or with studies that involve smaller sample sizes. Fisher's Test was used in this study to determine if the associations between the predictor variable (professional affiliation) and the outcome variable (perception) are due primarily to chance or because there is a dependent relationship. Fisher's Test demands a 2 x 2 cross tabulation, therefore,

predictor and outcome variables were recoded and new values were assigned to identify the two categories for each variable. Even when substituting Fisher's Test for the Chi-Square test, one or more cells may still have an expected frequency of five or less (UCLA: Statistical Consulting Group, n.d.; Weisstein, n.d.; Mehta & Patel, 2011).

To prepare the data set for the Fisher's Test, each of the three positions within the category 'professional affiliation' was assigned a new value, becoming dichotomous variables. This series of processes to transform the variable allowed categories of interest and data pertaining to each to be isolated for examination. For example, in the first process, '1' (administrator) was assigned a new value of '1' (administrator), while '2' (teacher) and '3' (counselor) were assigned a new value of '2' (non-administrator). In the second process, '1' (administrator) and '3' (counselor) were given the new value '2' (non-teacher), while '2' (teacher) was given the new value '1' (teacher). Finally, '1' (administrator) and '2' (teacher) indicated a new value of '2' (non-counselor) and '3' (counselor) indicated a new value of '1' (counselor).

Mean scores along each of the three scales were indicative of perceptions held by school personnel regarding the level of importance of school counseling-related tasks and how often the tasks were performed. A cut-off score of 3.5 was assigned, allowing 'perception' to become a dichotomous variable with 'less significant'/'less frequent' ('1') representing mean scores of less than or equal to 3.4 and 'more significant'/'more frequent' ('2') representing means scores of greater than or equal to 3.5.

A series of Fisher's Exact Tests was performed to determine whether the distribution of school-based administrators, teachers, and professional school counselors in each scoring category was due to chance, and significance levels (p) were produced.

Results of Fisher's Exact Test using a two-sided alpha level of .05 indicated no significant association for administrators, teachers, or counselors. *P* values are presented below in Table 9.

Table 9

Fisher's Exact Test p-values for Scales

	Degree of Significance	Degree of Frequency
Program Standards		
Administrators	1.00	.733
Teachers	.110	.251
Counselors	.251	.191
Performance Standards		
Administrators	1.00	.171
Teachers	.057	1.00
Counselors	.063	.310
Counselor Role		
Administrators	1.00	.692
Teachers	.110	.630
Counselors	.251	.682

Kappa Measure of Agreement

Using the Kappa Measure of Agreement, strength of agreement was examined to indicate the level of consistency between perceptions of school counseling-related role behaviors and perceptions of the degree of frequency, as measured by the PSCRFA. The analyses investigated whether ratings on degree of significance were consistent with ratings on degree of frequency and produced Kappa values (κ) and significance values (p). The following levels of agreement are recommended by McHugh (2012, p. 279): 0-.20, none; .21-.39, minimal; .40-.59, weak; .60-.79, moderate; .80-.90, strong; above .90, almost perfect. A Kappa value of less than .40 indicates poor agreement.

The Kappa Measure of Agreement value for degree of significance was .140, with a significance value of $p < .213$. Results indicated that there was no agreement between overall ratings on significance and ratings on frequency for the PSCRFA. Kappa indicated that significance ratings and frequency ratings on the PSCRFA revealed no agreement in terms of participants' beliefs of more significant school counseling-related role behaviors being performed more frequently. The Kappa Measure of Agreement value for significance and frequency ratings for the Program Standards scale was .035, with a significance value of $p < .749$. Results indicated that there was no agreement in terms of participants' beliefs of more significant program standards being performed more frequently through the school counseling program.

The Kappa Measure of Agreement value for scale 2 was .268, with a significance value of $p < .041$. Results indicated that there was minimal agreement between ratings on degree of significance for performance standards and ratings on degree of frequency.

Kappa value suggested that the ratings share minimal agreement in terms of participants' beliefs of more significant performance standards being addressed more frequently.

Results of The Kappa Measure of Agreement for ratings on Counselor Role suggested minimal agreement (.341), with a significance value of $p < .009$. Kappa indicated that participants' ratings agreed to a minimal degree in terms of participants' beliefs of more significant professional school counseling roles being performed more frequently. Table 10, shown below, indicates the Kappa values and significance values that resulted from the analysis.

Table 10
Kappa and Significance Values for the PSCRFA

	K	<i>p</i>
Overall		
Degree of Significance v. Degree of Frequency	.140	.213
Scales		
Program Standards Significance v. Frequency	.035	.749
Performance Standards Significance v. Frequency	.268	.041
PSC Roles Significance v. Frequency	.341	.009

Friedman Test

The Friedman Test evaluated whether there were statistically significant differences among school-based administrators, teachers, and professional school counselors regarding the degree of role significance and the degree to which the behaviors are addressed through the school counseling program, as measured by the

PSCRFA. Therefore, scores yielded by the three scales were analyzed for each group (administrators, teachers, counselors), using the Friedman Test to examine changes in scores for each group. The analyses produced Chi-Square values (χ^2), degrees of freedom (df), and significance values (p), along with median values (Md).

The results of the Friedman Test for ratings reported by school-based administrators indicated that there was a statistically significant difference across the scales ($p < .003$). Inspection of the median values showed a decrease in significance scores from program standard significance ($Md = 4.60$) to performance standard significance ($Md = 4.17$) and an increase from performance standards significance to counselor role significance ($Md = 4.25$). Median values for frequency ratings were constant across the three scales ($Md = 4.00$).

Post-hoc tests were performed using the Wilcoxon Signed Rank Test. The Wilcoxon Signed Rank Test was used with a Bonferroni adjusted alpha value to control for Type I error. Using SPSS® version 21, two follow-up analyses were conducted simultaneously for ratings on significance, allowing ratings on program standards significance to be compared to ratings on performance standards significance, which was then tested against ratings on counselor role significance. Therefore, a revised alpha value of .025 was applied. The analyses yielded Z scores and associated significance levels.

A Wilcoxon Signed Rank Test revealed no statistically significant difference in significance ratings on program standards and performance standards, $z = -1.62$, $p < .105$, with a relatively medium effect size ($r = .28$). Moreover, comparison of significance ratings on performance standards and counselor role also revealed no statistically significant difference, $z = -.711$, $p < .477$, with a small effect size ($r = .12$).

A final post-hoc analysis was performed for frequency ratings, comparing scores on program standards to those on performance standards, then pairing scores on performance standards and counselor role. The results indicated that there was no statistically significant difference in frequency ratings on program standards and performance standards, $z = -.369$, $p < .712$, with a relatively small effect size ($r = .06$). As well, comparison of frequency ratings on scales 2 and 3 also revealed no statistically significant difference, $z = -1.069$, $p < .285$, with a small effect size ($r = .18$).

The results of the Friedman Test for scores reported by teachers indicated that there was not a statistically significant difference on degree of significance ratings. Inspection of the median values revealed similar values as for administrators. There was a decrease in significance ratings from scale 1 ($Md = 4.60$) to scale 2 ($Md = 4.17$) and an increase from scale 2 to scale 3 ($Md = 4.25$). There was an increase in frequency ratings from scale 1 ($Md = 3.80$) to scale 2 ($Md = 4.00$) and a further increase from scale 2 to scale 3 ($Md = 4.25$).

The results of the Friedman Test for ratings reported by professional school counselors indicated that there was a statistically significant difference in degree of significance ratings along the scales ($p < .001$). Inspection of the median values showed a decrease in significance ratings from scale 1 ($Md = 5.00$) to scale 2 ($Md = 4.75$) and a further decrease from scale 2 to scale 3 ($Md = 4.50$). Median values for frequency ratings fluctuated for program standards, performance standards, and counselor role; $Md = 4.40$; $Md = 4.50$; $Md = 4.25$, respectively.

Post-hoc tests were performed using the Wilcoxon Signed Rank Test with a Bonferroni adjusted alpha value of .025 to control for Type I error. Using SPSS 21,

follow-up analyses were conducted for significance ratings, allowing ratings along scale 1 to be compared to ratings along scale 2, which was then tested against ratings along scale 3. A Wilcoxon Signed Rank Test revealed no statistically significant difference in significance ratings for scales 1 and 2, $z = -.346, p < .729$, with a relatively small effect size ($r = .08$). Comparison of significance ratings along scales 2 and 3 revealed a statistically significant difference, $z = -1.97, p < .049$, with a medium to large effect size ($r = .44$).

Final post-hoc analyses were performed for frequency ratings, comparing participant ratings on scale 1 to those for scale 2, then pairing ratings on scale 2 against frequency ratings on scale 3. The results indicated that there was no statistically significant difference in frequency ratings for scales 1 and 2, $z = -.605, p < .545$, with a small effect size ($r = .14$). As well, comparison of frequency ratings on scales 2 and 3 also revealed no statistically significant difference, $z = -1.372, p < .170$, with a medium effect size ($r = .31$).

Analysis of descriptive findings for participant beliefs about whether school counselor tasks were more or less appropriate revealed that all four items designated as more appropriate by Campbell and Dahir (1997) were highly endorsed by administrators, teachers, and counselors. Results revealed that 'Assisting the school principal with identifying and resolving student issues, needs and problems' (100%) received the highest level of agreement among administrators, teachers and counselors. In addition, teachers and counselors unanimously endorsed 'Individual student academic program planning' (100%), while only 88% of administrators viewed this task as appropriate. Overall, fewer administrators highly endorsed tasks such as 'Analyzing grade-point

averages in relationship to achievement' (59%) and 'Interpreting student records' (82%). 'Interpreting student records' was endorsed by teachers to a higher degree than counselors. 'Registration and scheduling of all new students', a less appropriate task, was highly endorsed by all groups. In addition, teachers (60%) viewed 'Computing grade-point averages' as appropriate, compared to thirty-five percent (35%) of administrators and forty percent (40%) of counselors. 'Maintaining student records', another less appropriate task, received lower endorsements from administrators (47%) and counselors (40%) than from teachers (60%). Finally, all groups agreed that 'Assisting with duties in the principal's office' was a less appropriate task for school counselors.

Summary

This quantitative research study examined attitudes held by school personnel toward activities in which school counselors engage. Analysis of variance between ratings on degree of significance and degree of frequency revealed no statistically significant differences between administrators, teachers, and counselors along the three scales—except for significance ratings for Performance Standards. It was concluded that no significant association existed between the position held by school personnel, their ratings on the importance of school counselor tasks, and ratings on how often tasks were performed. Overall, there was evidence of minimal agreement between participants' beliefs of more significant performance standards being performed more frequently, as well as more significant counselor roles being performed more frequently. Within group differences were statistically significant for administrators and counselors with respect to degree of significance for work performed by professional school counselors. On average, professional school counselors assigned higher values to items along both

scales. Overall, classification of more and less appropriate tasks was correctly identified by administrators, teachers, and counselors. Research findings, conclusions and recommendations are discussed in the following chapter.

CHAPTER FIVE

CONCLUSIONS

This study investigated whether attitudes toward ideal and actual school counseling-related behaviors differed for school-based administrators, teachers, and professional school counselors. Chapter I provided the purpose and foundation of the study. Chapter II presented a review of the literature regarding perceptions of the role of the school counselor, such as: (1) preferred type and level of engagement; (2) school counselor functionality; (3) role significance; (4) ideal versus actual roles; (5) program delivery and degree of frequency. Chapter III described the methodology employed to study attitudes held by the three groups. Chapter IV presented data analysis and findings. This chapter describes findings from the series of analyses performed on the PSCRFA results. Descriptive findings for participants are presented and results of multivariate analyses then follow. This chapter concludes with a summary.

Overview of the Study

The role of the school counselor has evolved, in part, as a result of national school reform movements along with the need for highly qualified school personnel who contribute to the educational, career, and personal development needs of students expected to become exceptionally-prepared high school graduates and global citizens (US Department of Education, 1994; Campbell & Dahir, 1997; Burnham & Jackson, 2000). The purpose of this study was to explore attitudes held by school-based administrators, teachers, and professional school counselors regarding activities in which the school counselor engages, and if there were differences between and among the three groups surveyed.

There is a paucity of research that is grounded in recently developed and nationally accepted standards and roles within the field of school counseling. Previous studies employed now outdated measures and included instruments likened to historical school counseling program models (Clemens et al., 2010). The results of this study provide information that may assist professional school counselors, counselor educators, school counselors-in-training, directors of school counseling, school-level, district-level, and state-level administrative personnel, school personnel, community agencies, legislators, and members of business and industry. For example, these entities may create and implement means to increase the frequency of school counselor tasks that are highly regarded by school personnel. At the most basic level, this study identified school personnel's beliefs about how important school counseling tasks appeared and to what extent the delivery of these tasks met school personnel's expectations. This research study adds to the body of literature on trends in attitudes held by school personnel concerning tasks that are and are not instrumental in the implementation of a comprehensive school counseling program.

Purpose and Research Design

A non-experimental survey method was used to examine whether there were significant differences in how professional affiliation (school-based administrator, teacher, professional school counselor) related to perceptions of professional school counseling role significance and observed performance.

The research question that formed the framework for the study was

1. Are there statistically significant differences between school-based administrators, teachers, and professional school counselors regarding

perceptions of the degree of role significance and the degree to which the role is addressed through the school counseling program, as measured by the PSCRFA?

Sample and Procedures

This study employed convenience sampling and participants were recruited through use of the internet. Permission to conduct the study was obtained from the school district's research authorization committee. Participants ($N = 48$) were employed within an urban public school district in Hampton Roads, Virginia. Data was collected through a researcher-designed survey instrument, the PSCRFA, which was accessible through a secured link. Participation was voluntary and access to results was controlled by the researcher. All subjects who completed the PSCRFA had the option to enter a prize drawing for one \$100.00 VISA® gift card.

Data Analysis

Quantitative statistical analysis was performed using SPSS®. Descriptive statistics were obtained and participant characteristics were presented. In addition, a series of analyses were performed to investigate the hypotheses presented in this study. The Kruskal-Wallis Test examined between group differences for the three groups. The Fisher's Exact Probability Test evaluated the association between the type of position held by school personnel, beliefs about degree of significance, and beliefs about degree of frequency. The Kappa Measure of Agreement analyzed the level of consistency among ratings for the three groups. Finally, the Friedman Test examined within group differences for administrators, teachers, and counselors.

Findings and Conclusions

This section presents the hypotheses, findings, and conclusions for the analyses conducted to investigate beliefs held by school personnel about the work performed by school counselors.

Hypothesis One

“There is no statistically significant difference between ratings by school-based administrators, teachers, and professional school counselors on the PSCRFA on the importance of school counseling standards and roles.”

Findings.

- (a) Results of the Kruskal-Wallis test for program standards revealed that counselors (Mean = 29) reported higher mean rankings than administrators (Mean = 20) and teachers (Mean = 21), and there was no statistically significant difference in perceived degree of significance across the three groups. Therefore, the null hypothesis could not be rejected.
- (b) The variance in group means for performance standards was statistically significant ($p = .001$), with counselors (Mean = 32) assigning greater significance to these counseling-related tasks than administrators (Mean = 18) and teachers (Mean = 17). Therefore, the null hypothesis was rejected, indicating that the difference in beliefs was due to more than chance.
- (c) Perceptions of counselor role significance did not differ significantly across the three groups. Counselors (Mean = 27) assigned greater significance to items along this scale than teachers (Mean = 22) and administrators (Mean = 21). Therefore, the null hypothesis could not be rejected.

Conclusion. Beliefs held by school personnel regarding the importance of task performed by school counselors were not statistically significantly different, except for ratings along the scale measuring performance standards. Overall, counselors most often reported a higher degree of significance for program standards, performance standards, and counselor role.

Hypothesis Two

“There is no statistically significant difference between school-based administrators, teachers, and professional school counselors in ratings of the frequency for addressing school counseling standards and roles through the school counseling program, as measured by the PSCRFA.”

Findings.

- (a) Results of the Kruskal-Wallis test indicated that frequency ratings on program standards were higher for counselors (Mean = 29) than administrators (Mean = 21) and teachers (Mean = 19). There was no statistically significant difference in perceived degree of frequency for administrators, teachers, and counselors on program standards. Therefore, the null hypothesis could not be rejected.
- (b) A Kruskal-Wallis test revealed no statistically significant difference in perceived degree of frequency across the three groups on performance standards. Counselors (Mean = 28) recorded higher rankings than teachers (Mean = 22) and administrators (Mean = 21). Therefore, the null hypothesis could not be rejected.
- (c) Analysis performed using a Kruskal-Wallis test suggested that teachers (Mean = 28) reported that the counselor role was observed to a higher degree than counselors (Mean = 26) and administrators (Mean = 20). There was no statistically significant difference in

perceived degree of frequency across the three groups for counselor role; therefore, the null hypothesis could not be rejected.

Conclusion. The overall difference between perceptions held by administrators, teachers, and counselors regarding how often program standards, performance standards, and counselor role were delivered did not vary to a statistically significant degree. Of the three groups, counselors reported higher frequency ratings for program standards and performance standards. However, teachers reported higher ratings for counselor role, indicated that tasks related to fulfilling the counselor role were observed often.

Hypotheses Three

“There is no statistically significant association between professional affiliation, perception of school counseling-related role behaviors, and perception of the degree to which the behaviors are addressed through the school counseling program, as measured by the PSCRFA.”

Findings.

(a) Results of Fisher’s Exact Test indicated no significant association for professional affiliation—administrators ($p = 1.00$), teachers ($p = .110$), counselors ($p = .251$)—along the scale measuring program standards significance. Moreover, significance values along performance standards—administrators ($p = 1.00$), teachers ($p = .057$), counselors ($p = .063$)—and counselor role—administrators ($p = 1.00$), teachers ($p = .110$), counselors ($p = .251$)—also revealed no significant correlation.

(b) Results of the analysis examining the association between professional affiliation and perceptions of the degree of frequency along the three scales indicated no statistically significant association. The following significance values were reported for

administrators: scale 1 = .733, scale 2 = .171, scale 3 = .692); for teachers: scale 1 = .251, scale 2 = 1.00, scale 3 = .630; and for counselors: scale 1 = .191; scale 2 = .310; scale 3 = .682. Therefore, the null hypothesis could not be rejected.

Conclusion. Administrators', teachers', and counselors' beliefs about tasks being viewed as less significant/less frequent and more significant/more frequent was due more to chance versus significant differences between the groups. There was no statistically significant association between the position held by school personnel, their belief about the level of importance for school counseling tasks, and their perception of how often the tasks were addressed within the school counseling program. *P* values closest to the alpha level of .05 were reported for teachers ($p = .057$) and counselors ($p = .063$) along the scale measuring significance ratings on performance standards. If these two significance values were less than or equal to alpha level .05 ($\leq .05$), this would suggest that, for teachers and counselors, professional affiliation correlated with distinct views of degree of significance and degree of frequency for counselor performance standards.

Hypothesis Four

“Ratings on degree of significance will not be consistent with ratings on degree of frequency.”

Findings.

(a) Results of the Kappa Measure of Agreement indicated that there was no overall agreement ($\kappa = .140$, $p = .213$) between significance and frequency values assigned by administrators, teachers and counselors. Therefore, the null hypothesis could not be rejected.

(b) Significance and frequency ratings along scale 1—program standards—were not consistent ($\kappa = .035$, $p = .749$). Therefore, the null hypothesis could not be rejected.

(c) Administrators, teachers, and counselors reported minimally consistent ratings along scale 2 ($\kappa = .268$)—performance standards—with a statistical significance of $p = .041$. Therefore, the null hypothesis was rejected.

(d) Participant ratings were also identified as minimally consistent along scale 3 ($\kappa = .341$)—counselor role—with a statistical significance of $p = .009$. Therefore, the null hypothesis was rejected.

Conclusion. Overall beliefs regarding the significance of counseling-related behaviors and the frequency to which the behaviors were performed were not consistent. There was a lack of evidence to support the idea that participants believed, overall, that more significant school counseling-related role behaviors were performed more frequently and that less significant behaviors were performed less frequently. Nonetheless, participants indicated that more significant performance standards and counselor role behaviors were performed more often.

Hypothesis Five

“There is no statistically significant difference among school-based administrators regarding their perceptions of the degree of significance and degree of frequency for school counseling-related role behaviors, as measured by the PSCRFA.”

Findings.

(a) Results of the Friedman Test indicated that there was a statistically significant difference ($p = .003$) in ratings reported by administrators. Therefore, the null hypothesis was rejected and post-hoc tests were performed.

(b) Wilcoxon Signed Rank Tests revealed that differences between ratings along scale 1 and scale 2 contributed a medium effect ($r = .28$) on the variance in significance ratings; however, the contribution was not statistically significant ($z = -1.62, p = .105$).

Differences in significance ratings for scales 2 and 3 contributed a small effect ($r = .12$) on the variability in ratings, and was not statistically significant ($z = -.711, p = .477$).

Post-hoc analysis of differences in frequency ratings along scale 1 and scale 2 revealed a small contribution ($r = .06$) and that the effect was not statistically significant ($z = -.369, p = .712$). Differences in frequency ratings between scale 2 and scale 3 contributed little influence ($r = .18$) on the statistically significant difference in overall ratings for administrators. Moreover, the influence was not statistically significant ($z = -1.069, p = .285$).

Conclusion. Within group differences were statistically significant. Differences in beliefs about the significance of program standards and that of performance standards contributed the greatest influence on the statistically significant difference in ratings reported by administrators; however, the contribution was not statistically significant. Overall, administrators assigned lowest ratings to program standards frequency (4.00), performance standards frequency (4.00), and counselor role frequency (4.00). The highest rating was assigned to program standards significance.

Hypothesis 6

“There is no statistically significant difference among teachers regarding their perceptions of the degree of significance and degree of frequency for school counseling-related role behaviors, as measured by the PSCRFA.”

Findings.

(a) Results of the Friedman Test indicated that there was not a statistically significant difference ($p = .199$) in ratings reported by teachers. Therefore, the null hypothesis was not rejected. Further, significance ratings for teachers were similar to ratings indicated by administrators.

Conclusion. Within group differences were not statistically significant among teachers. Overall, program standards significance received the highest rating and program standards frequency received the lowest rating.

Hypothesis Seven

“There is no statistically significant difference among professional school counselors regarding their perceptions of degree of significance and degree of frequency for school counseling-related role behaviors, as measured by the PSCRFA.”

Findings.

(a) Results of the Friedman Test indicated that there was a statistically significant difference ($p = .001$) in ratings reported by school counselors. Therefore, the null hypothesis was rejected and post-hoc analysis was conducted.

(b) Wilcoxon Signed Rank Tests revealed that differences between ratings along scale 1 and scale 2 contributed a small effect ($r = .08$) on variability for significance ratings; however, the contribution was not statistically significant ($z = -.346, p = .729$).

Differences in significance ratings for scales 2 and 3 contributed a medium to large effect ($r = .44$) on the rating variance and was statistically significant ($z = -1.971, p = .049$).

Post-hoc tests for differences in frequency ratings along scale 1 and scale 2 revealed a small contribution ($r = .14$) and that the effect was not statistically significant ($z = -.605$,

$p = .545$). Differences in frequency ratings between scale 2 and scale 3 contributed a medium effect ($r = .31$) on the statistically significant difference in overall ratings for school counselors. The influence was not statistically significant ($z = -1.372, p = .285$).

Conclusion. Within group differences were statistically significant for school counselors. The variability in beliefs concerning the degree of significance for performance standards and the degree of significance for counselor role had the greatest impact on the statistically significant difference in ratings reported by counselors; moreover, the influence of this variance was statistically significant. Variance in counselor ratings on frequency for performance standards and for counselor role had a medium effect on the statistically significant difference among school counselors; however, the influence was not statistically significant. Overall, counselors assigned the highest rating to program standards significance (5.00) and the lowest rating was assigned to counselor role frequency (4.25).

School Counselor Tasks

School counselor tasks endorsed as appropriate by Campbell and Dahir (1997) were also viewed by administrators, teachers, and counselors as appropriate. 'Assisting the school principal with identifying and resolving student issues, needs and problems' (100%) and 'Individual student academic program planning' (100%) received the highest endorsements. Groups shared agreement among their perceptions of 'Registration and scheduling of all new students', a less appropriate task, as appropriate, along with 'Assisting with duties in the principal's office', also less appropriate, as a less appropriate task for school counselors.

Summary of Findings and Conclusion

This quantitative research study examined attitudes held by school personnel toward school counselors' activities. The results indicated that, overall, counselors most frequently reported higher ratings on the importance of program standards, performance standards, and counselor role. Overall scores for all three groups were lower for frequency than for importance, indicating that the school counselor's level of functioning did not match the ideal performance levels preferred by school personnel.

Discussion

Investigation into attitudes of administrators, teachers, and counselors toward the role and function of the professional school counselor revealed that there were no statistically significant differences between the groups, except for their beliefs about the importance of school counselor performance standards. These performance standards were designed to measure the type of work that the school counselor is to perform and included activities such as: planning, organizing, and delivering the school counseling program; implementing the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students; implementing the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of education and career plans; providing responsive services through the effective use of individual and small group counseling, consultation and referral skills; discussing the counseling department management systems and program action plans with the school administrator; and collecting and analyzing data to guide program direction and emphasis.

Overall, administrators, teachers, and counselors did not differ significantly in their beliefs concerning how often school counselor program standards, performance standards, and counselor role were performed. Program standards included the following goals to measure whether the school counseling program provided opportunities for students to: acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span; complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college; acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions; acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others; and make decisions, set goals, and take necessary action to achieve goals. Counselors believed that tasks related to program standards and performance standards were performed more often than administrators and teachers.

Of the tasks measured by the PSCRFA, teachers believed that school counselors performed tasks associated with the counselor role more often than administrators and counselors observed. The following items comprised the scale measuring beliefs about behaviors associated with the counselor role: promoting, planning, and implementing school-wide prevention programs, career/college activities, course selection and placement, social/personal management and decision making activities; arranging in-school mentoring relationships to improve students' academic success; playing a leadership role in defining and carrying out guidance and counseling functions; and advocating for students' placement and school support for rigorous preparation for all students—especially poor and minority youth.

Analysis of the variance reported for beliefs held by administrators, teachers, and counselors suggested that perceptions differed most among administrators and counselors. For administrators, the level of importance assigned to program standards was not consistent with the level of importance identified for performance standards. Administrators believed that tasks associated with program standards were most important, but performed just as often as tasks that were viewed as less important (performance standards and counselor role). Administrators' expectations for desired level of performance were not met through the work performed by the school counselor. Responses across scales, indicated that the school counselor's actual work did not meet administrators' ideal level of performance.

For counselors, both ratings on importance and ratings on frequency differed with respect to activities linked to performance standards and those linked to counselor role. Of all the groups, counselors most frequently reported the greatest degree of importance for the work performed by the school counselor and the highest level of performance for counselor-related tasks. However, rating within the group varied significantly. A significant factor that influenced variability in ratings among the group was that counselors differed significantly in their views of the importance of tasks related to performance standards and tasks related to the counselor role. In addition, counselors held different views concerning how often tasks associated with performance standards and the counselor role were performed. Counselors viewed program standards as most important and counselor role as being performed least often.

Teachers demonstrated less variability in their beliefs about the work performed by counselors and lower overall ratings for task importance and task performance. As a

group, teachers' beliefs were most similar. Tasks related to program standards were viewed by teachers as most important and least often performed, indicating that expectations were not met; except with regard to the counselor role. Teachers believed that school counselors engaged in behaviors that were associated with the counselor role to the degree expected.

Professional affiliation was not a significant predictor of how school personnel perceived school counselor task significance and task performance. Responses reported by teachers and counselors for the importance of performance standards were closest to significantly predicting group classifications and distinguishing these two groups from the rest of the sample, as indicated by the close proximity to the pre-determined alpha level of .05.

Although the type of position held by school personnel did not accurately predict group member beliefs, ratings on degree of importance and ratings on degree of frequency for performance standards were minimally consistent for administrators, teachers, and counselors. In addition, administrators, teachers, and counselors reported minimally consistent ratings on the importance of the counselor role and the degree to which the counselor role was addressed through the school counseling program. Results suggested that if items measuring performance standards and counselor role were rated as more significant, then they were also rated as being observed more often. If counselor role items were rated as less significant they were also rated as being observed less frequently. Program standards, however, may have been considered some of the more significant tasks, but observed less often; or less significant tasks that were observed more often. There appeared to be consistency between ideal and actual performance

standards/counselor role being performed. Ideal and actual tasks did not align consistently with respect to program standards. Finally, administrators, teachers, and counselors correctly identified school counselor tasks endorsed by Campbell and Dahir (1997) as more and less appropriate tasks, on average.

Limitations

Results of this research offer limited generalizability beyond the participants included in the study due to the number of administrators, teachers, and counselors included. Moreover, the methodology employed in this study utilized a self-report measure to collect participants' responses. Therefore, it is possible that social desirability impacted the responses provided.

Implications for Future Research

The limitations listed above also serve as areas of focus to be expanded in future research. Broadening the sample and recruiting participants from among all seven school districts within Hampton Roads, Virginia is likely to increase the ability to generalize the findings across the population of school personnel. Follow-up examination through qualitative analysis may provide greater depth into attitudes held by administrators, teachers, and counselors regarding the work of the professional school counselor.

Summary

Greater importance for program standards, performance standards, and counselor role was most often assigned by counselors. All three groups reported lower ratings for frequency than for importance, indicating that the school counselor's level of functioning did not match the ideal performance levels preferred by school personnel. There were no

statistically significant differences between the groups, except for their beliefs about the importance of school counselor performance standards; and limited statistically significant differences among the groups.

Performance standards represented professional objectives to guide the development of a comprehensive school counseling program that addressed the three domains—academic, career, and personal/social. These standards were more formative, action-oriented, and proactive in nature—as well as task-driven, involving planning, logistics, and implementation. Between group analysis revealed that groups inconsistently rated the significance of school counselor performance standards. It is possible that participant groups regarded these tasks differently because not all groups were familiar with the overall impact of these activities on the delivery of a comprehensive school counseling program. While analysis of the association between professional affiliation and perceptions suggested that, of all three groups, type of position and beliefs were most closely related for teachers and counselors.

Program standards appeared more summative, reactive in nature, and equated with student-based outcome measures to guide school counselors' work. Counselor role was closely associated with delivery method. Campbell and Dahir (1997) identified several school counselor tasks as being more and less appropriate in which to engage. More often than not, administrators reported lower endorsement of appropriate tasks than did teachers and counselors. Counselors, on average, indicated higher endorsement of tasks deemed as appropriate. Engaging in tasks endorsed by school personnel, while educating school personnel about the role and function of the professional school counselor may assist counselors in their efforts to nurture student success. If school

counselors fulfill expectations indicated in the performance standards they are more likely to function efficiently and contribute satisfactorily to the ultimate goal of adequately preparing students to transition into lucrative and rewarding post-high school endeavors.

Chapter 6
Manuscript Submission

**Strategically Appraising Professional School Counselor Role and Function through an
ASCA-Colored Lens**

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Abstract

Perplexity surrounds the role and function of the professional school counselor (Whiston, 2002; Herr & Erford, 2006; Perkins et al., 2010). How professional school counselors function within their role impacts how school personnel perceive the role of the professional school counselor. When school counselors' efforts are purposeful, significant, and consistently performed in accordance with the ASCA national model, students benefit and the role of the professional school counselor may be held in higher regard. The purpose of this research study was to examine attitudes held by school-based administrators, teachers, and professional school counselors regarding how important the school counseling role appeared and to what extent programmatic delivery met school personnel's expectations. Analysis of variance between ratings on degree of significance and degree of frequency revealed no statistically significant differences between administrators, teachers, and counselors along the three scales—except for participants' beliefs about the importance of school counselor performance standards. Although counselors most frequently reported higher ratings on the importance of school counseling program standards, school counseling performance standards, and counselor role, scores for all three groups were lower for frequency than for importance—indicating that the school counselor's level of functioning did not match the ideal performance levels preferred by school personnel.

Keywords: school counselor, administrator, teacher, ASCA, role significance, role frequency, function

Strategically Appraising Professional School Counselor Role and Function through an ASCA-Colored Lens

New demands for educational professionals surfaced beginning in the 1980's when national school reform movements erupted. These movements were designed to enhance curriculum standards, increase academic rigor and relevance, and generate exceptionally-prepared high school graduates (US Department of Education, 1994; Burnham & Jackson, 2000). Revamping the standards unquestionably impacted the performance of nearly all participants within the educational system—including non-instructional support staff, such as professional school counselors. To this end, leaders within the field of school counseling, Campbell and Dahir (1997), created school counseling program standards to facilitate conversations among school counselors, school-based administrators, faculty, parents, businesses, and the community to streamline the school counselor's role in enhancing student learning (Dahir, 2000).

Professional Collaboration and Student Achievement

Beran and Lupart (2009) suggested that a school's culture and environmental fit impact student achievement. A school's culture is a conglomeration of the cultures that coalesce when students and school personnel interact with each other and their environment. School personnel may find themselves up against tremendous odds when cultural considerations are factored into the success equation. A child raised within a family that resides in an area that is largely concentrated with other impoverished families, is more likely to experience educational disadvantages (Lui, 2008, p. 976). To prevail over obstacles and achieve results to the degree implied by the 1980's reform movements, the concerted efforts of numerous individuals—school personnel invested in

long-term success—and accountability measures designed to evaluate the success of systems and participants are essential. Collaboration among school personnel is perhaps one element capable of strengthening the support base available to students who often have limited emotional, academic, and/or financial resources within their families.

Transforming School Counselor Role and Function

Literature suggests that the professional school counselor is positioned within the educational setting in such a way that a multiplicity of matters falls within the counselor's purview (Burnham & Jackson, 2000; Clemens, Carey, & Harrington, 2010). The context in which students' academic, career, and personal/social needs are met is ever-changing-- though students' fundamental needs are generally consistent over time. Dahir (2000) found that shifts in contemporary education resulted in more and more intricate functions for school counselors. Increasing demands placed on the educational process for the production of successful outcomes led to a reassessment of school counseling programs and the need to more closely align school counseling standards with academic standards (Dahir, 2009).

More clearly defining the role and function of counseling within the educational setting was an act of professional posturing in order to substantiate the work that school counselors regularly perform in support of the educational agenda. Dahir et al. (2009, p. 183) reported that focus shifted from "the delivery of a menu of ancillary services to demonstrated outcomes that show student benefits from comprehensive programs." Coordination with school personnel within the educational setting fosters collaboration and the ability to demonstrate the value of the professional school counselor in facilitating positive student development (Griffin & Farris, 2010).

School Counselor Role and Function

ASCA regularly examines the nature of the work performed by professional school counselors. ASCA (2005, 2012) proposes that the role of the professional school counselor is to enhance learning for all students by integrating academic, career, and personal/social development. In theory, a school counseling program that is based on the ASCA National Model® (2005, 2012) enables all students to achieve success in school and to develop into contributing members of our society (Dahir, 2000). However, a requisite degree of school personnel's commitment must first be achieved. This includes steadfast dedication on the part of the counselor. Burnham and Jackson (2000) examined actual practices and existing school counseling program models and found that professional school counselors may hold opposing viewpoints regarding role identity and the most effective means to perform their duties.

Perceptions of Significance

Perkins, Oescher, and Ballard (2010) explored attitudes and beliefs of school personnel through examination of survey results obtained by Perkins (2006). The survey included elementary school counselors ($n = 124$), school-based administrators ($n = 83$), teachers ($n = 65$), and counselor educators ($n = 81$). Participants were obtained through stratified random sampling, relying on MGI Lists from Marketing General Incorporated and American Counseling Association. The sample consisted of 800 participants who received an electronic survey, the School Counselor Role Survey (SCRS). The initial email included a description of the study, an explanation regarding anonymity and informed consent, and instructions on how to access and complete the instrument through SurveyMonkey. Participants were able to complete the online survey during a three week

data collection period. Two weeks following initial contact, participants received a follow up electronic reminder. A response rate of 48.7% ($n = 353$) was reported. Eighty-three percent of the participants were Caucasian, 7.6% were Black, and 7.1% identified as Asian American, Bi/Multiracial, Hispanic-American, or Native American. The majority of those surveyed were female (75.9%) with 24.1% being male.

A cross-sectional survey design and 40-item researcher-designed online survey were employed to examine school personnel perceptions of the importance of the school counselor roles endorsed by The Education Trust and ASCA (Perkins, Oescher, & Ballard, 2010). Three of the items were designed to obtain participants' demographic information, while the other items, similar to Pérusse, Goodnough, Donegan, and Jones' (2004) instrument, were based upon two constructs, the three ASCA National Standards and the five domains of the Transforming School Counseling Initiative (The Education Trust, 1997). A 5-point Likert-type scale (1= Not Important At All; 2 = Not Very Important; 3 = Neutral; 4 = Somewhat Important; 5 = Extremely Important) allowed participants to rate the importance of each counseling role. A probability sampling technique was utilized and an appropriate sample size was secured in order to allow generalizability of the results.

A pilot study was conducted and items were subsequently revised for conciseness, ease in interpretation, and bias (Perkins, 2006). TSCI domains and the National Standard content areas were combined in a manner that was easy for participants to understand. The instrument's reliability was evaluated as data were collected and analyzed. Cronbach's Alpha was .95 and the reliability for the each of the eight subscales ranged from .75 to .95 (Perkins, 2006). The instrument yielded nine scores for each school

personnel group, calculated as the average score for all of the non-missing items—group means from each of the five TSCI subscale scores, each of the three National Standards subscale scores, and a global score which reflected the overall average of all subscale scores (Perkins, 2006; Perkins, Oescher; and Ballard, 2010). Scores were computed for all subjects who indicated their school personnel group and completed 75% of the survey. The following range of scores was identified: 1.00-1.50 (Not Important at All); 1.51-2.50 (Not Very Important); 2.51-3.50 (Neutral); 3.51-4.50 (Somewhat Important); 4.51-5.00 (Extremely Important) (Perkins, 2006).

Statistical analysis included the calculation of descriptive and inferential statistics. Measures of central tendency and variability were reported for school personnel position, gender, and ethnicity (Perkins, 2006). Global and subscale scores were reported for school counselors, school-based administrators, teachers, and counselor educators. A one sample *t*-test was performed to compare each group's overall score and identified whether school personnel perceptions were positive or negative. Subscale scores were examined to determine if group means differed significantly from 3.0, the neutral point. The alpha was set at .05 and each groups' overall and subscale scores were also analyzed through ANOVAs, followed by Scheffé post hoc analysis which examined F-statistics.

Examination of overall scores for all school personnel groups indicated that counselor educators (Mean = 4.07, SD = .51) reported the highest levels of significance for the five domains included in the Transforming School Counseling Initiative and three content areas of the ASCA National Standards. School counselors (Mean = 3.85, SD = .62) held the second highest rating, followed by school-based administrators (Mean = 3.71, SD = .64) and teachers (Mean = 3.69, SD = .67). With regard to the variance in

beliefs held by school personnel, scores differed significantly on all but the Leadership domain. Counselor educators and school-based administrators, as well as counselor educators and teachers, were the school personnel to consistently and significantly vary in their perceptions of the importance of the TSCI domains and National Standards. Teaming and Collaboration was rated as the most important domain when considering the overall score for the sample (Mean = 4.19, SD = .65).

The Academic component of the National Standards was rated highest by counselor educators (Mean = 3.76, SD = .71) and lowest by school-based administrators (Mean = 3.55, SD = .84) and teachers (Mean = 3.55, SD = .78). Overall, school personnel viewed the Career component as the least important content area (Mean = 3.35, SD = 1.09). The Personal/Social element garnered the highest level of significance among school personnel (Mean = 4.45, SD = .50) and was viewed relatively equally by school counselors (Mean = 4.56, SD = .46) and counselor educators (Mean = 4.54, SD = .37). Teachers reported the lowest overall rating for the TSCI domains and the National Standards (Mean = 3.69, SD = .67), followed by school-based administrators (Mean = 3.71, SD = .64). Scheffe post-hoc results indicated that group means differed significantly between the school personnel groups for the Career and Personal/Social content areas; however, no significant differences were indicated for the Academic content area.

Counselor Perspective

Dahir et al. (2009) conducted a study of 934 public school counselors within Alabama. The purpose of the study was three-fold: (a) explore attitudes, beliefs, and priorities as a means to determine readiness to deliver ASCA model school counseling

programs; (b) evaluate differences between schools at each level (elementary, middle, high, K-12, other); and (c) identify professional development opportunities to guide counselors closer to a state of readiness. Respondents completed the Assessment of School Counselor Needs for Professional Development (ASCNPD) self-report. Among the results, the authors found that professional school counselors may rank some ASCA-prescribed school-counseling related tasks as less significant due to a lack of training. If counselors are likely to place less importance on various aspects of their role, so too, other school personnel may discount the importance of these fundamental tasks.

Administrator Perspective

School-based administrators have traditionally taken the lead in coordinating school-wide efforts designed to improve student achievement (Dahir, 2001). Wilkerson (2010) analyzed the articles published in the NASSP (National Association of Secondary School Principals) Bulletin between 1997 and 2007 to determine the extent to which school counselor reform aligned with the work of school-based administrators. The study was designed to explore themes that were perceived as most important to school-based administrators in comparison to those themes believed to be most significant within the field of school counseling. The *National Standards*, the *National Model*, and the *School Counselor Competencies* were selected as guiding documents for school counseling.

The research design involved content analysis of the following: NASSP Bulletin, ProQuest Education online database, review of articles published in the NASSP Bulletin from 1997-2007, and review of abstract pages for articles contained in the ProQuest Education Journal's database. Analysis included 752 articles presented in the NASSP Bulletin between 1997 and 2007. Article types included features ($n = 605$), book reviews

($n = 101$), commentary ($n = 32$), news ($n = 5$), general information ($n = 4$), interviews ($n = 3$), and product reviews ($n = 2$). Using Excel, data collected from the abstract pages in ProQuest were recorded in five categories--article type, author, article title, month/year/volume/issue/page number, and up to three subject indicators.

To obtain rater reliability, only the indicators listed on the abstract pages were used in the analysis. Frequency counts were totaled for all subject indicators and some indicators were combined into a general topic. All of the articles from the *NASSP Bulletin* were placed into categories with at least one subject indicator identified in the ProQuest abstracts. Ninety nine percent of the articles ($n = 748$) were grouped with at least two indicators and 93% ($n = 701$) were grouped with at least three, the maximum number of indicators. Frequency counts revealed 383 distinctive predictors.

Wilkerson (2010) identified a total of 2,201 indicators from the *Bulletin's* 752 articles between 1997 and 2007; and 63% ($n = 1,380$) comprised the top twenty consolidated indicators: (1) Secondary Schools, Schools, Middle Schools; (2) Education, Learning, Academic Achievement; (3) Educators, Teachers; (4) Students, Secondary School Students, Middle School Students; (5) Nonfiction; (6) School Administration; (7) Education Reform; (8) Principals, School Principals; (9) Standards, Quality of Education; (10) Leadership, Education Leadership; (11) Technology; (12) Special Education; (13) Curricula; (14) Book Reviews; (15) Professional Development; (16) Education Policy; (17) Schedules; (18) Educational Evaluation; (19) Mathematics Education; and (20) School Discipline. Academics and achievement were the primary focal points of the content within the *NASSP Bulletin*. Information pertaining to school personnel's

collaboration was frequently included, as well. Finally, the topics of standards and reform were also emphasized in the *Bulletin*.

Examining School Counselor Functionality

Pérusse, Goodnough, Donegan, and Jones (2004) surveyed professional school counselors ($n = 1000$) and school-based administrators ($n = 1000$) to examine whether there were differences in how each group perceived the degree to which the national standards for school counseling should be emphasized for school counseling programs. The study also explored the degree of variance between school counselors and school-based administrators with respect to tasks deemed appropriate for school counselors, as well as the level of emphasis believed to be appropriate for domains prescribed by the Transforming School Counseling Initiative.

The researchers utilized survey method and random sampling in their research design. A sample of 1000 professional school counselors was randomly selected from the ASCA membership database. To create the sample of school-based administrators, the researchers purchased a random sampling of 500 members from the National Association of Secondary School Principals and 500 members of the National Association of Elementary School Principals. Participants from across the nation were included in each sample, representing urban, suburban, and rural school districts. Surveys were sent to members of the sample ($n = 2000$) and after one week, reminder postcards were distributed. Three weeks following their initial contact, the researchers provided a second mailing to participants who had not yet responded. The following response rates were reported: ASCA members, 63.6% ($n = 636$); NASSP members, 51% ($n = 255$); NAESP members, 44% ($n = 220$).

A researcher-designed instrument was used to collect data in this study. The first section of the survey included nine National Standards as stem items and participants rated each standard to indicate the ideal degree of emphasis that school counselors should afford each item. The Likert-type scale ranged from 1 to 5 (1 = no emphasis, 2 = limited emphasis, 3= moderate emphasis, 4 = more emphasis, 5 = most emphasis). In the second section, Campbell and Dahir's (1997) recommendations for appropriate school counseling program tasks and inappropriate nonschool counseling program tasks were used as stem items. Participants were instructed to place a circle around the word "yes" or "no" to indicate their beliefs about the appropriateness of each task. If participants were members of ASCA, they were asked to report this by placing a check in the box as appropriate.

These two sections were evaluated by one of the authors of the National Standards, and consequently, some items were revised. Information endorsed by The Education Trust (1997) was used to create the eighteen stem items included in Section 3. The stem items were comprised of Transforming School Counseling Initiative's five domains (Leadership, Advocacy, Teaming and Collaboration, Counseling and Coordination, and Assessment and Use of Data), as well as tasks that may be performed in order to effectively implement the domains into the school counseling program. A program specialist and senior program manager, affiliated with The Education Trust (1997) reviewed and revised the stem items contained in Section 3. This section allowed participants to use the same Likert-type scale in Section 2 to report the degree of emphasis that each task should receive from school counselors.

Most participants reported that their counselor caseloads included more than 300 students. A majority of the participants indicated that fewer than 50% of their students received free or reduced-priced breakfast/lunch. Pérusse, Goodnough, Donegan, and Jones (2004) categorized participants based on the grade levels which they worked—elementary (Kindergarten through 6th grade) and secondary (7th through 12th grade). On average, participants had been in their fields from 0 to 5 years. Total years of experience ranged from 0 to 35 years; while number of years of involvement with respective professional associations ranged from 0 to 45 years.

Statistical analyses included nonparametric procedures to test for group differences between elementary school counselors, secondary school counselors, elementary level school-based administrators, and secondary level school-based administrators (Pérusse, Goodnough, Donegan, & Jones, 2004). A one-way analysis of variance (Kruskal-Wallis H test) was performed using a significance level of .05, followed by pair-wise comparisons (Mann-Whitney U test) using a Bonferonni adjusted significance level of .0083 (.05/6) to control for Type I error. Overall, Pérusse, Goodnough, Donegan, and Jones (2004) found that school counselors and school-based administrators at both the elementary and secondary level believed that all of the National Standards should be emphasized by school counselors, as indicated by scores of at least 4.00 for all but three mean scores among all groups.

The highest ranked stem item for elementary school counselors (Mean = 4.91, SD = .31), secondary school counselors (Mean = 4.57, SD = .63), and elementary level school-based administrators (Mean = 4.82, SD = .41) was found under the personal/social domain (“Students will acquire the attitudes, knowledge, and interpersonal skills to help

them understand and respect self and others”). The highest ranked stem item for secondary level school-based administrators (Mean = 4.45, SD = .77) was an academic competency (“Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college”). Elementary school counselors (Mean = 3.98, SD = .88) and elementary level school-based administrators (Mean = 4.03, SD = .81) reported their lowest ranking for career-related stem item, “Students will employ strategies to achieve future career success and satisfaction.” Secondary school counselors (Mean = 3.82, SD = .97) and secondary level school-based administrators (Mean = 3.57, SD = 1.07) reported their lowest ranking for personal/social-related stem item, “Students will understand safety and survival skills.”

Of the eleven appropriate school counseling program tasks defined by Campbell and Dahir (1997), helping the school-based administrator address student concerns obtained the highest level of agreement among counselors and school-based administrators. The appropriate tasks that obtained the highest endorsements from elementary school counselors included assisting the school-based administrator with identifying and resolving student issues, needs and problems (99.5%); collaborating with teachers to present guidance curriculum lessons (96.8%); and counseling students who have disciplinary problems (96.3%). High numbers of elementary level school-based administrators viewed assisting the school-based administrators with identifying and resolving student issues, needs, and problems (98.5%); collaborating with teachers to present guidance curriculum lessons (98.5%); counseling students who have disciplinary problems (93.6%); and counseling students who are tardy or absent (89.3%) as appropriate school counseling tasks.

Assisting the school-based administrator with identifying and resolving student issues, needs, and problems (98.6%); interpreting student records (95.9%); and individual student academic program planning (95.4%) received high endorsements from secondary school counselors. Finally, secondary level school-based administrators highly endorsed assisting the school-based administrators with identifying and resolving student issues, needs, and problems (100.0%); interpreting student records (98.7%); individual student academic program planning (98.7%); and interpreting cognitive, aptitude, and achievement tests (97.8%). Several inappropriate non-school counseling program tasks received high endorsements from counselors and school-based administrators. These tasks include: “Registration and scheduling of all new students”; “Administering cognitive, aptitude, and achievement tests”; and “Maintaining student records”.

Between and within group comparisons revealed significant differences between group means for the degree of emphasis that school counselors should assign to the five domains contained in the Transforming School Counseling Initiative (The Education Trust, 1997). The highest rated stem item for elementary school counselors (Mean = 4.86, SD = .38) and secondary school counselors (Mean = 4.73, SD = .53) was found in the counseling and coordination domain—“Brief counseling with individual students, groups, and families.” Elementary level school-based administrators (Mean = 4.85, SD = .37) and secondary level school-based administrators (Mean = 4.67, SD = .55) identified “Play a leadership role in defining and carrying out guidance and counseling functions”, within the leadership domain, as the highest ranked stem item. One leadership-related stem item was rated lowest among elementary school counselors (Mean = 3.07, SD = 1.02), secondary school counselors (Mean = 3.14, SD = 1.01), and elementary level school-

based administrators (Mean = 3.62, SD = .97): “Provide data snapshots of student outcomes, show implications, achievement gaps, and provide leadership for school to view.”

Secondary level school-based administrators (Mean = 3.5, SD = .97) ranked one counseling and coordination-related stem item lowest: “Coordinate staff training initiatives to address students’ needs on a school-wide basis.” Pérusse, Goodnough, Donegan, and Jones (2004) concluded that perceptions held by elementary and secondary school counselors differed significantly from each other on several items with respect to the ASCA National Standards--varying even more between each other than between counselors and their respective school-based administrators. Further, school-based administrators appeared to maintain the view that clerical tasks were appropriate school counseling tasks. Results of this study also suggested that, overall, counselors and school-based administrators placed less emphasis on school-wide, data-driven efforts as a primary school counseling role.

Attitudes Toward Ideal versus Actual Roles

Alghamdi and Riddick (2011) further explored school-based administrators’ perceptions of the school counselor’s role in their investigation of differences in attitudes along variables such as age, experience, and school size. The study focused on the performance of school counselors in intermediate girls’ schools in Saudia Arabia and addressed ideal and actual performances of school counselors. A mixed methods research design was used in this study. The research method included surveys and semi-structured interviews.

The researchers reviewed the literature on school guidance and counseling and selected a modified version of a survey used in a previous study that examined beliefs about the role of Saudi Arabian secondary school counselors. The instrument contained 42 statements that were grouped into six categories: individual and group counseling (nine items), developmental, educational and career guidance (eight items), consulting (ten items), evaluation and assessment (five items), program management and development (six items), and personal and professional development (four items). Section I of the survey captured participants' demographic information. Section II contained counselor functions which participants ranked on a four-point scale—from 1 (very unimportant) to 4 (very important). Section III included the same counselor functions contained in Section II, which participants ranked on a five-point scale, indicating how often school counselors performed each function—always, often, sometimes, rarely, and never).

Convenience sampling was utilized in the study and included counselors and school-based administrators from 219 public intermediate schools in Jeddah province (Alghamdi & Riddick, 2011). The sample was further narrowed to include 209 schools that had counselors, and those school-based administrators received surveys, along with an introduction letter inviting them to participate. The initial data collection period was one week. After one week, surveys were collected in person. However, some were received following the one week period. In total, 129 surveys were collected, resulting in a response rate of 61.72%. Because three of the surveys were not completed appropriately, they were excluded, leaving 126 surveys.

SPSS statistical software was used to analyze the data. Statistical analyses included Cronbach's Alpha to determine the internal consistency, descriptive statistics (frequencies, percentages, means, and standard deviations) describing and comparing the distribution of the responses, paired *t*-tests to determine whether perceptions of actual and ideal roles of counselors differed significantly, and one-way analysis of variance tests to determine whether there were statistically significant differences among school-based administrators' perceptions of the actual and ideal roles of school counselors with regard to each category based on demographic position (Alghamdi & Riddick, 2011). Participants who indicated their willingness to be interviewed became part of the interview sample. However, purposive sampling was utilized. School-based administrators with more years of experience were assumed to have greater knowledge of guidance and counseling, and eight were selected for interviews (Alghamdi & Riddick, 2011).

Results for perceptions of school counselors' ideal roles indicated that most school counseling tasks were viewed by school-based administrators as important or very important, with mean scores ranging from 4.32 to 4.63. School-based administrators appeared to assign higher degrees of significance to the categories of Counseling (Mean = 4.63, SD = .36), Educational and Career Guidance (Mean = 4.43, SD = .42), and Consulting (Mean = 4.55, SD = .38). With respect to the actual performance of counselors within their schools, school-based administrators perceived counselors as most involved in Counseling (Mean = 4.11, SD = .64), Program Management and Development (Mean = 3.98, SD = .71), and Consulting (Mean = 3.93, SD = .70). A paired samples *t*-test (set at alpha level .05) revealed significant differences between ideal

and actual performances in each of the six categories—Counseling, Developmental Educational and Career Guidance, Consulting, Evaluation and Assessment, Program Management and Development, and Personal and Professional Development. This suggested that school counselors' current level of functioning did not match their ideal level of performance (Alghamdi & Riddick, 2011).

Interview findings revealed that the majority of the school-based administrators who were interviewed ($n = 7$) believed that commonly performed school counselor duties included managing behavior problems and assisting students with discipline and tardies. There was consensus among the interview participants regarding ideal counseling duties. Such duties included assisting students with improving study skills and academic achievement, with particular attention given to lower achieving students. A majority of the participants ($n = 5$) also stated that involvement in students' personal and family problems is important. Half of those interviewed asserted that counselors need the support of teachers, school-based administrators, and parents. Informing students of counseling services and organizing preventive counseling programs were also viewed as important functions. When asked about the counseling duties that were less important, participants indicated that paperwork and records and disciplining students and managing behavior were not important functions of the school counseling role. School-based administrators were also questioned about the tasks that seemed to be neglected by their school counselors and participants stated that personal counseling may not be performed at their ideal level due to counselor's lack of skill in addressing certain issues, such as psychological concerns. Additionally, many of the participants ($n = 6$) suggested that

counselors should increase their efforts to strengthen the relationship between parents and schools.

Method

Participants

Participants were school-based administrators, teachers, and professional school counselors within an urban public school district in Hampton Roads, Virginia during the 2011-2012 school year. Female counselors represented the largest segment within the sample, followed by female administrators. Of the 48 participants, nearly 80% were female. Participant ages ranged from 30 to 69 years old, and approximately 40% of the participants were between the ages of 30-39. Thirty-three of the 48 participants had earned a master's degree. Five administrators possessed specialist's degrees (EdS).

Administrators, teachers, and counselors primarily reported between 1-15 years of experience in their position. Approximately forty-eight percent (47.9%) of the participants indicated one to eight years of experience in their position. Nearly one-third of the sample consisted of administrators with 1-8 years of experience. The elementary and high school levels were represented fairly equally when participants identified the school level in which they worked. Twenty-three percent of the sample was comprised of high school counselors. Elementary and high school teachers were represented least among the 48 total participants.

On average, participants reported that the total enrollment for their school was between 401-900 students. Nearly sixty-three percent of the participants held one professional license and 8.3% reported having no license. Of the 18 participants who reported that they obtained one additional certification, 78% held the position of teacher

or counselor. Fifty-two percent of the participants reported that they held no additional professional certification or credential. More than half of the participants (56.3%) belonged to one or more professional organizations, while 41.7% maintained no affiliations. Counselors reported membership in more than one professional organization three times more often than administrators and counselors, on average. Fifteen of twenty-one counselors (71%) reported that their schools were not designated with Title I status, suggesting that the number of students within those schools who received free or reduced-priced breakfast/lunch did not meet the minimum number required by the federal government. Twenty-nine percent (29%) of the counselors identified an elementary school setting, 19% middle school setting, and 52% high school setting. Forty-three percent of the counselors were responsible for providing services to “301-400” students.

Procedure

Permission to conduct the study was obtained from the university’s institutional review board and from the school district’s research authorization committee, and school-based administrators, teachers, and professional school counselors within the school district were contacted electronically to request their participation. Participants were informed that the survey would take approximately 20 minutes to complete. A link to the SurveyMonkey® website was provided.

The invitation email contained significant information for participants: their participation was entirely voluntary and confidential; the results of the survey would be anonymous, data collection procedures would be used that ensured participants’ confidentiality; the survey was accessible through a secured link and access to results was controlled by the researcher; answers were encrypted and cookies were not enabled on a

computer's hard drive; individual participants were not monitored as Survey Monkey® did not identify electronic mail addresses for individuals who had and had not responded; the reporting would be in aggregate form; the data might be reviewed by the departments of Old Dominion University responsible for research compliance and safety; and that there was a minimal risk involved in participation. The recruitment email also specified that data would be collected over a two-week period, and that a reminder email would be sent one week after the initial survey was distributed.

All subjects who completed the PSCRFA had the option to enter a prize drawing for one \$100.00 VISA® gift card handled by ePrize®, an affiliate of SurveyMonkey®. Since ePrize® was responsible for the random selection process that determined the winner. Participants had the choice of entering the contest and provided their contact information to enter the drawing.

Instrument

Professional School Counselor Role and Function Appraisal. A researcher-designed survey instrument, the Professional School Counselor Role and Function Appraisal (PSCRFA), was used in this study. The survey's content was developed through a review of the literature on professional school counseling to construct items which were then reviewed by an expert panel in order to establish validity. The panel included district level supervisors of school counseling who possessed expertise in the field of school counseling. Members of the panel rated the overall appearance of the survey and reviewed lists of program and performance standards, along with school counseling role behavior statements indicated in the survey to assess whether the survey seemed related to its purpose. The appropriateness of survey items was

determined based on which of the following levels of agreement were selected by the panelists: (1) strongly disagree; (2) disagree; (3) undecided or uncertain; (4) agree; or (5) strongly agree. Panel members then placed an “X” by the five most important functions for each section. The feedback was reviewed to determine which items received the greatest agreement, resulting in the final version of the PSCRFA and yielding significance ratings and frequency ratings for participants along three scales—(1) program standards; (2) performance standards; and (3) school counselor role.

In addition to establishing the validity of the PSCRFA, it was necessary to determine whether the instrument was reliable. Reliability for the PSCRFA was assessed through the use of SPSS® statistical software (version 21) to obtain and interpret Cronbach’s coefficient alpha. The PSCRFA has very good internal consistency overall. The Cronbach’s alpha coefficient of .82 was reported for the Program Standards scale measuring significance ratings and .91 for the scale measuring frequency ratings. Reliability for the Performance Standards scale was also within the ‘very good’ range for ratings on significance ($\alpha = .81$) and ratings on frequency ($\alpha = .89$). The reliability coefficient for significance ratings along the scale measuring perceptions of Counselor Role was reported within the ‘respectable’ range ($\alpha = .73$) and the reliability coefficient for frequency ratings was within the ‘very good’ range ($\alpha = .82$).

Section I of the instrument recorded participant characteristics. Section II included ASCA National Standards for the professional school counselor to accomplish through a comprehensive school counseling program. Section III contained performance standards endorsed by ASCA for school counselors. School counseling roles indicated in the Transforming School Counseling Initiative were presented in Section IV. Section V

presented tasks (half more appropriate and half less appropriate) identified through Dahir and Campbell's (1997) research. In Sections II through IV, participants used a five point Likert-type scale to rate items along two dimensions: (1) degree of significance for role behaviors and (2) degree to which the behaviors are addressed through the school counseling program.

Results

This quantitative research study examined attitudes held by school personnel toward activities in which school counselors engage. Overall, classification of more and less appropriate school counselor tasks was correctly identified by administrators, teachers, and counselors. Kruskal-Wallis Tests for analysis of variance between ratings on degree of significance and degree of frequency revealed no statistically significant differences between administrators, teachers, and counselors along the three scales—except for significance ratings for Performance Standards. Results of Fisher's Exact Test using a two-sided alpha level of .05 indicated that no significant association existed between the position held by school personnel (administrators, teachers, or counselors), their ratings on the importance of school counselor tasks, and ratings on how often tasks were performed. Overall, results from the Kappa Measure of Agreement suggested that there was evidence of minimal agreement between participants' beliefs of more/less significant performance standards being performed more/less frequently, as well as more/less significant counselor roles being performed more/less frequently. Within group differences obtained through Friedman's Tests were statistically significant for administrators and counselors with respect to degree of significance for work performed by professional school counselors.

Discussion

Investigation into attitudes of administrators, teachers, and counselors toward the role and function of the professional school counselor revealed that there were no statistically significant differences between the groups, except for their beliefs about the importance of school counselor performance standards. These performance standards were designed to measure the type of work that the school counselor is to perform and included activities such as: planning, organizing, and delivering the school counseling program; implementing the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students; implementing the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of education and career plans; providing responsive services through the effective use of individual and small group counseling, consultation and referral skills; discussing the counseling department management systems and program action plans with the school administrator; and collecting and analyzing data to guide program direction and emphasis.

Overall, administrators, teachers, and counselors did not differ significantly in their beliefs concerning how often school counselor program standards, performance standards, and counselor role were performed. Program standards included the following goals to measure whether the school counseling program provided opportunities for students to: acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span; complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college; acquire the skills to investigate the world of work in relation to

knowledge of self and to make informed career decisions; acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others; and make decisions, set goals, and take necessary action to achieve goals. Counselors believed that tasks related to program standards and performance standards were performed more often than administrators and teachers.

Of the tasks measured by the PSCRFA, teachers believed that school counselors performed tasks associated with the counselor role more often than administrators and counselors observed. The following items comprised the scale measuring beliefs about behaviors associated with the counselor role: promoting, planning, and implementing school-wide prevention programs, career/college activities, course selection and placement, social/personal management and decision making activities; arranging in-school mentoring relationships to improve students' academic success; playing a leadership role in defining and carrying out guidance and counseling functions; and advocating for students' placement and school support for rigorous preparation for all students—especially poor and minority youth.

Analysis of the variance reported for beliefs held by administrators, teachers, and counselors suggested that perceptions differed most among administrators and counselors. For administrators, the level of importance assigned to program standards was not consistent with the level of importance identified for performance standards. Administrators believed that tasks associated with program standards were most important, but performed just as often as tasks that were viewed as less important (performance standards and counselor role). Administrators' expectations for desired level of performance were not met through the work performed by the school counselor.

Responses across scales, indicated that the school counselor's actual work did not meet administrators' ideal level of performance.

For counselors, both ratings on importance and ratings on frequency differed with respect to activities linked to performance standards and those linked to counselor role. Of all the groups, counselors most frequently reported the greatest degree of importance for the work performed by the school counselor and the highest level of performance for counselor-related tasks. However, rating within the group varied significantly. A significant factor that influenced variability in ratings among the group was that counselors differed significantly in their views of the importance of tasks related to performance standards and tasks related to the counselor role. In addition, counselors held different views concerning how often tasks associated with performance standards and the counselor role were performed. Counselors viewed program standards as most important and counselor role as being performed least often.

Teachers demonstrated less variability in their beliefs about the work performed by counselors and lower overall ratings for task importance and task performance. As a group, teachers' beliefs were most similar. Tasks related to program standards were viewed by teachers as most important and least often performed, indicating that expectations were not met; except with regard to the counselor role. Teachers believed that school counselors engaged in behaviors that were associated with the counselor role to the degree expected.

Professional affiliation was not a significant predictor of how school personnel perceived school counselor task significance and task performance. Responses reported by teachers and counselors for the importance of performance standards were closest to

significantly predicting group classifications and distinguishing these two groups from the rest of the sample, as indicated by the close proximity to the pre-determined alpha level of .05.

Although the type of position held by school personnel did not accurately predict group member beliefs, ratings on degree of importance and ratings on degree of frequency for performance standards were minimally consistent for administrators, teachers, and counselors. In addition, administrators, teachers, and counselors reported minimally consistent ratings on the importance of the counselor role and the degree to which the counselor role was addressed through the school counseling program. Results suggested that if items measuring performance standards and counselor role were rated as more significant, then they were also rated as being observed more often. If counselor role items were rated as less significant they were also rated as being observed less frequently. Program standards, however, may have been considered some of the more significant tasks, but observed less often; or less significant tasks that were observed more often. There appeared to be consistency between ideal and actual performance standards/counselor role being performed. Ideal and actual tasks did not align consistently with respect to program standards. Finally, administrators, teachers, and counselors correctly identified school counselor tasks endorsed by Campbell and Dahir (1997) as more and less appropriate tasks, on average.

Limitations of the Study

Results of this research offer limited generalizability beyond the participants included in the study due to the number of administrators, teachers, and counselors included. Moreover, the methodology employed in this study utilized a self-report

measure to collect participants' responses. Therefore, it is possible that social desirability impacted the responses provided.

Implications for Future Research

The limitations listed above also serve as areas of focus to be expanded in future research. Broadening the sample and recruiting participants from among all seven school districts within Hampton Roads, Virginia is likely to increase the ability to generalize the findings across the population of school personnel. Follow-up examination through qualitative analysis may provide greater depth into attitudes held by administrators, teachers, and counselors regarding the work of the professional school counselor.

Conclusion

Greater importance for program standards, performance standards, and counselor role was most often assigned by counselors. All three groups reported lower ratings for frequency than for importance, indicating that the school counselor's level of functioning did not match the ideal performance levels preferred by school personnel. There were no statistically significant differences between the groups, except for their beliefs about the importance of school counselor performance standards; and limited statistically significant differences among the groups.

Performance standards represented professional objectives to guide the development of a comprehensive school counseling program that addressed the three domains—academic, career, and personal/social. These standards were more formative, action-oriented, and proactive in nature—as well as task-driven, involving planning, logistics, and implementation. Between group analysis revealed that groups inconsistently rated the significance of school counselor performance standards. It is

possible that participant groups regarded these tasks differently because not all groups were familiar with the overall impact of these activities on the delivery of a comprehensive school counseling program. While analysis of the association between professional affiliation and perceptions suggested that, of all three groups, type of position and beliefs were most closely related for teachers and counselors.

Program standards appeared more summative, reactive in nature, and equated with student-based outcome measures to guide school counselors' work. Counselor role was closely associated with delivery method. Campbell and Dahir (1997) identified several school counselor tasks as being more and less appropriate in which to engage. More often than not, administrators reported lower endorsement of appropriate tasks than did teachers and counselors. Counselors, on average, indicated higher endorsement of tasks deemed as appropriate. Engaging in tasks endorsed by school personnel, while educating school personnel about the role and function of the professional school counselor may assist counselors in their efforts to nurture student success. If school counselors fulfill expectations indicated in the performance standards they are more likely to function efficiently and contribute satisfactorily to the ultimate goal of adequately preparing students to transition into lucrative and rewarding post-high school endeavors.

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APPENDICES

Appendix A—Professional School Counselor Role and Function Appraisal

Section I

The first section of this survey deals with information about you and the school where you were employed during the 2011-2012 school year. Please provide only one response for each of the following questions, unless instructed otherwise.

1. What position did you hold within your school during the 2011-2012 school year?

- School Administrator Teacher Professional School Counselor

2. Are you male or female?

- Male Female

3. Please select the category that represents your age.

- Under 20 20-29 30-39 40-49 50-59 60-69 70 or older

4. Approximately how many years have you been employed in the type of position that you held during the 2011-2012 school year?

5. What is the highest level of degree you received?

- Ed.D./Ph.D./Psy.D. Ed.S. MS/MA/M.Ed. BA/BS

Other (please specify) _____

6. In which type of school did you work during the 2011-2012 school year?

- Early Childhood Center Primary School Elementary School Middle School High School Specialty/Alternative School

Other (please specify) _____

7. Did your school receive Title I funding during the 2011-2012 school year?

- Yes No Unsure

8. Approximately how many students were enrolled in your school during the 2011-2012 school year?

9. Approximately how many students were assigned to your caseload during the 2011-2012 school year?

10. What grade level(s) did you work with during the 2011-2012 school year? (Please select all that apply)

- | | | |
|---------------------------------------|--|-------------------------------|
| <input type="checkbox"/> PreK | <input type="checkbox"/> 4th | <input type="checkbox"/> 9th |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 5th | <input type="checkbox"/> 10th |
| <input type="checkbox"/> 1st | <input type="checkbox"/> 6th | <input type="checkbox"/> 11th |
| <input type="checkbox"/> 2nd | <input type="checkbox"/> 7th | <input type="checkbox"/> 12th |
| <input type="checkbox"/> 3rd | <input type="checkbox"/> 8 th | |

11. Please list all professional licenses which you currently hold. If none, please list "none".

12. Please list all professional certifications which you currently hold. If none, please list "none".

13. Please list all professional organizations which you currently belong to. If none, please list "none".

Section II

The second section of this survey addresses (1) DEGREE OF SIGNIFICANCE and (2) FREQUENCY for school counseling program standards. Please select one number for each item to indicate which most closely reflects your opinion.

DEGREE OF SIGNIFICANCE: Your belief about how important each standard seems

FREQUENCY: Your belief about how often each standard is addressed through the school counseling program

14. DEGREE OF SIGNIFICANCE--How much importance should be placed on each of these goals?

	1-No Significance	2-Limited Significance	3-Moderate Significance	4-More Significance	5-Most Significance
1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students will make decisions, set goals, and take necessary action to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

goals.

	1-No Significance	2-Limited Significance	3-Moderate Significance	4-More Significance	5-Most Significance
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15. FREQUENCY--How often does your school's counseling program seek to address each of these goals?

	1-Never Performed	2-Seldom Performed	3-Moderately Performed	4-Usually Performed	5-Always Performed
1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students will make decisions, set goals, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1-Never Performed	2-Seldom Performed	3-Moderately Performed	4-Usually Performed	5-Always Performed
take necessary action to achieve goals.					

Section III

The third section of this survey addresses (1) DEGREE OF SIGNIFICANCE and (2) FREQUENCY for school counseling performance standards. Please select one number for each item to indicate which most closely reflects your opinion.

DEGREE OF SIGNIFICANCE: Your belief about how important each standard seems

FREQUENCY: Your belief about how often each standard is addressed through the school counseling program

16. DEGREE OF SIGNIFICANCE--How much importance should be placed on each of these goals?

	1-No Significance	2-Limited Significance	3-Moderate Significance	4-More Significance	5-Most Significance
1. The professional school counselor plans, organizes and delivers the school counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The professional school counselor implements the individual planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1-No Significance	2-Limited Significance	3-Moderate Significance	4-More Significance	5-Most Significance
component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.					
4. The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. The professional school counselor discusses the counseling department management system and program action plans with the school administrator.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. The professional school counselor collects and analyzes data to guide program direction and emphasis.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

17. FREQUENCY--How often does your school's counseling program seek to address each of these goals?

	1-Never Performed	2-Seldom Performed	3-Moderately Performed	4-Usually Performed	5-Always Performed
1. The professional school counselor plans, organizes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	1-Never Performed	2-Seldom Performed	3-Moderately Performed	4-Usually Performed	5-Always Performed
and delivers the school counseling program.					
2. The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. The professional school counselor discusses the counseling department management system and	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	1-Never Performed	2-Seldom Performed	3-Moderately Performed	4-Usually Performed	5-Always Performed
program action plans with the school administrator.					
6. The professional school counselor collects and analyzes data to guide program direction and emphasis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section IV

The fourth section of this survey addresses (1) DEGREE OF SIGNIFICANCE and (2) FREQUENCY for school counseling roles. Please select one number for each item to indicate which most closely reflects your opinion.

DEGREE OF SIGNIFICANCE: Your belief about how important each role seems

FREQUENCY: Your belief about how often each role is addressed through the school counseling program

18. DEGREE OF SIGNIFICANCE--How much importance should be placed on each of these roles?

	1-No Significance	2-Limited Significance	3-Moderate Significance	4-More Significance	5-Most Significance
1. Promote, plan and implement school-wide prevention programs, career/college activities, course selection and placement, social/personal management and decision making activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Arrange in-school mentoring relationships to improve students' academic success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Play a leadership role in defining and carrying out guidance and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1-No Significance	2-Limited Significance	3-Moderate Significance	4-More Significance	5-Most Significance
counseling functions					
4. Advocate for students' placement and school support for rigorous preparation for all students- especially poor and minority youth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

19. FREQUENCY--How often are these roles performed?

	1-Never Performed	2-Seldom Performed	3-Moderately Performed	4-Usually Performed	5-Always Performed
1. Promote, plan and implement school-wide prevention programs, career/college activities, course selection and placement, social/personal management and decision making activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Arrange in-school mentoring relationships to improve students' academic success	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Play a leadership role in defining and carrying out guidance and counseling functions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Advocate for students' placement and school support for rigorous preparation for all students- especially poor and minority youth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Section V

The fifth section of this survey addresses the appropriateness of school counselors performing the following tasks. Please select "yes" or "no" for each item to indicate which response most closely reflects your opinion.

YES: The task is appropriate for school counselors to perform

NO: The task is not appropriate for school counselors to perform

20. Is it appropriate for school counselors to perform the following tasks?

	Yes	No
1. Individual student academic program planning	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyzing grade-point averages in relationship to achievement	<input type="checkbox"/>	<input type="checkbox"/>
3. Interpreting student records	<input type="checkbox"/>	<input type="checkbox"/>
4. Assisting the school principal with identifying and resolving student issues, needs, and problems	<input type="checkbox"/>	<input type="checkbox"/>
5. Registration and scheduling of all new students	<input type="checkbox"/>	<input type="checkbox"/>
6. Computing grade-point averages	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintaining student records	<input type="checkbox"/>	<input type="checkbox"/>
8. Assisting with duties in the principal's office	<input type="checkbox"/>	<input type="checkbox"/>

By electronically submitting this survey, you consent to the use of your survey information.

Appendix B—Participant Recruitment Letter

Dear Administrators, Teachers, and Professional School Counselors,

My name is Caron Coles and I am a doctoral candidate in the Counseling and Human Services department at Old Dominion University. I am conducting an IRB approved research study for my dissertation, under the supervision of Dr. Nina Brown, to fulfill the degree requirements to earn a doctorate in Education with a concentration in Counseling. The purpose of this research study is to gather data about attitudes regarding ideal and actual roles of the professional school counselor. The goal of this study is to explore similarities and differences related to preferred type and level of engagement for professional school counselors within the school setting. This survey, the Professional School Counselor Role and Function Appraisal (PSCRFA), takes approximately 15-20 minutes to complete and responses are confidential. In addition, once you have completed the survey, you will have the option to enter a drawing for one \$100 Visa® gift card.

I am seeking participation from school personnel who were employed full-time as administrators, teachers, or school counselors during the 2011-2012 school year. Your contact information was obtained from publicly available information on individual school pages on the Newport News Public Schools Web site. Participation in this research study is entirely voluntary. Even after agreeing to participate in this study, it is okay for you to withdraw from the study -- at any time. If you decide to participate, then you may face a risk to confidentiality because Internet communications may not be secure. In order to reduce this risk, data will be collected using SurveyMonkey®, a website that encrypts participants' answers and will not enable cookies on a computer's hard drive. The researchers will be unable to monitor individual participants because Survey Monkey® does not identify electronic mail addresses for individuals who have and have not responded. Responses are not reported individually and access to results will be controlled by the researchers.

Your participation in this study WILL NOT require the disclosure of identifiers such as name, date of birth, address, or citizenship status. However, please be aware that if you choose to enter the drawing and provide your contact information, this is only to ensure that you can be notified should you win. Any contact information provided, such as name and email, can only be used to notify the winner. If you have any questions or concerns, please email me at ccole010@odu.edu or Dr. Nina Brown at nbrown@odu.edu. Thank you for your participation.

Sincerely,

Caron Coles, MEd
 Doctoral Candidate
 Counseling and Human Services
 Old Dominion University

Nina W. Brown, EdD, Responsible Project Investigator
 Professor and Eminent Scholar
 Counseling and Human Services
 Old Dominion University

You may access the survey by clicking on the following link:

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

Or you may copy and paste the URL below into your internet browser:

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

Appendix C—Participant Reminder Letter

Dear Administrators, Teachers, and Professional School Counselors,

My name is Caron Coles and I am a doctoral candidate in the Counseling and Human Services department at Old Dominion University. Previously, you were invited to participate in this study to explore the role of the professional school counselor. This is a second request for your assistance with a brief survey related to school counseling. ***Thank you to those who have already participated! (I apologize for duplicating this message--please disregard this reminder if you have completed the survey).*** To those who have not yet responded, please consider participating by completing this brief survey. It takes approximately 15-20 minutes to complete the survey and responses are confidential. In addition, once you have completed the survey, you will have the option to enter a drawing for one \$100 Visa® gift card.

I am seeking participation from school personnel who were employed full-time as administrators, teachers, or school counselors during the 2011-2012 school year. Your contact information was obtained from publicly available information on individual school pages on the Newport News Public Schools Web site. Participation in this research study is entirely voluntary. Even after agreeing to participate in this study, it is okay for you to withdraw from the study -- at any time. If you decide to participate, then you may face a risk to confidentiality because Internet communications may not be secure. In order to reduce this risk, data will be collected using SurveyMonkey®, a website that encrypts participants' answers and will not enable cookies on a computer's hard drive. The researchers will be unable to monitor individual participants because Survey Monkey® does not identify electronic mail addresses for individuals who have and have not responded. Responses are not reported individually and access to results will be controlled by the researchers.

Your participation in this study WILL NOT require the disclosure of identifiers such as name, date of birth, address, or citizenship status. However, please be aware that if you choose to enter the drawing and provide your contact information, this is only to ensure that you can be notified should you win. Any contact information provided, such as name and email, can only be used to notify the winner. If you have any questions or concerns, please email me at ccole010@odu.edu or Dr. Nina Brown at nbrown@odu.edu. Thank you for your participation.

Sincerely,

Caron Coles, MSED
 Doctoral Candidate
 Counseling and Human Services
 Old Dominion University

Nina W. Brown, EdD, Responsible Project Investigator
 Professor and Eminent Scholar
 Counseling and Human Services
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<https://www.surveymonkey.com/s/ProfessionalSchoolCounselorRoleandFunctionAppraisal>

Appendix D—Vita
Caron N. Coles

Education

Doctor of Philosophy

Old Dominion University, Norfolk, Virginia
 Concentration: Education
 May 2013

Master of Science in Education

Old Dominion University, Norfolk, Virginia
 Concentration: School Counseling
 May 2000

Bachelor of Arts

University of Virginia, Charlottesville, Virginia
 Major: Government
 Minor: Sociology
 May 1997

Professional Positions

Professional School Counselor August 2012-Present
 Woodside High School, Newport News, VA

Professional School Counselor August 2006-June 2012
 Willis Jenkins Elementary School, Newport News, VA

Professional School Counselor July 2002-June 2006
 Robert Frost Middle School, Granada Hills, CA

Professional School Counselor September 2001-June 2002
 Jackson Academy Alternative Middle School, Newport News, VA

Licensures and Certifications

Pupil Personnel Services License-School Counselor, license no. PPS-0600925
 Commonwealth of Virginia

National Certified Counselor, certificate no. 63554
 National Board for Certified Counselors

Professional Memberships

Golden Key International Honour Society, Member

Chi Sigma Iota Counseling Honor Society, Member

Delta Sigma Theta Sorority, Incorporated, Member

American Counselors Association, Member

Virginia Counselors Association, Member

American School Counselors Association, Member

Virginia School Counselors Association, Member

Association for Counselor Education and Supervision, Member

Association for Play Therapy, Member

Association for Specialists in Group Work, Member

Counselors for Social Justice, Member

APA Division 49, Member, Member

Awards and Honors

Nominated for Chi Sigma Iota's Outstanding Practitioner Award (2011)

Awarded Hampton Roads School Counseling Leadership Team's Exemplary School Counselor Award (2012)

RESEARCH

Published Intellectual Contributions

Book Chapter

Contributing author in text entitled Applying Techniques to Common Encounters in School Counseling: A Case-Based Approach (Erford & Byrd, 2013)

Book (Introduction) Content

Contributed work contained in the introductory chapter of text entitled Developing Multicultural Counseling Competence 2nd edition (Hays & Erford, 2013)

Content Review

Selected to review text contained in Making Diversity Work: Creating Culturally Competent School Counseling Programs (Grothaus & Johnson, 2012)

Journal Article

Co-authored article "Peer Sexual Harassment in Schools", Journal for Effective Schools (Brown, Hines & Coles, 2009)

Presentations:

"Working with African American Students and Families" VCA, November 2009

"Integrating Technology into Counselor Supervision" VACES, February 2010

"Recognized ASCA Model Program: NNPS Overview" VSCA, March 2010

"Integrating Technology into Counselor Supervision" ODU, April 2010

"Exploring Cyber-Aggression Among Adolescents", ODU, February 2011

"Exploring Staff Member Responses to Interpersonal Aggression Among Students", VSCA, March 2011

"Elements of Play in School Counseling", Elementary School Counselors Meeting--NNPS, April 2012

"Exploring the Role of Social Media in Peer Abuse", Community Awareness Workshop, July 2012

"Good Citizens SHINE", Greenwood Elementary School, October 2012

"In It To Win It: Beyond Middle School", Jenkins Elementary School, February 2013

SERVICE**University Service**

Substitute Instructor, Counseling Theories course (COUN 650), Spring 2011

Growth Group Facilitator, Summer 2011

Teaching Assistant, Advanced Counseling Skills course (COUN 634), Spring 2012

Professional Service**Counseling Supervision**

Individual and Group supervisor for ODU masters level Counseling interns (Aug. 2008-May 2012)

Site supervisor W & M masters level School Counseling interns (Jan.-May 2009; Jan.-May 2012)

Site supervisor ODU masters level School Counseling intern (January-May 2010)

Site supervisor for CNU bachelors level intern (January-May 2007)

Committee Membership

Local School Leadership Council Elected Member (Frost Middle)

School Improvement Team Member (Jenkins Elementary)

NNPS School Counseling Leadership Cohort Member

NNPS School Counseling Staff Development Planning Committee Member

Positive Behavior Intervention and Support Team Member (Woodside High)

SAFE Team Member (Woodside High)

Coordination

Parent Group Facilitator (Jackson Academy Middle)

Testing Coordinator (Jackson Academy Middle)

AVID Counselor (Frost Middle)

Testing Co-Coordinator (Frost Middle)

Student Success Team Coordinator (Frost Middle)

Child Development Team Coordinator (Jenkins Elementary)

Career Pathways Facilitator (Jenkins Elementary)

Internal Coach for school-based Effective School-wide Discipline Team (Jenkins Elementary)

NNPS School Counseling Collaborative Team Captain (Orange Team)

NNPS School Counseling Collaborative Team Captain (Yellow Team)

504 (Caseload) Coordinator (Woodside High)

Child Study (Caseload) Coordinator (Woodside High)

Public Service

Service Director, Kappa Rho Chapter, Delta Sigma Theta, January-May 1997

Volunteer Coordinator, Jackson Academy, September 2001-June 2002

Delta Academy, Middle School Enrichment Program for Girls, October 2009-May 2010

Youth Volunteer Club Co-Sponsor, Woodside High School, September 2012-Present