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Training the Whole Counselor: Qualitative Analyses of Professional School Counselor Training in Central Virginia

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TRAINING THE WHOLE COUNSELOR: QUALITATIVE ANALYSES OF

PROFESSIONAL SCHOOL COUNSELOR TRAINING IN CENTRAL VIRGINIA.

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A Dissertation

Presented to

The Faculty of Lynchburg College

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education (Ed.D.)

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by

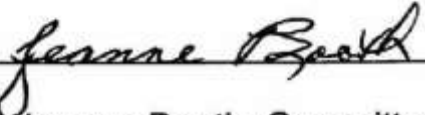Jason W. Fleshman, B.A., M.Ed.

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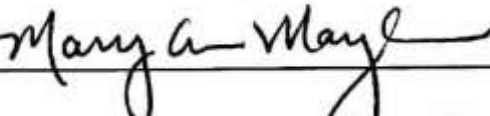
This dissertation, "Training the Whole Counselor: Qualitative Analyses of Professional School Counselor Training in Central Virginia" has been approved by the Ed.D. Faculty of Lynchburg College in partial fulfillment of the requirements for the Ed.D. degree.

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Dr. John Walker, Committee Chair

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Date _16 May 2017_

DEDICATION

For Elicia – my stunning, mystery companion,
and for Ethan – the boy who made me a man.

ACKNOWLEDGEMENTS

Finally, I must thank my wife, Elicia. You have put up with this process (and with me living the process) for a number of years now. Thank you for the patience. Thank you for the cheerleading. Thank you for the love. I forgive you for the nagging.

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ABSTRACT

Dr. John Walker

The profession of school counseling is a dynamic one that has endured the evolving American educational landscape for over 100 years. This changing landscape has contributed to a sense of role confusion for professional school counselors in the United States. With much variation among states, school divisions, and even schools within the same division regarding the appropriate role of the professional school counselor, the research attempted to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia. Using a hermeneutic phenomenological approach, the research studied the lived experiences of professional school counselors in relation to their work. A qualitative survey instrument was distributed and follow-up interviews were conducted with professional school counselors from four school divisions in central Virginia.

CHAPTER I: INTRODUCTION

The utilization of school counselors has been, in one form or another, a part of the educational landscape in the United States for almost 100 years. Sciarra (2004) and Schmidt (2008) trace the origins of the profession to the development of vocational offerings within schools in the American Northeast in 1919. Vocational professionals assessed students using aptitude tests for placement in programs and careers that best suited their strengths. Over the next century, the profession would evolve with school, student, community, and national needs, but there remains ambiguity regarding the role of the school counselor. This study was necessary for that reason.

Most PSCs (professional school counselors) in public schools possess graduate training in theory-based human development and psychological techniques. The full extent to which these professionals within the PK-12 environment are able to put their professional training and experience into practice, however, varies from division to division (Ballard & Murgatroyd, 1999, Burnham & Jackson, 2000, and Perera-Diltz & Mason, 2008). Some of this ambiguity regarding ASCA-defined appropriate responsibilities was made more concise in 2003 with the development of the ASCA National Model for School Counseling programs, a model developed to guide school divisions in best practices for professional school counselors and their subsequent supervision (ASCA, 2003).

Statement of the Problem

The training of future Professional School Counselors (PSCs) to create and implement curricula aligned with a pre-designed, research-based model like that posited by ASCA is now commonplace in master's degree level, accredited professional school counselor training programs (Anctil, Smith, Schenk, and Dahir, 2012). Foster, Young, and Hermann (2005) surveyed 526 National Board Certified school counselors. They found that implementation of models like that designed by ASCA has dramatically increased awareness and implementation of appropriate professional school counselor roles across the United States. The authors also described training measures in national model alignment at the graduate level; however, at the time of this review of the literature, there existed no research pertaining to how professional school counselors are trained for duties required of them that do not align with the ASCA National Model for School Counseling Programs. This study researched how PK-12 school divisions train professional school counselors for the totality of their responsibilities.

Purpose of the Study

The purpose of the study was to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia. This investigation was important for three distinct reasons: 1. While the literature trends toward greater alignment with national model descriptions

of appropriate professional school counselor job expectations, there remained a gap in the literature pertaining to professional school counselor training measures for ASCA-defined inappropriate responsibilities and related expectations. 2. There existed considerable research regarding how PSCs were trained for job expectations aligned within a national model; however, there was a lack of empirical inquiry into the training measures for the totality of the PSC job expectations - including how PSCs were trained for duties not included in the ASCA (American School Counselor Association) National Model for School Counseling Programs. 3. The school divisions that participated in the research may benefit directly from an analysis of how PSC job requirements align with the ASCA National Model for School Counseling Programs and organizational goals.

Using the ASCA National Model for School Counseling Programs as a conceptual guide, the most beneficial of PSC practices were identified first. Based on the identified best practices, the most common PSC job requirements not aligned with the model and the frequency that they occur were identified. PSCs surveyed answered items on the survey instrument that detailed their school division's training measures for these job expectations that did not align with the ASCA National Model for School Counseling Programs.

Conceptual Framework

The ASCA National Model for School Counseling Programs served as the conceptual framework for this study. The model defined successful PK-12 school counseling programs within four distinct parameters: Foundation, Delivery System, Accountability, and Advocacy (ASCA, 2012). Within these parameters, appropriate and inappropriate PSC duties were also defined.

The model used is as follows:

Figure 1: ASCA National Model for School Counseling Programs (2012)

American School Counselor Association. (2012). The ASCA National Model for School Counseling Programs. Retrieved from: https://www.schoolcounselor.org/
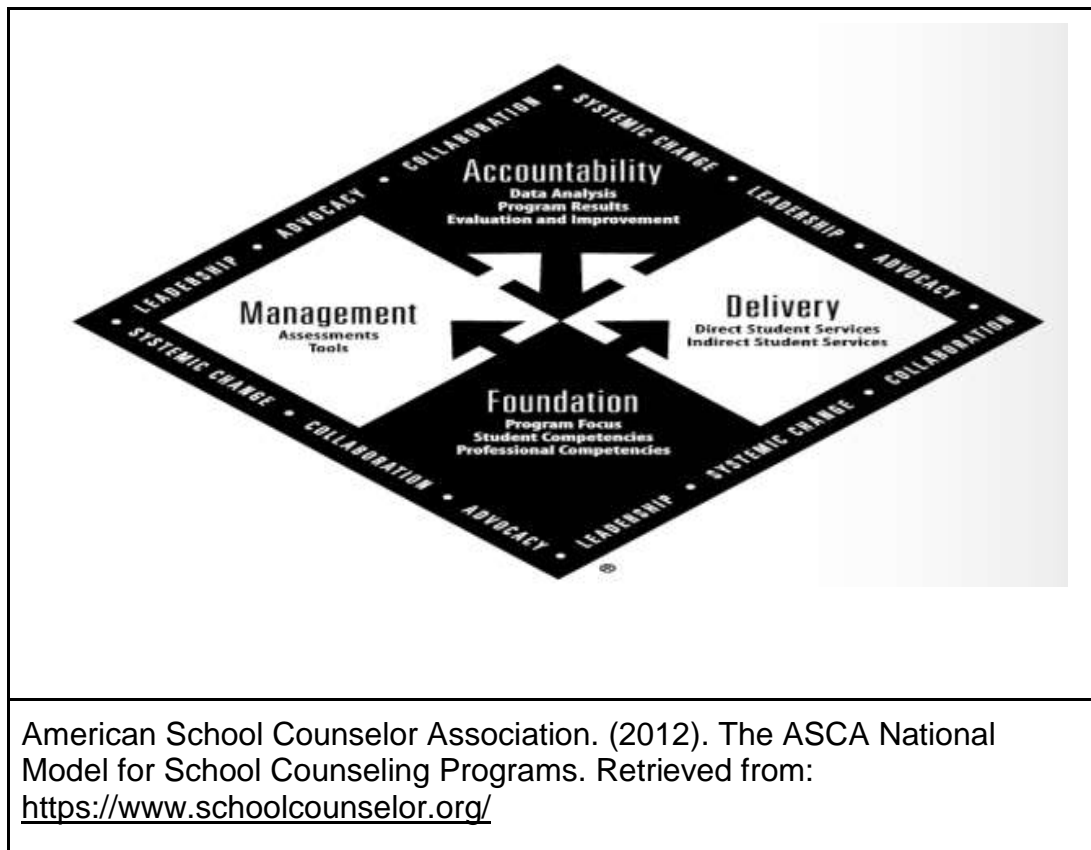
The ASCA National Model contained elements that did not necessarily inform the findings of the study; however, subcomponents of each parameter

were used to define appropriate and inappropriate PSC duties. In the model above, Foundation was an element that paid primary attention to professional competencies. Professional school counseling curricula was analyzed through the Delivery System element. Use of Data and Use of Time were examined through the Accountability subcomponent to ensure that study participants' survey and interview responses were logged appropriately and defined accurately as "appropriate" or "inappropriate" uses of PSC time within the ASCA National Model for School Counseling Programs (ASCA, 2012).

Research Questions

The research questions for this study were as follows:

R_1: What are the most common ASCA-defined inappropriate responsibilities duties expected of school counselors in central Virginia?

R_2: Do PSCs believe that training, orientation, and / or professional development measures implemented by their division appropriately prepared them to fulfill the ASCA-defined inappropriate duties expected of them?

R_3: Do professional school counselors believe the ASCA-defined inappropriate responsibilities required by their school divisions are appropriate utilizations of PSC time and resources based upon each PSC's own perception of appropriate and inappropriate PSC job responsibilities?

Common vernacular within the PSC profession and this dissertation are defined in Table 1. The purpose was to inform the reader of potentially unfamiliar terms and their context within the study.

Table 1: Definition of Terms

Term	Definition	Source
Professional School Counselor (PSC)	An individual licensed as a professional school counselor by the Commonwealth of Virginia who has received at least a master's degree in a state or nationally accredited professional school counselor education program and who is also licensed and employed in a Virginia public school division as a school counselor	American School Counselor Association, 2008
ASCA-defined inappropriate responsibilities	Duties expected of school counselors within their particular schools and / or school divisions that do not align with duties outlined in the ASCA National Model for School Counseling Programs.	Burnham and Jackson, 2000
ASCA-defined appropriate responsibilities-	Duties outlined as best practices and necessary functions of the school counselor as defined in the ASCA National Model for School Counseling Programs.	American School Counselor Association, 2012

The ASCA National Model for School Counseling Programs	Conceptual model that outlines best practices and necessary functions of a professional school counseling program.	American School Counselor Association, 2012
Job responsibilities	The totality of job responsibilities of PSCs while on the job - to include PSC and ASCA-defined inappropriate responsibilities duties	Foster, Young, and Hermann, 2005
CACREP	Accrediting body for counseling related educational programs.	CACREP, 2009
Professional Development	Measures taken by the employing school division and building-level administrators to orient professional school counselors (PSCs) to expectations of how to successfully complete non-counselor related duties.	Slaten, Scalise, Gutting, & Baskin, 2013
Direct services	Services provided by the PSC that directly impact students and/or result in direct interaction with students.	American School Counselor Association, 2012
Indirect services	Services provided by the PSC in preparation for implementing program components, but not directly provided to students	American School Counselor Association, 2012
School Testing Coordinator (STC)	An individual who serves as a liaison between schools and the Division	Virginia Department of Education, 2017

	Director of Testing. Ensures security of all testing materials for the implementation of Standards of Learning administration.	

Design of the Study

The study focused on PSCs who hold master's degrees in school counseling, and who are currently employed as school counselors in four different school divisions in central Virginia. A qualitative survey instrument was used to analyze the work criteria of PSCs in grades PK-12. The survey questions analyzed variables regarding PSC and ASCA-defined inappropriate responsibilities. The survey instrument was provided to professional school counselors in four central Virginia school divisions. The survey was used to determine the perceptions of professional school counselors regarding: 1. Professional development for ASCA-defined inappropriate responsibilities and 2. PSC perception of the effectiveness of training provided for ASCA-defined inappropriate responsibilities.

The ASCA National Model for School Counseling Programs advocated for a comprehensive professional school counseling program that promoted student growth and programs within four elements: Foundation, Delivery System, Management System, and Accountability. Further, those four elements were within the broader parameters of Advocacy, Leadership, Collaboration, and Systemic Change within the ASCA National Model for

School Counseling Programs (American School Counselor Association, 2012). This information was used to categorize the work of professional school counselors within the conceptual model, which allowed the researcher to classify presenting ASCA-defined inappropriate responsibilities reported by PSCs surveyed and interviewed for the study.

Overview of Methodology

The study employed qualitative research measures utilizing a hermeneutic, phenomenological design. The study utilized an open-ended, qualitative survey instrument followed by interviews for those respondents who indicated they would like to participate further. The purpose of the study was to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia.

The study utilized a non-experimental design from a hermeneutic phenomenological theoretical perspective. Creswell (2007) stated that hermeneutic phenomenology was primarily concerned with garnering information based upon lived experience (p.59). For the purposes of this study, that focus was training experiences for ASCA-defined inappropriate responsibilities.

Data was gathered using an open-ended survey instrument embedded in a website via a Google Forms platform. From those individuals who completed the survey, a purposive, random sampling method was used to

identify six professional school counselors to participate in face-to-face interviews. Two PSCs from the elementary, middle, and high school levels among the four school divisions were interviewed. Data garnered from survey responses as well as face-to-face interviews was loaded into qualitative data-analysis software platform, Atlas.ti, to discern themes and codes.

Significance of the Study

A study that determined professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities was valuable because there was minimal research regarding how PSCs are trained for job responsibilities not aligned with the ASCA National Model for School Counseling Programs. There was an abundance of research analyzing PSC program alignment with the ASCA National Model for School Counseling Programs, and on how PSCs spend their time on PSC and ASCA-defined inappropriate responsibilities (Anctil, Smith, Schenk, and Dahir, 2012, Ballard & Murgatroyd, 1999, Boes, Chibbaro, & Bingeman, 2006, Burnham & Jackson, 2000, and Perera-Diltz & Mason, 2008). There was also an abundance of research on PSC training measures at the master's level as well as induction models for new PSCs entering a school division for the first time (Anctil, Smith, Schenck, & Dahir, 2012, Ballard & Murgatroyd, 1999, and Foster, Young, & Hermann, 2005). There was limited information, however, on how school divisions prepare professional school counselors for those ASCA-defined inappropriate

responsibilities, including but not limited to: school testing coordination, attendance analysis, administrative responsibilities like bus and car duty, student discipline, etc. This research was important because current literature did not adequately address the professional development measures utilized in educating professional school counselors about the full scope of their job responsibilities (Curry and Bickmore, 2012).

Limitations

Limitations of the study included the variance in PSC and ASCA-defined inappropriate responsibilities throughout four school divisions in central Virginia. While there were Virginia Department of Education standards that detailed how PSCs should approach PSC curriculum in schools, the day-to-day responsibilities of PSCs varied from division to division; therefore, all professional school counselors within the four school divisions had equal access and ability to participate in the study while the day-to-day duties of each PSC had varying relevance to the study.

The study was limited to PSCs in public schools in four neighboring school divisions in central Virginia. Professional school counselors at private PK-12 schools were not invited to participate and, because of the large variation in ASCA-defined appropriate responsibilities among professional school counselors in public divisions, the results were difficult to generalize to other divisions.

Organization of the Dissertation

The dissertation was organized into five chapters. Chapter I served as an introduction to the study, focusing on the background and history of professional school counseling and reforms that led to the founding of the American School Counselor Association and the conception of the ASCA National Model for School Counseling Programs. It included the research questions and presented the conceptual model that will inform data analysis. Chapter II presented a review of literature focusing on three categories of literature relating to the professional development needs of professional school counselors. Chapter III addressed research methods and data collection.   Chapter IV presents an analysis of the data with respect to the research questions. The final chapter, Chapter V, offers a discussion of research findings and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

This chapter served as the means for reviewing the literature regarding professional school counselors (PSCs) practicing in public schools and their experiences with post-hire training measures relevant to their job responsibilities and the expectations of their school divisions. There was a wealth of literature detailing PSC training respective to graduate programs and alignment with the ASCA National Model for School Counseling Programs; however, there was a noticeable lack of literature on the topic of training for ASCA-defined inappropriate responsibilities - those expectations not outlined in the ASCA National Model for School Counseling Programs as appropriate functions of the PSC. (Anctil, Smith, Schenk, and Dahir, 2012, Ballard & Murgatroyd, 1999, Boes, Chibbaro, & Bingeman, 2006, Burnham & Jackson, 2000, and Perera-Diltz & Mason, 2008). To that end, available research, using the ASCA National Model for School Counseling Programs as a conceptual framework, was reviewed on the topic of best practices ASCA-defined appropriate responsibilities.

This chapter analyzed literature relevant to ASCA-defined appropriate and inappropriate responsibilities. Of particular interest was how PSCs and ASCA-defined inappropriate responsibilities were defined within the ASCA National Model for School Counseling Programs. A gap in the available research regarding best practices as defined by the ASCA National Model for

School Counseling Programs was also identified. Administrative perspectives of the appropriate role of the PSC were also addressed.

The literature review began with a brief history of school counseling in the United States. The best practices of PSCs as defined by the ASCA National Model for School Counseling Programs were discussed. School administrators' perspectives of ASCA-defined appropriate responsibilities were addressed as well. The literature review concluded with an examination of the ASCA National Model for School Counseling Programs as a conceptual model.

A Brief History of School Counseling

To understand the pervasive sense of role confusion within school counseling, a history of the profession was necessary. In providing a brief synopsis of the origins and evolution of the profession, an important theme emerged: the ideal role of the [PSC] was only established within the last fifteen years (ASCA, 2003). The profession has evolved considerably from its original conception. As Gibson, Dooley, Kelchner, Moss, and Vacchio (2012) stated, this is one reason that the profession continued to struggle with role appropriateness and identity.

The school counseling movement was born out of a necessity caused by emerging career paths created by the American Industrial Revolution. Sciarra (2004), Sink (2005), and Schmidt (2008) held that precursors to PSC programs began as vocational services designed to prepare students to enter

the booming workforce of the time. Social reformer Frank Parsons pioneered these vocational programs in Boston. The programs, run by "vocational counselors," were designed to provide school-aged children with continuing education and vocational options following successful completion of public school curriculum (Sink, 2005, p. 13).

Between 1909 and the earliest years of the 1930s, the vocational counselor movement saw a change in public perception and how these vocational counselors should work with students. The primary focus of vocational counselors shifted to include an emphasis on issues like self-concept and moral and ethical development because of the work of educational policy pioneers like John Dewey (Schmidt, 2008). It was not until after World War II, however, that the profession placed less emphasis on vocational offerings and prioritized personal and social development.

This evolution was, in large part, due to the influence of psychologist Carl Rogers.

> Rogers' work helped to move the counseling profession away from counselor-centered models toward more developmentally oriented helping relationships…[his] emphasis helped move the profession from strict informational-gathering, decision-making, and problem-solving approaches to services intended to meet broader developmental needs of an expanded student population. (Schmidt, 2008, p. 7)

While the contributions of Rogers were not celebrated by those who wished to keep a focus on vocational education, his work was centrally responsible for the development of school counseling programs that took a holistic approach to student development (Schmidt, 2008).

As psychological and human development research became more refined and widely accepted, the role of professional school counseling programs became decidedly more ambiguous. This ambiguity encouraged a movement to develop comprehensive school counseling programs and curriculum in the 1970s and 1980s. Legislative agendas designed to reform American public schools failed to mention PSCs. This omission prompted the American School Counselor Association to develop a comprehensive program model that set the precedent for the ASCA National Model for School Counseling Programs (Sciarra, 2004).

During the last decade of the 20th century, researchers linked effective PSC programs with enhanced student performance. These findings combined with legislative agendas better defined the role of the PSC. This resulted in a desire to develop of a comprehensive PSC model - the ASCA National Model for School Counseling Programs (Sink, 2005). As PSC roles gained prominence in public education, however, ambiguity of appropriate roles continued.

There remained a lack of consensus between PSC educators, PSCs, and building-level and division administrators regarding appropriate

responsibilities of PSCs. The catalyst for developing a conceptual model to aid PSCs in developing comprehensive programs was the *Educate America Act*. Signed into law in 1994 as a part of the Goals 2000 initiative, the absence of any standards for school counseling programs in the legislation motivated the ASCA governing board to develop national standards and competencies for PSCs (Tyson, 2004 and Dahir, 2004). In developing a comprehensive, nationally recognized model for the development and implementation of PSC programs, the American School Counselor Association provided a framework for PSC roles and responsibilities that served as the conceptual model for this dissertation.

The ASCA National Model for School Counseling Programs

The ASCA (American School Counselor Association) was a national organization and subsidiary of the ACA (American Counseling Association) that promoted peer-reviewed research on the best practices of PSCs. Per the conceptual model derived from the ASCA, PSCs and division-level counseling professionals developed and maintained PSC curriculum and practices following criterion outlined in the ASCA National Model for School Counseling Programs.

In an article entitled "Why Implement a National Standards-Based School Counseling Program," Dahir (2004) outlined a number of reasons why the development of a comprehensive PSC program was beneficial to student growth as well as an integral part of the school reform movement. The most

important reason for developing a comprehensive PSC program, Dahir (2004)

held, was because of the need to recognize a correlation between school

reform initiatives of the 1990's and early 2000's and professional school

counseling.

> Current school initiatives have...standards and competencies to
>
> guide student growth, learning and results. School counseling is
>
> no different and the national standards for school counseling
>
> programs have established our ability to assess student
>
> progress in the areas of academic, career and personal-social
>
> development (p. 227).

The development of national school counseling standards, argued Dahir

(2004), not only better educated and advocated on behalf of the PSC

profession nationwide, it also provided a much-needed tool of communication

between counselors and administrators. Part of the problem in counselor

identity, held Dahir (2004), was a lack of common language across PSC and

education paradigms.

The ASCA National Model for School Counseling Programs called for

PSC-designed programs that implemented strategies and interventions within

all direct and indirect counseling services. These services were further

categorized among four program elements: Foundation, Delivery System,

Management System, and Accountability (American School Counselor

Association, 2008). For the purposes of establishing an agreed-upon system

of best practices parameters, this section of the literature review further

explained the four elements of the ASCA National Model for School

Counseling Programs and its impact on ASCA-defined appropriate and

inappropriate responsibilities.

　　　　Aligning ASCA-defined appropriate responsibilities with a CSCP

(comprehensive school counseling program) like those detailed in the ASCA

National Model for School Counseling Programs was important for a number

of reasons. Pyne (2011) found that school counselors who worked within

programs aligned with a CSCP showed a greater degree of job satisfaction.

Pyne (2011) also asserted, "In many situations, the realities of school

counseling differed from the ideals offered by experts (p. 93)." That is to say,

post-secondary and graduate PSC educators often had different expectations

of the roles and responsibilities of school counselors compared to school and

school division administrators who set professional expectations and

responsibilities of PSCs. For this reason, a CSCP like the ASCA National

Model for School Counseling Programs served to help PSCs build

comprehensive school counseling programs while aiding administrators in

better understanding appropriate functions of PSCs based upon their

graduate training (ASCA, 2012, Ballard & Murgatroyd, 1999, Bardhoshi &

Duncan, 2009, Bringman, Mueller, & Lee, 2010, and Graham, Desmond, &

Zinsser, 2015).

Another intended outcome of the implementation of the ASCA National

Model for School Counseling Programs was to alleviate the problem of PSC

role confusion with common, agreed-upon roles and responsibilities for PSCs.

Wood and Rayle (2006), using criterion derived in part from the ASCA

National Model for School Counseling Programs, developed a supervision

model for school counselors in training (SCITs) to advocate for best practices

for PSC job descriptions within existing supervision models. The authors

defined leadership, advocacy, teamwork and collaboration, the use of data for

assessment purposes, system reporting, individual planning for students and

counseling curriculum, and responsive services as topics of importance for

SCITs (Wood & Rayle, 2006, p. 258). The authors held that, in educating and

supervising SCITs based upon elements of the ASCA National Model for

School Counseling Programs, future PSCs would find themselves better

prepared for responsibilities aligned with the ASCA National Model for School

Counseling Programs.

Counselor Supervision and Administrative Support

A prevalent theme throughout the literature regarding PSC training

concerned the relationship between the PSC and his or her school

administrators. An analysis of PSC supervision was necessary because

supervisors, particularly school principals and assistant principals, usually

determined the role of the PSC within his or her particular building (Bickmore

and Curry, 2013).   What made PSC supervision a difficult task was the lack

of consensus regarding how to best supervise and evaluate PSCs. As

Bickmore and Curry (2013) noted, administrators had very little background in

the ASCA National Model for School Counseling Programs and a minimal

degree of understanding regarding appropriate roles of PSCs.

       Research detailed by Bickmore and Curry (2013) indicated that PSCs

performing ASCA-defined inappropriate responsibilities stemmed, at least in

part, from school administrators who possessed a lack of understanding of

appropriate PSC roles. To provide an adequate idea of the challenges raised

in the supervision of PSCs, there must be an understanding of administrative

perceptions of ASCA-defined appropriate responsibilities. (Beesley and Frey,

2006; Bickmore and Curry, 2013; Bringman, Mueller, & Lee, 2010; Graham,

Desmond, & Zinsser, 2011; Gruman & Nelson, 2008; Liberman, 2004; Wood

& Rayle, 2006).

       Research regarding school administrators' perceptions of the role of

the PSC offered some insight into why there was such confusion surrounding

the function of the PSC and effective training measures. School principals of

six schools in both rural and urban settings presented strong support for

administrative understanding of PSC professional training background.

Bickmore and Curry (2013) presented evidence that administrators were

uneducated regarding the ASCA National Model for School Counseling

Programs. Many administrators who participated in the study also found The

ASCA National Model for School Counseling Programs to be unrealistic in its

definition of appropriate and inappropriate responsibilities. Bickmore and Curry (2013) established three themes that spoke to the overall training practices principals implemented with PSCs. Two of the themes addressed administrator failure to adequately plan for PSC training activities; however, the first of the three themes spoke specifically to the purpose of this research: "Limited Understanding of Effective School Counselor Training and Practice" (Bickmore & Curry, 2013, p.133).

The authors explained that principals whose responses elicited this particular theme discussed their conceptualization of the role of the PSC. Bickmore and Curry (2013) found that, of those PSCs supervised by administrators who received training in the ASCA National Model for School Counseling Programs, many of the administrators had no concept of the model or its influence on PSC job descriptions developed at the state level. For instance, one principal who participated in the study described the role of the PSC thusly:

> To be able to manage student records...test coordinators...so to make sure that, first of all the tests when they come in that they're secure, that they're coded and handled in a proper manner...that all children in need of 504 plans, accommodations...that all of those are completed and submitted to the state in a timely manner. To make sure that she is aware of all students that receive IEPs that have accommodations

for testing...that they are receiving those accommodations in the

classroom as well as for testing… (Bickmore and Curry, 2013, p.133)

The authors admitted that the small participant sample within their study

made it difficult to generalize their findings to an entire population; however,

they also found that the majority of those principals interviewed had not

received training in the proper function of PSCs (p.144). This lack of training,

argued Bickmore and Curry (2013), directly influenced the ability of

administrators to effectively train new PSCs and influenced situations in which

"principals were most often using counselors in a manner not congruent with

their preparation in current counseling practices" (p. 144).

Armstrong, MacDonald, and Stillo (2010) noted the importance of

administrative understanding and acceptance of appropriate roles of PSCs in

accordance with the ASCA National Model for School Counseling Programs.

In a study designed to examine contrasts between administrative perception

of PSC role responsibilities and PSC perception of their own role

responsibilities, the authors noted a distinct contrast. This contrast was

important because, as the authors state, "differences in perception make

communication and collaboration [between administrators and PSCs] more

challenging" (p. 14).

In the same study, Armstrong, MacDonald, and Stillo (2010) found that

of PSCs and administrators studied, both parties reported a lack of training to

define role responsibilities of the other. As the authors reported, "If one of the

secondary school counselors who is not satisfied attempts to initiate a

conversation with a principal who is pleased with the status quo, the

counselor faces a more difficult challenge than one whose perceptions are

closer to [his or her] principal's" (p. 14). To summarize, administrators who

were not educated in the appropriate responsibilities of PSCs were not

adequately prepared to address advocacy from PSCs who attempted to

initiate change within their roles. For this reason, Armstrong, MacDonald, and

Stillo (2010) advocated on behalf of implementing assertiveness training for

PSCs during their graduate trainings.

     The responsibility for effective utilization of school personnel was the

responsibility of the school principal (Liberman, 2004). It was incumbent upon

administrator training programs to educate administrators-in-training about

current best practices for all personnel positions in a given school. A study by

Bringman, Mueller, and Lee (2010) cited the American School Counselor

Association in stating "school counselors should spend the majority of their

time providing direct services to students (p.3). Beesley and Frey (2006)

found that a majority of principals were satisfied with the job performances of

PSCs in their buildings. The authors also found that administrators had a

strong understanding of role appropriateness regarding PSC duties in relation

to the ASCA National Model for School Counseling Programs. Further

analysis of the literature, however, suggested that administrative

understanding of appropriate ASCA-defined appropriate responsibilities did

not translate to the implementation of appropriate ASCA-defined appropriate responsibilities as defined by the ASCA National Model for School Counseling Programs.

Bringman, Mueller, and Lee (2010) found a need to educate future principals on role appropriateness of PSCs. To gauge the effectiveness of administrator preparation programs in preparing future school principals to supervise PSCs, the researchers surveyed approximately 40 students in an educational administration preparation program in the United States. The authors cited previous research that suggested that school administrators were able to delineate appropriate and inappropriate duties for school counselors as defined by the ASCA National Model for School Counseling Programs; however, many administrators continued to rate ASCA-defined inappropriate responsibilities as important to the overall functions of their schools (p. 4).

The researchers administered a pretest and posttest in a quasi-experimental setting to analyze administrative perceptions of ASCA-defined appropriate responsibilities before and after a presentation about the ASCA National Model for School Counseling Programs. The research found that, while a presentation on the ASCA National Model for School Counseling Programs changed some perceptions of the appropriateness of some duties, other perceptions did not change at all (Bringman, Mueller, and Lee, 2010, p.15). A consistent theme throughout the literature was that educational

administration degree programs should prepare future principals to assign

appropriate responsibilities to PSCs (Bringman, Mueller, and Lee, 2015;

Armstrong, MacDonald, and Stillo, 2010; and Bardhoshi and Duncan, 2009).

There existed a breadth of literature suggesting that additional

preparations continued to help administrators better understand the

appropriate role of the PSC within a school community. There was evidence

suggesting that the ASCA National Model for School Counseling Programs,

though relatively well known and understood, did not affect how

administrators shape the day-to-day functions of PSCs. In the

aforementioned study by Bickmore and Curry (2013), one participant argued

that the expectations of the ASCA National Model for School Counseling

Programs were unrealistic.

> [Preparation programs] need to put more emphasis on real life...What
>
> are you really going to do? What does that principal really need you
>
> for? I don't know what job description they have when they come out
>
> of the universities, but when they come into our schools, there's a
>
> whole different job description as a counselor...dealing with the
>
> problems of society, poverty, health, state accountability, testing,
>
> administering the tests...they don't know much of what they're getting
>
> ready to do, and it's a demanding job. (Bickmore and Curry, 2013, p.
>
> 134)

The research indicated that administrator training in the ASCA National Model for School Counseling Programs does not make a difference in the expectations of PSCs. The contrast between what administrators and PSCs perceived to be appropriate functions of the PSC was of particular importance to the research for this dissertation. The author hypothesized that all PSCs would, to some extent, experience ASCA-defined inappropriate responsibilities; however, how administrators and school divisions trained PSCs to effectively perform those ASCA-defined inappropriate responsibilities was the primary focus of research to be conducted.

Graham, Desmond, and Zinsser (2011) presented research designed to ascertain how perceptions of school administrators affected ASCA-defined inappropriate responsibilities of PSCs. The researchers administered a survey to principals in two states: one mandating administrator training in the ASCA National Model for School Counseling Programs and the other requiring no training in the model.

Using a mixed-methods survey, school administrators in the two states answered questions regarding their PSC departments and their thoughts regarding alignment with the ASCA National Model for School Counseling Programs. Administrators in both states answered in the affirmative and negative about the importance of aligning school counseling programs with the ASCA National Model for School Counseling Programs. Quantitatively, the study had little statistical significance - some answered in the affirmative,

some in the negative. There was little quantitative evidence to suggest that

mandating principal training in the national model was helpful or unhelpful in

defining the roles of PSCs (p. 102).

Qualitative data from the study by Graham, Desmond and Zinsser

(2011) was much more relevant to the purposes of this dissertation. The

authors found themes that were consistent with aforementioned research of

Armstrong, MacDonald, and Stillo (2010). Graham, Desmond and Zinsser

(2011) stated the importance of "identifying the need for a greater

understanding of the professional identity of the professional school counselor

including clearer roles and responsibilities" (p.102).

Graham, Desmond, and Zinsser (2011) found that there was little to no

significance of the research question posited in their study: Does state-

mandated principal training in the ASCA National Model for School

Counseling Programs make a difference regarding the implementation of

PSC programs and the day-to-day functions of PSCs? The findings

suggested that administrative support for PSC program alignment with the

ASCA National Model for School Counseling Programs was much more

complex than just providing training in the model for building-level

administrators. In accordance with the findings of Bickmore and Curry (2013),

Graham, Desmond and Zinsser (2011) found that administrators trained in the

ASCA National Model for School Counseling Programs understood the

disparity between PSC and ASCA-defined inappropriate responsibilities.

Complexity in assigning responsibilities, however, derived from the need to

address diverse student and staffing concerns with limited resources.

Finally, Bardhoshi and Duncan (2009) conducted a study with the

intent of analyzing administrator perception of ASCA-defined appropriate

responsibilities in a rural school division in the United States. This study by

Bardhoshi and Duncan (2009) presented findings that informed the research

design for this study.

Bardhoshi and Duncan (2009) surveyed school principals and asked

them to rank the importance of typical ASCA-defined appropriate

responsibilities. While many of those responsibilities aligned with the ASCA

National Model for School Counseling Programs, the authors noted that many

more did not. In their findings, the researchers detailed that of those

responsibilities identified as "appropriate" by ASCA, administrators surveyed

found individual and small-group counseling services to be among the most

important (Bardhoshi and Duncan, 2009, p.5).

Regarding responsibilities deemed "inappropriate" by ASCA, however,

administrators ranked as important uses of PSC time and resources many

ASCA-defined inappropriate responsibilities. Tasks such as data collection,

providing special education services, and issuing disciplinary consequences

were among those duties defined as appropriate by administrators in the

study (p. 7). Like Bickmore & Curry (2013) and Graham, Desmond, & Zinsser

(2011), Bardhoshi and Duncan (2009) suggested that administrator training

programs should offer training in appropriate PSC functions as well as advocacy training within PSC graduate education preparation programs to encourage understanding between school administrators and PSCs.

Synthesis

The role of the PSC has evolved significantly since its conception. Perhaps paradoxically, the very evolution of the profession has confounded education professionals regarding the appropriate, day-to-day functions of the PSC. Rayle and Adams (2007) wrote of the historical evolution of the profession. The authors stated that the lack of administrative training in the ASCA National Model for School Counseling Programs lead administrators to assign ASCA-defined inappropriate responsibilities to PSCs; though, later research by Desmond and Zinsser (2011) suggested that training in the ASCA National Model for School Counseling programs was ineffective in shaping administrative perception of appropriate and inappropriate ASCA-defined appropriate responsibilities.

Another important aspect of the research detailed by Rayle and Adams (2007) was the discrepancy between appropriate job functions of elementary level counselors and middle and high school counselors. The authors found that elementary school counselors reported they had more freedom to dedicate time to ASCA-defined appropriate responsibilities. Middle and high school counselors, however, reported that a majority of their time was spent working on student schedules and clerical work (p. 20).

The research for this dissertation analyzed school counselor perceptions of school division training designed to help PSCs successfully complete ASCA-defined inappropriate responsibilities. In addition to their findings that described time spent by PSCs on ASCA-defined inappropriate responsibilities, Rayle and Adams (2007) also found that the ASCA-defined inappropriate responsibilities common for PSCs were different for PSCs of different school levels. For example, elementary PSCs were more likely to spend time on ASCA-defined inappropriate responsibilities such as "IEP/504 writing and planning, school-wide testing, teachers' classroom coverage, school bus lot duties and lunchroom duties." Middle and high school PSCs reported more time directed toward IEP/504 writing and planning and school-wide testing than they did other duties including covering teachers' classes and school administrative duties (p. 25).

For this research, it was of importance to consider the historical context of the profession. The founded assumption within the literature that administrators typically receive little or no training in the ASCA National Model for School Counseling Programs suggested that administrators also did not make distinctions between ASCA-defined appropriate and inappropriate responsibilities. The researcher assumed that professional school counselors in the four school divisions surveyed for this study had, at least to some degree, ASCA-defined inappropriate responsibilities.

The purpose of the study was to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia. Other areas of inquiry included how PSCs perceive their roles within their organizations; how PSCs perceive their administrators' understanding of ASCA –defined appropriate and inappropriate responsibilities; and PSC satisfaction with the time they spent on ASCA-defined appropriate versus ASCA-defined inappropriate responsibilities.

Conceptual Framework

The conceptual model for the study was the ASCA National Model for School Counseling Programs. The model defined successful school counseling programs within four elements: Foundation, Delivery System, Management System, and Accountability (ASCA, 2012). Within these elements, PSC and ASCA-defined inappropriate responsibilities duties were defined. The model is as follows:

Figure 2: ASCA National Model for School Counseling Programs

American School Counselor Association. (2012). The ASCA National Model for School Counseling Programs. Retrieved from: https://www.schoolcounselor.org/
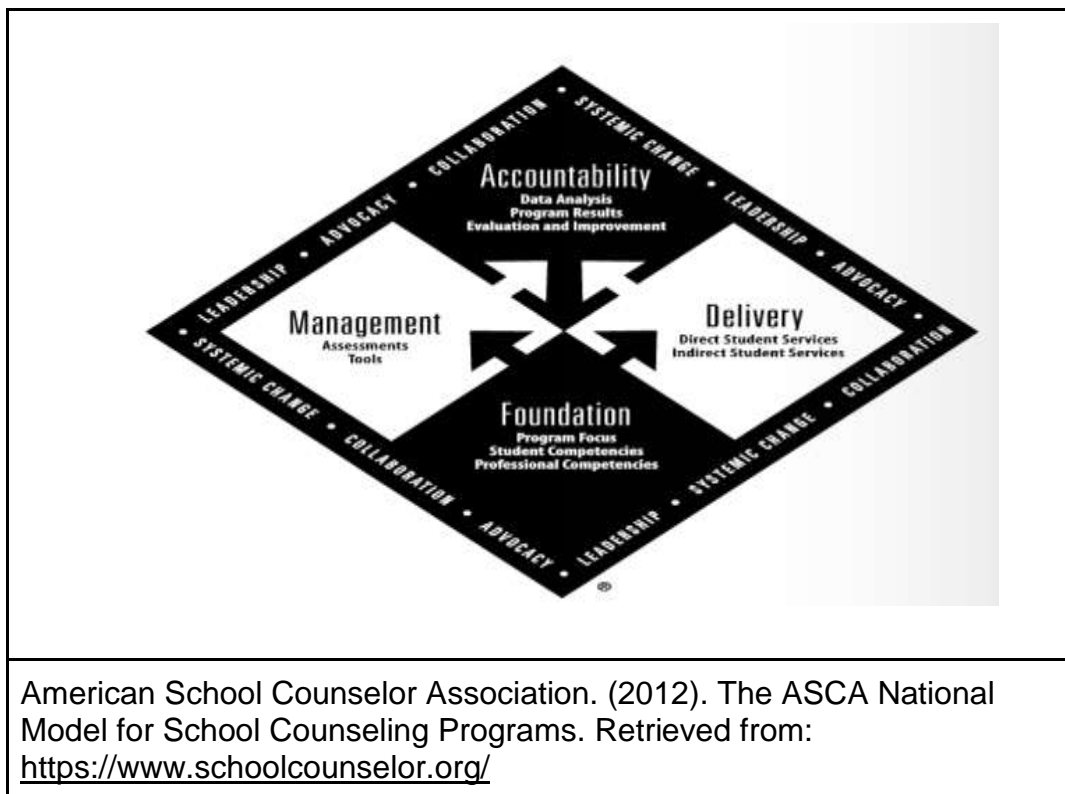
There were some elements of the ASCA National Model for School Counseling Programs that did not inform the research; however, the four elements that comprise the model informed the research questions.

The ASCA National Model for School Counseling Programs contained some elements that did not inform the findings of the study; however, the researched used elements and subcomponents of each element to define ASCA-defined appropriate responsibilities and ASCA-defined inappropriate responsibilities during the data analysis process.

Analysis of the qualitative data occurred using the data analysis software, Atlas.ti. Yin (2015) described the coding procedures used to group and categorize the data. Level 1 and Level 2 coding procedures named themes within the data that were then grouped into their corresponding elements from the ASCA National Model for School Counseling Programs.

CHAPTER III: METHODOLOGY

The review of literature detailed the history of professional school counseling in the United States and legislative failings that inadequately defined PSC programs nationwide. The literature analyzed and reviewed in Chapter II noted an apparent dearth in the training of school administrators and PSCs as an explanation for the continued lack of understanding regarding appropriate roles of PSCs. Studies by Beesley & Frey (2006), Bickmore & Curry (2013), Bringman, Mueller, & Lee (2010), Graham, Desmond, & Zinsser (2011), Gruman & Nelson (2008), Liberman (2004), and Wood & Rayle (2006) analyzed the roles of PSCs and how said roles were influenced by the perception school administrators have of ASCA-defined appropriate and inappropriate responsibilities.

Included in the review of literature was the research of Graham, Desmond, & Zinsser (2011) and Wood & Rayle (2006) who found that school administrators lacked training in the ASCA National Model for School Counseling Programs. Bickmore & Curry (2013) provided further evidence of administrators who found ASCA-defined appropriate responsibilities unrealistic. The purpose of the study was to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia. Another area of inquiry was how school administrators and school

divisions trained PSCs to implement programs that successfully addressed ASCA-defined appropriate and inappropriate responsibilities.

This chapter focused on the methods and research design of the study. The purpose of the methodology was to plan for research that answered the problem statement: How were professional school counselors in four school divisions in central Virginia trained for ASCA-defined inappropriate responsibilities as defined by the ASCA National Model for School Counseling Programs? This study served as a unique contribution to the literature regarding training measures for PSCs. There was a wealth of literature analyzing how PSC programs aligned with the ASCA National Model for School Counseling Programs; however, there was a noticeable lack of peer-reviewed inquiry into PSC training for ASCA-defined inappropriate responsibilities.

For this study, the population of PSCs in four central Virginia school divisions were asked to participate in a qualitative survey instrument. Employing methods from a hermeneutic phenomenological approach, six PSCs were asked to provide feedback regarding their perceptions of ASCA-defined inappropriate and appropriate responsibilities.

The methodology chapter was divided into six sections: statement of the problem, population and sample, instrumentation, data collection, data analysis, and summary. In the first section, demographic information about the PSC population in central Virginia was detailed. In the "instrumentation"

section, the survey and interview instruments used during data collection were outlined. The implementation of research instruments as well as the theoretical perspective from which data was collected and analyzed was discussed in the "data collection" section. In the "data analysis" section, the collection of data and analysis procedures were discussed. The methodology concluded with a summary of methodologies.

Population and Sample

The research sample differed between two phases of data collection. Phase one consisted of an open-ended survey instrument distributed to the population of PSCs employed within four school divisions in central Virginia. An email was disseminated by a predetermined division-level administrator who agreed to participate in this capacity. The email contained a link to a webpage developed for the sole purpose of this study. After checking a box indicating informed consent, participants were re-routed to a page containing the survey instrument. The last question of the survey asked participants to volunteer to participate in phase two of the data collection.

The entire PSC population of the four school divisions in central Virginia totaled 78 PSCs at the time of invitation to participate in the study. Given the assumption that between 30 and 40 percent of the total population would participate, the researcher anticipated that between 23 and 31 PSCs would complete phase one. It is important to note, however, that fewer PSCs than anticipated participated in the study. Approximately 21% of PSCs invited

to participate did so. This small response rate was addressed in the

limitations section of Chapter V.

Phase two of data collection utilized a purposive, random sampling

method to choose among those individuals who agreed to participate in face-

to-face interviews during phase one of data collection. Two PSCs from the

elementary, middle, and high school levels among the four school divisions

were invited to participate in the interview portion of data collection. This

resulted in six interviews. These interviews occurred at a location of interview

participants' choosing and consisted of 18 pre-determined interview

questions. Interviews were transcribed by the professional transcription

service, Rev.com. Information garnered from surveys and interview

transcripts were then loaded into the Atlas.ti software platform for analysis

and coding.

Statement of the Problem

Educating PSCs-in-training to design PSC programs aligned with the

ASCA National Model for School Counseling Programs is now commonplace

in accredited master's level PSC training programs (Anctil, Smith, Schenk,

and Dahir, 2012). Foster, Young, and Hermann (2005) surveyed 526 National

Board Certified school counselors. The authors found that implementation of

the ASCA National Model for School Counseling Programs increased

awareness and implementation of ASCA-defined appropriate responsibilities

across the United States. The authors also described training practices to

align PSC programs with the ASCA National Model for School Counseling

Programs; however, there was a lack of research analyzing how school

divisions train PSCs for ASCA-defined inappropriate responsibilities once

employed in a Prekindergarten-12 (PK-12) educational setting. This study

researched the perceptions of PSCs in four school divisions in central Virginia

regarding training measures for ASCA-defined inappropriate responsibilities

required of them.

Instrumentation

The study utilized a survey instrument and interview questions, both

designed by the researcher. Consisting of eight questions, the survey

instrument was intentionally designed to be short. Because of the open-

ended nature of the survey questions, the researcher designed the survey to

garner enough information to address the research questions while still

respecting the time of the survey participants. The researcher collected data

utilizing the following survey questions:

1. How long have you been a professional school counselor?
2. At what school level are you a professional school counselor? (Elementary, Middle, or High.)
3. Please describe your training experiences for your ASCA-defined appropriate responsibilities.
4. Please describe your training experiences for your ASCA-defined inappropriate responsibilities.
5. In your experience, have the designations of "appropriate" and "inappropriate" responsibilities of professional school counselors affected how school and division-level administrators train you for your job responsibilities.
6. Do you believe the training experiences provided by your school

division adequately prepared you for ASCA-defined inappropriate responsibilities? Why or why not?

7. Do you believe the training experiences provided by your school division adequately prepared you for ASCA-defined inappropriate responsibilities? Why or why not?

8. Would you please consider participating further by means of a face-to-face interview with the researcher? The interview may take between an hour to an hour and a half.

The correlations between the conceptual model and survey questions are

provided in Table 2:

Table 2: Survey Questions' Correlation to Conceptual Model

Survey Question	Correlation to the Conceptual Model
1. How long have you been a professional school counselor?	Foundation: Professional Competencies
2. At what school level are you a professional school counselor? (Elementary, Middle, or High.)	Foundation: Professional Competencies
3. Please describe your training experiences for your ASCA-defined appropriate responsibilities.	Foundation: Professional Competencies
4. Please describe your training experiences for your ASCA-defined inappropriate responsibilities.	Delivery System: Direct and Indirect Student Services
5. In your experience, have the designations of "appropriate" and "inappropriate" responsibilities of professional school counselors affected how school and division-level	Delivery System: Direct and Indirect Student Services

administrators train you for your job responsibilities.	
6. Do you believe the training experiences provided by your school division adequately prepared you for ASCA-defined inappropriate responsibilities? Why or why not?	Delivery System: Direct and Indirect Student Services
7. Do you believe the training experiences provided by your school division adequately prepared you for ASCA-defined inappropriate responsibilities? Why or why not?	Delivery System: Direct and Indirect Student Services
8. Would you please consider participating further by means of a face-to-face interview with the researcher? The interview may take between an hour to an hour and a half.	Not applicable

Survey respondents who answered in the affirmative to item eight were prompted to send their contact information to the researcher via a confidential, online form embedded into a separate page on the survey website. The researcher provided each individual a unique identification marker to ensure anonymity. A purposive, random sampling method was utilized to choose two PSCs at the elementary, middle, and high school levels from among those PSCs who volunteered to participate. Six PSCs were

interviewed. PSCs who participated in the interview experience were asked

the following questions:

1. Discuss your expectations of the role of the professional school counselor before you became a professional school counselor.

2. Describe your familiarity with the ASCA National Model's classification of appropriate and inappropriate professional school counselor duties.

3. Describe your master's level training and in what ways was the ASCA National Model utilized in your graduate training.

4. Describe your day-to-day activities as a professional school counselor.

5. Describe what you believe to be the most important responsibilities of a professional school counselor.

6. Do you believe that the most important of your responsibilities are aligned with the ASCA National Model for School Counseling Programs' "appropriate" responsibilities?

7. Describe what you believe to be appropriate school counselor responsibilities.

8. Do you believe the responsibilities required of you align with those outlined in the ASCA National Model? Why or why not?

9. In what ways do you believe the responsibilities required of you do not align with those outlined in the ASCA National Model for School Counseling Programs?

10. Describe the training measures provided to prepare you to accomplish job responsibilities not aligned with the ASCA National Model for School Counseling Programs.

11. Detail how your role as a licensed professional school counselor has changed or evolved since you first accepted the job.

12. Describe any similarities you've noticed between your master's training and / or the ASCA National Model for School Counseling Programs and your day-to-day responsibilities as school counselor.

13. Describe any differences you've noticed between your master's training and / or the ASCA National Model for School Counseling Programs and your day-to-day responsibilities as school counselor.

14. For those job responsibilities required of you that do not align

with the ASCA National Model for School Counseling Programs, how did your school division train you to successfully complete those tasks?

15. In what sort of job-related professional development opportunities have you participated since you became a professional school counselor?

16. Describe how those professional development opportunities aligned with The ASCA National Model?

17. Discuss, generally, school counselor job responsibilities and how they relate to "appropriate" and "inappropriate" responsibilities as defined by the ASCA National Model for School Counseling Programs.

18. What additional training do you believe would better equip you to carry out ASCA-defined inappropriate responsibilities?

Interviews were recorded by the researcher and transcribed using a professional transcription service. Transcripts and survey responses were loaded into Atlas.ti data analysis software for analysis and coding. Table 3 demonstrated correlations between interview questions and the ASCA National Model for School Counseling Programs:

Table 3: Correlations between Interview Questions and Conceptual Model

Interview Question	Correlation to the Conceptual Model
1. Discuss your expectations of the role of the professional school counselor before you became a professional school counselor.	Foundation: Professional Competencies
2. Describe your familiarity with the ASCA National Model's classification of appropriate and inappropriate professional school counselor duties.	Accountability: Evaluation and Improvement

3. Describe your master's level training and in what ways was the ASCA National Model utilized in your graduate training.	Foundation: Professional Competencies
4. Describe your day-to-day activities as a professional school counselor.	Foundation: Professional Competencies
5. Describe what you believe to be the most important responsibilities of a professional school counselor.	Accountability: Evaluation and Improvement
6. Do you believe that the most important of your responsibilities are aligned with the ASCA National Model for School Counseling Programs' "appropriate" responsibilities?	Foundation: Professional Competencies
7. Describe what you believe to be appropriate school counselor responsibilities.	Foundation: Professional Competencies
8. Do you believe the responsibilities required of you align with those outlined in the ASCA National Model? Why or why not?	Foundation: Professional Competencies
9. In what ways do you believe the responsibilities required of you do not align with those outlined in the ASCA National Model for School Counseling Programs?	Foundation: Professional Competencies
10. Describe the training measures provided to prepare you to accomplish job responsibilities not aligned with the ASCA National Model for School Counseling Programs.	Delivery System: Direct and Indirect Student Services

11. Detail how your role as a licensed professional school counselor has changed or evolved since you first accepted the job.	Foundation: Professional Competencies
12. Describe any similarities you've noticed between your master's training and / or the ASCA National Model for School Counseling Programs and your day-to-day responsibilities as school counselor.	Foundation: Professional Competencies
13. Describe any differences you've noticed between your master's training and / or the ASCA National Model for School Counseling Programs and your day-to-day responsibilities as school counselor.	Foundation: Professional Competencies
14. For those job responsibilities required of you that do not align with the ASCA National Model for School Counseling Programs, how did your school division train you to successfully complete those tasks?	Delivery System: Direct and Indirect Student Services
15. In what sort of job-related professional development opportunities have you participated since you became a professional school counselor?	Delivery System: Direct and Indirect Student Services
16. Describe how those professional development opportunities aligned with The ASCA National Model?	Delivery System: Direct and Indirect Student Services
17. Discuss, generally, school counselor job responsibilities	Accountability: Evaluation and Improvement

and how they relate to "appropriate" and "inappropriate" responsibilities as defined by the ASCA National Model for School Counseling Programs.	
18. What additional training do you believe would better equip you to carry out ASCA-defined inappropriate responsibilities?	Delivery System: Direct and Indirect Student Services

Data Collection

This study utilized a non-experimental design from a hermeneutic phenomenological theoretical perspective. Creswell (2007) stated that hermeneutic phenomenology was primarily concerned with obtaining information based upon lived experience (p.59). The focus of the analysis of data was professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia.

The purpose of the study was to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia. An additional area of inquiry was how PSCs in four school divisions in central Virginia believed building and division-level administrators perceived the importance of PSC training measures. The survey instrument and corresponding interviews were aligned with the research questions.

Data for the study was gathered in two phases. Phase one of the data collection process involved a survey instrument distributed to PSCs via email using an online survey tool developed through Google Forms and embedded in a website designed specifically for the study. The survey instrument consisted of eight open-ended questions asking the population of PSCs in four central Virginia school divisions to describe their training experiences within their school divisions and their schools, respectively. Phase two of the data collection process involved face-to-face interviews with six professional school counselors who participated in phase one. A purposive, random sampling method was used to choose PSCs from among the four school divisions that gave approval for participation. For a total of six interviews, two survey respondents from the elementary, middle, and high school levels, respectively, were asked to participate in an interview experience. The researcher recorded interviews, which were then transcribed by a professional transcription service. Atlas.ti software was used for analysis and coding.

Variables of note included ASCA-defined appropriate responsibilities and ASCA-defined inappropriate responsibilities as defined by the ASCA National Model for School Counseling Programs. It was of utmost importance that these variables were clearly outlined and defined for research participants. Confusion between the two variables would have compromised the integrity of the surveys and interviews.

The unit of analysis for this study was a rather small sample comparatively. While a larger population study would have analyzed the trends and themes emergent in a bigger geographic area, this study focused on one specific region. For this reason, the unit of analysis was not geographical in nature; it focused on the training measures for ASCA-defined inappropriate responsibilities, as defined by the ASCA National Model for School Counseling Programs, within four school divisions in central Virginia.

Finally, it should be noted that the researcher was once a professional school counselor. For this reason, a method of bracketing was utilized prior to and during data collection and analysis in an attempt to eliminate any of the researcher's own preconceived notions and biases. Hatch (2002) described bracketing as "a specific strategy for separating impressions, feelings, and early interpretations from descriptions during qualitative data collection" (pg. 86). To bracket effectively, the researcher kept a written record of thoughts, ideas, possible emerging themes, and even reflections on survey and interview responses in a notebook kept separately from collected data.

Data Analysis

Through an analysis of the data, the research questions posited in Chapter I of this proposal were answered:

R_1: What are the most common ASCA-defined inappropriate responsibilities expected of school counselors in central Virginia?

R_2: Do PSCs believe that training, orientation, and / or professional development measures implemented by their division appropriately prepared them to fulfill the non-counselor duties expected of them?

R_3: Do professional school counselors believe the ASCA-defined inappropriate responsibilities required by their school divisions are appropriate utilizations of PSC time?

Using the ASCA National Model for School Counseling Programs as the conceptual model for the research, the research questions were framed by the researcher to gauge PSCs' perceptions of their own responsibilities and, indirectly, the conceptual model itself. Do PSCs in central Virginia find that the time they spend on ASCA-defined inappropriate responsibilities is relevant and worthy of their time and training? Correlations between the research questions and the ASCA National Model for School Counseling Programs are demonstrated in Table 4.

Table 4: Correlation of Research Questions to Conceptual Model

Research Question	Correlation to Conceptual Model
1. What are the most common ASCA-defined inappropriate responsibilities expected of school counselors in central Virginia?	Foundation: Professional Competencies
2. Do PSCs believe that training, orientation, and / or professional development measures implemented by their division appropriately prepared them to fulfill the	Delivery System: Direct and Indirect Student Services

non-counselor duties expected of them?	
3. Do professional school counselors believe the ASCA-defined inappropriate responsibilities required by their school divisions are appropriate utilizations of PSC time?	Accountability: Evaluation and Improvement

The researcher analyzed themes among the qualitative data using an interpretive method. Willis (2008) described the interpretive method of analysis as one beneficial when analyzing phenomenological data. Particularly regarding hermeneutic phenomenology, an interpretivist approach utilized this way "puts considerable emphasis on understanding within context" (pg. 69). For the purposes of this study, the goal was to determine PSC perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities.

Summary

The study utilized a hermeneutic phenomenological research approach to ascertain training experiences of PSCs in four school divisions in central Virginia. Participants responded to an online, open-ended survey instrument. Using a purposive, random sampling method among those PSCs who participated in phase one of data collection, six survey participants were chosen to participate in face-to-face interviews. Interview transcripts and qualitative survey data were analyzed using the Atlas.ti software platform.

CHAPTER IV: RESEARCH FINDINGS

Professional school counselors function within their roles among vague boundaries, varying administrative support, and an ever-evolving landscape of professional demands that change from school division to school division and even among schools within the same school division (Graham, Desmond, and Zinsser, 2011). The purpose of the study was to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia. The first chapter of the study presented an introduction that provided background on the problem. The second chapter served as a review of literature that analyzed the history of professional school counseling in the United States and the dynamic nature of the profession that serves, at least to some degree, as a reason for the lack of role clarity for professional school counselors today. The third chapter presented methods for implementing the study. This chapter will analyze collected data within the framework of the conceptual model: The ASCA National Model for School Counseling Programs.

A qualitative study utilizing a hermeneutic phenomenological approach was implemented. Data analysis procedures described by Yin (2015) and Saldaña (2011) were employed to organize and discern themes from qualitative data sets. The researcher first reviewed interview transcripts and

survey data independently of the data analysis software (Atlas.ti). This was done for two reasons, the first of which was to provide the researcher a familiarity with the data that would later inform the creation of clusters and themes within the data analysis program. Secondly, the researcher reviewed the data without initial use of the software as a mechanism for implementing a method of bracketing.

During the data review process, the researcher employed a method of bracketing as a measure of eliminating bias. This bracketing entailed keeping a private journal that served as a running record of thoughts and reactions to collected data. In doing so, the researcher was able to identify existing biases that might have otherwise comprised the validity of the data.

Saldaña (2011) stated that "a code in qualitative data analysis is most often a word of short phrase that symbolically assigns a summative, salient, essence-capturing…attribute for a portion of language-based or visual data" (p. 95-96). To that end, the researched utilized a form of descriptive coding in which words or phrases were utilized alongside survey and interview respondents' quotes to identify initial codes.

Initial Codes / Level 1 Coding

The method of identifying relevant discourse from the interviews and survey responses was referred to as level 1, or initial, coding. "These codes can stick closely to the original data, even reusing the exact words in the original data..." (Yin, 2015, p. 196). While this form of coding (known as in

vivo coding) was not specifically utilized in determining level 1 codes, the

researcher did employ a method through which similar statements and

phrases were coded with a new phrase decided by the researcher to code

throughout the entirety of the transcripts. Table 5 illustrates how this method

was applied to a survey transcript. To ensure anonymity of participants,

individuals who participated in interviews were coded according the order in

which they were interviewed. For example, the transcript in Table 5 was

derived from the fourth interview conducted; as a result, the PSC who

participated in this interview was labeled "PSC #4." A total of six interviews

were conducted, so participating PSCs were labeled PSC #1, PSC #2, PSC

#3, PSC #4, PSC #5, and PSC #6, respectively.

Table 5: Identification of Level 1 Codes

Interviewer:	Could you describe your day to day activities as a professional school counselor?	Level 1 Code
PSC #4:	My duties on a daily basis typically include ... One day a week I am given the opportunity to do kind of some different things. I have music Mondays and I play music for the entire school.	PSC Daily Responsibilities
Interviewer:	Wow.	
PSC #4:	Today, being Halloween, we go to play Halloween music and it's played over the intercom and it boosts the students' energy and excitement about school and then also on Monday mornings I have walking club which is another activity we designed to give children an opportunity to develop socially as well as get their brains and their bodies awake and to exercise before school.	Dynamic Nature of PSC Role PSC Daily Responsibilities
Interviewer:	That's so cool.	

PSC #4:	I do that on Mondays and I have other school employees who do it on the other days for other classes. On the other four mornings of the week I have breakfast duty, which could be seen as something that is not really related to the counselor role but for the most part, I would say maybe 75% to 80% I try to make it a counselor activity in that I try to check in with students, you know, "How are you doing today?" I see students early in the morning. If they don't appear to be coming in in good fashion, I can kind of check bases with them and sometimes I get the angry students and the whatnot. I try to primarily make that a counseling activity as well.	PSC Daily Responsibilities PSC Perception of ASCA Inappropriate Responsibilities as Appropriate
Interviewer:	Sure.	
PSC #4:	Of course, sometimes you have to be a little more disciplinary than you want to be but it goes with the setting and also I try to center everything on character so I'll say, "Is that respectful?" or "Was that a caring thing to do?" and just try to reframe it to more of a character thing.	ASCA Defined Inappropriate Responsibilities PSC Daily Responsibilities Dynamic Nature of PSC Role

(P 4 : L 62-102)

Category Codes / Level 2 Coding

Following the identification of initial codes, broader, more inclusive

categories derived from the conceptual model were developed. Yin (2015)

described this as level 2, or category, coding which occurs when "some of the

field experiences may in fact relate to broader conceptual issues" (p. 196).

Level 1 codes were then clustered into four categories. The categories were

distinctions derived directly from the ASCA National Model for School

Counseling programs. The four cluster themes identified are: Foundation:

Professional Competencies, Delivery System: Direct and Indirect Student

Services, Accountability: Evaluation and Improvement, and Advocacy. Table

5 demonstrates how certain quotes from interviews and survey responses

were categorized to determine cluster themes regarding PSC experience and

alignment with the conceptual model. Some illustrative quotes from the

interviews may fit into multiple initial codes and, as a result, additional

category codes as well. This is demonstrated in Table 6.

Table 6: Development of Category Codes

Illustrative Quotes from Interviews	Initial Code (Level 1)	Category Code (Level 2)
Before I became a professional school counselor, I thought my role would be to meet with every student, save every student, just make sure every student was successful and was ready to go to work or go to school.	Prior Expectations of PSC Roles	Foundation: Professional Competencies
My master level training was in the early 80s, and it was in criminal justice and juvenile counseling. I don't recall even addressing this quite honestly.	Master's Level Training	Foundation: Professional Competencies
I think my day-to-day activities are the highlight of my position because every day's different. I really love that. On Mondays I visit the Alternative Education Center. I do that every Monday, and I visit with all the students in the county that are there, and I really like that because I believe that in my heart I am a counselor who loves working with high-risk students.	PSC Daily Responsibilities	Delivery System: Direct and Indirect Services
I think that we meet with students as needed. We meet with students to make sure that we try to touch	PSC Frustration	Accountability: Evaluation and Improvement

base with them, like the seniors, but to say that I meet with every child on my caseload in the year, it just doesn't happen. I don't know about now master level, but when I went to school, we didn't have any kind of special ed classes, and that would have been very helpful. I've kind of had to learn that on my own.	Master's Level Training and ASCA Alignment	Foundation: ASCA National Standards / Competencies

Note: A table detailing all of the initial codes and their alignment with category codes can be found in the appendices.

Category Codes

Eleven initial codes were classified into groups of three to five related codes that came to comprise four category codes: Foundation: Professional Competencies, Accountability: Evaluation and Improvement, Delivery: Direct and Indirect Services, and Advocacy. Each category code was a component of the conceptual model. The following presentation of the findings presents an analysis based on those codes derived from the conceptual model.

Each category code was based on the ASCA National Model for School Counseling Programs. The ASCA National Model for School Counseling Programs is comprised of four core elements: Accountability, Delivery, Foundation, and Management. The core elements of the model used in the research were Accountability, Delivery, and Foundation. Because the research study was developed to better understand training of PSCs in central Virginia, the Management element was not a focus for this research.

The practice of Advocacy as described in the ASCA National Model for

School Counseling Programs, however, was.

<div align="center">

Category Code #1: Foundation

Professional Competencies

</div>

Familiarity with ASCA Designations

The Professional Competencies component of the Foundation element

of the conceptual model was designed to "outline the knowledge, attitudes

and skills that ensure school counselors are equipped to meet the rigorous

demands of the profession" (Foundation, n.d.). According to the American

School Counselor Association (2012), these components of the conceptual

model are suggested guidelines for making informed decisions on program

development and implementation. With this in mind, the following initial

codes comprise this category code: "Familiarity with ASCA Designations,"

"Familiarity with ASCA National Model, and Master's Level Training," and

"ASCA Alignment."

The majority of survey respondents and interview participants were

familiar with the ASCA National Model for School Counseling Programs,

indicating that there was a strong understanding of the model's designations

of appropriate and inappropriate PSC responsibilities. Some indicated they

were familiar based upon their master's level training, while others indicated a

deeper understanding of the conceptual model based upon professional

experiences.

PSC #3 described her experience with the model thusly:

I think I'm pretty well familiar with it [the ASCA National Model for

School Counseling Programs] because I've gotten pretty involved with

VCA, working with the advocate, or lobbyists and advocating. A couple

years ago I was president of the new division within VCA, Virginia

Alliance for School Counselors when VSCA split off, VCA wanted a

new organization. I was the second president going into that

organization. Through that I had the opportunity to start talking with the

VDOE and meeting with ▮▮▮▮▮▮▮ [name redacted to ensure

anonymity] with the VDOE about what is it we do? What is

appropriate? What's not appropriate? P3 : L 106-110

The same PSC credited her master's education for distinguishing appropriate
and inappropriate responsibilities for her.

Within my school education at Lynchburg College when I started they

did a great job teaching us that too… I feel like I'm pretty well familiar. I

have copies of the list of appropriate, not appropriate. I don't think have

any more copies. I have actually kept copies in my office and I've

handed them out and our administration has seen them here. P3 : L

110-111 and 113-116

In other instances, some PSCs discussed how their familiarity with the
conceptual model informed advocacy efforts to more closely align programs

with the ASCA National Model for School Counseling Programs and their

master's level training.

PSC #4 addressed this:

> *I am aware of what is within the realm of school counselor duties as*
>
> *opposed to duties that are sometimes put on the school counselor that*
>
> *are not within that realm. Following the ASCA model, the school*
>
> *counseling programs are designed to meet the emotional needs of*
>
> *students and of course working with them in all areas of development*
>
> *but to enable them to be as successful as possible. I don't think the*
>
> *ASCA model includes administrative duties and secretarial duties and*
>
> *other things that are sometimes placed on school counselors. P4 : L*
>
> *34-41*

PSC #5 addressed a more specific effort on the part of PSCs who use the

ASCA National Model for School Counseling Programs to advocate for

program alignment:

> *I'm well aware of it. We've actually, or myself and another counselor,*
>
> *have discussed that with our administration. Dress code, that's not our*
>
> *duty to call out students for that. We may have to talk with a student to*
>
> *see if they have clothing at home, but as far as calling them out,*
>
> *bringing them in and talking to them about, "Well, that's appropriate,"*
>
> *"That's not appropriate," that's for administration to decide. That, along*
>
> *with the other duties, what's appropriate, what's not, I'm well aware of*

those. I keep that on my laptop, when I have to pull it out and say,

"This isn't something that we should be doing." I'm an advocate for

myself. P5 : L 44-52

Familiarity with ASCA National Model for School Counseling Programs

Other professional school counselors indicated that, because they had

been in the profession for so long, they had little to no experience with the

ASCA National Model for School Counseling Programs – an issue that

seemingly hindered them in significant ways.

PSC #1 described her master's level training in the following way:

My master level training was in the early 80s, and it was in criminal

justice and juvenile counseling. I don't recall even addressing this quite

honestly. P1 : L 88-89

When asked about her familiarity with the ASCA National Model for School

Counseling Programs, she responded "not very familiar." P1 : L90

It should be noted that the average amount of experience among

interview participants and survey respondents was eight years. The least

experienced of research participants had served as a PSC for only three

months at the time of participation. The most experienced counselor among

individuals who participated had 19 years of experience as a professional

school counselor.

PSC #1 was among the most experienced professional school

counselors who participated in the survey instrument and the interviews.

Within this context, it can be understood that her lack of knowledge of the conceptual model is not unexpected. A professional school counselor who completed her master's studies in the 1980s would not have been exposed to the conceptual model in her graduate program; the model was not unveiled until 2003 (ASCA, 2012).

Masters Level Training and ASCA Alignment

Of all individuals surveyed, the majority received master's level training in a program accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). There were, however, some respondents who took alternate routes to licensure. It is important to address these instances because a PSC who did not complete his or her graduate studies in a CACREP program is less likely to report familiarity with the ASCA National Model for School Counseling Programs than those who did participate in a CACREP accredited graduate program (Thompson & Moffett, 2010). One survey respondent addressed this situation in the following way:

Most of my school counseling training came from the mentor I was assigned to in my first position as a school counselor, while I had a provisional license. I did receive some excellent ASCA model training from ▮▮▮▮▮ [name of PSC educator redacted] at ▮▮▮▮▮▮▮▮ [name of institution of higher learning redacted] in her course, Intro to School Counseling. She had a number of currently practicing school counselors speak to the class and those "real life" stories were helpful.

Most of the stories and experiences that were shared included advice on how to manage many of the traditional school counseling responsibilities and the warning that there were a lot of other responsibilities that school counselors would manage. P12 : L 8-12

Even though this respondent did not receive a formal education through a graduate program in professional school counseling, she did receive training in the ASCA National Model for School Counseling Programs from a school counseling class.

Other survey respondents, even when prompted to discuss their familiarity with the conceptual model, chose to elaborate on other experiences they felt prepared them for their roles as PSCs. One respondent detailed work experience before taking a role as a PSC as most beneficial in training him or her for the demands of the job:

Before working as a Professional School Counselor I was a Mental Health Counselor working at a residential psychiatric treatment center and I also worked on the child psych unit at the hospital. The experience I gained there was extremely beneficial in preparing me for my work as a school counselor. I was able to be a part of the multidisciplinary treatment team and assisted in identifying and writing behavior treatment plans, I assisted and lead small group counseling sessions, individual sessions, basic needs assessments and crisis interventions on a regular basis... P22 : L 8-11

While the answer did not directly address the conceptual model, it is reasonably surmised that this PSC found previous professional experience as beneficial than the ASCA National Model for School Counseling Programs, assuming that she had any background in the model at all.

The majority of survey respondents and interview participants indicated their perception that their master's level training provided them proficient training in the conceptual model, giving them at least basic knowledge in the parameters of ASCA-defined appropriate and ASCA-defined inappropriate responsibilities. PSC #2, however, provided an answer contrary to the majority.

> *I did not feel that the purpose and importance of the ASCA*
> *National Model was properly addressed during my graduate*
> *training. It was studied; however, it did not become clear to me*
> *until I began applying and interviewing for school counseling*
> *positions how important it is to the advancement of the field.*
> *Training for individual and group counseling involved studying*
> *counseling techniques as well as role play with classmates*
> *during my graduate training. I received training on*
> *administering cognitive, aptitude, and achievement tests as well*
> *as some training on interpreting them, but in my current school*
> *system most of this is done by school psychologists. I did not*
> *receive training on interpreting student records or ensuring that*

student records are maintained as per state and federal

regulations. Several classes during my graduate training

seemed to be more focused on a teacher's perspective and

duties. Few classes were specific to a school counselor's role

and duties (i.e. classes that addressed lesson planning required

that lessons address specific SOL standards though school

counseling students were required to take the class as well;

classes addressing IEPs were focused on writing the IEP rather

than participating in meetings and advocating for the needs of

the student or interpreting/following the IEP). I felt that direct

counseling was well addressed in my training, but indirect

services and individual planning were not. P2 : L 8-18

PSC #2 believed that her transition into the school counseling profession

would have been less difficult had her master's level training provided more

PSC specific training.

Category Code #2: Delivery System

Direct and Indirect Services

The Delivery System component of the ASCA National Model for

School Counseling Programs describes all services provided by PSCs in the

school environment. Direct and Indirect Services is a subcomponent of the

delivery system component of the ASCA National Model for School

Counseling Programs. This subcomponent describes optimal supports put in

place for students of the professional school counseling program and the

program itself (ASCA, 2012). Responses analyzed from interview

participants and survey respondents were grouped into three initial codes:

Professional development opportunities, school division professional

development and ASCA alignment, and school division training for ASCA-

defined inappropriate responsibilities.

Professional Development Opportunities

All interview participants indicated that their school divisions have

provided professional development opportunities. All PSCs interviewed also

indicated that, of the professional development opportunities offered, those

they found most beneficial were the ones they sought out themselves. Of

those professional development opportunities, three of the six PSCs

interviewed stated that they participated in professional development provided

by the Virginia School Counselor Association, a branch of the American

School Counselor Association, and the Virginia Counseling Association, a

subsidiary of the American Counseling Association.

PSC #2 indicated, at the time of our interview, that she was preparing

to participate in a professional development on self-mutilation offered through

the Virginia Counseling Association. PSC #3 stated that she participated

yearly at the Virginia Counseling Association Convention and that she has

presented multiple times at the Virginia School Counselor Association

Convention.

> [I] presented on data collection for school counselors. I've also
> presented on our mentorship program that we have here. I did my
> internship here so as part of getting that up off the ground…I've also
> done the ASCA data specialist training from their ASCA U professional
> development. Then any College Board workshop I can go to, ACT
> workshop I can go to, colleges provide them occasional. I have set
> some up myself for members of Virginia Alliance for School Counseling
> on LGBQT working with students within that community… P3 : L 519-
> 526

PSC #4 stated that she was very active within the Virginia Counseling
Association as well, but "I no longer participate in Virginia School Counselor's
Association due to their separation from the Virginia Counseling Association. I
feel very strongly about that." P4 : L 356-358.

PSC #6 said that she used to attend professional school counselor –
specific conferences, but personal obligations and the school calendar often
kept her from doing so.

> On occasion I like to go to conferences. We used to have some money
> that we were given to go... But when [they] come nearby…then I try to
> go. I would like to go to the School Counselors conventions…but I can't
> because it's always during testing time…I went to a mental health thing
> for a day last year and that was informative. I try to get some things
> when I can, but our funding is limited as to what we're given. I could

> say that I'm not given money here. That's the one downfall. I'm not
>
> given money here to buy materials and things. P6 : L 360-367

The three PSCs who indicated that their school division provided funding and
paid time off to attend professional development specific to ASCA-defined
appropriate responsibilities all worked for the same school division.
Responses from the remaining three PSCs and survey respondents,
however, deviated from this trend.

When asked about professional development opportunities provided to
her, PSC #1 stated that she only participated in professional development she
sought herself.

> Only classes that I've chosen to take on my own…This is my second
>
> autism class. I took one at ███████████████ [name of institution of
>
> higher learning redacted]. I'm taking this one online. I just choose
>
> things that are of interest to me, but as far as the school system
>
> providing professional development, it's just very frustrating that all the
>
> professional development is teacher-related, data-driven-related,
>
> achievement, that kind of thing. It's not really counselor-specific. I
>
> would say that it's just stuff that I want to learn is what's been provided.
>
> I go after it. P1 : L285-291

PSC #1 relayed her frustration at the lack of PSC-specific professional
development several times throughout the interview.

In summary, all PSCs indicated that they have or have had access to professional development related to ASCA-defined appropriate responsibilities. With that understanding, however, many also indicated that other responsibilities, often ASCA-defined inappropriate responsibilities such as testing, hindered them from taking full advantage of professional development opportunities.

School Division Professional Development and ASCA Alignment

A major impetus for the development of this research was to design a study that analyzed how school divisions approach training in relation to the ASCA National Model for School Counseling Programs. To that end, analysis of the synthesized data distinguished between training for ASCA-defined appropriate and inappropriate responsibilities required of PSCs. Analysis of the data suggested that, while there is training for ASCA-defined appropriate and inappropriate responsibilities, it is sporadic and inconsistently implemented through school divisions in central Virginia.

Among those PSCs who perceived that their programs were at least mostly aligned with the ASCA National Model for School Counseling Programs, additional training and professional development opportunities were offered for ASCA-defined appropriate responsibilities. ASCA-defined inappropriate responsibilities were perceived to occur minimally. In both cases, all PSCs interviewed perceived similar challenges in participating in professional development opportunities. PSC #2 stated it this way:

...If I'm going to go to professional development, number one, the

biggest consideration in that is if I have time to go. Which is sad,

because there's been some that are out there, like there was a gender

one recently I really wanted to go to, but it was one day last spring and

there was just no way…I could be gone a whole day. I know you can

be sick or your family can be sick and you have to take a day, but I just

couldn't plan on being gone then. Time is the biggest factor. P2 : L

472-477

PSC #2 perceived all professional development as difficult to schedule into

her already very busy schedule. She also stated that she felt that her school

division provided ample professional development pertaining to ASCA-

defined appropriate responsibilities. In her words, "I'm not going to go to any

professional development…that I don't think is going to benefit [my program]

P2 : L 500-501. PSC #2 said that she felt she had the autonomy to make

such decisions in her school division because of the support of building-level

and division administrators.

PSCs who worked in the same school division as PSC #2 all shared

the same perception that the majority of their responsibilities were aligned

with the ASCA National Model for School Counseling Programs. Each of

them attributed this alignment of duties to the same division-level

administrator who guarded the role of PSCs in the division very closely.

PSCs who participated in interviews from divisions outside of the aforementioned one had a very different perception of their programs' alignments. When PSC #1 was asked about her familiarity with the ASCA National Model for School Counseling Programs, she stated that she was not familiar with the model at all. She attributed this to the fact that she completed her master's studies before the conception of the model, but also to the fact that her school division provided no training or guidance in the model. PSC #6 held a similar opinion, stating that she had only attended one professional development aligned with the ASCA National Model for School Counseling Program in the last six years.

School Division Training for ASCA-defined Inappropriate Responsibilities

A desire to analyze how school divisions in central Virginia train professional school counselors for responsibilities that fall outside of the parameters of ASCA-defined appropriate responsibilities was the catalyzing force behind this research. Graham, Desmond, and Zinsser (2011) found that some school administrators believed the designations of appropriate and inappropriate responsibilities for PSCs too constraining when attempting to implement workflows for various day-to-day action items. This research, at least to a minimal degree, found that some professional school counselors agree. Specifically regarding situations in which the ASCA National Model for School Counseling Programs advocates for the recusal of PSCs from ASCA-

defined inappropriate responsibilities that are required of other members of school faculty and staff, PSCs in central Virginia tended to believe that they should also partake in these responsibilities.

PSC #2 stated that she believed that the majority of her duties aligned with the ASCA National Model for School Counseling Programs. "There were a few that were listed as inappropriate that I was like, 'No, I can do that and feel good about it," she said (P2 : L132-133).

The ASCA National Model for School Counseling Programs holds that supervision of students boarding and deboarding school buses and monitoring cafeterias during breakfast and lunch times are inappropriate utilizations of PSC time. Professional school counselors who participated in this study, however, tended to disagree. PSC #4 said, "I have breakfast duty, which could be seen as something that is not really related to the counselor role but for the most part, I would say maybe 75% to 80% I try to make it a counselor activity in that I try to check in with students" (P4 : L 85-88). PSC #6 agreed, stating it in the following way:

> For example, we do lunch duty. That's one of my duties. I do some
> breakfast duty as far as helping them get through the line. But I will
> have to tell you that those duties though are good duties because in
> the lunch room a lot of times, even though students can fill out a slip
> and talk to me, sometimes they will say, "I really need to talk to you."
> Or, "This is what's happening." Or, "I'm really upset and I need to let

you know." So actually, even though those are duties you may think

you shouldn't do, it gives you good opportunities to talk with students,

or for them to let you know they see you in a visible way and, "Oh. I

need to tell you this." Or, "███████████ [name of PSC redacted]

remember you said that if I needed to talk about so-and-so, well today I

need to talk about ..." P6 : L 20-29

This response was typical of many PSCs when discussing additional duties

required of them by their school divisions but described as ASCA-defined

inappropriate responsibilities. PSC #2 also stated her belief that if PSCs are

to be seen as members of the school community, they must also take part in

the same ASCA-defined inappropriate responsibilities required of other faculty

and staff.

There was deviation from this trend, however, when discussing other

duties required of PSCs that are understood to take significantly more time

away from PSCs providing direct and indirect services as described in the

ASCA National Model for School Counseling Programs. The most frequent

ASCA-defined inappropriate responsibility discussed was that of PSCs

serving as coordinators of state-mandated standardized testing. All

interviewees indicated that coordination of testing was a part of their jobs they

perceived to be the most inappropriate.

The ASCA National Model for School Counseling Programs defines an

appropriate PSC role in regards to testing as one who interprets test results

and utilizes testing data to make informed decisions about student academic plans. The ASCA National Model for School Counseling programs also states that planning and implementing state mandated testing is an inappropriate utilization of PSC resources (ASCA, 2012). In this regard, PSC perceptions tended to align with the ASCA National Model for School Counseling Programs.

Of those interviewed, some said that their school division has recently rearranged the coordination of testing so that PSCs are now what is known as STC 2, or School Testing Coordinator #2. For these individuals, the primary responsibility of testing coordination (STC 1) falls to a school administrator or, in some cases, an individual hired specifically as a school testing clerk. STCs 1 and 2, said these PSCs are required to attend a training to ensure successful implementation of state mandated tests.

> We have testing coordinators meetings all the time. We have a
>
> calendar. We actually have one coming up next week. We have
>
> meetings four times a year. Spend an hour and a half every other
>
> month. It's not really that bad, especially when you have an STC1. P5 :
>
> L 344-347

Every PSC who participated in interviews indicated that they were trained for testing implementation measures. Each interview participant also stated that she was trained for testing every year, even if she served as STC 2. Testing implementation, however, was the only ASCA-defined inappropriate duty that

was provided frequent and ongoing training. Everything else, as PSC #1

said, "You have to kind of do it yourself." P1 : L 279

　　　　Interview participants typically held that they received ample training

for implementing standardized testing, but that they would have liked more

training in other areas. For instance, PSC #2 indicated that she felt she

needed more training utilizing technology. Survey respondents, however,

provided a broader picture of training needs.

　　　　When asked how their school divisions trained them for the scope of

their ASCA-defined inappropriate responsibilities, survey respondents in

central Virginia indicated that there was little to no formal training for those

specific duties. "No," said one survey respondent, "most of the training was

directed toward teachers and not professional counselors. The majority of my

training came from my internship and previous job experiences" (P11 : L 17).

Table 7 demonstrates percentages of survey respondents' answers grouped

into coded categories.

Figure 3: Training for ASCA-defined Inappropriate Responsibilities

Training for ASCA-defined Inappropriate Responsibilities
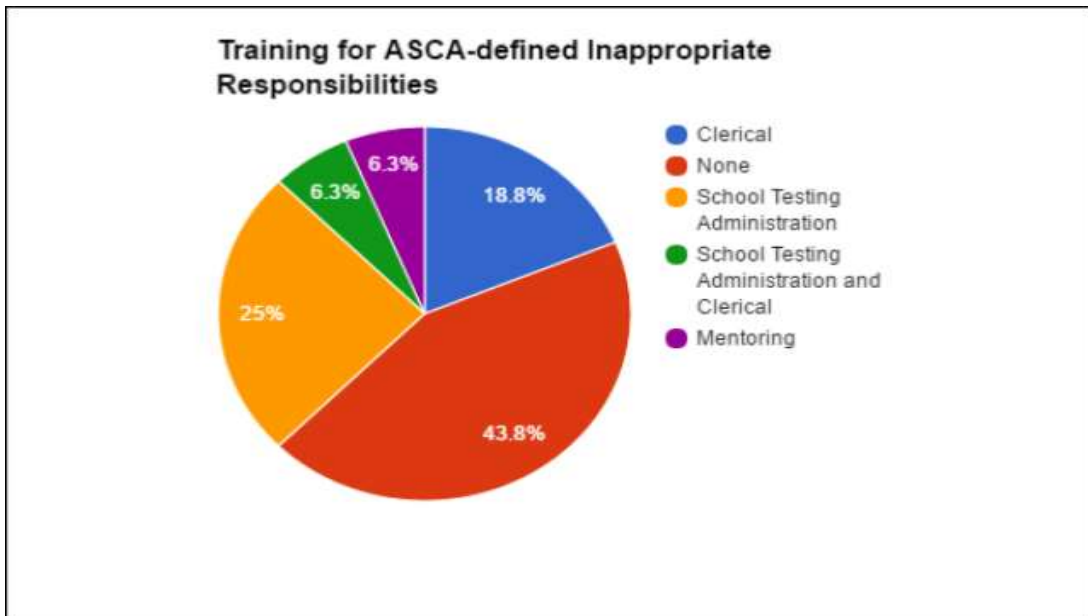
Nearly 44 percent of survey respondents indicated that they received no formal training for ASCA-defined inappropriate responsibilities. For those who said they received no training, the following serves as a sampling of those answers:

- I did not receive training in any of these areas; however, I was a teacher and worked in an office setting before becoming a school counselor. Those experiences have been helpful in this regard. P8 : L 11-12

- My training for these type duties were minimal. During the master's program, they don't encourage the school counselor to perform such duties, however denying such responsibilities is not applicable most times. I did experience some of these during my internship, or previous job however it was minimal. P11 : L 11-12

- I did not receive training in ASCA-defined inappropriate duties, though

    I am required to perform some in my current position. P21 : L 11-12

It is important to note that, even among PSCs who stated they received no

formal training for ASCA-defined inappropriate responsibilities, previous work

experience was helpful in knowing how to complete these responsibilities.

Twenty-five percent of survey respondents stated the bulk of their

training for ASCA-defined inappropriate responsibilities was in the form of

trainings and meetings for school testing coordination. A sampling of these

responses is as follows:

- By nature of the job (at least that's the way I figured it) there are many

    responsibilities that fall on a school counselor. Some of the jobs I do

    include a lot of responsibilities to coordinate and oversee all SOL

    testing. I am the School Testing Coordinator. I spend many hours in

    the fall and winter sitting in a testing room as the examiner in addition

    to preparing testing lists, setting up testing sessions and applying

    accommodations. My training for this is very limited and most of what I

    have learned is through experience and initially having to ask others a

    lot of questions... P 12 : L 11-14

- I am the School Test coordinator #2 in our building, so I have

    continuous training with regard to test implementation. P 16 : L 11

- I regularly attend division-wide training to be School Consultation

    Team (Child Study) Coordinator, Testing Coordinator, and principal

designee. I also attend many trainings that do not pertain to me that

include ways to teach reading, math, writing, etc at my school during

professional development days or faculty meetings. P 15 : L 11-12

The practice of school divisions mandating training that did not directly

correlate with ASCA-defined appropriate or inappropriate responsibilities was

a theme throughout survey responses. This will be discussed further in

Chapter 5.

Approximately nineteen percent of survey respondents indicated that

the majority of their training for ASCA-defined inappropriate responsibilities

focused on completing clerical tasks. When those respondents were grouped

with those who said they received training for clerical tasks and state testing,

the percentage grew to 25 percent. A sampling of these responses is as

follows:

- PowerSchool (student data program) training. Child Study committee

  chairperson training. P 7 : L 11

- SOL testing, data entry, preparing students for college (this was only

  introduced to me during my internship), coordination of homebound

  services P 10 : L 11

- paperwork and data entry of all new students, maintaining student

  records, supervising common areas, keeping clerical records, assisting

  with duties in the principal's office, serving as a data entry. P 13 : L 11

- data entry, particularly student schedules… P 18 : L 11

In summary, the data suggest that the most common training for ASCA-defined inappropriate responsibilities across all school divisions studied was for state mandated testing administration. It was also found that all of the school divisions complete this training in the same way – a presentation and question and answer session is provided for PSCs. Outside of testing parameters, however, there was no evidence to suggest that any school division in central Virginia has a training program in place to address the totality of ASCA-defined inappropriate responsibilities.

Category Code #3: Accountability

Evaluation and Improvement

The Accountability element of the ASCA National Model for School Counseling Programs was designed to "demonstrate the effectiveness of the school counseling program in measureable terms" (Accountability, n.d.). This element includes evaluation measures for PSCs and school PSC programming as well as plans to improve the program over time. To that end, category code "Accountability: Evaluation and Improvement" is comprised of the initial codes "PSC Daily Responsibilities," "ASCA-defined Appropriate Responsibilities," and "ASCA-defined Inappropriate Responsibilities."

PSC Responsibilities

To analyze how PSCs who participated in the study used their time, the researcher looked at initial codes that indicated how PSCs perceived their

day-to-day responsibilities. Among all of the responses, only one theme suggested a consensus among participants: no two days are the same.

PSC # 1, a high school professional school counselor, stated that a significant part of her responsibilities included providing professional school counseling services to students at her school division's alternative education site.

> *On Mondays, I visit the Alternative Education Center. I do that every*
>
> *Monday, and I visit with all the students in the county that are there,*
>
> *and I really like that because I believe that in my heart I am a*
>
> *counselor who loves working with high-risk students.* P1 : L 107-110

She then expanded on that point, stating that her time as a professional school counselor has led her to believe that all students are, in one form or another, high-risk students. To that end, she stated that she dedicated a large portion of her time to other responsibilities such as academic career plans, individual counseling, and collaborating with college recruiters (P1 : L 115-121).

PSC #2 echoed the theme that each day brought a new challenge at her middle school post.

> *Day to day, no day is similar to another. This morning I had three*
>
> *children in my office in tears between 7:30 and 8:00. Yesterday it was*
>
> *two hours before a student walked in there. You never know what a*
>
> *day is going to bring. You can have a list of activities that you hope to*

accomplish that day. You have to be extremely flexible and just be

willing to put something off because a little girl's sister went to the

hospital last night. She was very worried about this kind of thing.

Another little girl was in here feeling like the world was caving in on her

just because she was just 12. Then there was some bullying issues.

You just never know what your day is going to be like. As a matter of

fact, I try on a daily basis to document my activities. We use a program

called Note Counselor. I document everything…As soon as we are

done, I'm going to document some of the stuff that I've done today.

You have to take the time to do that. P2 : L 103-113

An elementary school counselor, PSC # 4, stated that, while many of

ASCA-defined appropriate and inappropriate responsibilities changed from

day to day based upon student needs, she also had the freedom to be

creative and address seasonal concerns within her school such as playing

Halloween music over the school's PA system (P4 : L 76-78). It is important to

note that, while nearly all of the PSCs who participated in both the interviews

and the survey instrument indicated that their duties varied from day to day,

none specifically reported that a majority of their day-to-day responsibilities

were dedicated to ASCA-defined inappropriate responsibilities.

ASCA-defined Appropriate Responsibilities

To discern the training measures implemented for ASCA-defined

inappropriate responsibilities required of PSCs in central Virginia, it was

imperative to determine what ASCA-defined appropriate and inappropriate

responsibilities PSCs in central Virginia perceived existed within their

positions. Of all PSCs surveyed and those who participated in interviews,

several held the perception that their PSC programs mostly aligned with the

ASCA National Model for School Counseling Programs.

PSC #2, when asked if she believed her program aligned with the

national model, responded, "Yeah. I think for the most part, they do align" (P2

: L 180). Perhaps contrarily, however, PSC #2 then reported that the

designations of "appropriate" and "inappropriate" within the scope of the

ASCA National Model for School Counseling Programs meant very little when

analyzing her own accountability system.

> *The meat of it for me is, is what I'm doing benefiting the child? If it*
>
> *comes down to that, then I don't care whether ASCA says it's*
>
> *appropriate or inappropriate. I'm going to do what's in the best interest*
>
> *of the child in terms of my role. I'm not going to go and pick up a kid*
>
> *and take them on a vacation. That's not appropriate. It's just whatever I*
>
> *feel like is in the best interest of helping the children get to their fullest*
>
> *potential here and when they leave here…P2 : L 520-526*

PSC #4 echoed a similar sentiment when she stated that she also believed

her PSC program was "congruent" with the ASCA National Model for School

Counseling Programs. P4 : L 298

PSC #6 agreed with her cohorts that she believed her PSC program aligned with the ASCA National Model for School Counseling Programs, however, she attributed this to support from her school division and building level administrators.

> Yes. I would say so. More so since I'm…here, I would say more in the last two years. But before I think they did too, before I went to ████████ ████████ [name of school redacted] and was there five years, because our principals at that point had given me the flexibility of scheduling my own lessons and doing my groups. I think that flexibility is important because sometimes you have to stop and be able to work with the children that need you. P6 : L 321-326

PSC #6 believed that she was able to implement a program that benefited students because her school division and building-level administrators afforded her the flexibility to determine student needs and plan accordingly. Several PSCs reported that their programs aligned with the ASCA National Model for School Counseling Programs; however, interview participants and survey respondents alike also reported the existence of multiple ASCA-defined inappropriate responsibilities required of them.

Survey respondents, when discussing alignment of training, were more varied in their answers compared to those who participated in interviews. Of those who responded to the survey items, the majority agreed that the bulk of their training for ASCA-defined appropriate responsibilities occurred during

their graduate training or was a result of graduate training and work

experience. Figure 2 illustrates how PSCs in the central Virginia area

perceived their training for ASCA-defined appropriate responsibilities.

Figure 4: Training for ASCA-described Appropriate Responsibilities
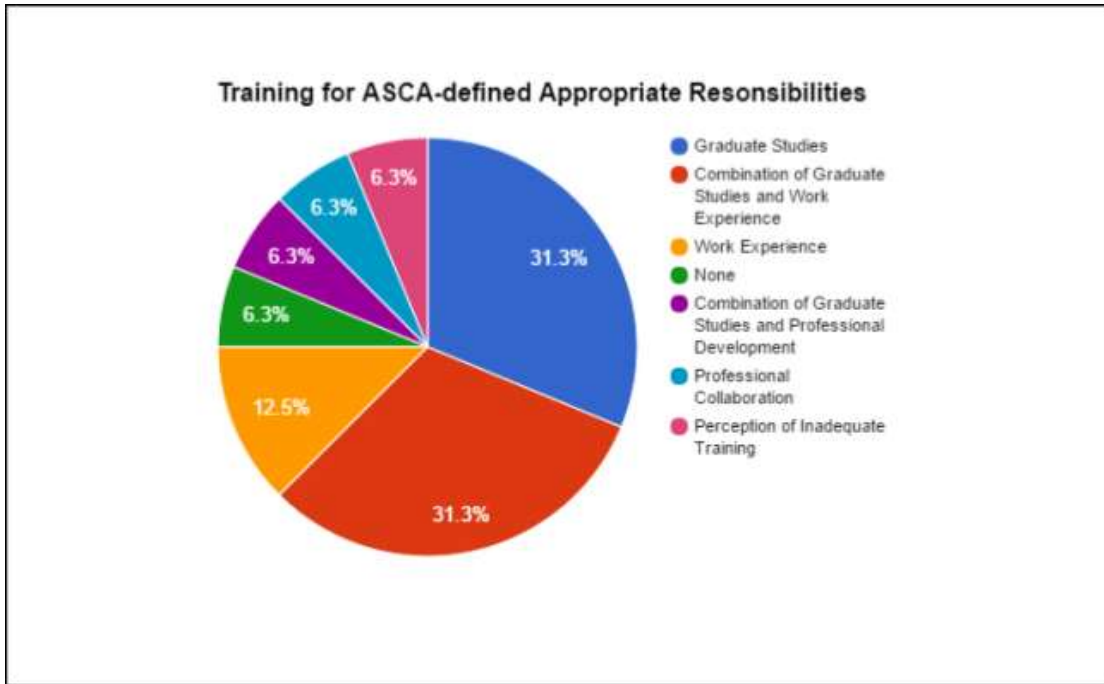
Among the PSCs surveyed, a majority believed that either their

graduate training was solely responsible for training them for their ASCA-

defined appropriate responsibilities or that a combination of graduate training

and years on the job did with 31 percent and 38 percent respectively. Almost

13 percent stated that the majority of their training came from work

experience. The rest of the respondents' perceptions were split evenly among

the "none," "combination of graduate studies and professional development,"

"professional collaboration," "perception of inadequate training," and "work

experience" categories.

Many survey respondents who indicated that their training for ASCA-defined appropriate responsibilities occurred primarily during their graduate training discussed specific classes they took or the importance of their practicum and internship experiences in preparing them for the role of professional school counselor. These individuals placed a great deal of influence on their graduate training and credited it as the primary training for their roles. One survey respondent said, "Although experience is the best teacher, I learned very much of this through the following classes in my graduate program: School Counseling, Group Counseling, Tests and Measurements, Survey of Special Ed, Counseling Theories and Techniques." P19: L 8-9

Those whose responses aligned with the "combination of graduate studies and work experience category" seemed to place more influence in the experience of learning how to implement a professional school counseling program and mentors who helped show the way. These respondents focused primarily on the benefits of the internship experience, and more than one commented on the importance of a PSC mentor. One survey respondent described his or her mentor experience in the following way:

"Most of my school counseling training came from the mentor I was assigned to in my first position as a school counselor, while I had a provisional license. I did receive some excellent ASCA model training from ▮▮▮▮▮ [name of PSC educator redacted] at ▮▮▮▮▮▮▮▮

[name of institution of higher learning redacted] in her course, Into to

School Counseling. She had a number of currently practicing school

counselors speak to the class and those "real life" stories were helpful.

Most of the stories and experiences that were shared included advice

on how to manage many of the traditional school counseling

responsibilities and the warning that there were a lot of other

responsibilities that school counselors would manage. P 12 : L 8-11

Another PSC responded similarly, stating that the majority of the training for

the PSC role was received on the job under the direction of a more

experienced PSC.

Two survey respondents stated that the most influential training they

received for their ASCA-defined appropriate responsibilities actually came

from previous jobs, primarily in the fields of clinical and mental health.

Most of my training was acquired from my previous job where I worked

within the school system providing individual/small group counseling,

behavioral management, advocating and such. Any other training that I

experienced mostly came from my graduate internship and classes.

P11 : L 8-9

Another survey respondent described his or her experience in the following

way:

Before working as a Professional School Counselor I was a Mental

Health Counselor working at a residential psychiatric treatment center,

and I also worked on the child psych unit at the hospital. The

experience I gained there was extremely beneficial in preparing me for

my work as a school counselor. I was able to be a part of the

multidisciplinary treatment team and assisted in identifying and writing

behavior treatment plans. I assisted and lead small group counseling

sessions, individual sessions, basic needs assessments and crisis

interventions on a regular basis. These are all responsibilities I

currently have as a school counselor….I work with and consult with

outside agencies, parents and faculty with student issues and

concerns. I help students learn coping skills when they are faced with

adjustment issues both at home and at school. P22 : L 8-13

Among all PSCs who participated in the survey portion of the research,

answers like the above were the most common. Graduate training, previous

work experience, mentoring, and a "learn as you go" sort of experience were

perceived to be the most influential factors in training for ASCA-defined

appropriate responsibilities.

Only one survey respondent indicated that there was no training for his

or her ASCA-defined appropriate responsibilities. "I was thrown into a sink or

swim type of situation," he or she said. "I was told what my responsibilities

were and left on my own. I had to ask questions if I didn't understand. I was

always helped, but I had to initiate the conversation" (P13 : L 8-9).

ASCA-defined Inappropriate Responsibilities

Among the reported ASCA-defined inappropriate duties required of PSCs in central Virginia, the most common was that of serving as a school testing coordinator (STC). Other PSCs reported serving as the school's child study committee chairperson, administering the SATs and the PSATs, enforcing student dress code, coordinating student 504 plans, and serving as the building administrator in the absence of school administration as ASCA-defined inappropriate responsibilities required of them.

Of the ASCA-defined inappropriate responsibilities required of PSCs in central Virginia, PSCs who participated in the study focused heavily on serving as STCs for the administration of the Virginia Standards of Learning standardized assessment. PSC #2 differentiated between when she served as STC #1 and then STC #2, who only serves as the STC in the absence of STC #1.

> I am school testing coordinator #2. We don't have to be #1 anymore. We used to be #1. Thank goodness, we're not #1 anymore. I do work really closely with our admin who are #1. Frankly, my whole thing with that is they shouldn't be doing it, either. We need school test coordinators in every secondary building. There's enough work there for a full time job all year round. If anybody were to come and see what's involved in that, they would understand. To the average Joe out

there, they would think that's a bunch of hooey. They just don't

understand what's involved in it. P2 : L 277-283

PSC #3 stated that she was very satisfied with the alignment of her program

with the ASCA National Model for School Counseling Programs, and that

testing was also an issue.

The testing component is always that one part that I feel like is in that

inappropriate column and things that don't align with model, but

otherwise I feel like we're able to do the program management and

accountability component and all of that within our department. P3 : L

329-332

PSC #3 also credited her administrators with taking the primary testing duties

away from PSCs. "With SOLs they try to keep us out of that as much as

possible, which is wonderful and very different than previous experiences.

With the APs (assistant principals) it gets pretty heavy that time of year" P3 :

L 343-345.

PSC #4 stated that she was not too concerned with the amount of time

she was required to spend as a STC, but then stated that it took a month

each year to implement.

I don't have to spend a lot of time on testing except for the month of

May and that's pretty much the majority of what I do during that month,

but overall this school system has been extremely successful in

guarding the role of the school counselor and for that reason I wouldn't

work anywhere else. I really wouldn't. P4 : L 124-129

This PSC transferred to the above-mentioned school division from another

division in which the requirements for serving as a STC were more involved.

Her statement reflected her pleasure that testing administration served a

diminished role in her day-to-day responsibilities comparatively. She then

explained further:

I would not work in other school systems in this area because of how

poorly that role has been protected. If I worked there [in other school

divisions] I probably would only make it one day before they would

want to get rid of me because I'm not doing all that. I didn't get into this

to be an administrator. I didn't get into this to be a bookkeeper and all

those other things. P4 : 134-139

PSC #4 stated several times throughout the interview her desire to continue

her employment with her current school division because of how closely she

guards the role of the PSC. "Testing," she said, "takes away from my desired

duties as a school counselor" P4 : L 199-200.

Another challenge reported among PSC interviews was that of

distinguishing a line between counselor and administrator. The American

School Counselor Association *Ethical Standards for School Counselors*

describes this ambiguity as a "dual relationship." ASCA defines a dual

relationship as those that "might infringe on the integrity of the school

counselor/student relationship" and explains that examples of these

relationships include providing direct discipline, teaching courses that involve

grading students and/or accepting administrative duties in the absence of an

administrator" (ASCA, 2016, p.3).

Half of the PSCs interviewed conveyed their dismay at how disciplinary

their roles become at times. Indeed, when PSC #3 was asked to

distinguished between ASCA-defined appropriate and inappropriate roles,

she indicated that protecting the role of the PSC as a neutral voice was a

challenge. "…Trying to stay separate from that disciplinary role. I did a long-

term sub position previously where I was the principal when the principal was

not in the building. That was my first job and that was horrible" P3 : L 571-

574.

PSC #4 echoed a similar sentiment, but also addressed how she

managed a balance between the roles of PSC and an extension of school

administration.

> Of course, sometimes you have to be a little more disciplinary than you
>
> want to be, but it goes with the setting and also I try to center
>
> everything on character so I'll say, "Is that respectful?" or "Was that a
>
> caring thing to do?" and just try to reframe it to more of a character
>
> thing. P4 : L 94-98

Both PSC #3 and PSC #4 addressed this "dual relationship." According to the

ASCA Code of Ethics, a dual relationship occurs when a counselor must

serve in another role in addition to that of PSC. This "might impair their objectivity and increase the risk of harm to students" PSC #3 and PSC #4 stated that, even though it was required of them to serve as a voice of discipline at times, they believed it incumbent upon their professional identity to make enforcing discipline restorative or therapeutic.

PSC #5 indicated that in previous PSC roles she was required to serve as an attendance clerk, supervisor of 504 plans, and still address the classroom, individual, and group counseling needs of a student body of approximately 400. It was these administrative tasks, she said, that prompted her to look for employment in a different school division.

Yes, I'm still testing coordinator [in current school division], but I'm STC 2, not 1, so that doesn't fall solely on myself. I think, in the other division, the reason I was approached to do the child study and the 504s was because I used to be a special education teacher...That's still not a duty of mine [as a PSC]. I pushed hard to get away from that, and never did. P5 : L 238-242

PSC #5 also indicated that she was comfortable defending the role of the PSC in her current school division. She relayed a story about explaining her function to a colleague.

I had a situation last week, where a teacher sent me an email about a kid, and she wanted me to talk to this kid because he had thrown an F bomb in class. It's not the first time. I said, "This is something that

needs to go to administration. This is not a guidance issue." Well, she

came to my office, and I said, "I'm not going to talk to him. You were

going send him to the office." I'll talk with administration about it,

because it's not that I don't want to talk to the kid. Yes, I can talk to the

kid about what's bothering him, but I'm not going to talk to the kid about

the inappropriate language, because he needs a consequence for that.

P5 : L 514-528

Though PSC #5 stated that she left her previous division to seek PSC

employment that more closely aligned with the ASCA National Model for

School Counseling Programs, she stated that there was still one

administrative responsibility required of her with which she felt uncomfortable:

enforcing dress code policy.

We...have discussed that with our administration. Dress code, that's

not our duty to call out students for that. We may have to talk with a

student to see if they have clothing at home, but as far as calling them

out, bringing them in and talking to them about, "Well, that's

appropriate," "That's not appropriate," that's for administration to

decide. P5 : L 48-52

This PSC again indicated that she is more comfortable serving in the role of

child advocate as opposed to disciplinarian.

Category Code #4: Advocacy

The ASCA National Model for School Counseling Programs has as one of its basic tenants the practice of advocacy. It is a component of the model and, as ASCA stipulates, is necessary in the form of advocating on behalf of students and the school counseling profession (ASCA, 2012). The practice of advocacy was evident in the research. The following presents an analysis of ways in which interview participants and survey respondents indicated they have advocated on behalf of students and their profession. The following initial codes are addressed: "PSC Advocacy," and "PSC Desire for Additional Training."

PSC Advocacy

For professional school counselors, advocacy is an important aspect of the job. For individuals who participated in this research, advocacy played an important role in their perceptions of their responsibilities as PSCs. For PSC #3, this advocacy was a core belief, a reason that she became a professional school counselor. This belief led her to advocate for her students and the PSC profession as well. This meant "staying true to the role of the school counselor," she said, and "remembering what it is that we are supposed to be doing here…" (P3 : L 184-190) For her, this meant making connections with students and worrying less about the administrative requirements that come with the job.

Advocacy encompassed many PSC duties under a large umbrella, according to PSC #3. Advocacy for the role of the PSC is of utmost importance because doing so allows her greater efficacy for students. She discussed at length a time during which she believed her responsibilities were not aligned with the proper role of a PSC and how she managed the conversation to advocate for a more appropriate role when she was tasked with serving as an administrative designee.

> I…actually had a conversation with the principal and fortunately was able to say, "If I'm the designee that day I will not be handing out punishment. I will meet with [students] as a counselor and let you know what happened and you can do the punishment when you come back." The administrator was okay with that. I found that even when there's been situations where I'm put in a place where it's not appropriate I'm able to advocate for the position and say, "This is not something we should be doing," and then have that respectful conversation, which has been fantastic. I feel like it's part of the conversations that we need to be having more often and not be afraid to. When I was in ▮▮▮▮▮ [name of school division redacted] I had a lot of those conversations because I felt like I was often in a position of things that I shouldn't have been doing. P3 : L 578-589

PSC #5 held a similar view, stating that because of her advocacy efforts on behalf of responsibilities more closely aligned with the ASCA National Model

for School Counseling Programs, she was able to add additional responsibilities that allowed to her better advocate for the health and well-being of students.

> I'll take on things, like the Christmas assistance. That's something that I've done from day one at the elementary level where I was before, then middle, and then coming here. I enjoy doing things like that, and it helps me gain a better understanding of where my students are coming from. Taking field trips with kids. We just went on Center Medical Careers Day…P5 : L100-115

PSC #5 also reported that the amount of autonomy afforded to her allowed her to take on additional tasks outside of those required in her contract, something she was unable to do in a different school division where she perceived her role to be more scripted by building-level and division administrators. PSC #4 stated that she has had similar conversations with her administrators. "If I do that, then I can't do this and this is really why I'm here," she said (P4 : L 164-169).

All PSCs indicated in some way that they are comfortable advocating for roles more closely aligned with the ASCA National Model for School Counseling Programs. Also, they indicated that, in their current employment situations, they are comfortable advocating for more appropriate responsibilities when they believed their time was being used inappropriately. Two of the interview participants also said that they left previous school

divisions in the area to work for another that "more closely guarded the role of the school counselor" (P5 : L 49-50).

PSC Desire for Additional Training

Another theme that emerged from the interviews was the desire PSCs in central Virginia had for additional training for ASCA-defined appropriate and inappropriate responsibilities alike. PSC #1, for example, felt that she needed more mental health training.

I really feel like if you're not going to put mental health professionals here, then we need to have mental health training, because if I'm being responsible for making a threat assessment or an imminent risk assessment recommendation, you have this little checklist and I'm not trained in that. Sometimes you feel a little inadequate. P1 : 360-368

PSC #1 also stated that she would like to see PSCs trained in common medications prescribed to students for emotional and behavioral health since students go on off medications frequently. Medication affects students' behavior, said PSC #1, and professional school counselors should be aware of how students are affected by different drugs.

PSC #3 and PSC #5 were alike in their responses for a need for additional training for ASCA-defined inappropriate responsibilities. Both said that they did not want any additional training in this regard, because they did not want to do ASCA-defined inappropriate duties at all. PSC #3, however, indicated that she would like to see more training for school counselor specific

duties at the graduate level.

> I really wish it was more than one class. There's so much and I know
> we have internship and our practicum as that practical experience. I
> know that gives you the ins and outs, the specifics with the different
> levels but I always felt like there was so much more information we
> could have been given, explored, that we didn't in our program. We
> were always told, "You'll do that when you get to your school." Well,
> when you get to your school and you get a job you're fast forward and
> not really getting to it… P 3 : 15-157

PSC #3 said this because her graduate program only offered one class
specific to professional school counseling. The rest of the classes, she held,
were more closely aligned with clinical and mental health learning objectives.

PSC #3 believed that PSC training programs should also offer classes
in advocacy, or at least more specific training in how to advocate on behalf of
the PSC profession.

> We're not taught how to do that. I think some of us are good at it and a
> lot of us are really bad at it because we haven't been taught how to
> practice doing that. That needs to be addressed because when we get
> into the school division if we don't know how to do that ... I mean look
> at the school division, what can they put into place that helps me do
> that? I don't know what they can do really to make sure that we can
> have those conversations. There are some bigger picture things like

having opportunities for communication, that's a big beef of mine

between the division level administrators with the counselors in each

building. Most counties and cities don't have a supervisor that is their

advocate. P3 : 640-646

Chapter Summary

Chapter four presented an analysis that emerged from interview

participants' and survey respondents' perceptions regarding their roles as

professional school counselors in different school divisions in central Virginia.

Interview transcripts and survey responses were coded and categorized

based upon similar themes emergent throughout. In Chapter V, the research

will be applied to the research questions. Additionally, suggestions for PSC

training initiatives and future research will be discussed.

CHAPTER V: DISCUSSION OF FINDINGS

This dissertation analyzed professional development for ASCA-defined inappropriate responsibilities of PSCs in four school divisions in central Virginia. In the Commonwealth of Virginia, PSCs are required to complete a professional school counselor program at an accredited college or university to become a licensed school counselor. The vast majority of these programs use the ASCA National Model for School Counseling Programs as a training guide. It was also determined that PSCs in central Virginia experience ASCA-defined inappropriate responsibilities to varying degrees. Because of state licensing requirements, it was a reasonable assumption that licensed PSCs in the Commonwealth of Virginia received training for ASCA-defined appropriate responsibilities during their graduate studies. With the exception of one interview participant, the research substantiated this assumption.

All PSCs who participated in the research, whether through survey or interview, indicated that they, at least to some degree, had ASCA-defined inappropriate responsibilities required of them by their school divisions. Because PSC graduate program curriculums are based on ASCA-defined appropriate responsibilities and PSCs in central Virginia have both ASCA-defined appropriate and inappropriate responsibilities, there is a dearth in training for those ASCA-defined inappropriate responsibilities. The primary impetus for this research was to discern what ASCA-defined inappropriate

responsibilities were required of PSCs in four school divisions in central

Virginia and how those school divisions trained those same PSCs to

accomplish those "inappropriate" responsibilities.

Data Analysis Summary

Phase one of data collection began as a review of the collected data

so that the researcher could obtain a general understanding for the data. A

method of private journaling and note-taking was employed during this phase

as a form of bracketing intended to alleviate any pre-conceived notions or

biases held by the researcher. Following the researcher's review, coding of

the data began.

Coding methods described by Yin (2015) and Saldaña (2011) were

implemented to organize data and discern themes in responses. The

researcher developed eleven Level 1 / Initial codes (See Appendix F). These

initial codes represented similar responses within a common theme of

interview and survey responses. Following the development of initial codes,

the researcher analyzed each initial code in relevance to its fellow codes and

the conceptual model, The ASCA National Model for School Counseling

Programs. Category codes / Level 2 codes were then developed based upon

the groupings of the initial codes and their relevance to the conceptual model.

Four category codes were developed.

Through the process of data analysis, it was established that all PSCs

in central Virginia have varying degrees of ASCA-defined inappropriate

responsibilities. The responsibility of serving as a school testing coordinator for state mandated standardized testing was the most common of these duties. The degree to which PSCs experienced these duties, though, varied among school divisions and even from school to school within the same division. There is a strong argument to be made, as well, that the degree and frequency of these responsibilities also vary between PSCs at different levels of education service: elementary, middle, and high.

In addition to duties related to the coordination of testing, the research found that many ASCA-defined inappropriate responsibilities required of PSCs in central Virginia were clerical in nature. For some participants this meant serving as a data entry clerk, tracking attendance for purposes other than academic progress monitoring, or serving as an administrative office assistant in the instance of one survey respondent.

For some PSCs, one theme immediately recognizable in one school division in central Virginia was the importance of closely guarding the role of the professional school counselor. Those interviewees who worked in this division all mentioned, without prompting, that they remained PSCs in this school division because of the division's Director of School Counseling. This director, they *all* said, was solely responsible for *creating* and *maintaining* ASCA-defined appropriate responsibilities for PSCs in the division. Every PSC from this school division spoke of high levels of job satisfaction. These PSCs also indicated that they were more comfortable advocating on behalf of

themselves, their profession, and their students compared to PSCs from other

divisions.

A majority of survey and interview respondents said that their school

divisions provided very little or no training for their ASCA-defined

inappropriate responsibilities. Some attributed this to the dynamic nature of

the profession. "We have so many responsibilities that it would be impossible

to formally train us for everything," [sic] said one survey respondent. "All of

the training I receive is the exact same as the teachers," said another. It is

the sincere hope of the researcher that this study may serve, if only in some

small way, as a catalyst to better train PSCs for the totality of their ASCA-

defined appropriate and inappropriate responsibilities.

Findings Pertaining to Research Questions

Research Question #1: What are the most common ASCA-defined

inappropriate responsibilities expected of school counselors in central

Virginia?

The research found that the most common of all ASCA-defined

inappropriate responsibilities was that of serving as a school testing

coordinator. This analysis includes those PSCs who served as STC 1 or STC

2. STC 1 has the primary responsibility of planning for and implementing

standardized testing; however, STC 2s still have responsibilities in this

regard, especially during periods in which testing occurs. The second most

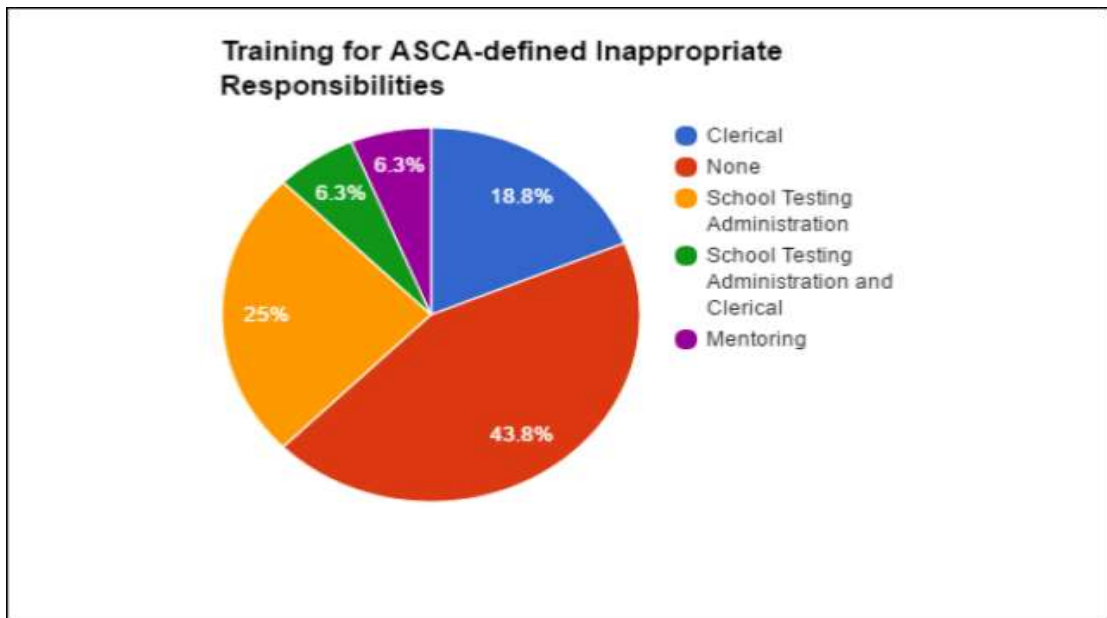common ASCA-defined inappropriate duties were clerical responsibilities.

Some PSCs also indicated that they were required to serve as an administrative designee in the absence of building administrators; however, the frequency was much lower compared to testing and clerical responsibilities.

Research Question #2: Do PSCs believe that training, orientation, and / or professional development measures implemented by their division appropriately prepared them to fulfill the ASCA-defined inappropriate duties expected of them?

The answer to this research question is rather mixed. Indeed, the answer is impossible to generalize to the entire population of interview participants and survey respondents. The scope and frequency of ASCA-defined inappropriate responsibilities varied greatly between PSCs in different school divisions and even within school divisions. PSCs from one school division in particular either held that they did not believe that they had enough ASCA-defined inappropriate duties to warrant any training, or they believed that they had ASCA-defined inappropriate duties and did not desire training for those responsibilities, as they had no desire to continue doing them. PSCs from other divisions, however, indicated that they received little or no formal training for ASCA-defined inappropriate responsibilities. One common thread that united responses from interview participants and survey respondents was that all school divisions seem to offer yearly training for school testing coordinator responsibilities.

Survey respondents painted a clearer picture concerning training for

ASCA-defined inappropriate responsibilities. Figure 3 demonstrates that

nearly 44 percent of survey respondents perceived that they received no

training for ASCA-defined inappropriate responsibilities. Twenty-five percent

said that they only received training for school testing administration

responsibilities. Almost 19 percent indicated that they received training for

clerical duties such as maintaining attendance records or serving as the

school's records clerk. A little over six percent, respectively, stated that they

received training for school testing and clerical responsibilities or through the

stewardship of a colleague mentor.

Figure 3: Training for ASCA-define Inappropriate Responsibilities

When survey respondents were asked if their school divisions provided

adequate training for ASCA-defined inappropriate responsibilities, the answer

was "no." Approximately six percent of survey respondents believed they

were adequately trained for ASCA-defined inappropriate responsibilities.

Fifty-six percent of those surveyed believed that they were not trained at all

for ASCA-defined inappropriate responsibilities. Thirty-one percent indicated

that they received some training, but not for the totality of their ASCA-defined

inappropriate responsibilities. Another six percent said that they did not

know. The findings can be viewed in Figure 5.

Figure 5: Perception of Training ASCA-defined Inappropriate
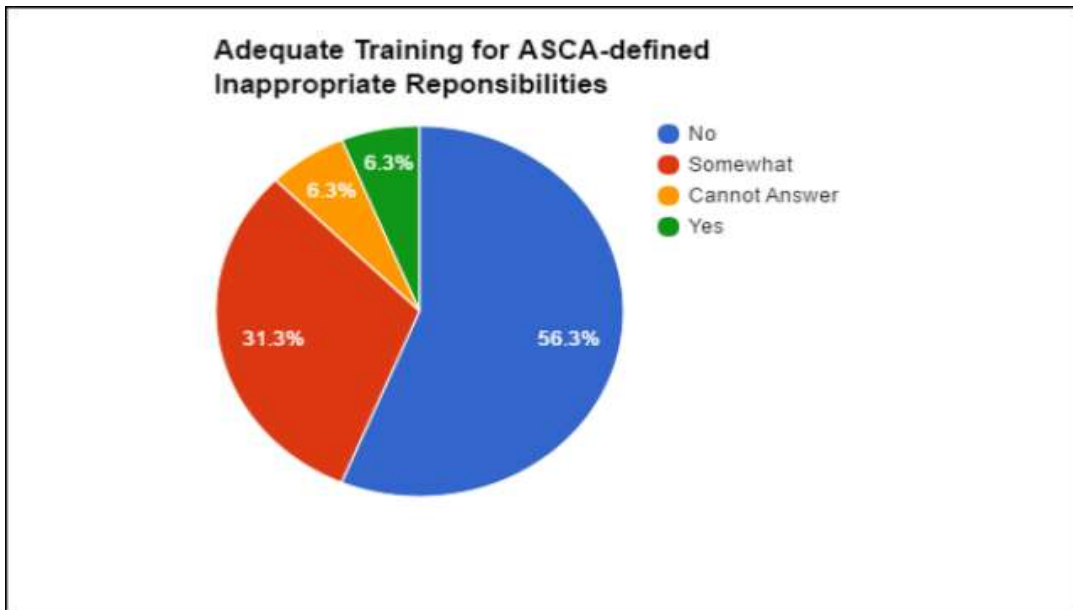
Responsibilities

The only consistent form of training for ASCA-defined inappropriate

responsibilities for PSCs in the central Virginia area was for state testing

administration. The data supports the theory that for all other forms of ASCA-

defined inappropriate responsibilities, little to no formal training was provided.

Research Question #3: Do professional school counselors believe the

ASCA-defined inappropriate responsibilities required by their school divisions

are appropriate utilizations of PSC time and resources based upon each

PSC's own perception of appropriate and inappropriate PSC job

responsibilities?

There was a noticeable departure from the ASCA National Model for

School Counseling Programs for interview participants and survey

respondents alike when describing their own perceptions of "appropriate" and

"inappropriate" PSC responsibilities. While the majority of both interview

participants and survey respondents agreed with the basic tenets of what the

ASCA National Model for School Counseling Programs define as

"appropriate" responsibilities, there was also some disagreement among what

constituted as "inappropriate." Responsibilities such as cafeteria and bus

supervision and even some clerical items were seen less as inappropriate

responsibilities and more of a necessity to "be a part of the team," as PSC #4

stated.

PSCs in central Virginia indicated that they were less concerned with

the designations of "appropriate" and "inappropriate" responsibilities and more

concerned with responsible stewardship of their professions. There was

almost unanimous agreement that coordination of standardized testing is an

inappropriate responsibility for professional school counselors.

Some PSCs were comfortable performing some of their ASCA-defined

inappropriate responsibilities though the overall consensus was that more

ASCA-defined inappropriate responsibilities leave less time for working

directly with students. Those PSCs who shared that administrators protected their role also believed that their responsibilities more closely aligned with the ASCA National Model for School Counseling Programs.

Limitations of the Study

The initial plan for the research was to include six school divisions in central Virginia. This construct would have provided a sample of almost 200 professional school counselors to be surveyed and would have significantly increased the interview pool. Superintendents of each of the six school divisions were sent correspondence asking for permission for PSCs in their school divisions to participate. Two of these superintendents never responded to requests for research. As a result, the study moved forward with a significantly deceased sampling size.

Another difficulty was procuring enough PSCs to complete the survey. Initial estimations accounted for 30 to 40 PSCs to respond to the survey instrument. Acquiring this number of respondents proved more difficult than expected, so the research moved forward with a relatively small sampling of 16 survey responses from PSCs in four school divisions in central Virginia.

Another limitation of the study was the qualitative survey instrument. While the survey provided much rich and responsive data, some participants provided responses that lacked insight into why they held the perceptions they did. One-word answers and a lack of explanation in some responses proved to be another limitation.

Finally, the purposive, random sampling method proved another limitation. The purpose of using this sampling method was to ensure that two PSCs from the elementary, middle, and high school grade levels were chosen for interviews. This method of sampling worked well for those purposes; however, it also resulted in three of the six interview participants chosen from one school division. As a result, the findings are not generalizable outside of the four divisions surveyed with the interviews skewed toward the school division with three interviewed PSCs.

Recommendations for Future Research

This study adds to the body of literature concerning the training of professional school counselors. During preliminary research, an abundance of literature regarding ASCA-defined appropriate responsibilities was reviewed; however, there was no research that analyzed training for the *totality* of professional school counselor responsibilities to include ASCA-defined inappropriate responsibilities. This deficit suggests a number of avenues for future research, including how school and division-level administrators perceive the appropriate and inappropriate functions of the professional school counselor. A replicated study in an urban environment may also yield promising insights into PSC training for ASCA-defined inappropriate responsibilities.

Conclusions

A primary conclusion of the research is that professional school counselors in central Virginia take on many different roles in their schools. Many times this means creating student success plans or providing one-on-one or group counseling sessions for a myriad of personal, social, or academic reasons – all ASCA-defined appropriate responsibilities for which these professionals received training in their graduate programs. There are also, however, a number of ASCA-defined inappropriate responsibilities required of these professionals on a regular basis - school testing coordination, maintaining attendance records, and clerical duties – for which these professionals have received no formal training at all. PSCs will be more successful if their training includes ASCA-defined appropriate and inappropriate responsibilities.

It could be argued that the ASCA National Model for School Counseling Programs defines the appropriate roles of the professional school counselor too narrowly. It could be similarly argued that public schools do the best that they can with limited resources and that all employees must pick up responsibilities if issues like budget cuts and attrition leave them open. The purpose of the study was to determine professional school counselor perceptions of their division-level and building-level training for their ASCA-defined inappropriate responsibilities in four school divisions in central Virginia. If we are to have comprehensive school counseling programs that

meet the needs of students, we must have adequately trained professional

school counselors. For PSCs to be effectively trained, professional

development opportunities must address ASCA-defined appropriate and

inappropriate responsibilities.

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APPENDICES

APPENDIX A: Institutional Review Board Approval

LYNCHBURG COLLEGE EST. 1903

Lynchburg College Institutional Review Board
for Human Subjects Research
Research Study Determination Letter

Date: October 25, 2016
To: Dr. John Walker
From: Institutional Review Board (IRB)

Review Reference No.: LCHS1617031
LC IRB Approval No.:   **LCHS1516057**
Project Title: Training the Whole Counselor: Qualitative Analyses of Professional School
                         Counselor Training in Central Virginia
Final Determination: Approved (modification approval)
Modification Approval: October 5, 2016
Original Approval Date: September 23, 2015
Expiration Date: September 23, 2016

Thank you for your recent submission of a modification form and supporting documents to the Lynchburg College Institutional Review Board (IRB) for Human Subjects Research. Your request for review of modifications to the research project listed above has been completed. The proposal and related study continue to comply with the standards set by the U.S. Department of Health and Human Services, Code of Federal Regulations, Title 45 CFR Part 46, Protection of Human Subjects, and all applicable federal, state, and institutional policies.

Please remember that if any additional modifications are necessary, these changes need to be approved by this committee. The IRB website includes detailed instructions and forms for this process. Investigators must report any adverse events involving subjects to the IRB Director as soon as possible but no later than three working days after the discovery of the occurrence. Approval for this proposal is for **one year and is not extended based on modification approval; the expiration date is listed above. Investigators must submit a closure form or a renewal request form to the IRB Director following the instructions provided on the IRB website* at least 30 days before the end date of the approval period as stated in the most recent approval letter for the study.** While the LC IRB makes an effort to send reminder correspondence 60-90 days before the end of the approval period, it is ultimately the responsibility of the PI and research team, not the LC IRB, to ensure that this deadline is met. This deadline will allow adequate time for the IRB to review the form so that a decision can be made before the research proposal approval expires. Please feel free to contact me at irb-hs@lynchburg.edu if you have any questions.

*The Lynchburg College Institutional Review Board website is located at http://www.lynchburg.edu/institutional-review-board-irb-human-subjects-research; use menu on left of page to navigate to Submission Instructions and Forms page.

Lynchburg College Institutional Review Board (IRB) – IRB-HS@lynchburg.edu

APPENDIX B: Research Request to Superintendents

Dear [name of superintendent]:
I am writing to request permission to survey and interview school counselors in your school division for research that I am conducting as part of the requirements to obtain my doctoral degree from the **School of Education, Leadership Studies, and Counseling** at **Lynchburg College** under the supervision of **Dr. John Walker.** I would like to describe my research and your colleagues' involvement should you allow them to participate.

The role of the school counselor has evolved a great deal since the conception of the profession in the early 20ᵗʰ Century. As a direct result, there has been and, as research to suggests, there still remains a good deal of confusion regarding the role of the school counselor within his or her school and school division, respectively. The body of literature on the topic suggests that the majority of master's level counselor preparation programs train school counselors for duties derived from the American School Counselor Association National Model. It is often found, however, that the actual day-to-day job responsibilities of professional school counselors vary greatly from the model. The purpose of this study, therefore, is **to determine what, if any, job responsibilities school counselors in the central Virginia region have that fall outside of those detailed in the ASCA National Model and, more specifically, how their school divisions train them for those responsibilities.**

Participation in this study is voluntary. It will involve the completion of an online survey instrument that will take approximately **20 minutes** to complete. Counselors from the elementary, middle, and high school levels will also be invited to participate in an interview as well. Participation in the interview is also voluntary, and counselors may decline to answer any of the interview questions if they so wish. Further, counselors may decide to withdraw from the study at any time without any negative consequences by advising the researcher. With their respective permissions, the interview will be tape-recorded to facilitate collection of information, and later transcribed for analysis. Shortly after the interview has been completed, I will send each counselor a copy of the transcript so that they may have an opportunity to confirm the accuracy of our conversation and to add or clarify any points.

All information school counselors provide will be considered completely confidential. Names will not appear in any portion of the dissertation resulting from this study; however, with individual permission, anonymous quotations may be used. School divisions referenced in the dissertation document will not be referenced by name; they will be referred to as "a school division in central Virginia," or other phrasing that ensures respondent and division anonymity. Only researchers associated with this project will have access to the collected data. There are no known or anticipated risks to participants or school divisions.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at (**434) 941-7960** or by e-mail at **fleshman_j@lynchburg.edu.** You may also contact my dissertation chairman, **Dr. John Walker** at **(434) 544-8032** or e-mail **walker.jc@lynchburg.edu.**

I would like to assure you that this study is in the process of receiving approval through the Lynchburg College Institutional Review Board. Obtaining your permission to implement the study with school counselors in your division is part of that process. Research will not, under any circumstances, begin until full permission has been granted from the Lynchburg College IRB and the superintendent of each school division invited to participate.

I look forward to hearing back from you, and thank you in advance for your time and consideration.

Sincerely,

Jason W. Fleshman, M.Ed.
Doctoral Candidate
Lynchburg College

APPENDIX C: Informed Consent Agreement

<u>**Informed Consent Agreement**</u>

Please read this consent agreement before you decide to participate in the research study. You may print a copy for your records if you wish.

Project Title: Training the Whole Counselor: Qualitative Analyses of Professional School Counselor Training

Purpose: The purpose of this research study is to determine how school counselors in six school divisions in central Virginia perceive the relevance of the training they receive(d) to successfully meet their job expectations that fall outside of the parameters of the ASCA (American School Counselors Association) National Model. Conducting this research with human subjects will provide insight into a seeming disconnect between how professional school counselors are trained in their master's level prep courses and the duties schools and school divisions actually require of school counselors.

Participation: You are being asked to participate in this study because you are a licensed professional school counselor at a public school in central Virginia. This study will take place via an online, open-ended survey instrument and face-to-face interviews. You will be asked to answer an open-ended survey instrument consisting of seven questions. The final question will provide you the opportunity to volunteer to participate in a face-to-face interview utilized to gather further phenomenological data regarding your perceptions of your job requirements.

Time Required: Your participation in the online survey instrument is expected to take no more than 30 minutes. The face-to-face interview will consist of 17 questions and is estimated to last no more than an hour and a half. One interview is estimated to be sufficient, however, should a follow-up interview be required, it is estimated to take no more than an hour.

Risks & Benefits: The potential risks associated with this study are minimal. All respondents will be anonymous other than the knowledge that they are a school counselor at a school division in central Virginia.

It could be reasonably argued that discomfort may arise from a fear that responses given in the survey could result in retaliation in the workplace. To alleviate that fear, all responses will be anonymous and kept in strictest of confidence. No one but the researcher will have access to responses and in results analysis, gender neutral pronouns will be used, identities will be hidden, and no school divisions will be specifically named.

The greatest benefit of this study will exist as a unique contribution to the body of

literature. There are currently no studies that analyze how school counselors are trained for their duties that do not fall within a national model. The study will serve as a foundation for future research.

Should unforeseen harm arise, the researcher will refer school counselors from five schools divisions who participate in the program to All Points EAP and Organizational Services. Employees from the single school division that does not participate in All Points EAP will be referred to their general practitioner for follow-up.

Compensation: You will not receive compensation for participating in this study.

Voluntary Participation: Please understand that participation is completely voluntary. You have the right to refuse to participate and/or answer any question(s) for any reason, without penalty. You also have the right to withdraw from the research study at any time without penalty. If you want to withdraw from the study simply close the web browser before submitting your answers. If you wish to withdraw after submitting your answers, please contact one of the investigators named in this consent form. The researcher has the right to end a subject's participation in this project if, in the estimation of the researcher, any undue level of harm occurs, such as: compromising one's employment or subjecting anyone to any level of workplace harassment. The participant may also withdraw from the study at any time for any reason.

Confidentiality: Your individual privacy will be maintained throughout this study by members of the research team. In order to preserve the confidentiality of your responses, data will be kept on the researcher's password-protected, LC google drive account . Data will be destroyed after three years. Any other physical data collected will be located in a locked filing cabinet in the Lynchburg College office of Dr. John Walker for three years following the study.   The researcher may be reached by phone at (434) 941-7960 or by email: fleshman_j@lynchburg.edu. Dr. John Walker may be reached by phone at (434) 544-8032 or by email at walker.jc@lynchburg.edu.

Whom to Contact with Questions: If you have any questions or would like additional information about this research, please contact Jason Fleshman at fleshman_j@lynchburg.edu. You can also contact my faculty research sponsor, who is the Principal Investigator (PI) for this project and is supervising my work on the study, walker.jc@lynchburg.edu. The Lynchburg College Institutional Review Board (IRB) for Human Subjects Research has approved this project. This IRB currently does not stamp approval on the informed consent/assent documents; however, an approval number is assigned to approved studies – the approval number for this study is LCHS1516057. You may contact the IRB Director, Dr. Tom Bowman, through the Office of the Associate Dean for Academic Affairs at Lynchburg College at 434.544.8327 or irb-hs@lynchburg.edu with any questions or concerns related to this research study.

Agreement: I understand the above information and have had all of my questions about participation in this online survey answered. By checking the box below, I voluntarily agree to participate in the online research study described above and verify that I am 18 years of age or older.

☐   I agree.

APPENDIX D: Survey Questions

ASCA Related Responsibilities Survey

This qualitative survey instrument is designed to gauge your perceptions of job duties required of you
* Required

How long have you been a professional school counselor? *

[   ]

Your answer

At what school level are you a professional school counselor? *
Elementary
Middle
High

Please describe your training experiences for your ASCA-defined appropriate responsibilities. (These experiences may have occurred during your graduate training.) *

The ASCA describes the following as appropriate duties of the school counselor: ■ individual student academic program planning ■ interpreting cognitive, aptitude and achievement tests ■ providing counseling to students who are tardy or absent ■ providing counseling to students who have disciplinary problems ■ providing counseling to students as to appropriate school dress ■ collaborating with teachers to present school counseling core curriculum lessons ■ analyzing grade-point averages in relationship to achievement ■ interpreting student records ■ providing teachers with suggestions for effective classroom management ■ ensuring student records are maintained as per state and federal regulations ■ helping the school principal identify and resolve student issues, needs and problems ■ providing individual and small-group counseling services to students ■ advocating for students at individual education plan meetings, student study teams and school attendance review boards ■ analyzing disaggregated data

Your answer

[   ]

Please describe your training experiences for your ASCA-defined inappropriate responsibilities. (These experiences may have occurred during your graduate training or as post-hire trainings / professional development opportunities within your employing organization.) *

The ASCA describes the following as inappropriate duties of the school counselor: ■ coordinating paperwork and data entry of all new students ■ coordinating cognitive, aptitude and achievement testing programs ■

signing excuses for students who are tardy or absent ■ performing disciplinary actions or assigning discipline consequences ■ sending students home who are not appropriately dressed ■ teaching classes when teachers are absent ■ computing grade-point averages ■ maintaining student records ■ supervising classrooms or common areas ■ keeping clerical records ■ assisting with duties in the principal's office ■ providing therapy or long-term counseling in schools to address psychological disorders ■ coordinating schoolwide individual education plans, student study teams and school attendance review boards ■ serving as a data entry clerk

Your answer

[ ]

In your experience, have the designations of "appropriate" and "inappropriate" responsibilities of professional school counselors affected how school and division-level administrators train you for your job responsibilities? *

Your answer

[ ]

Do you believe the training experiences provided by your school division adequately prepared you for ASCA-defined appropriate responsibilities? Why or why not? *

Please consider building-level and division-level training experiences.

Your answer

[ ]

Do you believe the training experiences provided by your school division adequately prepared you for ASCA-defined inappropriate responsibilities? Why or why not? *

Your answer

[ ]

Would you please consider participating further by means of a face-to-face interview with the researcher? The interview is estimated to last between an hour and an hour and a half. *

If yes, please fill out the contact form found by clicking the "contact" tab on the web page's tool bar. Please remember that any information you provide is ALWAYS confidential and is used strictly for the purposes of research.

Yes

No

SUBMIT

APPENDIX E: Interview Questions

Qualitative Interview Questions

1. Discuss your expectations of the role of the professional school counselor before you became a professional school counselor.

2. Describe your familiarity with the ASCA National Model's classification of appropriate and inappropriate professional school counselor duties.

3. Describe your master's level training and in what ways was the ASCA National Model utilized in your graduate training.

4. Describe your day-to-day activities as a professional school counselor.

5. Describe what you believe to be the most important responsibilities of a professional school counselor.

6. Do you believe that the most important of your responsibilities are aligned with the ASCA National Model for School Counseling Programs' "appropriate" responsibilities?

7. Describe what you believe to be appropriate school counselor responsibilities.

8. Do you believe the responsibilities required of you align with those outlined in the ASCA National Model? Why or why not?

9. In what ways do you believe the responsibilities required of you do not align with those outlined in the ASCA National Model for School Counseling Programs?

10. Describe the training measures provided to prepare you to accomplish job responsibilities not aligned with the ASCA National Model for School Counseling Programs.

11. Detail how your role as a licensed professional school counselor has changed or evolved since you first accepted the job.

12. Describe any similarities you have noticed between your master's training and / or the ASCA National Model for School Counseling Programs and your day-to-day responsibilities as school counselor.

13. Describe any differences you have noticed between your master's training and / or the ASCA National Model for School Counseling Programs and your day-to-day responsibilities as school counselor.

14. For those job responsibilities required of you that do not align with the ASCA National Model for School Counseling Programs, how did your school division train you to successfully complete those tasks?

15. In what sort of job-related professional development opportunities have you participated since you became a professional school counselor?

16. Describe how those professional development opportunities aligned with The ASCA National Model?

17. Discuss, generally, school counselor job responsibilities and how they relate to "appropriate" and "inappropriate" responsibilities as defined by the ASCA National Model for School Counseling Programs.

18. What additional training do you believe would better equip you to carry out ASCA-defined inappropriate responsibilities?

APPENDIX F: Initial Codes and Alignment with Category Codes

Initial Codes	Aligned Category Code
1. Familiarity with ASCA Designations 2. Familiarity with ASCA National Model 3. Master's Level Training and ASCA Alignment	Foundation: Professional Competencies
4. Professional Development Opportunities 5. School Division Professional Development and ASCA Alignment 6.School Division Training for ASCA-defined Inappropriate Responsibilities	Delivery System: Direct and Indirect Services
7. PSC Daily Responsibilities 8. ASCA-defined Appropriate Responsibilities 9. ASCA-defined Inappropriate Responsibilities	Accountability: Evaluation and Improvement
10. PSC Advocacy 11. PSC Desire for Additional Training	Advocacy