TEACHER PERCEPTIONS REGARDING THE ROLE OF THE SCHOOL COUNSELOR

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Abstract

The purpose of this research is to investigate a knowledge gap that exists with regard to the perceptions of teachers regarding the role of the school counselor. The research focuses on three questions: (1) To what extent do teachers perceive the counselor and principal relationship? (2) To what extent do teachers view counselors as part of the building level leadership team? and (3) To what extent do teachers perceive the role of the school counselor? The research design for this study was qualitative in nature. The sample was limited to 741 elementary, middle, and high school teachers from District XYZ during the 2015-2016 school year.

As part of this qualitative study, survey data were used to examine K-12 teacher perceptions related to the role of the school counselor. Survey data collected was collected using a 14-question survey, *Taking One Step Forward: A Self-Assessment Tool*. With permission from the survey developer (College Advocacy Board, 2011), minimal adaptions were made to the survey for this study and to further validate those changes an expert panel was utilized in preparation for this research. The survey was distributed via a mail merge technique to K-12 teachers in District XYZ. The three research questions and associated survey responses were analyzed using descriptive statistics as well as chi-square tests for goodness of it.

Results from the survey data indicated a statistically significant positive perception among teachers regarding the role of the school counselor, the principal and counselor relationship, and the counselor's participation on school leadership team. Two high areas of neutral responses occurred in the survey questions that discussed the topics of joint responsibility and involvement by principals and counselors in the development

of goals and metrics that indicate success, as well as the topic of opportunities that exist for counselors to share ideas regarding teaching, learning, and school-wide educational initiatives. These higher than expected neutral areas are worth investigating further to glean supplemental information regarding confusion and supports findings in previous literature that suggests that stakeholders continue to be uncertain about specific elements of the school counselor's role.

Dedication

I dedicate this work to the family, friends, and educators who have inspired and supported me throughout my career and this doctoral journey. This work truly would not have been possible without the unending support of my family. Thank you for lifting me up to new heights through the pursuit of this degree. I am forever grateful for your love and guidance as I continually seek to give the world my absolute best.

To my parents, your outstanding work ethic, dedication to family, and relentless pursuit of excellence set the most powerful of examples for me. Thank you for never placing limits on my educational aspirations; your support has truly propelled me to new heights. I am so very grateful for all you have sacrificed to make this dream a reality for me.

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I must also extend a sincere thanks to Dr. Phillip Messner, who also supported my research through his statistical expertise and feedback. Your willingness to continually refine my research has made all the difference in my ability to produce a quality piece of work that contributes to the field of education. A thank you must also be extended to Dr. Sharon Zoellner, and Dr. Rob Fisher for their time and willingness to serve on my dissertation committee.

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Chapter One

Introduction

The purpose of this qualitative, survey-based study is to investigate a knowledge gap that exists with regard to the perceptions of teachers regarding the role of the professional school counselor. The research focuses on three questions: (1) To what extent do teachers perceive the counselor and principal relationship? (2) To what extent do teachers view counselors as part of the building level leadership team? and (3) To what extent do teachers perceive the role of the school counselor? This study contributes to the body of research by building on past doctoral work conducted by Dr. Reiner in 2007, in which she conducted a dissertation study entitled *Teacher perceptions of the professional school counselor role: Value, effectiveness, and collaborative willingness*.

This research sought to better understand the perceptions of teachers regarding the role of the school counselor; teachers represented the selected focus group as they represent the largest population of educator staff in most public school settings. Based on past research, it is evident that a knowledge gap exists for both new and veteran teachers regarding the role of the school counselor. As education moves further into the 21st century, much has changed with regard to the profession and expectations, so the researcher determined that a study focused on teacher perceptions regarding the role of the school counselor would add valuable insight to a previously existing body of literature.

A study focused on the use of perception based survey data would be remiss to not include a discussion of the definition and history of human perceptions. According to research conducted by Bruner and Goodman (1947), perceptions are the numerous and

varied experiences that shape the way in which people perceive or interpret the world around them. Taken a step further, this research took a unique path when it ascertained that people are active (rather than passive) participants in the process of their learning through a continual structuring and restructuring of their environment. Bruner (1947) also believed that personal values and needs factor into people's perceptions about the world around them. Bruner was a Harvard-educated psychologist whose career originated in the study of perceptions and later transformed into a career focused on how perceptions and the study of human cognitions impacted curriculum theory. As such, the importance of perceptions as one's reality makes it relevant and necessary to conduct research focused on people's perceptions as a means to understand and impact society at large and specifically programs, such as education as it relates to teacher perceptions.

Since the school counseling profession's inception in the early 1900s, there have been numerous shifts and changing dynamics that have historically been heavily influenced by societal concerns (Beesley, 2004). This is often the case with a profession that is born in an attempt to address a new need from a dramatically changing society, as was the case with the United States during this time period. The school counseling profession's evolution from merely an ancillary service to a comprehensive program model that exerts an impact on all students has been part of the profession's constant search for an identity within in the education field. According to Gysbers (2002),

Due to the absence of a strong organizational structure

and district policy pertaining to school counselors, the position

has continuously inherited additional duties and responsibilities that

did not fit neatly into any other educator's job description such

as scheduling, clerical duties, and administrative situations. (p. 146)

To address the lack of organizational structure, the American School Counselor's Association (ASCA) was chartered in 1953 to further organize and develop the profession. The ASCA national model is grounded in the belief that collaboration between school counselors, parents, and other educators is essential to a quality comprehensive guidance program that is able to consistently and positively impact student achievement. As a result of that work, the profession has sought to create a collaboration of teachers, counselors, principals, and central office administrators in the important task of actively addressing the achievement gap that exists in American schools today.

Due to many shifts and re-organizations of the school counseling profession, as well as unique and diverse 21st century student needs, there is a greater need than ever to make data-based decisions to generate increased accuracy with regard to individual student planning and ultimately induce higher graduation and overall success rates for American students. Including the unique perspective of school counselors is yet another opportunity for leaders in education to collaborate in a creative manner to further improve upon the quality of education afforded to all American students.

In 2015, First Lady Michelle Obama hosted the first White House School Counselor of the Year Award ceremony. This award was created and given as an opportunity for the nation to recognize and better understand this essential education professional. Michelle Obama stated, "the more I learned about our school counselors, the more I realized that often, America's school counselors are truly the deciding factor in whether our young people attend college or not" (Office of the First Lady, 2015, p.1).

With events such as school safety, bullying, and the White House's latest initiative "Reach Higher" focused on increasing the number of students engaging in postsecondary education, there has been steady growth in national attention on the role of the professional school counselor. This tremendously important acknowledgement by the highest office in the United States, has given the school counseling field a much needed thrust into the spotlight and the necessary momentum to propel the profession to new heights in the 21st century.

Background

The role of the 21st century professional school counselor is dynamic. Demands for greater accountability with regard to student achievement as mandated in both federal and state legislation is intended to improve the quality of education for all students. To meet the goals of accountability in education, school professionals are being called upon to collaborate and address barriers to student learning and increase academic achievement for all students (Langford, 2006).

One area counselors must be aware of is the potential conflicting expectations of a school counselor. "Role ambiguity is present in school counseling to the extent that even professional school counselors have different perceptions of their roles in the school environment" (Lambie & Williamson, 2004, p. 124). This role ambiguity is the result of a multitude of varying responsibilities and dual roles that school counselors are expected to fill in their daily work. This research seeks to address a small component of the larger issue of role ambiguity mentioned above by a focus on the perceptions of teachers, which represent the largest population of educators in a school building. An understanding of

teacher perceptions will assist in addressing in the knowledge gap and role ambiguity that have been discussed in previous research and literature.

Due to the role ambiguity, it can be challenging to implement and maintain a comprehensive guidance model as specified by ASCA, while also ensuring that counselors are able to effectively meet the daily needs and expectations of principals and teachers. While the school counseling profession has a national model set forth by ASCA with four distinct components (foundation, delivery, management, and accountability), the actual day-to-day work of a professional school counselor varies greatly at the building, district, and state levels. This role ambiguity and knowledge gap represents a figurative roadblock for school counselors in their work to effectively collaborate with teachers, parents, and especially educators to assist in the facilitation of raising the standard of student achievement.

To further assist with clarification of the school counselor's role with regard to student achievement amid societal changes and new legislation, ASCA developed a comprehensive list of appropriate counseling-related activities in which a counselor should regularly engage to maximize student support and achievement according to the national school counselor model set forth by ASCA. Professional school counselors regularly engage in collaborative work with a team of professionals (teachers, administrators, special education faculty, etc.) toward the common goal of high levels of student achievement however, there are many competing agendas that must be acknowledged and attended to while working toward achievement of this goal.

According to Beesley (2004), teachers represent a natural source of support for the school counseling program based on their shared commitment to student success.

However, historically counselor input and opinions have largely been left out of consideration when school counselors seek to improve and modify programs. This research seeks to investigate the teacher perceptions related to the school counselor role to further bolster the research in this area and provide greater clarity regarding stakeholder perceptions regarding the school counseling role.

The school counselor role is an evolving position that has experienced a renewed emphasis on student achievement and accountability in the last 20 years. To better understand 21st century American education, it is critical to assess teacher perceptions. For the purposes of this study, kindergarten through 12th grade teachers were selected as the focus as they represent the largest population of educators within the school systems based on the number of teachers within each building. As such, K-12 teachers in one Missouri suburban school district, henceforth referred to as the District XYZ, was surveyed to better understand teacher perceptions as they relate to the role of school counselor. School counselors have the unique opportunity to impact an entire school and as such it is essential that the profession have a current and accurate understanding of teacher perceptions of the school counseling role.

Additionally, to further enhance and contribute to the existing body of research, several demographic factors were also addressed through this research. Those factors included student population (number of students per building) and grade level (elementary, middle or high school) for the educators surveyed for the research. The district from which data was collected for this research is a rapidly growing suburban district that serviced approximately 12,000 students at the time of this research. The

population influx has resulted in numerous new buildings being built across the district as well as the re-drawing of boundary lines to aid in more manageable building populations. The study included an in depth focus on one suburban school district located in the state of Missouri regarding the perceptions of teachers as they pertain to the role of the professional school counselor. "With its historical roots closely intertwined with the vocational guidance movement of the late 1800s, the school counseling profession has always been linked with the role of teachers, thus making that population essential to 21st century school counseling programs" (Beesley, 2004, p. 259).

Statement of the Problem

"Within the school setting, it is the classroom teacher, more than any other faculty member, who facilitates a student's visit with the school counselor" (Vacchio, 2012). Teachers represent the largest population of educator staff in most public school settings, however their perceptions as they relate to the school counselor role have been largely absent from the research. As a result, this research sought to address an existing gap of knowledge and understanding with regard to teacher perceptions of the role of the school counselor. An extensive literature review was conducted to further investigate the history of the school counseling profession, as well as teacher perceptions of the role. However, little was found in terms of current research focused on teacher perceptions of the role of the school counselor. Previous research in this area was somewhat dated with the majority of the research focusing on one specific level (elementary, middle, or high school) and primarily geared toward the school counselor and principal relationship. In a recent study conducted by Reiner (2007), it was found that teachers continued to be

unsure of the role of the school counselor, but that strides have been made to remedy this lack of knowledge.

Teachers work closely with students and share common goals and as a result must work closely with school counselors. As a result, many of the duties counselors perform are dependent on teachers having knowledge of and actually utilizing counselors' unique skillset. The ASCA Executive Summary (2016) describes collaboration as being at the heart of a truly effective and comprehensive guidance program, and teachers represent a large population of the educators with which counselors must consistently and effectively collaborate, which to better ensure high levels of student success. As such, teacher perceptions provide a wealth of relevant data that can better inform the work of the professional school counselor in the 21st century.

In another study focused on pre-service teachers' knowledge of the role and function of the school counselor, it was found that,

> Pre-service teachers have some knowledge of the role and
>
> function of the school counselor, perceive most ASCA recommended
>
> counselor functions as important, and received little training in their
>
> teacher education concerning the counselor's role. Results also
>
> indicated how important pre-service teachers perceive counselor
>
> functions influence their future collaboration with the counselor.
>
> Elementary teachers were found to have a little more knowledge
>
> than secondary teachers concerning the counselor's role. (Langford, 2006, p. iv)

Langford (2006) offers additional evidence in support of the notion that a great deal of confusion exists with regard to the school counseling role, and it is both essential and

critical to better understand teacher perceptions so the school counseling profession can work to create a consistent and transparent job role. This research contributes relevant and up to date information regarding teacher perceptions as they relate to the school counselor's role.

Purpose of the Study

The purpose of this study was to examine and explore perceptions and expectations of K-12 teachers in one Missouri suburban public school district regarding the role of the professional school counselor. Specifically, the study sought to gather data regarding teacher perceptions of the principal and counselor relationship, teacher perceptions of counselors as a key component of the building level leadership team, and teacher perceptions of the role of the school counselor. Data were collected utilizing a survey distributed via two email survey blasts. To protect the anonymity of the school district utilized for survey research, it was given a pseudo name, District XYZ.

The study simultaneously collected information pertaining to several demographic factors. The demographic information included the number of building level administrators at each building, student population of each building, grade level (elementary, middle, high school) in which the teacher participant is employed, and years of teaching experience.

Significance of the Study

The findings from this study build on previous research and contribute further research to the field incorporating teacher perceptions, as well as examining the role of a school counselor across all levels of public education (K-12) in one suburban Missouri public school district. The study was conducted to incorporate all grade levels to produce

a more inclusive and current body of research whose results may be utilized to drive future district professional development, collaboration strategies, training models and programs, and district school counseling programs. Simultaneously, this inclusive look at teacher perceptions across multiple grade levels will add essential research to the school counseling field and propel future counselor programming goals for this specific district. As such, this research will be critical to the district from which the data was obtained as well as the profession at large.

This study provides current and compelling data that can be generalized and utilized to shape the counseling profession, specifically within the Midwest region of the country where information regarding this topic is somewhat limited based on a literature review of the school counseling profession. The study survey questions were constructed to provide perceptual data regarding teacher perceptions of the school counselor's role. The results of this study may be utilized to improve upon current district level counseling programs to promote greater student satisfaction and success.

Delimitations

The delimitations utilized in this study were determined based on a desire to better understand the complete and complex relationships that exist among teachers as it pertains to the school counseling profession. The population includes teachers that are at the elementary level in classrooms, middle and high school course content teachers, and special education teachers (K-12 teachers). These specific stakeholders represent the study sample and were selected with the goal being to gather comprehensive amounts of

survey data that can be analyzed and utilized to improve school counseling programs and drive current and future programming.

A second delimitation included the use of only one school district to gather survey data from the 2015-2016 academic school year. One public suburban Missouri school district was selected with the goal being to gather a manageable, yet comprehensive amount of data that could be analyzed and later accessed to support implementation of future counseling initiatives within the same district. Additionally, focusing on one specific data set will yield more in depth information that can be expanded upon in future research.

A third and final delimitation included the focus on counseling programs and teacher's perceptions of counseling programs at all levels of K-12 public education. Teachers in elementary, middle, and high school were asked to provide survey data relating to their professional perceptions as they pertain to the role of the school counselor.

Assumptions

Lunenburg and Irby (2008) define assumptions as the "postulates, premises, and propositions that are accepted as operational for the purposes of the research" (p. 135). This study included the following assumptions:

1. The selected participants (K-12 teachers) responded to the survey accurately and truthfully regarding their perceptions of the school counseling program;

2. The selected participants understood the survey questions and the concepts addressed in the survey;

3. The survey instrument utilized accurately measured the intended components and perceptions it was designed to measure;

4. The data interpretation accurately reflected the perceptions of the respondents.

Research Questions

The study was based on the following three research questions with additional demographic factors that were addressed within the survey instruments. Demographic factors that were obtained and explored through the collected survey data included the level of administrative support within buildings.

The research questions to be addressed include:

RQ1. To what extent do teachers perceive the counselor and principal relationship?

RQ2. To what extent do teachers view counselors as part of the building level leadership team?

RQ3. To what extent do teachers perceive the role of the school counselor?

Definition of Terms

Teacher. Per the Missouri Department of Elementary and Secondary Education (DESE), a teacher is an educator that has a minimum of a baccalaureate degree from a college or university having an approved teacher education program. This professional must have a minimum GPA of 2.5 or higher, have passed a background check and achieved passing scores on the state required teacher assessments. For the purposes of this study, the teachers studied were classroom, course content, specials teachers (art, music, physical education, library), and special education teachers grades K-12.

Professional School Counselor. A certified educator who has obtained a minimum of a Master's degree in school counseling. Professional school counselors are employed in elementary, middle/junior high, and high schools and create comprehensive school counseling programs that address the needs of all students through preventative and intervention based programs (ASCA, 2016).

Achievement Gap. In education, this refers to the disparity in academic performance between groups of students. This gap is visible in academic grades, standardized test scores, course selection, dropout rates, college completion rates, as well as other success measures (Education Weekly, 2004).

Comprehensive Guidance Program. A collaborative effort led by the school counselor(s) that benefit students, parents, and fellow educators. It is a proactive and developmentally appropriate program that seeks to ensure high levels of success for all students via focus on four key areas: foundation, delivery, management, and accountability.

Overview of the Methodology

Data were collected using a 14-question survey, *Taking One Step Forward: A Self-Assessment Tool.* The researcher obtained permission from the survey owner, College Board Advocacy Organization (2011) prior to utilizing it for this research. Minimal adaptions were made to the survey for this study and to further validate those changes an expert panel was utilized in preparation for this research. Descriptive data and chi-square statistical results for each research question is displayed in table form and discussed in greater detail in chapter four.

Organization of the Study

  This study is presented in five chapters. Chapter one introduced the study, provided background information regarding the study, research questions, defined any necessary terminology and gave a brief overview of the methods used to obtain data for the study. Chapter two provides the reader with background information pertaining to the evolution of the school counseling profession. The literature review portion of the chapter is divided into six subsections, each addressing the major events and milestones for the profession during approximately 20-year time periods.

  The review begins in the late 1800s and follows the profession's development through 2015, as well as offering suggestions about the direction of the profession in the future. Chapter three describes the methodology used in the study, as well as a description of other elements of the study such as population and sample, instrumentation, data collection procedures and hypotheses testing. Chapter four presents the results of the data analysis conducted in chapter three. Finally, chapter five summarizes the study and discusses findings as they relate to the literature. The researcher also provides implications and final thoughts for the field of education and offers recommendations for future research.

Chapter Two

Review of Literature

Introduction

People, professions, and events are often defined by their socially constructed history, and the beginnings of the guidance and counseling movement within the school systems are no exception to this notion (Lambie and Williamson, 2004). Since the inception of vocational guidance, known more commonly today as professional school counseling, the role has been continuously defined and redefined to meet the needs of a diverse and evolving nation and key societal issues faced by its people. School counseling can be traced back to the work of several key individuals who contributed significantly by formulating constructs and working to implement the early tenets of guidance counseling.

Reviews of the historical development of this specialty indicate that the scope and sequence of school counseling programs has evolved over time: "from vocational and educational decision making, to personal growth, to responsive services for special "at risk" populations, to developmental programs accessible to all students" (Paisley and Borders, 1995, p. 150). The literature review that follows is organized into six stages that explore over a century of the school counseling profession's development as well as historical implications of the profession that sought to propel it into each successive stage of development. The six-stage framework is organized in a similar fashion to Mark Pope's (2000) article entitled, *A Brief History of Career Counseling in the United States*. The literature review traces the origins of this essential work from first an ancillary position, later to a service, and finally to a thriving and essential profession within the

education system that adheres to an organized framework that promotes for growth and accountability.

Stage One: 1890-1920

Prior to the late 1800s, basic education was difficult to provide to an entire population that was focused largely on self-sustaining jobs such as farming. However, the Industrial Revolution greatly impacted the social and economic the composition of the entire nation with a shifted focus from predominantly rural and agrarian based small communities to large urban centers focused on improved technology, such as water-powered machines for textile factories and new inventions such as the cotton gin and telephone. This major societal shift and the changing demographic of the American workforce also made education more accessible to people of all socioeconomic backgrounds. With the improvement of technology, came a renewed focus on the creation of a public education system that was more accessible to all classes of American citizens. Initially within the school system, the position was denoted as a vocational guidance counselor and was brought to life as the result of a need created by the Industrial Revolution of the late 1800s (Gysbers and Henderson, 2001). At that time, vocational guidance had both a reactive and singular purpose, which was to "adequately prepare young adults for the world of work and the conditions they would like to find in their respective working conditions" (Gysbers and Henderson, 2006, p. 5).

"The original term vocational guidance involved roles that were similar to modern career counseling with much emphasis on the transition from school to work" (Lambie & Williamson, 2004, p. 124). Vocational guidance counselors sought to match people with appropriate jobs to fill the gaps in society that were beginning to occur as a

result of a shifting American work force, new technology, and new opportunities for access to education.

Frank Parsons, also known as the "Father of Guidance" was a key figure in the vocational counseling movement of this time period. This recognition came in part due to his work implementing one of the first systematic conceptions of guidance and counseling in the United States. This monumental task occurred in the "Civic Service House in Boston, Massachusetts via the establishment of the Boston Vocation Bureau in 1908 that was framed around the guidance and counseling framework drawn up by Frank Parsons" (Gysbers and Henderson, 2006, p. 4). Parsons was the founder and organizer of the Breadwinner's Institute that introduced underprivileged individuals to college, thus setting them up to break the cycle of poverty. During World Wars I and II,

> Parson's work with vocational counseling, assessment and testing was also
> utilized by the United States military to effectively and quickly determine the
> skills and abilities of soldiers, matching soldiers with specific roles to create a
> more cohesive and dominant military force. (Wingfield, Reese, and West-
> Olatunji, 2010, p. 17)

This work then began to transfer into the school setting with a focus on the school to work transition and providing students with the training and expertise to achieve vocational success post high school (O'Brien, 2001). During this time, teachers were called to fill the role of the guidance counselor with extra responsibilities being added to their teaching duties, such as mentoring students about college and career options post high school. In its early stages, the role of vocational counselor was viewed simply as a position rather than a full-fledged, comprehensive program and profession. The tasks

often added to this role were overflow activities that did not fit neatly into administrative or clerical job descriptions, such as attendance and class placement and as a result were added to the responsibilities of the vocational counselor. Looking into the 1920s and beyond, it would become critical for the profession to more clearly define itself in relation to other education professionals.

Stage Two: 1920-1940

The 1920s in the United States were a time marked by great prosperity as noted by the nickname the "Roaring 20s." This time period gave Americans a great deal of positive change to celebrate as they moved into a more modern and forward focused era in their country. This age of prosperity would provide education with an essential boost of support and provide the school counseling profession the much-needed opportunity to expound upon the profession and its impact on students. This was reflected in the strides made by the public education system that included a focus on ways to improve student learning in terms of efficiency and effectiveness. "The school counseling role also followed suit by creating and implementing a new way to measure human characteristics such as intelligence, personality, and vocational interests" (Heavener, 2009, p. 17).

The work of Jean Piaget regarding the cognitive development of children was instrumental in supporting school counseling programs that focused on the specific developmental needs of students. Piaget proposed four stages that young children engage in as they grow and develop. These stages include the sensorimotor stage (birth to two years old), preoperational stage (ages two to seven years), concrete operational stage (ages seven to eleven), and formal operational stage (ages 11 into adulthood). Each stage focuses on the major milestones that children engage in as they mature into adulthood

and are key considerations for educators working with these age groups (Simatwa, 2010). Educators were able to utilize Piaget's theory as they worked to create meaningful, developmentally appropriate instruction for all students.

In stark contrast to the economic prosperity of the previous decade, the 1930s were ushered in by the Wall Street crash of 1929. During this time, the unemployment rate soared from 5 percent to nearly 30 percent and many people were forced to abandon their farms and search for employment in the larger cities. Education also suffered during this time, with parents who were unable to provide their children with the necessary clothes, textbooks, and other supplies necessary to attend schools. In many states, taxes were left unpaid, making funds for education scarce. This reduction in funds thus impacted the school counseling movement

It was also during this time that E. G. Williamson expanded on Parson's vocational guidance tenets and created the first guidance and counseling theory known as the trait and factor theory (Lambie and Williamson, 2004). Initially used in the university setting, it was soon adapted and adopted into secondary high schools around the country. With this approach, vocational counselors were able to gather information about the unique patterns of traits, interests, talents, personality characteristics, and abilities of individual students. Using this information, a profile could then be created for students that worked to match them with potential occupations that naturally paired with elements of their individual abilities. This theory was one of the initial attempts to match specific people with jobs that were geared toward their unique strengths and natural abilities. As the economy began to rebound from the depression of the early 1930s, Americans were then thrust into a World War that sought to re-engage the American people into the

armed forces and the domestic work force. Women began working during this time to fill the gaps previously filled by men who were now deployed overseas. These major shifts in the economy and workforce would drastically change the composition of American education. In accordance with the major societal shifts, the school counseling profession would also address and implement a changing vision of the profession that included the work of the psychology giant Carl Rogers, among others.

Stage Three: 1940-1960

In the 1940s, Carl Rogers, commonly known as the "Father of Counseling," published a book entitled, *Counseling and Psychotherapy: New Concepts in Practice.* His theory postulated that the counselor should assist the client or student in moving toward self-actualization and growth by having the counselor seek to understand a client's world and life experience. "This theory greatly impacted vocational counselors, psychologists, and school counselors by conceptualizing clients as people rather than just problems" (Lambie and Williamson, 2004, p. 125). This shift in thinking had far reaching effects for the counseling world, as clients and students began to be viewed from a "whole person" mindset which involved looking at the range of a person's personality, experiences, strengths and weaknesses. "While the vocational counseling movement focused on the career development needs of students, it did not take into consideration how academic achievement and career selection may be affected by students' personal and social needs" (Wingfield, Reese, and West-Olatunji, 2010, p. 117).

Within the school system, a challenging dynamic that emerged in the early vocational guidance was the tendency to assign so many extra duties and responsibilities to the role that there was often little if any time left to actually engage in the practice of

vocational guidance with students (Gysbers and Henderson, 2001). The term "service" was a very loosely defined term that was problematic to the position in terms of generating a more well-defined professional stance within the schools. Due to a lack of organization and structure for the counseling position, the teachers occupying this role often worked from a list of clerical duties that resulted in guidance and counseling activities carried out by teachers with no formal training or framework upon which to guide their work. This lack of structure ultimately created a system in which the guidance and counseling position struggled to flourish and extend a united and organized effort to students.

It is important to note that until the 1950s the number of school counselors was small, and those that did exist were positioned in high schools to assist with college and career readiness. This was due in large part to the limited avenues aspiring counselors had to receive the appropriate professional training and preparation (Lambie and Williamson, 2004). In 1952, the establishment of a professional organization known as the American School Counselor's Association (ASCA) gave the guidance counseling movement a set of professional development strategies, research, resources, as well as an advocacy platform to further promote the profession's identity (Lambie and Williamson, 2004).

The year 1957 brought about several key international milestones that caused a ripple effect that greatly impacted the counseling and guidance profession. The Union of Soviet Socialist Republics' (USSR) launching of Sputnik served as the catalyst for the passing of the National Defense Education Act (NDEA). This legislation sought to identify, nurture, and support students demonstrating high aptitudes in math and science.

One allocation of the funds for the NDEA Act included the provision that every high school student be granted access to counselors who were trained in such a way as to identify gifted students (specifically in the areas of math and science) and help ensure they were guided to college. To aid in the development of these trained counselors, funds were also allocated to colleges and universities to be utilized for proper counselor training programs (Lambie and Williamson, 2004).

With support for the profession from the national government growing, the first calls for a professional organization were beginning to resound throughout the country. At this time, school counselors expressed a desire to develop standards, philosophies, evaluation tools, and an overall organization for school counseling programs. It was also at this time that the counselor was first considered a consultant for the education-based team. School counselors became aware of an alternative to the traditional direct service model delivery, yet comprehensive models that included the counselor as consultant did not yet exist (Kahnweiler, 1979); however, sweeping changes would soon take place propelling the school counseling profession in new and promising directions.

Stage Four: 1960-1980

On the heels of this national assistance, newly developed state committees assigned project lead staff members to generate a guidance counseling manual to be utilized by states as a framework as each looked to create their own guidance model (Gysbers, 2004). Within this manual, some of the first directives regarding students' social and emotional health were mentioned as key elements of the work of the guidance counselor. Initially noted by Carl Rogers in his nondirective approach to counseling, students' mental health was again pushed to the forefront for school counselors with the

Civil Rights movement of 1964. Both mental health counselors and school counselors were responding to a diverse set of clients and students, reflecting the societal changes, racial tensions, changes in family structures, and increases in crime across the nation (Wingfield, Reese, and West-Olatunji, 2010). This required a more comprehensive approach to the work of school counselors. Students began to be viewed as complex individuals who are greatly impacted and influenced by their environment and life experiences.

The early 1970s saw an intensification of the accountability movement, as well as the need for more organized and intentional guidance programming. During the 1970s, numerous guidance models were proposed in an attempt to begin organizing the profession. The national effort began to assist states in developing and implementing state models for guidance and counseling. Most notably, in 1971 The University of Missouri (in Columbia) was awarded a United States Office of Education grant to assist individual states in the development of quality guidance models (Gysbers, 2004). Later, collaborating with the Missouri Department of Elementary and Secondary Education (DESE) and counselor educators from across the state they partnered together to enable school counselors to make substantial contributions to the achievement of their schools' mission and vision. The overarching goal of this professional partnership was to transform school counseling from an ancillary support service to a comprehensive program that represents a core component of all schools across the United States (Lapan, Gysbers, and Kayson, 2007).

The drive for organization and accountability would become a focal point of the profession and propel it forward as new elements and expectations came to be added to

the role of the professional school counselor. One of the first movements toward

professional organization and a comprehensive guidance program was originally

developed in Missouri by Gysbers and Moore in the mid-1970s, and work in future

decades would build off their original framework for a comprehensive guidance program.

The model contained three major elements: content, organizational framework, and

resources. Important to note is the differentiation of grade levels, needs, and time

allotments. (Gysbers, 2002, p. 148-149).   The figure below offers a visual depiction of

the early work of Gysbers and Moore as it pertains to the creation of a school counseling

and guidance models for practitioners to base their work on.

Comprehensive Guidance Program Elements

Content	Organizational Framework, Activities & Time	Resources

Competencies	Structural Components	Program Components and Sample Processes	Resources
Student competencies grouped by domains	Definition Assumptions Rationale	**Guidance Curriculum** Structured groups Classroom presentations	Human Financial Political
		Individual Planning Advisement Assessment Placement & follow-up	
		Responsive Services Individual counseling Small group counseling Consultation Referral	
		System Support Management activities Consultation Community outreach Public relations	

Suggested Distribution of Total Counselor Time

Percentage Rate

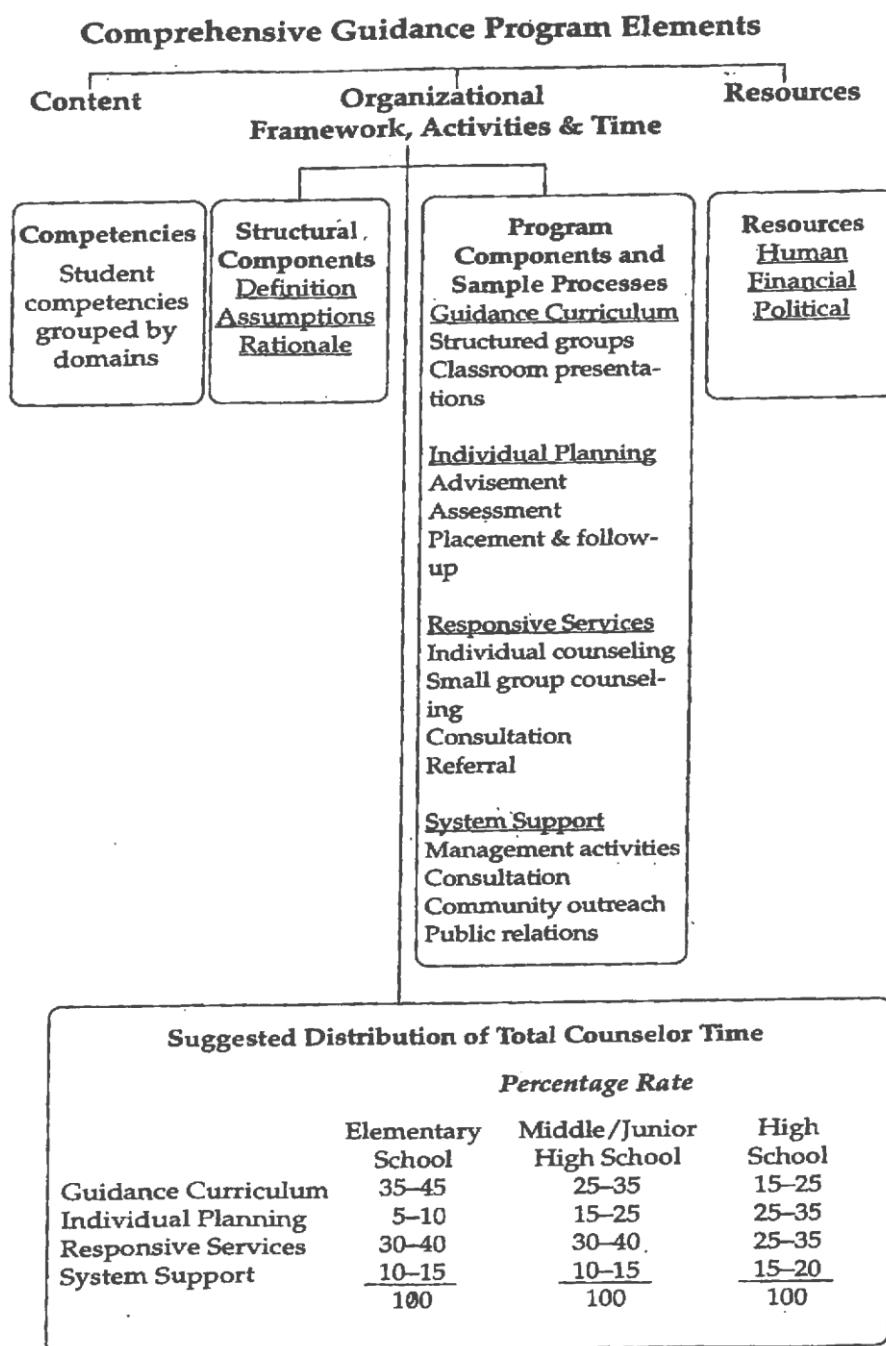|	Elementary School	Middle/Junior High School	High School
Guidance Curriculum	35–45	25–35	15–25
Individual Planning	5–10	15–25	25–35
Responsive Services	30–40	30–40	25–35
System Support	10–15	10–15	15–20
	100	100	100

Figure 1. Key elements of the comprehensive guidance program as outlined by Gysbers (2002).

As a result of the expanding role of school counselors, professional organizations began to collaborate to efficiently organize the profession and develop standards and accreditation-related documents and programs. To more effectively take on this large

task, the Association for Counselor Education and Supervision (ACES) was created in the early 1970s, and soon after followed the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to assist with the organization and oversight regarding the training, education, and licensure of professional school counselors across the United States. In a 1998 nation-wide study conducted by Sink and Ginger, approximately 25 states demonstrated working comprehensive guidance and counseling models in their schools. Sink and Ginger (1998) further asserted that they felt within the next ten years that number may increase to as many as 34 states. This data continued to propel the school counseling profession, who sought to further organize and unite under a comprehensive guidance model.

In 1975, The Educational Act for All Handicapped Children sought to further expand the work of school counselors. The bill mandated schools to provide a free and appropriate public education (FAPE) to all children regardless of disability status, thus expanding the school counselor's role to special education (Lambie and Williamson, 2004). To further build on the previously mentioned legislation, the National Commission of Excellence in Education's 1983 publication illustrated a national decline in student achievement and prompted further reform and new initiatives (Lambie and Williamson, 2004). During this era, it became apparent to the counseling profession that it was not enough for the profession simply to be organized, there was also a strong need to demonstrate counselors' impact on student development and achievement. This was similar to the need for teachers to demonstrate accountability through data illustrating the academic progress of students.

Stage Five: 1980-2000

Throughout the evolution of school counseling, from the early days of vocational guidance and the progressive movement to the current emphasis on comprehensive counseling programs, schools have transformed themselves to meet the emerging needs of society and students and the decades spanning from 1980-2000 are no different in that regard (Anderson, 2002).

Since the 1980s, many individuals and groups across the country have been active in seeking educational reform. Unfortunately, many educational reform efforts during the 1980s neglected the field of guidance and counseling. Little was said then about the contributions of guidance and counseling and the work of school counselors to the overall achievement of educational goals. (Missouri Comprehensive Guidance Program Model, n.d., p. 1)

It was during this era of United States history that the entire field of education, including school counseling experienced a shift from an industrial age to a more information and technology based time period (Pope, 2000).

School counseling programs became more collaborative in their efforts to assist and support students, parents, teachers, administrators and the overall community as new student needs were being discovered by educators. As evidence of this, the Carl Perkins Vocational Education Act was signed into law in 1984. This law was relevant in terms of the additional support it provided to strengthen programs for the underserved or disadvantaged populations that school counselors collaborate to provide support. Some of these populations included but were not limited to "handicapped individuals, limited

English proficiency students and families, single parent homes and unemployed adults"
(Pope, 2000, p. 204).

These subgroups of students and families have a unique, often challenging set of
circumstances and needs in which school counselors are trained to assist with and support
through short-term school based counseling for students and connecting families with a
variety of community resources for clothing, food, and shelter. Supporting students with
these basic needs rapidly became a core component of the school counselor's work. It
became necessary to support these students as they sought basic necessities such as food,
shelter, and clothing so when students attended school they were able to be mentally and
emotionally present for learning instead of worrying about how their basic needs would
be met.

"Legislation in this time period continued to influence the focus of school
counseling as a specialty area, most recently via the School to Work Opportunities Act of
1994" (Paisley & Borders, 1995, p. 150). The goal of this particular legislation was to
create even stronger connections between high schools and colleges and the workforce.
As a result of this legislation, all 50 states received federal funds to begin implementing
school to work programs at the local level to better meet the post-secondary needs of
students, increase student adult connections within the community, and foster an
experience for students in which they are able to build up skills necessary to be
successful in the workplace. While federal funding for this initiative ended in 2001, this
program model aligned well with the work of high school counselors and brought the
importance of community and school to work connections to the forefront in terms of
creating successful students who are continuing to positively contribute to their

community post high school.

Stage Six: 2000-2015

It was during this era that the school counseling profession once again found itself at the crossroads of providing effective interventions to facilitate students' career development, while simultaneously responding to other professional demands and societal shifts (Schenck, Anctil, et al., 2011). As stated in a 2005 American Counseling Association parent resource, the No Child Left Behind Act (NCLB) of 2001 brought the academic achievement of all students to the top of education reform priorities. This legislation was created as a response to President Bush's deeply rooted belief that American schools were leaving some of the neediest students behind and that dismal reality needed to change (Bush, 2001). Per President Bush's NCLB Act, federal block grants were to be provided to states for schools that established annual assessments, demand progress, improve poorly performing schools, and created consequences for failure (Bush, 2001). The president called for bipartisan solutions that focused heavily on accountability for educators (especially with regard to Title I funding) and flexibility in Federal education programs.

As a result of the legislation, states were required to implement statewide accountability systems that addressed all public schools and the students they served. The accountability systems required schools to consistently produce academic progress reports in the form of adequate yearly progress (AYP), such that all students would reach proficiency status in reading and math within 12 years and school counselors were called to be part of this important work. "The new emphasis on achievement for all coincides with a movement among school counselors to move from the periphery to the center of a

school's mission" (ASCA, 2005, p. 2) via support of all students through the standards and parameters outlined above.

If school counselors are to ensure all students reach their full potential, then so must this crucial position be elevated to allow greater influence regarding the development and support of all students. Anderson (2002) asserts that counselors must take the risk of saying no to some expectations so they can say yes to issues that counselors have the knowledge and skills to adequately address as all educators band together to meet the high bar of expectations set forth via NCLB act. This monumental legislation also helped to legitimize the assertion that school counseling programs are created to be an integral aspect of students' daily educational environment, and as such school counselors should be partners in student achievement. According to Hartline and Cobia (2012), it was at this time that the importance of documenting how the school counseling program was helping to narrow the achievement gap with counseling based interventions moved to the forefront of the professional landscape. The need for data based, comprehensive school counseling programs was greater than ever before to secure the security of the profession for future generations of students.

Schenck, Anctil, Smith, and Dahir (2011) assert that state and national mandates, such as NCLB and ESSA, which focus on academic achievement have drawn essential school counseling resources away from a key component of a comprehensive guidance program which is career development. Furthermore, the authors assert that the world of work was changing rapidly and economic situations remained tumultuous and uncertain, and as such, the need for a return to school counseling grounded in career guidance was more prevalent than ever (Schenck, Anctil, et al., 2011).

At the turn of the 21st century, the appropriate focus for school counseling was considered to be on comprehensive and developmental programs. Such programs included individual, small-group counseling, regular classroom guidance lessons focusing on academic, career, and personal and social issues, as well as consultation and coordination with administration, teachers, and parents. While comprehensive guidance programs continue to offer certain types of responsive services related to remediation and crisis intervention, there is a great emphasis on prevention and the promotion of healthy development for all students (Paisley and Borders, 1995). In closing,

> educational equity in a democratic society requires that all children have equal access to quality teaching and a rich curriculum. All students deserve to receive the necessary support to succeed academically and to be prepared to select from a wide array of postsecondary options upon graduation (House and Hayes, 2002, p. 250).

Stage Seven: Future Considerations for the School Counseling Profession

As the school counseling profession continues to transition and evolve, it will be critical to ensure all school counselors are adequately prepared to deal with the complex issues that students will be faced with such as increasing numbers of single-parent and low-income families, low income, minority, immigrant groups; increased student use of technology resulting in new issues such as cyberbullying; and increasing violence both within the school and at home presenting new and challenging dynamics for schools and more specifically school counselors. According to Trachtenbroit (2011),

> Underestimation of the problem of cyberbullying and its association
> with school violence at the local school level can have dire and

sometimes deadly consequences at school and in the community.

As well, lack of appropriate preparation for and response to the problem

of cyberbullying at the local school level may result in risk of liability and

litigation. (2011, p. ii)

Cyberbullying is an issue that has pervaded nearly all schools and impacts

students' ability to be mentally present for the instruction they are receiving in the

classroom. This is just one example of how the work of a school counselor seeks to

support and enhance the important work being done by teachers in classrooms around the

country. Closely linked to the looming issue of cyber bullying is evidence of social

media and other technology related issues that have permeated into the school

counselor's role. Cyberbullying is an unfortunate and prevalent issue in 21st century

education environments. Mullen, Griffith, Greene, & Lambie (2014) assert that it is

essential that counselors are aware of the bullying laws in their states and to what extent

(if any) their district has any jurisdiction over cyberbullying and other technology related

issues that occur both inside and outside of school grounds.

Additionally, the urban population presents unique challenges to be considered by

school counselors. Green and Keys (2001) urge that it is critical to rethink the

developmental models of comprehensive developmental school counseling programs,

paying special attention to the issues of context and culture. Many urban schools are

located in neighborhoods with multiple factors that place these students at higher risk for

violent deaths, juvenile arrest, abuse and neglect, substance abuse, and poverty (Green

and Keys, 2001).

These are some of the large and relevant societal changes that are indirectly

creating shifts within the counseling program and the way in which professional school counselors approach their daily work. Add to those complex issues, the consistent calls for program evaluation and accountability and the current and future work of professional school counselors will be rigorous yet essential to ensure all students regardless of circumstances have an equal opportunity and access to a quality education (Paisley & Borders, 1995). With such a complex student population and so much at stake, it has now become more important than ever that school counselors have access to the appropriate professional development opportunities to adequately advocate for and address the complex issues facing 21st century students.

Twenty-first century professional school counseling programs are focused on three key domains: vocational guidance, academic placement, and academic planning. School counselors are vital members of the education team and are called by their professional organizations to be agents of change within their schools and districts. A recent study found that the "intentional interventions delivered by counselors impacted student test scores, grades, attendance, and discipline and behavior" (Hartline and Cobia, 2012, p. 77). As such, counselors are uniquely poised to assist all students in the areas of academic achievement, personal and social development, and career development ensuring students become productive, well-adjusted future citizens.

"There is a large degree of emphasis on utilizing those three domains through a student-focused approach that is both holistic and developmentally appropriate" (Lambie & Williamson, 2004, p. 126). Gysbers (2002) hypothesizes that "future school guidance and counseling programs will remain intact; however, activities, tasks, and time within the organizational structure are flexible, allowing for adaptation to change if necessary"

(p. 153).

In this era, one of the primary issues facing the school counseling specialty is a general lack of control that school counselors have to exert over their daily work activities and the overall development of the profession. School counselor roles continue to be defined by other educators who typically have little or no background or experience in school counseling (Paisley and Borders, 1995). Building level administration are often the direct supervisors for school counselors and have decision making powers in terms of how school counselors are utilized and evaluated; however, administrators often have minimal knowledge about the role of the professional school counselor as it pertains to working within the confines of a comprehensive guidance model, as well as district parameters.

As such, it is crucial for school counselors to advocate and educate administrators, parents, and staff on the role of school counselors to continue to promote an understanding for how the role of the professional school counselor impacts student development and achievement throughout a student's school career. "As part of the school organization, it is the responsibility of district leaders, school administrators, school counselors and other staff to organize equitable and effective structures, processes, and plans that promote family and community partnerships" (Epstein & Van Voorhis, 2010, p. 1). The school counseling role has been discussed as a natural school to home link that could further be activated to organize, conduct, and sustain the family and community partnerships (Epstein & Van Voorhis, 2010).

Closely related to the issue of educating other professionals about the scope and sequence of the professional school counselor's role, is the area of counselor evaluation.

While most if not all professions engage in evaluative measures for employees, school counselors are often evaluated by administrators who have limited knowledge about the profession and the components of a comprehensive guidance model causing discrepancies between school counselor evaluation and performance standards set forth by the state counseling organizations. Recent research conducted by Nebe (2010) supported the above claim when it was found that the best predictor of a school's alignment with the American School Counselor Association's (ASCA) national model of guidance and counseling was when a district utilized evaluation instruments that were specifically designed for the evaluation of a professional school counselor.

In 2001, the Wallace-Reader's Digest fund created and sponsored a national endeavor entitled Transforming School Counseling Initiative (TSCI). According to Seashore, Jones and Seppanen (2001), the "immediate goals of this national program were to improve guidance counseling in public schools by transforming graduate-level preparation for counselors" (Seashore, Jones, & Seppanen, 2001, p. 5).

Each state is responsible for generating its own set of requirements for aspiring professional school counselors. Some states require a bachelor's degree to work as a school counselor, while more and more states are transitioning toward requiring aspiring professional school counselors to obtain a minimum of a master's degree in the counseling field to practice as a professional school counselor. While the requirements differ for each state, regardless of the specific program or state one resides within there are common topics covered in all professional school counselor preparation programs. Those topics include but are not limited to courses addressing: human growth and development, theories of counseling, individual and group counseling, multicultural

counseling, testing and appraisal, ethics, research and program evaluation, career development and multiple on site internship experiences (ASCA, 2016).

Additionally, some states require candidates to pass a supplemental state exam covering the topics mentioned above as another extension of the certification process. The ethical codes and standards outlined for school counselors represent a formidable element of the profession as counselors seek to practice within the legal confines and ethical responsibilities that are inherent in the important work of supporting the growth and development of young children. Stone and Zirkel (2010) assert that the legal rules laid out for counselors establish the basic duties they are expected to fulfill, whereas ethical codes represent the aspirational standards for school counselor best practice.

The 2005 ASCA model addresses the complexity of the whole student through the various developmental stages that students experience and provide the critical bridge between education and counseling to allow all students to reach their full potential. School counselors are able to proactively maximize students' educational capacities by providing each student access to key career information and experiences, mental health services, and developmental guidance in helping students set and achieve academic, social, and personal goals (Wingfield & Reese, 2010). Professional school counseling requires a distinctly different approach at the elementary, middle and high school levels, due to the specific developmental needs of students at each level.

As such, professional school counselors stand poised to offer expertise that is exclusively focused on fostering the academic, personal and social, and careers needs of all students. These are the current pillars of the professional school counselor in the 21st century as they reflect both the societal and environmental needs of students.

A final component of 21st century school counseling that must be mentioned is the conversation about professional school counselors emerging as school leaders. "Leadership and advocacy are themes in the ASCA National Model and are important to systemic change" (Young & Kneale, 2015, p. 8). This is a relatively new topic in professional school counseling as the role of a counselor continues to change and adapt based on current societal trends and circumstances, however there is considerable support for school counselors moving into leadership roles. ASCA Ethical Standards for school counselors addresses professional school counselors as, "advocates, leaders, collaborators, and consultants who create equity in access and success in educational opportunities for all students" (ASCA, 2010, p. 1). Additionally, Wingfield and Reese (2010) found that "school counselors exercise leadership through increased collaboration and consultation interventions with those individuals who are essential to the health and welfare of all students, teachers, administrators, family, and community members" (p. 119). Consultation, advocacy, and collaboration are key components of a successfully integrated comprehensive guidance program that is believed to maximize the work of school counselors as they seek to support all students in their academic, personal, and social and career development.

Professional school counselors have a unique whole school perspective in terms of issues facing a school population paired with extensive knowledge of community resources that can better support the diverse developmental needs of all students and families. Closely linked to the area of community resources is the consideration of developing and sustaining effective parent and family partnerships to further promote and support student achievement. Epstein and Van Voorhis (2010), have found that research

suggests that school counselors have key roles in assuring elementary, middle and high schools establish and sustain programs that promote family and community involvement that supports overall student achievement. As such, it is now more important than ever for school counselors to begin advocating for a transition that allows counselors to utilize their specialized training through leadership roles, advocacy, and outreach opportunities that foster student achievement through new and innovative approaches. Dollarhide (2003), asserts that as

> leaders of school counseling programs, school counselors have an essential role in addressing the problems of today's schools. There is now a greater need than ever for school counselors to lead in program design and advocacy, to become involved in school reform, and to accept certain organizational roles within schools. (p. 304)

However, according to a recent study by House and Hayes (2002),

> school counselors and what they do are topics that are conspicuously missing from discussions regarding school reform. The omission of school counselors from school reform efforts is an enormous mistake, especially when school counselors often hold the keys to many students' dreams and aspirations. (p. 249)

Another study conducted by Mason (2008), concluded that age, experience, professional preparation, and school setting were correlated with leadership practices and a counselor's ability to successfully implement a comprehensive guidance program. School counselors who exhibited strong leadership skills and practices were found to have more successfully implemented a comprehensive guidance model within their schools, having a positive effect on student achievement. McMahon and Mason (2009)

assert that "helping school counselors to understand the application of leadership to their work is key to their realizing new roles and transformed comprehensive programs" (p. 108).

The evolution and current enmeshment of school counselors and the leadership role presents a new dynamic for the profession. Young and Kneale (2015) note that in today's school systems, advocacy is a critical skill for effective school counselor leadership and places school counselors in a unique and powerful role at the forefront of education reform. Mason and McMahon (2009) concluded that,

National initiatives to transform the role of school counselors

have at their core the concept that school counselors become

essential educators. Although the call has been made for school

counselor preparation programs to include leadership as part

of their curriculum, for the leadership efforts of the national

school counseling movements to take full effect, they must be

enacted at the local level by school counseling practitioners.

The findings of this study indicate that efforts to prepare school

counselors to be leaders in schools are not yet being translated to

their work in the schools. (p. 114)

Teacher Perceptions

A study focused on the use of perception based survey data would be remiss to not include a discussion of the definition and history of human perceptions. Perceptions represent any given person's reality and this is a key idea to keep in mind with regard to perception data gleaned from survey research. Koch (2010) stated that,

Our conscious perception of the world, though relatively stable,

is not static. We are incapable of being fully objective, even in

our most mundane observations and impressions. Our awareness

of the objects around us is informed and fine-tuned by any number

of transient factors our strength and energy levels, our sense of

confidence, our fears and desires. Being human means seeing the

world through your own, constantly shifting, lens. (p. 1)

With this in mind, the following paragraphs will look at past research conducted utilizing

teacher perceptions to allow for comparison and contrast with similar research in this

field as it relates to this research.

A 1988 dissertation conducted by William Ostwald entitled, *A Study of Student

and Teacher Perceptions of the Role and Functions of the Secondary School Counselor*

concluded that, "the role of the school counselor is often not consistent with the role

expectations held by students, teachers, parents, administrators, and counselors" (p. 3).

Findings specifically related to teacher perceptions of the school counseling role found

that teachers with numerous years of teaching experience expressed perceptions that

differed significantly regarding the importance of counselor functions. Additionally,

Ostwald (1988) found that students and teacher perceptions regarding how well

counseling functions were currently meeting stakeholder needs differed significantly.

This research echoes the previously stated assertion that the constant evolution of the

counseling field may be partially responsible for the significant difference in stakeholder

perceptions of the school counseling role.

In his qualitative research, Vacchio (2012) found that the most common theme discussed by teachers interviewed to better understand teacher perceptions as they relate to the school counseling role found that 13 of the 15 participants interviewed emphasized that their school counselors display support of teacher needs. These teachers went on to discuss the perceived importance of working with their school counselor for the overall improvement and betterment of their school and students.

With regard to responsive services, teachers emphasized the importance of school-wide initiatives led by the school counselor that seek to support students as well as students' families. Nine of the 15 teachers interviewed stated that they felt classroom guidance lessons were a valuable part of the counseling program. Vacchio (2012) also uncovered a central theme based on the qualitative interviews, which noted teacher perceptions regarding the importance of school counselors being readily available to teachers, parents, and students and how high levels of counselor availability positively impacted the implementation of the school counseling program. Finally, Vacchio (2012) also discovered that study participants did not "exhibit an understanding of the comprehensive school counseling model program implemented within their schools" (p. 82), but rather expressed positive sentiment with regard to the counselor based on personal interactions with the counselor.

Additionally, Lewis-Jones (2012) conducted quantitative research comparing principal and counselor perceptions of the school counseling role, and was able to ascertain that a statistically significant difference existed between school counselors and principals with regard to their perceptions of the school counselor's role experiencing "drift" or changes within the elementary school setting as a result of principal

expectations or changes in building needs. As a result of this research it was determined that,

> Professional school counselors agreed that principals should
>
> not determine what counselors' roles should be within the elementary
>
> school setting and significantly disagreed with being used as substitute
>
> instructors when teachers do not show up for work. Therefore, based
>
> on the findings of this research question, it was concluded that
>
> principals need to be made aware of what the role of the professional
>
> school counselors in their schools should be based on ASCA and this
>
> study's urban school district's requirements. (p. 95)

The studies above outline the markedly small body of research that exists with regard to stakeholder perceptions of the role of the school counselor. The research above echoes the confusion that still exists with regard to the role of the school counselor as it pertains to both teachers and principals.

Summary

A consistent theme that has emerged from the nearly 120-year evolution of the school counseling profession has been that the occupation has continuously expanded with each passing decade. With that steady expansion has come ambiguity and role confusion regarding what the professional school counselor role entails (Lambie & Williamson, 2004). To address this, professional school counselors must strive to gain an understanding of the profession's history and seek out professional organizations such as ASCA to stay up to date with issues that the professional is facing at any given time.

Past research regarding teacher and principal perceptions as they pertain to the school counselor's role echoes the research discussed above in that constant role shifts have created school counselor role confusion among stakeholders. Current and aspiring professional school counselors must also seek out methods of proactively advocating for the specialized training and development that is required for this critical profession to flourish and propel students to new levels of success.

While the role continues to expand in terms of width and breadth as well as simultaneously refine its professional identity, there have been little or no services or responsibilities removed from the role of the professional school counselor (Lambie and Williamson, p. 126-127). As the profession seeks to carve out a continued existence as a specialty in the years to come, it will be essential to consider both the profession's colorful history, as well as societal implications that will continue to guide the way professional school counselors conceptualize their professional identity (DeKruyf, Auger & Trice-Black, 2013) and the unique work they engage in to support all students.

Chapter Three

Methods

Research Design

A non-experimental qualitative research design guided this study. This approach was well suited to investigate the associated perceptions of teachers regarding the role of the professional school counselor. The survey instrument utilized for this research was adapted so that specific variables could be measured to gather descriptive data, which was then analyzed and presented in the tables that follow.

Variables included teacher perceptions as they pertain to the role of the school counselor, as well as associated demographic factors. The demographic variables consisted of grade level (elementary, middle, high school), building student population, number of administrator(s) in each building, and years of professional teaching experience for each survey participant.

Population and Sample

The population of interest was grades K-12 public school teachers across the state of Missouri. The sample for the study included K-12 teachers in District XYZ located in Missouri during the 2015-2016 school year. For the purposes of this study, teachers included K-12 teaching staff employed as classroom teachers, course content teachers, specials teachers (art, music, physical education, and library), and special education teachers. At the time of this study, the District XYZ consisted of 11 elementary schools, four middle schools, and two high schools. The breakdown of student population by building in District XYZ is depicted in Table 1 below.

Table 1

District XYZ population by building

School	Enrollment
School 1	1719
School 2	1627
School 3	658
School 4	685
School 5	699
School 6	645
School 7	360
School 8	299
School 9	335
School 10	641
School 11	601
School 12	551
School 13	616
School 14	401
School 15	443
School 16	810
School 17	676

Note: From www.dese.mo.gov website for 2015 building population data.

Sampling Procedures

Purposive sampling was used in this study and involved identifying a sample related to the researcher's previous knowledge of the sample group (Lunenburg & Irby, 2008). The researcher's prior knowledge included experience in two suburban school

districts, and more specifically three years of experience in the District XYZ being used for the study. One criterion for inclusion in the study was that participants were contracted as current, full-time teachers of the District XYZ. Additionally, the contracted staff had to be filling classroom, course content or special education teacher roles within their respective building in the District XYZ. Only staff who responded to the survey were included in the outcome results of the study.

Instrumentation

The *Self Assessment Survey* tool is a 10-item questionnaire that was initially used to measure counselor and administrator perceptions about the role of the professional school counselor. This survey was part of a larger Principal-Counselor toolkit that was developed in 2008 via the collaborative efforts of the College Board Advocacy and Policy Center, the National Association of Secondary School Principals (NASSP), and the American School Counselor's Association (ASCA). Permission to utilize the survey was obtained from The College Board via email correspondence (Appendix A). The 10-question survey was adapted by the researcher for the purposes of this study and with permission of the group that created the survey. The survey items were used to gather information from District XYZ teachers regarding their perceptions of the role of the school counselor.

Measurement. The items on the *Self Assessment Survey* were rated on a five point Likert Scale, where 1 = *Strongly Disagree,* 2 = *Disagree,* 3 =*Neutral,* 4 = *Agree, and* 5 = *Strongly Agree.* Demographics for each participant were measured through the use of multiple questions at the beginning of the survey, grade level (elementary, middle, or high school), years of experience, student population (by building) and

administrator(s) per building. RQ1 was addressed through survey questions 5, 9, 10, 11, 12, 13, and 14. RQ2 was addressed through survey question 8. RQ3 was addressed through survey questions 6, 7, 13, and 14. Demographic data gleaned from survey questions 1- 4 will be expanded upon and discussed in greater detail in chapter four.

Validity and reliability. The validity and reliability of this survey has been investigated by the survey's creators (The College Advocacy Board, NASSP, and ASCA) during the initial 2008 research study. The initial survey research included thousands of school counselors' and principals' survey responses regarding the principal and counselor relationship. Accordingly, the toolkit (which included the survey utilized in this study) was reviewed by a very broad and diverse group that included principals, school counselors, and staff from the College Board, ASCA and NASSP, and members of the College Board's online counselor community, among others. Crux Research was also utilized as an independent agency to further investigate the design and efficacy of the toolkit and associated materials. In a further attempt to validate the survey instrument, the researcher utilized an expert panel from District XYZ who reviewed and ultimately approved the use of the instrument for this survey research. This expert panel consisted of one district research analyst, one principal, and two district level directors.

Data Collection Procedures

Prior to conducting research, permission was obtained from Baker University via submission of an Institutional Review Board (IRB) proposal for research (Appendix B). After detailed examination and further consideration, the District XYZ approved the request to conduct the survey and accompanying research on November 13, 2015. The Baker University IRB committee approved the research on January 20, 2016. A paper

copy of the completed Baker research proposal form was then submitted to the Director

of Data and Assessment for the District XYZ (Appendix E).

Survey participants were obtained through District XYZ email listserv. An

explanatory email was created and sent to all intended participants that included a link to

the survey. The purpose of the email communication was to provide clarity regarding

participation and give participants a place to direct any questions they may have about the

process. In an attempt to further protect the anonymity of the study participants, the

researcher also utilized a mail merge technique when distributing the surveys. The mail

merge technique allowed for the researcher to distribute a large quantity of surveys in one

mass mailing, while it appears to the recipient that they are the only one receiving the

email with attached survey, thus ensuring other participants cannot see who else has been

contacted with the survey.

The 14-question survey instrument was slightly modified by the researcher into a

newly created Google document form so participants could anonymously access the

survey online via the provided URL web link at the bottom of the aforementioned email

communications. Participants were given access to the survey via an introductory email

sent to all classroom, course content, specials teachers (art, music, physical education,

and library), and special education teachers in District XYZ on February 16, 2016. Per

District XYZ guidelines, state researchers may only contact survey participants two times

per month, so a final follow up email correspondence was then sent to all intended

participants on February 22. The data collection process was ended and the survey was

closed on Friday, February 26, 2016.

Data Analysis

Descriptive data was obtained for each of the research questions via data output generated by survey submission through the use of google forms. Each research question, with its corresponding descriptive data table is discussed in greater detail in chapter four.

RQ1. To what extent do teachers perceive the counselor and principal relationship?

RQ2. To what extent do teachers perceive counselors as part of the building level leadership team?

RQ3. To what extent do teachers perceive the role of the school counselor?

Limitations

Lunenburg and Irby (2008) define limitations as those elements of a study that are not under the control of the researcher. This study described samples of teachers from a public suburban school district. The research was limited by the number of respondents who voluntarily completed the survey. Another potential area of limitation is the assumption that participants responded to survey questions with honesty and fidelity as it pertained to their perceptions of the school counseling role.

Summary

Chapter three provided detailed information regarding the study population and sample tests used to analyze the data obtained from the participant survey, data collection procedures and study limitations. Chapter four contains the results of the study. Chapter five contains interpretations of the data and recommendations for future research.

Chapter Four

Results

Introduction

  The primary purpose of this study was to determine teacher perceptions regarding the school counselor role via survey research. The study examined K-12 teacher perceptions in District XYZ during the 2015-2016 school year. The research focused on three research questions from which descriptive statistics and tables were then generated to further describe the research findings. To obtain the survey data, a mass email was sent to a total of 744 survey participants via a mail merge technique that further ensured participant privacy and anonymity. The first round of emails was distributed on February 16, 2016 and yielded 226 survey responses. The second and final email blast sent February 22, 2016 yielded 85 responses for a total of 311 survey responses.

  The researcher determined that the creation of two super categories would afford the reader greater ease of interpretation regarding the tables outlined in this chapter. Through the creation of these two super categories, the response categories are reduced from five to three categories. The super categories created for this purpose are titled "agree" (A) and "disagree" (D). This was done by collapsing the strongly disagree and disagree components of each table into one super category now entitled Disagree (D). The same procedure was followed for the strongly agree and agree categories yielding a super category entitled "Agree" (A). The researcher also determined that if a Neutral (N) category in a given table indicated a 25 percent or higher response rate, those specific results would be discussed in greater detail in the description immediately following that

table. Tables 2-5 present the demographic data for survey participants. Tables 6-17

address each of the three RQs with the associated survey questions and tables.

Descriptive Statistics

Table 2 presents the demographic data associated with survey question one

regarding the grade level that survey participants who work with in District XYZ. The

chi-square goodness of fit test was performed to examine proportional distribution

differences between respondent response categories. The observed percentage

differences between variable categories was significant, $X^2(2, n = 308) = 53.43; p = $

<.0001). Of the teachers surveyed, (51.9%) worked at the elementary level in District

XYZ.

Table 2

Summary Descriptive Analysis Results for
Survey Question 1. What grade level do you
currently work with?

Grade Level	Frequency	Percent
Elementary (K-5)	160	51.9
High School (9-12)	78	25.3
Middle School (6-8)	64	20.8
Total	308	98.0

Table 3 presents the demographic data associated with survey question two

regarding the building student enrollment for survey participants working in District

XYZ. For ease of interpretation, the one percent of survey respondents who indicated they worked in more than one building across the district were excluded from this table. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed percentage differences between variable categories was significant, $X^2(3, n = 307) = 26.16$; $p = <.0001$) regarding building size as defined by student enrollment.

Table 3

Summary Descriptive Analysis for survey question 2. What is the student enrollment at the building where you work?

Student Enrollment	Frequency	Percent
200-400 students	39	12.7
400-600 students	79	25.7
600-800 students	97	31.6
800 or more students	89	29.0
Total	307	99.0

Table 4 presents the demographic data associated with survey question three regarding the years of teaching experience for survey participants who work within District XYZ. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed

percentage differences between variable categories was significant, $X^2(3, n = 310) =$

16.27; $p = <.0001$) regarding teaching experience across all grade levels of the district.

Table 4

*Summary Descriptive Analysis Results for
survey question 3. How many years of
experience do you have in your current
profession?*

Years of Experience	Frequency	Percent
0-5 years	54	17.4
6-10 years	77	24.8
11-15 years	75	24.3
16 or more years	104	33.5
Total	310	100.0

Table 5 presents the demographic data associated with survey question four

regarding the number of building administrators for survey participants who work with in

District XYZ. The chi-square goodness of fit test was performed to examine proportional

distribution differences between respondent response categories. The observed

percentage differences between variable categories was significant, $X^2(3, n = 310) =$

328.94; $p = <.0001$) for (66.5%) buildings in District XYZ who staff two administrators

at a building. Of the teachers surveyed, 82.6% have six or more years of teaching experience.

Table 5

Summary Descriptive Analysis Results for survey question 4. How many lead and assistant administrator(s) work in your building (either part or full time)?

Number of Building Administrators	Frequency	Percent
1 Administrator	21	6.8
2 Administrators	206	66.5
3 Administrators	2	0.6
4 or more Administrators	80	25.8
Total	310	100.0

RQ 1. To what extent do teachers perceive the counselor and principal relationship? The tables below present descriptive data and statistical results for each survey question that seeks to address this research question.

Table 6 presents participant responses to survey question five regarding open communication and input for decision-making. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response

categories. The observed percentage differences between variable categories was significant, $X^2(2, n = 308) = 253.82; p = <.0001)$. Of the teachers surveyed, (75.4%) agreed that open communication exists between principals and counselors and there are multiple opportunities for input in decision-making. Only 5.1% of teachers surveyed reported that open communication between principals and counselors did not exist in their building.

Table 6

Summary Descriptive Analysis Results for survey question 5.
Within your school, open communication between principals
and school counselors exists and seems to provide multiple
opportunities for input in decision-making.

Response	Frequency	Percent
Disagree	16	5.1
Neutral	60	19.5
Agree	232	75.4
Total	308	100.0

Table 7 presents participant responses to survey question nine regarding joint responsibility and involvement of principals and counselors in goal development and the assessment of student success. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed percentage differences between variable categories was significant, $X^2(2, n = 302) = 61.14; p = <.0001)$. Of the teachers surveyed, (53.6%) agreed that there is a

level of joint responsibility and involvement between principals and counselors as it

pertains to goal development and the assessment of student success. Only 17.8% of

teacher surveyed indicated that joint responsibility and involvement in goal development

and assessment of student success did not exist in their building.

Table 7

Summary Descriptive Analysis Results for survey
question 9. Within your school, there is joint
responsibility and involvement by principals and
counselors in the development of goals and
metrics that indicate success.

Response	Frequency	Percent
Disagree	54	17.8
Neutral	86	28.5
Agree	162	53.6
Total	302	100.0

Table 8 presents participant responses to survey question 10 regarding open

mutual trust between counselor and principal(s). The chi-square goodness of fit test was

performed to examine proportional distribution differences between respondent response

categories. The observed percentage differences between variable categories was

significant, $X^2(2, n = 304) = 324.13; p = <.0001$). Of the teachers surveyed, (81.6%)

agree that there appears be mutual trust between counselor and principal(s). Only 3.6%

of teachers surveyed reported that they did not perceive mutual trust to exist between the

counselor and principal(s) in their building. Of the teachers surveyed, 28.5% reported a

neutral (N) response regarding the joint responsibility and involvement of counselors and

principals in the development of goals and metrics that indicate success. As counselors

and principals two of the few trained professionals in a given building that support the

entire student population, this is a response rate that the researcher may choose to

investigate further to better understand the dynamics at play in specific buildings in

District XYZ.

Table 8

*Summary Descriptive Analysis Results for
survey question 10. Within your school,
mutual trust exists between the
principal(s) and counselor(s).*

Response	Frequency	Percent
Disagree	11	3.6
Neutral	45	14.8
Agree	248	81.6
Total	304	100.0

Table 9 presents participant responses to survey question 11 regarding a shared

vision among counselors and principals of what is meant by student success. The chi-

square goodness of fit test was performed to examine proportional distribution

differences between respondent response categories. The observed percentage

differences between variable categories was significant, $X^2(2, n = 305) = 253.9$;

$p = <.0001$). Of the teachers surveyed, (75.8%) agreed that a shared vision exists

regarding student success among principals and counselors. Only 5.9% of teachers

surveyed reported that they did not believe a shared vision of student success existed in

their building.

Table 9

Summary Descriptive Analysis Results for
survey question 11. Within your school there
is a shared vision among principals and
counselors on what is meant by student
success.

Response	Frequency	Percent
Disagree	18	5.9
Neutral	56	18.4
Agree	231	75.8
Total	305	100.0

Table 10 presents participant responses to survey question 12 regarding mutual

respect exists between counselors and principals. The chi-square goodness of fit test was

performed to examine proportional distribution differences between respondent response

categories. The observed percentage differences between variable categories was

significant, $X^2(2, n = 307) = 377.24; p = <.0001$). Of the teachers surveyed, (85.4%)

agreed that mutual respect exists between the principal and counselors. Only 2.9% of

teachers surveyed reported that they did not believe that mutual respect existed between the counselor and principal.

Table 10

Summary Descriptive Analysis Results for survey question 12. Within your school, there is mutual respect between the principal(s) and counselor(s).

Response	Frequency	Percent
Disagree	9	2.9
Neutral	36	11.7
Agree	262	85.4
Total	307	100.0

Table 11 presents participant responses to survey question 13 regarding shared decision making between principals and counselors on initiatives that impact student success. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed percentage differences between variable categories was significant, $X^2(2, n = 306) = 176.61; p = <.0001)$. Of the teachers surveyed, (68.3%) agreed that within their building there exist high levels of shared decision-making between principals and counselors on initiatives that impact student success. Furthermore, 9.2% of teachers surveyed reported that they did not perceive there to be shared decision-making between principals and counselors on initiatives that impact student success.

Table 11

Summary Descriptive Analysis Results for survey question 13. Within your school, shared decision- making occurs among principals and counselors on initiatives that impact student success.

Response	Frequency	Percent
Disagree	28	9.2
Neutral	69	22.5
Agree	209	68.3
Total	306	100.0

Table 12 presents participant responses to survey question 14 regarding a collective commitment among principals and counselors with regard to equity and opportunity. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed percentage differences between variable categories was significant, $X^2(2, n = 308) = 268.95; p = <.0001)$. Of the teachers surveyed, (76.9%) agreed that a collective commitment among principals and counselors exists with regard to equity and opportunity. Only 6.1% of teachers surveyed reported that they did not perceive a collective commitment among principals and counselors with regard to equity and opportunity.

Table 12

Summary Descriptive Analysis Results for survey question 14. Within your school, there is a collective commitment among principals and counselors to equity and opportunity.

Response	Frequency	Percent
Disagree	19	6.1
Neutral	52	16.9
Agree	237	76.9
Total	308	100.0

RQ 2. To what extent do teachers perceive counselors as part of the building level leadership team? The table below presents descriptive data and statistical results for the survey question that seeks to address this research question.

Table 13 presents participant responses to survey question eight regarding to what extent there is school counselor participation on school leadership team(s). The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed percentage differences between variable categories was significant, $X^2(2, n = 305) = 122.56; p = <.0001$). Of the teachers surveyed, (63%) agreed that there was school counselor participation on school leadership team(s). Of the teachers surveyed, 15.1% reported that they perceived the school counselor did not participate on school leadership team(s).

Table 13

Summary Descriptive Analysis Results
for survey question 8. Within your
school, there is school counselor
participation on the school leadership
team.

Response	Frequency	Percent
Disagree	46	15.1
Neutral	67	22.0
Agree	192	63.0
Total	305	100.0

RQ 3. To what extent do teachers perceive the role of the school counselor? The

tables below present descriptive data and statistical results for the survey questions that

seek to address this research question.

Table 14 presents participant responses to survey question six regarding teacher

perceptions about opportunities that exist for school counselors to share ideas regarding

teaching, learning, and school wide educational initiatives. The chi-square goodness of

fit test was performed to examine proportional distribution differences between

respondent response categories. The observed percentage differences between variable

categories was significant, $X^2(2, n = 309) = 58.04; p = <.0001$). Of the teachers surveyed,

(52.8%) agreed that opportunities exist for school counselors to share ideas regarding

teaching, learning, and school wide educational initiatives. Of the teachers surveyed,

18.1% reported that they did not feel opportunities existed within their building for
school counselors to share ideas regarding teaching, learning, and school wide
educational initiatives. The Neutral response rate for this question (29.1%) is the highest
response rating generated within this study. Based on this response rate, the researcher
may choose to further investigate this phenomenon as counselors are poised to provide
support to the entire student body, which includes the components of teaching, learning,
and school-wide initiatives.

Table 14

Summary Descriptive Analysis Results
for survey question 6. Within your
school, opportunities exist for
counselors to share ideas regarding
teaching, learning, and school-wide
educational initiatives.

Response	Frequency	Percent
Disagree	56	18.1
Neutral	90	29.1
Agree	163	52.8
Total	309	100.0

Table 15 presents participant responses to survey question seven regarding the
sharing of information by counselors to appropriate staff regarding school and
community needs. The chi-square goodness of fit test was performed to examine
proportional distribution differences between respondent response categories. The

observed percentage differences between variable categories was significant, $X^2(2, n = 308) = 180.28; p = <.0001$). Of the teachers surveyed, (68.9%) agreed that school counselors share information about school and community needs with appropriate staff. Of the teachers surveyed, 10.1% reported that they did not believe school counselors shared information about the needs of the school and community with the appropriate staff.

Table 15

Summary Descriptive Analysis Results for survey question 7. Within your school, information about the needs within the school and community are shared by counselors with appropriate staff.

Response	Frequency	Percent
Disagree	31	10.1
Neutral	65	21.1
Agree	212	68.9
Total	308	100.0

Table 16 presents participant responses to survey question 13 regarding shared decision making between principals and counselors on initiatives that impact student success. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed percentage differences between variable categories was significant, $X^2(2, n = 306)$

= 176.61; p = <.0001). Of the teachers surveyed, (68.3%) agreed that there appear to be high levels of shared decision making between principals and counselors on initiatives that impact student success. In contrast, 9.2% of teachers surveyed reported that they did not perceive shared decision-making between principals and counselors to be occurring on initiatives that impact student success.

Table 16

Summary Descriptive Analysis Results for survey question 13. Within your school, shared decision making occurs among principals and counselors on initiatives that impact student success.

Response	Frequency	Percent
Disagree	28	9.2
Neutral	69	22.5
Agree	209	68.3
Total	306	100.0

Table 17 presents participant responses to survey question 14 regarding a collective commitment among principals and counselors with regard to equity and opportunity. The chi-square goodness of fit test was performed to examine proportional distribution differences between respondent response categories. The observed percentage differences between variable categories was significant, X^2(2, n = 308) = 268.95; p = <.0001). Of the teachers surveyed, (76.9%) agreed that in their building a

collective commitment among principals and counselors exists with regard to equity and opportunity. Only 6.1% of the teachers surveyed reported that they did not perceive a collective commitment among principals and counselors with regard to equity and opportunity.

Table 17

Summary Descriptive Analysis Results for survey question 14. Within your school, there is a collective commitment among principals and counselors to equity and opportunity.

Response	Frequency	Percent
Disagree	19	6.1
Neutral	52	16.9
Agree	237	76.9
Total	308	100.0

Additional Analysis

An inspection of summary data analysis results was made post hoc. This inspection revealed a need to expand the analysis methodology. Questions arose about differences in proportional distribution observed in the findings. These questions led to the decision to explore distribution differences. The chi square statistic is commonly used for testing distribution differences between and among categorical variables (Fisher & Yates, n.d.).

The chi-square "Goodness of Fit" methodology was selected to explore independent variable categorical proportional distribution differences. The VassarStats.net online chi square calculator was selected to calculate each chi-square probability of significance (Lowry, Computer Statistical Software, 1998-2015). An Alpha level of 0.05 was set. Interpretation of the analysis results was based the assumption that if significant differences in the proportional distribution were found, then the differences were not due to chance but were true phenomena.

Summary

Chapter four included a summary of the descriptive statistics and chi-square tests for the three research questions and the associated survey questions. The results of the descriptive statistics and chi-square test indicated a statistically significant positive perception among teachers regarding the role of the school counselor, the principal and counselor relationship, and the counselor's participation on school leadership team.

Additionally, the two highest areas of neutral responses occurred in the survey questions that discussed the topics of joint responsibility and involvement by principals and counselors in the development of goals and metrics that indicate success, as well as the topic of opportunities that exist for counselors to share ideas regarding teaching, learning, and school-wide educational initiatives.

While the overall sentiment of survey respondents was positive toward the role of school counselors, these higher than expected neutral areas are worth investigating further to glean more information. Chapter five includes the study summary, overview of the problem, purpose statement and research questions, review of the methodology, major

findings, findings related to the literature, conclusions, implications for actions, and

recommendations for future research.

Chapter Five

Interpretation and Recommendations

At the turn of the 21st century, the field of education understandably experienced a great deal of change to reflect trends in education. As such, educators have also had to evolve with regard to their skillset in how they approach the essential work of teaching and supporting students and school counselors are no exception to this societal shift. The study was guided by three research questions. The purpose of this study was to determine teacher perceptions related to the role of the school counselor as measured by the *Self Assessment Survey* (College Board, 2011). Study participants were K-12 teachers in District XYZ during the 2015-2016 school year. This chapter contains a study summary, which includes an overview of the problem, purpose statement, research questions, and review of methodology. Finally, this chapter also highlights the major findings of the study, how the findings are related to the literature, and implications for action and concludes with recommendations for future research.

Study Summary

This study sought to understand teacher perceptions related to the role of the school counselor. Teacher perceptions were assessed utilizing the *Self Assessment Survey* (College Board, 2011). The research was guided by three research questions.

Overview of the problem. An extensive literature review was conducted to further investigate the history of the school counseling profession, as well as teacher perceptions of the role. However, a relatively small pool of existing research was found with regard to teacher perceptions of the school counseling role. It is worth noting that the research found was dated, with the majority of the research focusing on one specific

level (elementary, middle, or high school) and primarily geared toward the school counselor and principal relationship.

Since the school counseling profession's inception in the early 1900s, there have been numerous shifts and changing dynamics that have historically been heavily influenced by societal concerns (Beesley, 2004). This is often the case with a profession that is born out of attempts to address a new need from a dramatically changing society, as has been the case with the United States since its inception. The school counseling profession has evolved from merely an ancillary service to a comprehensive program model that exerts an impact on all students, has been part of the profession's constant search for an identity within in the field of education, however ambiguity exists with regard to the daily expectations of school counselors.

Reiner (2007) conducted a study which found that teachers continued to be unsure of the role of the school counselor, but that strides have been made to remedy this lack of knowledge. According to Beesley (2004), teachers represent a natural source of support for the school counseling program based on their shared commitment to student success. However, historically teacher input and opinions have largely been left out of consideration when school counselors seek to improve and modify programs. As such, it is critical for school counselors to understand teacher perceptions of the school counseling role as the education profession continues to transform and mold itself based on the unique 21st century needs of educators and students.

Purpose statement and research questions. The purpose of this study was to determine teacher perceptions related to the role of the school counselor as measured by the *Self Assessment Survey* (College Board, 2011).

The study was guided by three research questions:

RQ1. To what extent do teachers perceive the counselor and principal relationship?

RQ2. To what extent do teachers view counselors as part of the building level leadership team?

RQ3. To what extent do teachers perceive the role of the school counselor?

Review of the methodology. A non-experimental qualitative research design guided this study. The survey instrument utilized for this research was adapted so that specific variables could be measured to gather descriptive data, which was then analyzed using associated tables. The survey was distributed to participants on two separate occasions via a mail merge technique to further assure participant anonymity. Variables included teacher perceptions as they pertain to the role of the school counselor, as well as associated demographic factors. The demographic variables consisted of grade level (elementary, middle, high school), building student population, number of administrator(s) in each building, and professional years of teaching experience for each survey participant.

Major findings. The results of the descriptive statistics and chi-square test for each survey question indicated a highly significant positive perception among teachers regarding the role of the school counselor, the principal and counselor relationship, and the counselor's participation on school leadership team. Results from the survey indicated that of the 311 teachers surveyed, 82.6% of those teachers have six or more years of teaching experience, suggesting that experienced teachers have had more interactions with school counselors which has positively impacted their outlook on school

counselors. These findings support Langford's (2006) research which determined that pre-service teachers have limited knowledge regarding the role of the school counselor and would benefit from additional training about the school counselor position and how it can interact and impact their work in the classroom.

The responses for each survey question were found to be highly significant. The high response rate for two neutral areas specifically related to the survey were; joint responsibility and involvement by principals and counselors exists in the development of goals and metrics that indicate success and the notion that opportunities exist for counselors to share ideas regarding, teaching, learning, and school-wide educational initiatives. These areas are worth investigating further to glean supplemental information that could propel future work within District XYZ.

Findings Related to the Literature

Prior to the completion of the study, a review of literature related to teacher perceptions of the role of the school counselor was conducted. The existing research on teacher perceptions related to the role of the school counselor generated a relatively small body of findings, with an even smaller portion of those studies dedicated to K-12 teacher perceptions related to the principal-counselor relationship and counselors as building level leaders. Reiner's (2007) doctoral dissertation provides compelling evidence that teachers continue to struggle to understand the varied role of the school counselor.

An extensive chapter two literature review provided additional support for the concept of role ambiguity. For over a century the school counseling profession has consistently evolved to reflect a dynamic society, which lends itself to the notion that key

stakeholders, such as teachers may not have a strong understanding of what the role of a 21st century school counselor entails on a daily basis. Past research by Lambie and Williamson (2004) supports the notion of an overarching sense of role ambiguity and confusion amongst today's school counselors, so it stands to reason that teachers may struggle with some sort of confusion with regard to the school counselor's role. Gysbers and Stanley (2014) remind us that,

> Teachers and administrators initially held the position of school counselor, and as the years unfolded, more and more part-time and then full-time school counselors occupied the position. Later, the position was placed in a group of services including information, assessment, counseling, placement, and follow-up. (p. 23)

With regard to this research, the major findings supported an overall positive teacher perception with regard to the role of the school counselor. This may be impacted by District XYZ's adoption and adherence to a comprehensive guidance model as outlined by Gysbers, et al. The societal shifts and swelling national level support of the school counseling profession have continuously supported the persistent growth and refinement of the school counseling profession with the overarching goal being to unite these essential education professionals. These ideas are supported by and reflective of the positive teacher perceptions captured in this study.

As previously discussed in the literature review, with the 1952 establishment of a professional organization known as the American School Counselor's Association (ASCA), the guidance counseling movement was given a set of professional development strategies, research, resources, as well as an advocacy platform to further promote the profession's identity (Lambie & Williamson, 2004). This marked a key organizational

milestone for the profession, as it served as the needed motivation to further promote and synthesize the important work being done by school counselors across the country.

On the heels of a newly created ASCA, in 1971 The University of Missouri (in Columbia) was awarded a US Office of Education grant to assist individual states in the development of quality guidance models (Gysbers, 2004). Gysbers' work would seek to further refine what composed a comprehensive guidance model and would offer Missouri school systems up as models for the rest of the country in terms of what a quality comprehensive guidance program should reflect and practice on a daily basis. With nearly 50 years since this formally unifying the profession, it stands to reason that the profession continues to become more established and integrated within schools across the country and offers evidence that the District XYZ is just one example of how the work of school counseling forefathers has impacted today's perceptions of the school counseling role.

While Reiner (2007) acknowledges there is still work to be done in terms of educating key stakeholders on the specific aspects of the school counseling role, the profession continues to refine and evolve into the 21st century and beyond. A key element of the 21st century school counselor is the concept of the school counselor as a school leader. Based on the outcome of this survey research, approximately 63% of teachers in District XYZ agreed that the school counselor does actively participate on the school leadership team, supporting the concept of school counselors as leaders, however nearly 22% of teachers surveyed were neutral or unsure of the idea of school counselors' participation on the leadership team. Janson, Stone and Clark (2009), echo these perceptions by noting that,

The idea that school leadership occurs most often through

interactions among leaders is one that should be embraced

more fully by school counselors and school counselor educators.

Thus, the call for school counselors to exercise effective leadership

skills is directed toward transforming systems and practices that

potentially suppress opportunities for students to maximize their

learning and academic achievement. (p. 98)

While the need for continued research regarding the role of the school counselor still

exists, the diligent work of key professionals in the field such as Gysbers, has allowed for

large strides to be made regarding the organization and promotion of the essential work

of school counselors.

Conclusions

This section contains implications for school districts to consider when

deliberating about how to best utilize the school counselor position(s) within

individual schools and across school districts. The implications of this study

could be used to assist building and district level leaders in more efficiently and

effectively utilizing the school counselor position(s). The school counselor

position is uniquely poised to provide developmentally appropriate,

comprehensive support directly related to student achievement. Additionally,

recommendations for future research are discussed as a result of the findings from

the current study. Lastly, concluding remarks close this chapter.

Implications for action. The findings from this study have implications for

states, districts, and schools as school counselors are a common component of the

educational landscape of American schools. The data from the current study reveals that in one Missouri suburban school district, teachers positively perceive the role of the school counselor. The researcher found two areas where participants indicated the highest level of neutral responses. Those areas were: joint responsibility and involvement by principals and counselors exists in the development of goals and metrics that indicate success, as well as the notion that opportunities exist for counselors to share ideas regarding teaching, learning, and school-wide educational initiatives. Educators should be mindful of these two areas as they reflect and analyze data related to their specific school counselors and teacher perceptions. By analyzing and deconstructing stakeholder perceptions, districts can glean critical information about the overall function of counseling departments and their ability to positively impact student achievement.

   Recommendations for future research. The current study allowed the researcher to evaluate teacher perceptions of the school counselor role. The recommendations below are made for others interested in conducting future studies involving perceptions of the school counselor role.

1. Replicate the current study using participants from other stakeholder categories, such as principals, parents, counselors, and students. This data would afford greater understanding of the entire dynamic of the school counselor role within a given district.

2. Replicate the study using different locales, such as urban and rural school districts. Doing so may afford clarity regarding the statistically significant teacher perceptions identified in the current study.

3. Conduct a similar study utilizing open response survey questions instead of a Likert scale survey response, utilized in the current study. Open response survey questions would allow for gathering supplemental data regarding perceptions and ascertain participant response trends.

4. Modify this study using teacher perceptions in both public and private school settings. This would allow for a comparison and contrast situation regarding potential differences in the identified school setting.

Concluding remarks. The role of the school counselor will continue to expand and evolve throughout the 21st century and beyond, as reflected in its colorful history. With a renewed focus at both the state and local level to increase the effectiveness of educating today's diverse set of 21st century student needs, adequately understanding the role of the school counselor has become an urgent issue. As the profession continues to morph and modify itself to reflect societal shifts and the demands of service to a diverse student body and traditional approach to education, the need for school counselors to accurately understand the perceptions of its stakeholders increases exponentially as well. This research provides supplemental teacher perception data to a relatively small existing pool of research and encourages future research in the area as the profession continues to develop into the 21st century and beyond.

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Appendices

Appendix A: Survey Permission Request

GMail
by Google

Alisha Krieg <alishakrieg@gmail.com>

RE: [APPROVED] College Board Permission Request Form - Baker University
1 message

permission <permission@collegeboard.org>   Wed, May 27, 2015 at 2:23 PM
To: "alishakrieg@gmail.com" <alishakrieg@gmail.com>

Dear Ms. Krieg,
Thank you for requesting permission to use copyrighted materials owned by the College Board. Your request to use the Principal-Counselor Relationship Self-Assessment Survey Tool is APPROVED. Permission is granted on a one-time, non-exclusive, non-transferable basis; provided you include, where relevant, the following citation:

Source: Enhancing the Principal-School Counselor Relationship Toolkit. www.collegeboard.org. © 2011-2015. The College Board. Reproduced with permission.

Feel free to contact me with any questions. I wish you the best of luck with your dissertation!

Sincerely,

Debbie Melita, Paralegal
Intellectual Property Permission Requests Administrator
The College Board
250 Vesey St. 18th Floor
New York, NY 10281
P. (212) 713-8323 | F. (212) 713-8036
permission@collegeboard.org
www.collegeboard.org

Challenging all students to own their future.

This message is being sent by or on behalf of a lawyer. This e-mail message and any attachments to it are intended only for the named recipients and may contain privileged, proprietary and/or confidential information. If you are not one of the intended recipients, please do not duplicate or forward this e-mail message and immediately delete it from your computer.

-----Original Message-----
From: collegeboard@collegeboard.com [mailto:collegeboard@collegeboard.com]
Sent: Tuesday, April 21, 2015 4:46 PM
To: permission
Subject: Permission Request Form - Baker University

Copyright & Trademark Permission Request Form
****

First Name: Alisha
Last Name: Krieg
Organization: Baker University
Address: 7701 College Blvd
City: Overland Park
State: KS
Country: usa
Zip/Postal Code: 66210
Phone Number: 816 462 8512
Fax Number: []
Email Address: alishakrieg@gmail.com

Appendix B: Baker IRB Form

BAKER
UNIVERSITY Date:

SCHOOL OF EDUCATION   IRB PROTOCOL NUMBER _____
GRADUATE DEPARTMENT   (IRB USE ONLY)

IRB REQUEST
Proposal for Research
Submitted to the Baker University Institutional Review Board

I.   **Research Investigator(s)** Dr. Harold Frye and Alisha Brunk

Department(s)   **School of Education Graduate Department**

        Name   Signature

1. Dr. Harold Frye   _____,   Major Advisor

2. Dr. Messner   _____,   Research Analyst

3.   University Committee Member

4.   External Committee Member

Principal Investigator: Alisha Brunk   _____
Phone: 816 462 8512
Email: alishabrunk@gmail.com
Mailing address: 6327 N. Britt Avenue Kansas City, MO 64151

Faculty sponsor: Dr. Harold Frye
Phone: 913 522 7773
Email: hfrye@bakeru.edu

Expected Category of Review: ___Exempt _X_ Expedited _ __Full

II: Protocol: (Type the title of your study)

        Teacher Perceptions Regarding the Role of the School Counselor
_____

Summary

In a sentence or two, please describe the background and purpose of the research.

The role of the professional school counselor is an evolving profession that has experienced a renewed emphasis on student achievement and accountability in the last 20 years. School counselors have the unique opportunity to impact an entire school system, and as such it is essential that the profession have a current and accurate understanding of teacher perceptions of the school counseling role.

The purpose of this study is to examine and explore teacher perceptions regarding the role of the professional school counselor in one Missouri suburban school district. The population of interest is grades K-12 public school teachers (classroom, course content, art/music/physical education, and special education) across the state of Missouri. The sample selected for the study consists of K-12 teachers in the ▮▮▮▮ school district, which is a public, suburban Missouri school district located at the northeastern side of the Kansas City area.

Briefly describe each condition or manipulation to be included within the study.

There are no conditions or manipulations included within this study.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.
Will the subjects encounter the risk of psychological, social, physical or legal risk?
If so, please describe the nature of the risk and any measures designed to mitigate that risk.

A survey will be utilized to obtain data for this research. The survey that will be used for this research will be a brief, 14-question survey that will utilize a likert scale for participant responses. The survey utilized for this research was originally created by Doreen Finkelstein for use in a 2009 study entitled: *A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors.* The study was a collaborative project of The College Board, American School Counselor Association (ASCA), and the National Association of Secondary School Principals (NASSP).

The subjects will not encounter the risks of psychological, social, physical or legal risk.

Will any stress to subjects be involved? If so, please describe.

No stress to any subjects will be involved in this study.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.

No subjects will be deceived or misled in any way in this study.

Will there be a request for information, which subjects might consider to be personal or sensitive? If so, please include a description.

There will be no request for personal or sensitive information from the subjects.
.
Will the subjects be presented with materials, which might be considered to be offensive, threatening, or degrading? If so, please describe.

No materials, which might be considered to be offensive, threatening, or degrading will be presented to subjects participating in the study.

Approximately how much time will be demanded of each subject?

The survey will require approximately 15-20 minutes of the participant's time to complete.

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information, which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

The subjects for the study will include teachers (classroom, course content, and special education) grades K-12 from the ███████ school district during the 2015-2016 school year. Participants will be solicited via email contact beginning in the 2016 spring semester and ending in March 2016, upon completion of the data gathering process. Please see attached for the contents of the participant email.

What steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?

To ensure that each subjects' participation is voluntary, an email will be sent to all teachers (classroom, course content, and special education) in the ███████ school district inviting them to participate in the survey. In this email, the study will be outlined for subjects so they have some understanding of how and why this research is being conducted and they are being asked to participate. Subjects will give their voluntary consent for participation by choosing to respond to and completing the google form survey. There were no inducements offered to subjects for participation.

How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

The solicitation email will include information about consent. Completion of the survey will indicate consent to participate and permission to use the information provided by the participant in the research study. Participants also have the option to not answer any

question that may make them feel uncomfortable or discontinue participation at any time. Participants will be informed of these rights in writing via email communication.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

No aspect of the data will be made part of any permanent record that can be identified with the subject. All survey responses will be anonymous in nature. The participating district (███████████████) will be given a pseudo name (XYZ District) to ensure they are given anonymity in the study as well.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.

In this study, the participant decision to participate or decline participation will not be made part of any permanent record available to a supervisor, teacher, or employer.

What steps will be taken to insure the confidentiality of the data? Where will it be stored? How long will it be stored? What will be done with it after the study is completed?

The survey utilized will not ask for any participant names to ensure confidentiality. The data will be stored in the researcher's password protected computer until the researcher's dissertation is complete. Upon completion of the study, the data will be destroyed. Additionally, the ██████ school district will not be named in any portion of the study, but will instead be assigned a pseudo name (XYZ School District) to provide anonymity and further protect participant confidentiality.

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

There are no risks involved in the study.

Will any data from files or archival data be used? If so, please describe.

No archival data will be used for this study. Survey data will be the data collected and analyzed for the purpose of this study.

Appendix C: Baker IRB Approval

Baker University Institutional Review Board

January 20, 2016

Dear Alisha Brunk and Dr. Frye,

The Baker University IRB has reviewed your research project application and approved this project under Exempt Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at CTodden@BakerU.edu or 785.594.8440.

Sincerely,

Chris Todden EdD
Chair, Baker University IRB

Baker University IRB Committee
    Verneda Edwards EdD
    Sara Crump PhD
    Erin Morris PhD
    Scott Crenshaw

Appendix D: Sample Participant Email

Dear Participant

I hope this email finds you well. My name is Alisha (Krieg) Brunk, and I am the full time counselor at ███████ Elementary. I am also currently a doctoral student at Baker University. As part of the requirements of a Baker doctoral degree, I am conducting survey research to be utilized in the writing of my dissertation. My dissertation study seeks to analyze the teacher perceptions regarding the role of the professional school counselor.

If you are receiving this email, you have been selected to participate in this dissertation research and your participation is greatly appreciated. Enclosed you will find the link to a short survey that will take approximately 10 minutes of your time to complete. This survey research has been approved by ███████, Director of Testing and Assessment for the district. All survey responses will be anonymous and used only for the purposes of this research. Upon conclusion of the research, all survey response data will be destroyed. Your participation in this survey is voluntary and you may discontinue participation at any time.

Should you have any questions, you reach me at abrunk@███████ or via office phone at (816) 736 5636. Thank you in advance for your participation – your input is greatly appreciated.

Sincerely,

Alisha (Krieg) Brunk
███████/Baker Doctoral Candidate

Appendix E: District XYZ Research Approval

Research Checklist and Approval

Date: ___10/26/15___

Submitted to: Christopher B. Hand – Director of Assessment, Evaluation, and Testing

Submitted by: ___Alisha Krieg___

Research Proposal Title: ___Assessing Perceptions of Key Stakeholders Regarding the Professional School Counselor___

Principal Investigator(s): ___Alisha Krieg___

Checklist

☐ Completed "Application to Conduct Research in ▮▮▮ Public Schools"

☐ Copy of "Informed consent" letter to study population/parents

☐ Copies of measurement instruments

☐ Approval from university human subjects committee (IRB) if applicable

☐ Three (3) copies of your complete application package

Approval of this research is contingent on adherence to district procedures as outlined in the document entitled "Application to Conduct Research" and the information provided with the application. The district must be notified of any substantive changes to the information contained in the application. The district reserves the right to withdraw approval of research if the research is deemed to no longer be in the best interests of the ▮▮▮ Public Schools students, staff, or the district.

Research Application: ☒ Approved ☐ Denied Date: ___11/13/15___

Signatures

Christoph B. Hand
Director of Assessment, Evaluation, and Testing

✗ _____
Principal

✗ _____
Principal

Friday, November 13, 2015 at 11:22:57 AM Central Standard Time

Subject: Re: Research Proposal
Date: Wednesday, November 11, 2015 at 12:40:56 PM Central Standard Time
From: Christopher Hand
To: Alisha Krieg

Hi Alisha!
I have a great news. Your research has been approved by the district.
I need to setup a meeting with you as soon as possible to finalize the approval.
Can I meet with you Friday?
-Christopher

From: Alisha Krieg <akrieg@▮▮▮.k12.mo.us>
Date: Monday, October 26, 2015 at 9:21 AM
To: Christopher Hand <chand@▮▮▮.k12.mo.us>
Subject: Research Proposal

Good Morning,
I have attached the required components we had discussed last week for my dissertation research. Please let me know if you need anything else from me to complete this process.

I look forward to hearing back from you.

Alisha

Appendix F: Dissertation Survey Tool

Teacher Perceptions Regarding the Role of the School Counselor

Please complete the brief survey below regarding perceptions of the school counseling role in XYZ School District. As you read the survey questions, please consider your views as they pertain to your experience(s) in working with the professional school counselor(s) at your building site.

Survey completion will take approximately 15-20 minutes of your time. This survey research has been approved by the district and will be utilized only for the purposes of this dissertation study. Participation in the survey is voluntary and participants may discontinue participation at any time.

Demographics

1. What grade level do you currently work with?

- ☐ Elementary (K-5)
- ☐ Middle School (6-8)
- ☐ High School (9-12)

2. What is the student enrollment at the building where you work?

- ☐ 200-400 students
- ☐ 400-600 students
- ☐ 600-800 students
- ☐ 800 or more students

3. How many years of experience do you have in your current profession?

- ☐ 0-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16 or more years

4. How many lead and assistant administrator(s) work in your building (either part or full time)?

- ☐ 1 Administrator
- ☐ 2 Administrators
- ☐ 3 Administrators
- ☐ 4 or more Administrators

Survey Questions

5. Within your school, open communication between principals and school counselors exists and seems to provide multiple opportunities for input in decision making.

1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

6. Within your school, opportunities exist for counselors to share ideas regarding teaching, learning and school wide educational initiatives.

1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

7. Within your school, information about the needs within the school and community are shared by counselors with appropriate staff.

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

8. Within your school, there is school counselor participation on the school leadership team.

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

9. Within your school, there is joint responsibility and involvment by principals and counselors in the development of goals and metrics that indicate success.

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

10. Within your school, mutual trust exists between the principal(s) and counselor(s).

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

11. Within your school there is a shared vision among principals and counselors on what is meant by student success

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

12. Within your school, there is mutual respect between the principal(s) and counselor(s).

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

13. Within your school, shared decision making occurs among principals and counselors on initiatives that impact student success.

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present

14. Within your school, there is a collective commitment among principals and counselors to equity and opportunity.

        1   2   3   4   5

Not Present ◯ ◯ ◯ ◯ ◯ Extremely Present