

TEACHERS' PERCEPTIONS OF THE PROFESSIONAL SCHOOL COUNSELOR ROLE AT  
COOKEVILLE HIGH SCHOOL

Laura Lindsey Russell

Teachers' Perceptions of the Professional School Counselor Role at

Cookeville High School

A Field Study Proposal

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Education Specialist

Laura Lindsey Russell

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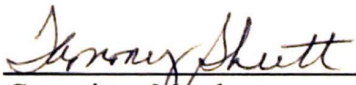


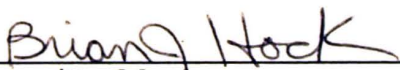
December 2010

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and

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## ABSTRACT

LAURA LINDSEY RUSSELL. Teachers' Perceptions of the Professional School Counselor Role at Cookeville High School (under the direction of DR. LU ANNETTE BUTLER).

In a survey conducted at Cookeville High School, full-time teachers were asked about their perceptions of the professional school counselor role as defined by the American School Counselor Association ([ASCA] 2009). Teachers were asked 28 survey items regarding tasks they believed school counselors should be performing and how well they believed their school counselors to be performing these tasks. This research revealed that teachers at Cookeville High School have differing views from ASCA at a statistically significant level in regards to what activities school counselors should be engaging in during the school day. Results additionally showed that teachers observed school counselors performing at an acceptable level the tasks that they believed counselors should be performing. Neither amount of years teaching nor frequency of visits to the school counselor appeared to affect the views teachers held regarding the school counselors and their responsibilities.

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## CHAPTER I

### Introduction

School counseling is one of the fastest growing occupations in the United States. In 2009, Jeanty stated that the employment rate for school counselors was projected to increase by 21 percent between the years 2006 and 2016. As more and more students decide to apply for and attend college, the need for more high school counselors is growing rapidly. The American School Counselor Association ([ASCA] 2008) views high school as the final transition into adulthood as students begin to separate from parents and explore and define their independence. In order to ensure the next generation is prepared to become workers, leaders, parents, and responsible citizens, “every student needs support, guidance, and opportunities during adolescence, a time of rapid growth and change” (¶1).

During high school, students face an immense amount of peer pressure regarding risky behaviors and setting appropriate boundaries. ASCA (2008) believes strongly that students need guidance during this time as they wind their way through the maze of understanding college admission processes, financial aid applications, high-stakes testing, and/or entrance into a competitive job market. High school counselors fill each of these roles and many more. A growing body of research shows the important roles school counselors play in the success of students in the educational setting when their position is utilized correctly (ASCA, 2008; Gillham et al., 2006; Holcomb-McCoy & Mitchell, 2005; Morrison & Allen, 2007; Sink, Akos, Turnbull, & Mvududu, 2008; Sink & Edwards, 2008; Sugai & Horner, 2006; Vail, 2005).

### *Statement of the problem*

Most administrators and teachers do not understand the role and job duties of the school counselor and often ask the counselor to perform tasks outside of their expertise taking away valuable time that could be spent using their training and skills effectively to benefits students and achieve greater academic and personal success (ASCA, 2009).

### *Purpose of the study*

The purpose of this study was to examine Cookeville High School teachers' perceptions of what jobs school counselors should be performing as they relate to the ASCA National Model and how well they are fulfilling those responsibilities. Most of the previous literary research has focused on administrators' views of school counselors. It was the goal of this study to evaluate the views of teachers as that is where research is limited. In addition, the investigator hoped to test the measurement-validity of the instrument used in this survey created by Summer M. Reiner in 2009. The findings will provide school counselors, teachers, administrators, and counselor educators with information regarding teachers' attitudes towards the school counselors in their school.

### *Research Questions*

This study will address the following four questions with regard to Cookeville High School:

1. How well do teachers' opinions of school counselor responsibilities correlate with the ASCA National Model?
2. Do teachers' opinions of school counselor responsibilities correlate with the duties they perceive their school counselors performing?

3. Does the number of years a teacher has been teaching affecting his/her view of the school counselors?
4. Does the amount of contact a teacher has with the school counselors affect his/her view of the school counselors?

### *Hypotheses*

Four hypotheses will be tested to address the research questions:

1. There will be a statistically significant difference between what teachers believe to be school counselor responsibilities and what the ASCA National Model states as school counselor responsibilities.
2. There will be a positive significant relationship between teachers' perceptions of what school counselors should be doing and what they actually perceive them to be doing.
3. There will be a statistically significant difference in views of the school counselor between teachers with 10 years or less experience and teachers with 11 or more years of experience.
4. There will be a statistically significant difference in the views of the school counselor among teachers who meet with the school counselor daily, weekly, or rarely at Cookeville High School.

### *Limitations*

The population was limited to full-time teachers at Cookeville High School. In addition, the study was voluntary, so only teachers who chose complete and turn in the survey were included in the results.



### *Assumptions*

For the purpose of this study, it was assumed that all teachers surveyed are highly qualified teachers and that the participants answered all questions honestly.

### *Definitions*

1. School Counselor – A professional member of an educational team who assists students in their personal/social, academic, and career development aspects of education through services such as individual counseling, small group counseling, classroom teaching, and provide leadership in educational reform (advocacy); traditionally known as guidance counselor, although the official term was changed by Tennessee state law in 1999 to Professional School Counselor (Allwords, 2009).
2. ASCA National Model – A model for school counselors to follow in order to support a school's overall mission by promoting academic achievement, career planning, and personal/social development. It serves as a framework and guideline to help schools and counselors develop their school counseling programs. It keeps the development of the total student at the forefront of the education movement and bridges the gap between counseling and education (ASCA, 2009).

## CHAPTER II

### Review of Literature

#### *History of school counseling*

As the social, economic, and military status of the United States has developed, the paradigms attached with systematic counseling programs have shifted as well. The first systematic guidance program in the United States' public school system was implemented by Jesse Davis in the late 19<sup>th</sup> Century. He introduced a guidance program in 1898 into a Detroit high school curriculum to help students avoid problems, develop character, and choose course work related to vocational interests (Stone & Dahir, 2006; Pope, 2009). Davis published a book in 1914 entitled, *Vocational and Moral Guidance*. This became the blueprint throughout the early 20<sup>th</sup> century for implementing vocational guidance in schools (Pope, 2009). Schimmel (2008) stated the need for the role of vocational counselor developed as a result of the American public school's response to the Industrial Revolution.

While Davis is credited as being the first school guidance counselor (Pope, 2009), Frank Parsons is often cited as the "father of guidance". Parsons not only focused on vocational guidance but also on the needs for growth and development among young people (Stone & Dahir, 2006). He worked with the Civic Service House to develop the Boston Vocation Bureau. This bureau helped outline a system of vocational guidance in Boston public schools in 1909 (Guidance and School Counseling, 2009). Parsons and his followers emphasized three main objectives:

- The individual must have a clear understanding of her or his abilities, interests, ambitions, and limitations. Thus, the counselor assisted individuals in learning about their personal characteristics.
- The individual must have knowledge of the world, the opportunities and options available, and an understanding of the requirements for the chosen field. Thus, the counselor assumed an information dissemination role.
- The individual must bring together knowledge of self and the awareness of the world of work. Thus, the counselor served as a guide to help the individual develop a clear and logical path to reach his or her goal (Stone & Dahir, 2006, p. 7).

The United States' entry into World War I had a significant impact on the role of school counseling. Assessments were performed on large groups of draftees mainly to select appropriate soldiers for leadership positions. These early assessment tools were rapidly acknowledged as valuable tools within the education system as well. By 1918, more than 900 high schools had some sort of vocational guidance system. The first national association, the National Vocational Guidance Association, was formed in 1913 to help legitimize and increase the number of guidance counselors in schools. In the beginning, vocational guidance counselors were typically teachers assigned the extra duties of the counseling position in addition to their normal teaching responsibilities (Guidance and School Counseling, 2009).

The Great Depression had a twofold effect on the school counseling field. Funds for vocational counselors were restricted during this time leading to a decline in the number of counselors in the educational setting (Guidance and School Counseling, 2009).



At the same time, the Depression led to a greater need for personal-social and educational services among students (Stone & Dahir, 2006). With recommendations from a presidential committee and the passage of the George Dean Act in 1938, school counselors finally began to see an increase in employment and support for their work. The George Dean Act specifically set money aside for the direct purpose of funding vocational guidance programs (Guidance and School Counseling, 2009). In the 1940s, the influence of Carl Rogers's client-centered therapy, the impact of World War II, and the government's renewed involvement in education greatly changed the direction of guidance and counseling (Stone & Dahir, 2006).

During the 1950's more professional organizations began to emerge. In 1953, the American Personnel and Guidance Association (APGA, now known as the American Counseling Association (ACA)) was formed (Schimmel, 2009), and the American School Counselor Association (ASCA) became a division of the APGA in the mid 1950's (Stone & Dahir, 2006). The launching of *Sputnik* by the Soviet Union in October 1957 spiked fears the United States was being outperformed by other countries in the areas of science and mathematics. This shifted the main focus of educational systems to increase the number of students attending college in pursuit of degrees related to mathematics or science. The passage of the National Defense Education Act in 1958 provided aid to the United States at all education levels to keep the country competitive in science and mathematics. Part of this funding was directly set aside for secondary school counselors. This led to a significant increase in the number of school counselors in the educational system (Stone & Dahir, 2006; Guidance and School Counseling, 2009).

By the 1960's guidance counselors were expected to have therapeutic intervention

skills to support students in resolving personal problems that might interfere with academic success (Stone & Dahir, 2006). These expectations brought about the introduction of several new counseling approaches. A few of the theories that emerged during this time period were Gestalt therapy by Frederick Perl, reality therapy by William Glasser, existential approach by Abraham Maslow and Rollo May, and behavioral counseling by John Krumboltz (Guidance and School Counseling, 2009). Each of these theories impacted the school counselor's role and perception of how a school counseling guidance office should function. According to Schimmel (2008), the number of school counselors tripled between 1958 and 1967. The teacher acting as counselor position was replaced by full-time, paid school counselors.

A comprehensive approach to school counseling became the focus in the 1970's. With this approach, it became largely important for school counselors to be able to show accountability in a verifiable manner to educational administrators. The importance of the accountability of school counselors came under greater scrutiny with the passage of the Education for All Handicapped Children Act of 1975 (Stone & Dahir, 2006; Schimmel, 2008; Guidance and School, 2009).

The 1980's and 1990's saw even greater changes as school counselors began taking over roles as leaders in Individualized Education Programs (IEP) and Student Study Teams (SST) as well as consultants to teachers, parents, administrators, and special education teachers. The passage of the Americans with Disabilities Act in 1990 led to the development of national educational standards and the school reform movement of the 1990's. These standards largely ignored school counseling as a central part of a child's educational development (Guidance and Counseling, 2009). As a result, in 1993 ASCA

began working to pass the Elementary School Counseling Demonstration Act, which required funding for school counseling programs. This Act was signed into law in 1995 (Schimmel, 2008).

In 1996, a Washington based, not-for-profit organization, known as the Education Trust began a five-year program to transform school counseling. The emphasis of this effort was to provide pre-service school counselors with the knowledge and skills necessary to be effective school counselors and close the achievement gap for underserved populations (Schimmel, 2008). The ultimate goal of the initiative was to guarantee school counselors were able to serve both as effective team members and leaders.

School counselors work with teachers, administrators, and other school personnel to make sure that schools' structures, policies and practices are designed to ensure student success. As consultants, we empower families to act on behalf of their children by helping parents/guardians identify student needs and access available resources. (The Education Trust, 2009, ¶ 2)

The Transforming School Counseling Initiative (TCIS) created by the Education Trust in 2003 purports two main principles:

1. All students can achieve at high levels when they are taught to high levels.
2. All students need a high-quality rigorous curriculum that will prepare them for work and college.

The TCIS believes the school counselor plays a critical role in both of these principles and created five areas of proficiency required for school counselors to be effective. These areas included teaming and collaboration, advocacy, leadership, counseling and



coordination, and assessment and the use of data to effect change (The Education Trust, 2009; Schimmel, 2008).

Due to the release of the TCIS school counselor proficiency recommendations in 2003 and the passage of the No Child Left Behind Act in 2001, ASCA began the process of developing its own set of national standards for school counselors and school counseling programs. The ASCA National Model was established in 2003 with the primary goal of promoting school counseling programs and the creation of developmentally appropriate curriculum implementation (Schimmel, 2008). It defined the vision and goals for the 21<sup>st</sup>-century school counseling program and is the model that school counselors adhere to today (Stone & Dahir, 2006).

#### *ASCA national standards*

Before ASCA implemented their national model, which is a much more structured and in depth explanation of the role of the school counselor, they developed nine national standards under three main headings: (1) academic development, (2) career development, and (3) personal-social development. Each area of student development has three standards to guide school counselors. These standards outline competencies that serve as the foundation for ASCA's National Model (ASCA, 2009; Stone & Dahir, 2006).

The standards for academic development guide school counselors in implementing school counseling program strategies, guidance curriculum, and activities that maximize and support student learning (Stone & Dahir, 2006). The three academic standards are:

1. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.



2. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to the life at home and in the community (ASCA, 2009).

The career development standards guide school counselors in implementing school counseling programs and activities to help students transition easily from grade to grade, from secondary school to postsecondary school, and ultimately into the work force (Stone & Dahir, 2006). The three career development standards are:

1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. Students will employ strategies to achieve future career goals with success and satisfaction.
3. Students will understand the relationship between personal qualities, education, training and the world of work (ASCA, 2009).

Personal-social development influences academic and career success through the attainment of effective interpersonal skills and the ability to be a contributing member of society. The personal-social development standards guide school counselors in how to implement school counseling strategies and activities that promote personal and social growth experiences to help students transition through school and into adulthood (Stone & Dahir, 2006). The three personal-social development standards are:

1. Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
2. Students will make decisions, set goals and take necessary action to achieve goals.

3. Students will understand safety and survival skills (ASCA, 2009).

#### *ASCA national model*

The ASCA National Model: A Framework for School Counseling Programs was created in 2003 and revised in 2005 to provide consistency throughout the field of school counseling and provide structure to a program that was mostly without structure. According to ASCA (2009), by implementing their National Model, schools and school districts can:

- Establish the school counseling program as an integral component of the academic mission of the school.
- Identify and deliver the knowledge and skills all students should acquire.
- Ensure that the school counseling program is comprehensive in design and is delivered systematically to all students (§3).

The ASCA National Model serves as a “framework to guide states, districts, and individual schools in designing, developing, implementing, and evaluating a comprehensive, developmental, and systematic school counseling program” (ASCA, 2009). The model consists of four interconnected components: (1) foundation, (2) delivery system, (3) management system, and (4) accountability. The ultimate goal of this model is to keep the development of the total student as the main priority of the education movement and work to bridge the gap between counseling and education.

The first component of the ASCA National Model is foundation. The foundation of the program describes the “what” of the program (Stone & Dahir, 2006). It outlines the expectations for every student’s knowledge base and skill level, as well as how each will benefit from the school counseling program. The foundation of the model stresses the

necessity of school counselors to align themselves with their school's mission, have a vision for student success, and develop a proactive belief system so that every student will profit from the school counseling program (ASCA, 2009).

The second component, delivery system, addresses how programs will be implemented (Stone & Dahir, 2006). It describes the interactions, activities, and methods necessary to deliver the programs. The delivery system is divided into four major components: (1) guidance curriculum, (2) individual student planning, (3) responsive services, and (4) system support.

1. Guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. Developmentally appropriate guidance lessons are used systematically throughout K-12 classroom and group activities.
2. Individual student planning requires the school counselor to coordinate ongoing methodical activities created to assist students in individually establishing personal goals and developing future plans.
3. Responsive services, which are considered the traditional responsibilities of the school counselor, include meeting students' immediate needs through counseling, consultation, referral, peer mediation, or information.
4. System support refers to support from administration, teachers, parents, and stakeholders to help enhance and maintain the total counseling program (ASCA, 2009).



The third component of the ASCA National Model, management systems, refers to the when, the why, and on what authority the program is delivered (Stone & Dahir, 2009). It incorporates organizational processes and tools to guarantee the program is concrete, organized, clearly defined, and reflective of the school's needs. In addition this component discusses management agreements, who will serve on an advisory council, the usage of school data to prove the productivity and usefulness of the school counseling program, action plans, and the division and use of a school counselor's time on each activity (ASCA, 2009).

The fourth and final component of the ASCA National Model is accountability. The purpose of accountability is to answer the question "How are students different as a result of the school counseling program" (Stone & Dahir, 2006, p.219)? School counselors use a number of methods to show that they and their programs are effective and beneficial to their students. Results reports, school counselor performance evaluations, and program audits are three main ways school counseling programs are assessed and held accountable (ASCA, 2009).

This model offers a comprehensive approach for school counselors to design, coordinate, implement, manage, and evaluate their programs. It directs school counselors towards a unified, focused, professional program with one vision and one voice that promotes leadership, advocacy, and systemic change (Stone & Dahir, 2006).

#### *Confusion regarding school counselor's role*

While graduate students in school counseling programs today are trained under the ASCA National Model and are taught to distinguish counselor related tasks from non-counselor related tasks, it appears administrators and teachers are not given the same



education into the school counselor's role in their school environment (Hatch & Chen-Hayes, 2008; Lieberman, 2004; Walsh, Barrett, & DePaul, 2007). This lack of understanding of the counselor role on the part of other school workers, may cause school counselors to be viewed as free agents with great flexibility in their time and schedule to take on the tasks that no one else in the building can or will cover (Vail, 2005). Research conducted by Holcomb-McCoy and Mitchell (2005) maintained that clerical, administrative, and nonguidance tasks overwhelm school counselors and can prevent them from completing their position's intended tasks.

Lieberman (2004) stated that "the ultimate responsibility for the appropriate and effective utilization of all school-based personnel resides with the school principal" (p.552). Clarity for the role of school counselor has not existed among school principals for quite some time, and effective utilization requires unambiguous guidelines regarding the role and function of all school-based professionals (Pérusse, Goodnough, Donegan, & Jones, 2004). A study performed by Pérusse, Goodnough, Donegan, and Jones (2004) supported Lieberman's claims. They found a wide discrepancy between what principals deemed as important tasks for school counselors and what school counselors actually believed to be important. The majority of principals who participated in the study currently believed that tasks related to student registration, student record maintenance, and class scheduling should be the focus of the professional school counselor's job.

As important as the backing of one's administrator is to a school counselor, the teachers who work daily with the school counselor cannot be overlooked. Beesley (2004) pointed out that teachers are the ones referring students to the school counselor, and they are typically the ones that know the students and the ins and outs of the school in which

they work. Surveying 300 teachers from the Southwestern United States, Beesley concluded that teachers are “in a primary position to provide accurate and meaningful feedback on the effectiveness of counseling services” (p.266). In addition, results revealed that the teachers in this study were mostly satisfied with the school counseling services. They were pleased with classroom guidance and individual and group counseling, but felt counselors needed improvement in regards to providing better career and academic planning for students. In 2009, Aluede and Egbochuku conducted a similar survey on teachers in Nigerian secondary schools that were modeled after secondary schools in the United States. They also noted the unique role of the teacher to collaborate and provide vital feedback to school counselors in order to enhance their counseling programs. Like Beesley (2004), Aluede and Egbochuku found significant data supporting the importance of school counseling programs within their school; however, unlike Beesley, Nigerian teachers saw career guidance and educational planning as an educator’s role and not as a counselor’s role. Teachers polled by Clark & Amatea (2004) emphasized the need for school counselors to be visible and involved within their school. These teachers also believed a majority of the school counselor’s role is to support teachers in their classrooms by helping students to achieve their best work and maintain a positive classroom environment. Collaboration between school counselor and teacher was seen as essential to the success of both the teacher and the counselor in the school setting. A more recent national study conducted by Reiner, Colbert, and Pérusse (2009) found teachers were very agreeable to school counselors following ASCA approved guidelines and job descriptions. Those areas where teachers rated counselors highly in performing non-ASCA related tasks, tended to be old tasks associated with the profession before it

was given the definition the profession has today. Examples of these inappropriate activities include: registration, computing grade-point averages, and supervising study hall. Reiner, Colbert, and Pérusse projected that with the right understanding, teachers will accept and support counselors only performing duties deemed appropriate by ASCA.

The survey used in a questionnaire format. All teachers at the high school were asked to participate in the study. The survey was designed by Summer Reiner, PhD, and was approved by the IRB. Permission was granted by Dr. Reiner to use the survey on a non-commercial basis. The instrument is a written questionnaire with 100 items. The survey consists of three main sections: (1) demographic information of what the respondents should be, (2) teachers' perceptions of what the role of the counselor should be, and (3) teachers' perceptions of what the role of the counselor is actually engaging in. The survey was distributed to all teachers at the high school in 2012.

The data was analyzed using SPSS 20.0. The data was analyzed using a chi-square test to determine if there was a significant difference between the responses of the teachers and the responses of the counselors. The data was also analyzed using a t-test to determine if there was a significant difference between the responses of the teachers and the responses of the counselors. The data was also analyzed using a correlation coefficient to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors. The data was also analyzed using a regression analysis to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors. The data was also analyzed using a factor analysis to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors.

The data was also analyzed using a principal component analysis to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors. The data was also analyzed using a cluster analysis to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors. The data was also analyzed using a discriminant analysis to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors. The data was also analyzed using a decision tree analysis to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors. The data was also analyzed using a neural network analysis to determine if there was a significant relationship between the responses of the teachers and the responses of the counselors.

## CHAPTER III

### Methodology

This study investigated teachers' perceptions of school counselors and their responsibilities at Cookeville High School. The research design is a descriptive, non-experimental survey used in a questionnaire format. All 108 full-time teachers at Cookeville High School were asked to participate in the study.

An attitude scale designed by Summer Reiner, Ph.D. (2009) was the instrument used in this study. Permission was granted by Dr. Reiner to use the questionnaire on September 9, 2009. The instrument is a written questionnaire with 56 Likert-type questions. The survey consists of three main sections: (1) teachers' perceptions of what school counselors' jobs should be, (2) teachers' perceptions of what activities they believe their school counselors are actually engaging in during work hours, and (3) participant demographic data.

Approval from Principal Shanks at Cookeville High school to distribute this survey to his teachers was obtained on September 25, 2009. On October 30, 2009, approval was received from the Putnam County School Board to proceed with this study. IRB approval was granted by Austin Peay State University on February 26, 2010. The principal investigator passed out surveys at Cookeville High School in March 2010 after all approval had been obtained.

An introductory e-mail from the investigator was forwarded by the principal to all full-time teachers at Cookeville High School in order to make them aware of the study one week prior to distribution of the surveys. Part-time teachers and substitute teachers were excluded from participating. Only full-time teachers at Cookeville High School



were asked to participate in the study. One week after the introductory letter was e-mailed out, the investigator placed survey packets including the survey, a detailed cover letter with complete instructions, and blank reseal-able envelopes in each full-time teacher's school mailbox. Teachers completed the survey at their convenience over a three week period. The survey took no longer than 15-20 minutes to complete. Upon completion of the questionnaire, teachers returned the survey in the blank envelope to a locked drop box located in the teacher mailbox area. A reminder e-mail was sent out three days prior to the end of the collection period asking teachers to return completed questionnaires. The investigator then went to the school and picked up the lock box with the enclosed data for analysis.

After the collection period ended, the data was analyzed in Microsoft Excel using one sample and two sample *t* tests, one Pearson *r* correlation test, and other simple descriptive statistics consisting of tables and charts. Results with a *p* value less than or equal to .05 were considered statistically significant.

## Chapter IV

### Results

The purpose of this study was to examine Cookeville High School teachers' perceptions of what jobs school counselors should be performing as they relate to the ASCA National Model and how well they are fulfilling those responsibilities. The data was collected from full-time teachers at Cookeville High School. Each of the 108 teachers at Cookeville High School received a survey. Forty-four surveys were returned to the investigator's lock-box in the teacher mail room for a return rate of 41%. Of those 44 surveys, four were returned as refused participation. Therefore, data from 40 surveys was used for this analysis.

#### *School counselor duties according to ASCA*

Respondents were asked to identify the duties of school counselors. Sixteen of the 28 statements of duties on the survey were considered to be appropriate school counselor duties according to ASCA, while the other 12 statements were considered to be inappropriate tasks for school counselors. The next two tables show the appropriate and inappropriate school counselor tasks according to ASCA. For all 28 opinion questions, teachers used the opening statement "In my opinion, school counselors should." This statement was followed by the stems in the two tables below.

Table 1. Appropriate Responsibilities according to ASCA

| <i>Item</i> | <i>Appropriate Responsibility Stem</i>   |
|-------------|--|
| 3           | Design individual student academic programs  |
| 4           | Interpret cognitive, aptitude, and achievement tests   |
| 5           | Counsel students with excessive tardiness or absenteeism                                       |
| 6           | Counsel students with disciplinary problems  |
| 9           | Counsel students about appropriate dress code  |
| 10          | Collaborate with teachers to present guidance curriculum lessons                               |
| 11          | Analyze grade-point averages in relation to achievement  |
| 12          | Interpret student records  |
| 13          | Provide teachers with suggestions for better study hall management                             |
| 16          | Ensure that student records are maintained in accordance with state and federal regulations    |
| 17          | Assist the school principal with identifying and resolving student issues, needs, and problems |
| 18          | Collaborate with teachers to present proactive, prevention-based guidance curriculum lessons   |
| 25          | Assist students with academic planning   |
| 26          | Assist students with career planning   |
| 27          | Assist students with personal/social development   |
| 28          | Develop goals and activities based on needs assessments  |

Table 2. Inappropriate Activities according to ASCA

| <i>Item</i> | <i>Inappropriate Activity Stem</i>                              |
|-------------|---|
| 1           | Register and schedule all new students                          |
| 2           | Administer cognitive, aptitude, and achievement tests           |
| 7           | Sign excuses for students who are tardy                         |
| 8           | Perform disciplinary actions                                    |
| 14          | Send home students who are inappropriately dressed              |
| 15          | Teach classes when teachers are absent                          |
| 19          | Compute grade-point average                                     |
| 20          | Maintain student records  |
| 21          | Supervise study halls   |
| 22          | Keep clerical records   |
| 23          | Assist with duties in the principal's office                    |
| 24          | Work with one student at a time in a therapeutic, clinical mode |

Responses for “In my opinion, school counselors should” were on a 4-point scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*). The researcher ran a one-sample *t* test on each item to determine the relationship between ASCA’s stand on counselors’ responsibilities and teachers’ understandings of school counselors’ responsibilities. Statistically significant differences in responses were found for every stem item except two. These results, shown in the following table, mean the null for hypothesis number one can be rejected.



Table 3. Teachers' Answers vs. ASCA's Model

| <i>Item</i> | <i>ASCA</i> | <i>Teacher Mean</i> | <i>p Value</i> | <i>Significance</i> |
|-------------|-------------|---------------------|----------------|---------------------|
| 1           | 1.0         | 3.6 (SD = 0.7779)   | < 0.0001       | significant         |
| 2           | 1.0         | 3.125 (SD = 0.8825) | < 0.0001       | significant         |
| 3           | 4.0         | 2.974 (SD = 0.9315) | < 0.0001       | significant         |
| 4           | 4.0         | 3.053 (SD = 0.8683) | < 0.0001       | significant         |
| 5           | 4.0         | 2.737 (SD = 0.8909) | < 0.0001       | significant         |
| 6           | 4.0         | 2.625 (SD = 0.9524) | < 0.0001       | significant         |
| 7           | 1.0         | 1.641 (SD = 0.6684) | < 0.0001       | significant         |
| 8           | 1.0         | 1.436 (SD = 0.5024) | < 0.0001       | significant         |
| 9           | 4.0         | 2.575 (SD = 0.8439) | < 0.0001       | significant         |
| 10          | 4.0         | 3.205 (SD = 0.7319) | < 0.0001       | significant         |
| 11          | 4.0         | 3.55 (SD = 0.5524)  | < 0.0001       | significant         |
| 12          | 4.0         | 3.675 (SD = 0.4743) | < 0.0001       | significant         |
| 13          | 4.0         | 2.0 (SD = 0.8272)   | < 0.0001       | significant         |
| 14          | 1.0         | 1.658 (SD = 0.8146) | < 0.0001       | significant         |
| 15          | 1.0         | 1.425 (SD = 0.6751) | = 0.0003       | significant         |
| 16          | 4.0         | 3.9 (SD = 0.3038)   | = 0.0440       | significant         |
| 17          | 4.0         | 3.5 (SD = 0.5991)   | < 0.0001       | significant         |
| 18          | 4.0         | 3.275 (SD = 0.6789) | < 0.0001       | significant         |
| 19          | 1.0         | 3.3 (SD = 0.8829)   | < 0.0001       | significant         |
| 20          | 1.0         | 3.85 (SD = 0.3616)  | < 0.0001       | significant         |
| 21          | 1.0         | 1.725 (SD = 0.7841) | < 0.0001       | significant         |
| 22          | 1.0         | 2.615 (SD = 1.1149) | < 0.0001       | significant         |
| 23          | 1.0         | 1.8 (SD = 0.9115)   | < 0.0001       | significant         |
| 24          | 1.0         | 2.919 (SD = 1.0376) | < 0.0001       | significant         |
| 25          | 4.0         | 3.923 (SD = 0.2699) | = 0.0832       | not significant     |
| 26          | 4.0         | 3.9 (SD = 0.3789)   | = 0.1031       | not significant     |
| 27          | 4.0         | 3.575 (SD = 0.5006) | < 0.0001       | significant         |
| 28          | 4.0         | 3.475 (SD = 0.5541) | < 0.0001       | significant         |

*Teachers' opinions vs. teachers' perceptions of counselors' job*

When comparing teachers' opinions of what school counselors should be doing with what tasks teachers believed their school counselors to actually be completing, several survey statement answers showed statistical significance and strong positive correlations. These positive correlations strongly suggest that school counselors are performing many of the tasks at the level teachers believe they should be performing these tasks. Hypothesis 2 stated: There will be a positive significant relationship between teachers' perceptions of what school counselors should be doing and what they actually perceive them to be doing. All statistically significant correlations were positive, meaning the counselors were performing the tasks teachers thought they should be performing, whether or not they were ASCA approved tasks. These findings (see Table 4) strongly suggest that the null can be rejected for this hypothesis.

Table 4. Teachers' Opinions vs. Teachers' Perceptions

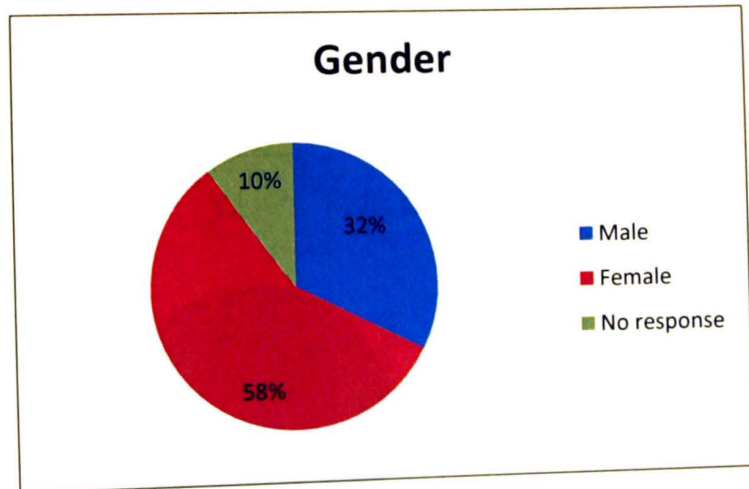
| <i>Item</i> | <i>Pearson r</i> | <i>p value</i> | <i>Significance</i> |
|-------------|------------------|----------------|---------------------|
| 1           | 0.345505         | 0.025          | Significant         |
| 2           | 0.38147          | 0.0127         | Significant         |
| 3           | 0.650468         | < 0.0001       | Significant         |
| 4           | 0.680162         | < 0.0001       | Significant         |
| 5           | 0.346014         | 0.0287         | Significant         |
| 6           | 0.44932          | 0.0028         | Significant         |
| 7           | 0.22225          | 0.1572         | Not significant     |
| 8           | -0.02385         | 0.8808         | Not significant     |
| 9           | 0.258001         | 0.099          | Not significant     |
| 10          | 0.327231         | 0.0368         | Significant         |
| 11          | 0.228562         | 0.1454         | Not significant     |
| 12          | 0.316785         | 0.041          | Significant         |
| 13          | 0.612826         | < 0.0001       | Significant         |
| 14          | 0.030449         | 0.848          | Not significant     |
| 15          | 0.148858         | 0.3468         | Not significant     |
| 16          | 0.497305         | 0.0008         | Significant         |
| 17          | 0.46178          | 0.0021         | Significant         |
| 18          | 0.368393         | 0.0164         | Significant         |
| 19          | 0.701601         | < 0.0001       | Significant         |
| 20          | 0.38829          | 0.0111         | Significant         |
| 21          | 0.280323         | 0.0722         | Not significant     |
| 22          | 0.781154         | < 0.0001       | Significant         |
| 23          | 0.263723         | 0.0915         | Not significant     |
| 24          | 0.750238         | < 0.0001       | Significant         |
| 25          | 0.12666          | 0.43           | Not significant     |
| 26          | 0.117011         | 0.4605         | Not significant     |
| 27          | 0.394771         | 0.0097         | Significant         |
| 28          | 0.564382         | < 0.0001       | Significant         |

### *Demographic information*

Respondents were asked to complete a small demographic portion of the study. This demographic section included gender, years teaching, and amount of contact with the school counselors.

Of the 40 respondents who completed the survey, 23 respondents or 64%, answered the gender question as female, 13 participants or 36%, responded male, and 4 respondents, or the remaining 10% did not answer the question (n=40).

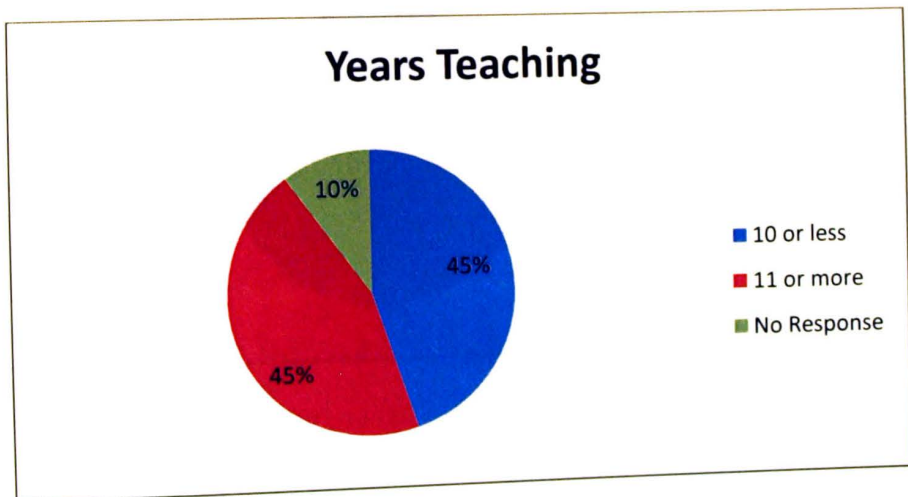
Figure 1: Gender Ratio of Respondents





Years of teaching experience was the first demographic area assessed. Thirty-six teachers responded to the question regarding years of teaching experience. Eighteen teachers, or 45%, responded to teaching for 11 or more years while another 18 teachers, or 45%, responded to teaching for 10 years or less. Four teachers, or 10% did not answer the question of how many years they had been teaching ( $n=40$ ). The results of a two-tailed  $t$  test ( $p=0.678852$ ) were not statistically significant regarding years taught, therefore, the null must be retained for hypothesis 3, which stated: There will be a significant difference in views of the school counselor between teachers with 10 years or less experience and teachers with 11 or more years of experience.

Figure 2: Number of Years Teaching



Eight teachers, or 19% responded that they visit a school counselor daily, 15 teachers, or 37% answered weekly, 12 teachers, or 29% reported meeting with a school counselor rarely or never, and 6 teachers, or 15% did not respond to the survey question (n=40). Due to the results of a two-tailed *t* test (as shown in Table 1), the null cannot be rejected for hypothesis 4: There will be a significant difference in the views of the school counselor among teachers who meet with the school counselor daily, weekly, or rarely at Cookeville High School.

Figure 3: Frequency of Visits to School Counselors

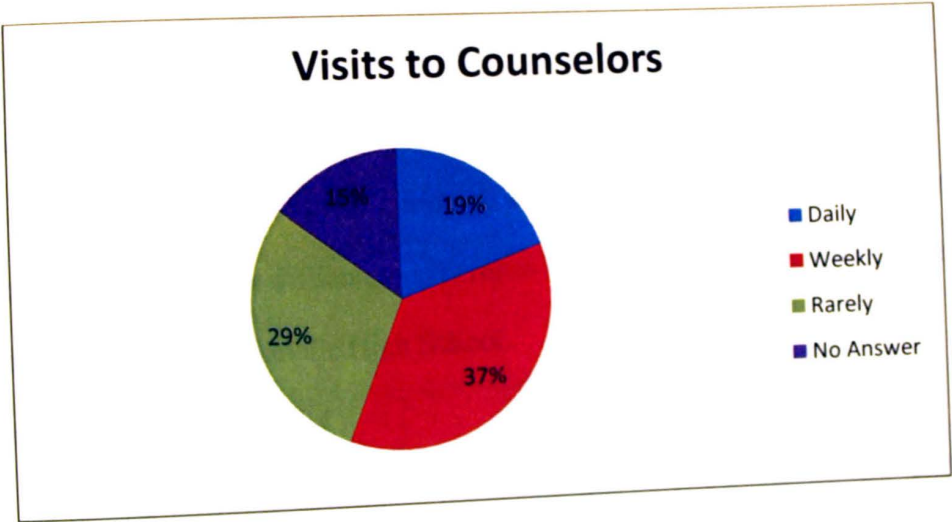


Table 5. Two-tail *t* Test Results for Teacher/Counselor Contact

| Frequency         | <i>p</i> Value | Significance    |
|-------------------|----------------|-----------------|
| Daily vs. Weekly  | 0.416172       | Not significant |
| Daily vs. Rarely  | 0.887581       | Not significant |
| Weekly vs. Rarely | 0.944099       | Not significant |

## CHAPTER V

### Discussion of Findings and Recommendations

Examining Cookeville High School teachers' perceptions of what jobs school counselors should be performing as they relate to the ASCA National Model and how well they are fulfilling those responsibilities was the main purpose of this study. In addition, the investigator hoped to test the measurement-validity of the instrument used in this survey created by Summer M. Reiner in 2009. This study focused on the 40 teachers at Cookeville High School who returned completed surveys during the collection period.

#### *Limitations*

The population was limited to full-time teachers at Cookeville High School. In addition, the study was voluntary, so only teachers who chose to complete and turn in the survey were included in the results. The small sample size, and the focus on only one high school, causes it to be difficult to generalize the findings to a high school teacher population outside of Cookeville High School.

#### *Teachers agreement with ASCA*

This study revealed to what extent teachers at Cookeville High School agreed that school counselors should engage in both appropriate and inappropriate activities as defined by the ASCA National Model (2009). Statistically significant results were seen in Reiner, Colbert, and Pérruse (2009) for high school teacher agreement with ASCA regarding school counselor roles on 18 of the 28 survey items. On the other hand, this study only showed statistically significant agreement on 2 of the 28 survey items. Cookeville High School teachers agreed with ASCA that school counselors should assist students with academic planning and assist students with career planning. This

difference could be due to the much smaller sample size and lack of diversity in this study's population.

While data analysis shows the difference in the findings to be statistically significant in all but two items, teachers at Cookeville High School did show moderate agreement with ASCA on eight survey statements. The majority of teachers marked that they agreed or strongly agreed with the following six stems that are ASCA approved activities:

1. Stem 10: Collaborate with teachers to present guidance curriculum lessons
2. Stem 11: Analyze grade-point averages in relation to achievement
3. Stem 12: Interpret student records
4. Stem 16: Ensure student records are maintained in accordance with state and federal regulations
5. Stem 17: Assist the school principal with identifying and resolving student issues, needs, and problems.
6. Stem 27: Assist students with personal/social development

The majority also correctly marked disagrees or strongly disagrees with the following three stems that ASCA states are inappropriate school counselor activities:

1. Stem 8: Perform disciplinary actions
2. Stem 14: Send home students who are inappropriately dressed
3. Stem 15: Teach classes when teachers are absent

Even though the result of teachers' answers on these stems were considered statistically significant, the results do suggest that teachers at Cookeville High School would



potentially be more supportive of their school counselors engaging in a larger number of roles endorsed by ASCA and releasing some of the roles not endorsed by ASCA.

### *Teachers disagreement with ASCA*

As stated earlier, all but two of the stems showed a statistically significant difference between what Cookeville High School teachers believe and what the ASCA National Model mandates. For two tasks that ASCA considers outside of the scope of responsibility, teachers almost unanimously indicated that the task should be part of the responsibilities of a counselor. These two tasks were:

1. Stem 1: Register and schedule all new students
2. Stem 20: Maintain student records

ASCA strongly disagrees with both of the stems listed above. However, on stem one, all but three of the responding teachers (n=40) marked agree or strongly agree with the stem. In relation to stem 20, all 40 teachers responded agree or strongly agree with counselors maintaining school records. In regards to stem 20, there is the possibility that a misunderstanding of terms on the survey influenced teachers' responses. ASCA (2009) does state that it is a school counselor's responsibility to ensure that records are maintained in accordance to state and federal laws; however, ASCA states that it is not supposed to be the counselor's responsibility to do the actual work of maintaining student records. This potential confusion may have led several teachers to agree with stem 20 even though it is technically an inappropriate ASCA task.

The research findings in this study suggest that teachers believe the most important tasks for school counselors to be engaged in would include:

- registering and scheduling all new students

- interpreting student records
- ensuring student records are maintained in accordance with state and federal regulations
- assisting the school principal with identifying and resolving student issues, needs, and problems
- maintaining student records;
- assisting students with academic planning;
- assisting students with career planning
- assisting students with personal/social development.

According to the data, the ASCA appropriate responsibility that teachers might consider for elimination would be “providing teachers with suggestions for better study hall management.” These findings are in agreement with those found by Reiner, Colbert, and Pérusse (2009) who scored 347 participants’ results using the same paper survey.

#### *Teachers’ opinions and teachers’ observations*

The correlation tests run between teachers’ opinions of what school counselors should be doing and teachers’ observations of what the counselors in their school were doing, revealed that, in 18 of the 28 tasks on the survey, teachers believed their school counselors to be performing the tasks that they should be performing at a statistically significant level. Of those not showing statistical significance, all but one item had positive correlations between teachers’ expectations and teachers’ perceptions of counselor duties, and three of those tasks that were not considered to have significant results had a p value of  $< 0.1$ . This suggests a strong correlation exists among these tasks and teachers’ perceptions of their school counselors completing these tasks.

This correlation test was not interested in whether or not the tasks were ASCA approved. It was focused on how well teachers perceived school counselors to be performing the jobs they believed they should be performing. However, it is interesting to note that teachers not only agreed with several inappropriate activities listed as counselor responsibilities on the survey, but they also indicated that they believed their school counselors were engaged in these tasks. These findings are consistent with two previous studies conducted by Reiner, Colbert, and Pérusse (2009) and Pérusse et al. (2004). Results from each study found principals and teachers endorsed, and secondary school counselors engaged, in the following inappropriate activities:

- register and schedule all students
- administer cognitive, aptitude, and achievement tests
- compute grade-point averages.

An additional inappropriate task found by Reiner, Colbert, and Pérusse (2009) discussed earlier in this study was teacher endorsement of school counselors maintaining school records.

The findings in this study, along with those found by Pérusse et al (2004) and Reiner, Colbert, and Pérusse (2009), may suggest that school counselors are engaging in these inappropriate tasks and, in addition, administrators and teachers support those tasks. On the other hand, it is possible that counselors feel forced to engage in these inappropriate tasks because of expectations and demands by administrators and teachers.



### *Demographic information*

As noted in the results section, the nulls for hypotheses three and four could not be rejected. Hypothesis three anticipated that those who had been teaching longer than 10 years would have a different view of the school counselor role than those who had been teaching less than 10 years. No statistical significant difference was found between the two groups. A possible reason for this finding may be due to only separating the participants into two groups. Had participants been split into categories of teaching 1 to 5 years, 6 to 10 years, 11 to 15 years, and 16 or more, there may have been a statistical difference among the beginning teachers (1 to 5 years) and the very tenured teachers (16 or more years). However, due to the small number of participants who answered this question, it was not possible to break the categories down to this level for this study.

Hypothesis four projected that teachers who visited the school counselors more frequently would have a statistically significant difference in perspective than those teachers who never or rarely visited the school counselors. However, data showed no statistical difference among the three groups and the null could not be rejected for this hypothesis. This data revealed that greater exposure to the school counselor did not result in teachers having a better understanding of the actual roles of the counselors. Again, there is the possibility that the small number of participants who answered this question resulted in an inaccurate representation of the effects interacting with school counselors on a regular basis may have on teachers.

### *Implications for school counselors*

The data from this study suggests that counselors at Cookeville High School may benefit from being aware of their stakeholders', administrators', and teachers'



perceptions of the tasks they believe school counselors should be doing, as it may impact the success of their school counseling program. It appears that it is important for these counselors to be aware that they are being evaluated on what they are perceived to be doing or not doing more so than the appropriateness of the tasks that they are performing. In this instance, self- advocacy by means of demonstrating the effectiveness of appropriate ASCA tasks through documentation and statistically based evidence through tools such as M.E.A.S.U.R.E. (Dahir & Stone, 2003) may prove beneficial to making the invisible role of the school counselor visible.

In addition, it may be very beneficial for local counselor educators to take note of teachers' perceptions of counselors at Cookeville High School while training the next generation of school counselors who will serve in this school. This knowledge could help counselor educators not only teach school counselor trainees the ideals of the ASCA National Model, but also give their students a realistic expectation of what will be required of them once they obtain a job as a school counselor.

### *Future research*

Future research in this area could determine if teachers endorse inappropriate activities because they believe those to be appropriate tasks for counselors or if they endorse them because they observe the counselors engaging in these activities. Additional research might also include gathering data on perceptions of other stakeholders including, parents, students, community investors, counselor educators, and other professional interacting frequently with the students. This information could be used to help school counselors better understand the way the greater population perceives them and their role and may offer suggestions to help school counselors shape stakeholders' expectations to

match up more closely with the ASCA National Model (2009). Moreover, expanding this study to include all high schools in Putnam County may give Cookeville High School counselors and local counselor educators an even greater understanding of how the counselors in that area can accomplish ASCA standards while, at the same time, meeting the expectations and needs of their teachers and administration. Finally, further research comparing teachers' perceptions with school counselors' reports of activity engagement may reveal how tantamount the perceptions and activities are between the two groups.

### *Conclusion*

Based upon the results of this study, it is clear that teacher perceptions do not match up with ASCA's model for the school counselor role. Many of the tasks teachers believe they should be and observe their school counselors to be carrying out are not ASCA approved tasks. However, teachers at Cookeville High School do appear to believe their counselors are performing well in the tasks they perceive them to be executing. This research provides the counselors at Cookeville High School and local counselor educators empirical information regarding teachers' perceptions of the jobs they believe their school counselors should be performing and how well they observe them performing these tasks. This information is useful in helping Cookeville High School counselors understand how they are viewed within their school. If they choose to implement more of the ASCA National Model and ASCA standards into Cookeville High School's counseling program, this study can serve as a starting platform towards that effort.

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## Appendix A

Subject: Your publication in Professional School Counseling in June  
From: Lindsey Johnson (ljohnson24@apmail.apsu.edu)  
Sent: Wed 9/09/09 8:00 PM  
To: sreiner@brockport.edu

Dr. Reiner,

My name is Lindsey Johnson. I am a graduate student at Austin Peay State University in Clarksville, TN working on my Ed.S. in School Counseling. I received a B.S. degree in Psychology in 2003 and an M.S. degree in Counseling in 2005, both from Freed-Hardeman University in Henderson, TN.

I am in the process of working on my field study (a/k/a research and thesis above a Master's level but not a dissertation) and have been researching articles discussing teacher perceptions of the role of the Professional School Counselor. I came across your article this evening, and found the information very intriguing. I love living in Tennessee, but in the area of the Professional School Counselor I believe we are behind many other states (especially New York) in the recognition of a school counselor's responsibilities and training, specifically as it relates to the ASCA model.

The main reason I am writing is to ask permission to use/purchase your 56-item questionnaire used in your research for the purposes of conducting a much smaller scale study here in my local county. Actually, my main interest is in the first half of the questionnaire that asks questions regarding what teachers think school counselors should be doing. I hope not only to be proven wrong and find out that teachers do have a better understanding of what the school counselor's role is supposed to be in the schools, but I also hope to bring awareness to my community that school counselors are professionals and follow the ASCA model, and are not the "catch-all" for things administrators and teachers don't wish to deal with.

If there is any other information you would like from me or if there is a better way to contact you, please let me know. I appreciate your time and consideration in helping me with my research.

Sincerely,  
Lindsey Johnson

## Appendix B

Re: Your publication in Professional School Counseling in June  
From: Summer Reiner (sreiner@brockport.edu)  
Sent: Wed 9/09/09 10:59 PM  
To: Lindsey Johnson (ljohnson24@apmail.apsu.edu)

Hi Lindsey-

Thank you for contacting me. Certainly you can use the instrument, providing you cite my co-authors and me.

Good luck with your study!

Summer

Summer M. Reiner, PhD, NCC, LMHC

Assistant Professor

School Counseling Coordinator

Counselor Education

The College at Brockport

State University of New York

350 Campus Drive

Brockport, NY 14420



## Appendix C

Subject: Teacher questionnaire for my Field Study at Austin Peay State University  
From: Lindsey Johnson (laura\_lindsey@hotmail.com)  
Sent: Fri 9/25/09 1:54 PM  
To: shanksw@k12tn.net  
Principal Shanks,

My name is Lindsey Johnson. I'm Don and Laura Johnson's daughter. Your daughter, Tiffany, and I used to take gymnastics at the YMCA many years ago.

I am in the process of completing a Field Study for my Ed.S. degree at Austin Peay State University. My research topic is *Teacher Perceptions of the Professional School Counselor Role*. I am specifically looking at high school teachers' perceptions. Attached is the brief questionnaire that I would like to ask each of your full-time teachers to complete. Participation is voluntary and the surveys would not even be presented to teachers until late January, early February 2010. I realize that I will need permission from the Central Office to perform my research at Cookeville High School, but I want to get your permission and/or thoughts before approaching them. I will have IRB approved consent forms for every participant, but Austin Peay will not approve my IRB without at least preliminary permission from the Putnam County School Board. If I get permission from all the appropriate places, would you allow me to disperse my research questionnaire to your teachers?

Thank you for your consideration,  
Lindsey Johnson

## Appendix D

From: Wayne Shanks (shanksw@k12tn.net)  
Sent: Fri 9/25/09 3:32 PM  
To: Lindsey Johnson (laura\_lindsey@hotmail.com)  
Re: Teacher questionnaire for my Field Study at Austin Peay State University

Hi Lindsey,

Our families enjoyed some great times together during gymnastic practices and competitions. CHS will gladly allow you to disperse the questionnaire (upon CO approval). I cannot open the document in its current application. Please resend the questionnaire in a "word" format.

Thanks,  
Wayne Shanks

## Appendix E

Subject: Field Study Approval  
From: Lindsey Johnson (laura\_lindsey@hotmail.com)  
Sent: Fri 10/09/09 8:15 PM  
To: boydj2@k12tn.net  
Mr. Boyd,

My name is Lindsey Johnson. I graduated Cookeville High School in 1999. Currently, I am working on my Ed.S. in School Counseling at Austin Peay University. In order to fulfill all of the necessary requirements to obtain my Ed.S., I must complete a field study project. My research topic is 'High School Teachers' Perceptions of School Counselors'. I am wanting to distribute a short survey to all full-time teachers at Cookeville High School sometime in mid-January or February. The study is completely anonymous and voluntary. I spoke with Principal Shanks a few weeks ago, and he said he was willing to let me distribute the surveys to the teachers at his school pending Central Office approval. I am more than happy to forward his e-mail on to you if you would like to see it. I will have IRB approval through Austin Peay; however, I cannot get IRB approval, without at least conditional approval from the Central Office where I wish to conduct my research.

I was told that I should probably speak with you or Mrs. Fowler to get approval for my study. If this information was incorrect, would you please forward this e-mail to the appropriate person(s) or respond and let me know who I need to contact? Attached is the survey, I would like to distribute to the teachers at Cookeville High School during the Spring semester. It was created in Microsoft Publisher by a Professor at the University of Brockport of New York. If you do not have Publisher on your computer, I can copy it into a Word document; however it does not translate very well.

This e-mail address is my personal e-mail address and the one I check most frequently, or I can be contacted on my cell phone (615)440-2859. If a local contact would be easier for you, my mother, Laura Johnson, works at Algood Elementary and Middle School. She can be reached at either school, on her school e-mail address, or on her cell 931-261-2551.

Again, thank you for your time.

Lindsey Johnson

## Appendix F

Re: Field Study Approval

From: boydj2@pcsstn.com on behalf of Jerry S. Boyd (boydj2@k12tn.net)

Sent: Fri 10/30/09 4:34 PM

To: Lindsey Johnson (laura\_lindsey@hotmail.com)

Lindsey,

I do apologize for not providing a more timely response. Please proceed.

I do suggest that you convert the questionnaire to a more generalized format (other than publisher). Relatively no one in our system has MS Publisher. I had to work through a file conversion process to open and review. A more "friendly" and generic file type would either be Word (if direct editing is necessary) or PDF (print, complete, and submit).

Your next step will be to ensure that you establish contact with the school and obtain support/permission from the principal.

Have a good weekend.

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Jerry S. Boyd  
Assistant Director of Schools  
Instructional Services  
1400 E. Spring St.  
Cookeville, TN 38506  
931-526-9777 (Main)  
931-372-2368 (Fax)



## Appendix G

Re: IRB Approval  
From: Grah, Charles GrahC@apsu.edu  
To: Lindsey Johnson laura\_lindsey@hotmail.com  
cc: Lujan, "Jennifer D." lujanj@apsu.edu  
Sent: Fri, Feb 26, 2010 at 12:06 PM

[APSU\_Field\_Study]

It looks fine. Please accept this email as acknowledgement that you have made the requested revision. You are fully approved and can proceed with your project. Good luck to you.

Buddy Grah, Chair  
Austin Peay Institutional Review Board

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Subject: IRB approval  
From: Lindsey Johnson [mailto:laura\_lindsey@hotmail.com]  
To: Grah, Charles  
Cc: Butler, Lu Annette  
Sent: Friday, February 26, 2010 9:17 AM

Dr. Grah,

I got my approval letter in the mail, pending the addition of IRB contact information to my detailed cover letter. Attached is the cover letter with the added information. Is the way I added it okay, or were you looking for something different? . Also, does submitting this to you in e-mail count as submitting it to the IRB or do I need to submit it to someone or somewhere else?

Thank you so much for your help. I am very excited to start my research asap!!

Lindsey Johnson

## Appendix H

Dear potential study participant,

My name is Lindsey Johnson. I am currently working on my Ed.S. in School Counseling at Austin Peay State University. As partial fulfillment of my graduation requirements, I am researching full-time teachers' opinions of school counselors and their work in the high school setting. Hopefully you received an e-mail from me, forwarded by Mrs. Tammi Hill, last week giving a brief introduction and overview of the study.

This study is specifically aimed at gathering data regarding full-time teachers' perceptions of the professional school counselor role at Cookeville High School. The enclosed survey asks 56 questions about your opinion of the school counselors' responsibilities and how well you feel they perform those duties at CHS. The survey takes approximately 15-20 minutes to complete. The survey is completely anonymous. **PLEASE DO NOT WRITE YOUR NAME ANYWHERE ON THE SURVEY.** Some demographic information is asked on the last page. This information is only used for research purposes and not as identifying information. The data set from this study will not be made available to CHS in a continued effort to protect the privacy of those who choose to participate. Your honest answers to these questions will provide us with the best data to make conclusions about school counselors and the needs they address in the future.

This study is completely voluntary and requires only one time participation. By completing and returning the survey to the locked drop box in the teacher mailroom, you consent to allowing me to use your answers in the data set. If you do not wish to participate in the survey, simply write *refuse* on the outside envelope and return it incomplete to the same drop box. Again, no name is needed. Once the survey is submitted, I will not be able to withdraw you from the study, because I will have no way of identifying the survey that belonged to you to remove your answers from my data set.

On the next page, you will find detailed instructions on how to complete and return the survey. If you have any questions or concerns regarding the survey or anything else about the study, please feel free to contact me at 615-440-2859 or through email: [ljohnson52@my.apsu.edu](mailto:ljohnson52@my.apsu.edu). You may also contact the Austin Peay State University Institutional Review Board: Dr. Charles Grah, Chair at [grahc@apsu.edu](mailto:grahc@apsu.edu) or 931-221-7231.

Thank you in advance for your time and your help,

Lindsey Johnson, M.S.

## Appendix I

### Study Instructions

1. Read over the introductory letter. If you have any questions or concerns, please contact Lindsey Johnson or the APSU IRB before starting the survey.
2. Read the directions on the front of the survey. Choose the answer that matches most closely with your beliefs. Please answer all of the questions including the ones on the back page.
3. Do NOT write your name anywhere on the survey or the envelope in which it came.
4. Once you have completed the survey, place it back in the manila envelope and reseal it.
5. Submit the sealed envelope to the locked drop box in the teacher mailroom no later than 3:00pm on Thursday, April 1.
6. Congratulations you are finished!!!!!!!!!!



Please circle your response to the following question using these rating scales.

|   | Strongly Disagree                           | Disagree | Agree | Strongly Agree | Never   | Rarely | Often | Consistently |
|---|---|----------|-------|----------------|---|--------|-------|--------------|
|   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
|   | A. In my opinion, school counselors should: |          |       |                | B. To the best of my knowledge, our school counselors engage in these activities: |        |       |              |
| 1 Register and schedule all new students  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 2 Administer cognitive, aptitude and achievement tests  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 3 Design individual student academic programs   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 4 Interpret cognitive, aptitude and achievement tests   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 5 Counsel students with excessive tardiness or absenteeism  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 6 Counsel students with disciplinary problems   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 7 Sign excuses for students who are tardy   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 8 Perform disciplinary actions  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 9 Counsel students about appropriate school dress   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 10 Collaborate with teachers to present guidance curriculum lessons                               | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 11 Analyze grade-point averages in relation to achievement  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 12 Interpret student records  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 13 Provide teachers with suggestions for better study hall management                             | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 14 Send home students who inappropriately dressed   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 15 Teach classes when teachers are absent   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 16 Ensure student records are maintained in accordance with state and federal regulations         | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 17 Assist the school principal with identifying and resolving student issues, needs, and problems | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 18 Collaborate with teachers to present proactive, prevention-based guidance curriculum lessons   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 19 Compute grade-point averages   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 20 Maintain student records   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 21 Supervise study halls  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 22 Keep clerical records  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 23 Assist with duties in the principal's office   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 24 Work with one student at a time in a therapeutic, clinical mode                                | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 25 Assist students with academic planning   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 26 Assist students with career planning   | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 27 Assist students with personal/ social development  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |
| 28 Develop goals and activities based on needs assessments  | 1   | 2        | 3     | 4              | 1   | 2      | 3     | 4            |



| Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|----------|-------|----------------|
| 1                 | 2        | 3     | 4              |

|  |   |   |   |   |
|--|---|---|---|---|
| 29. I would be willing to give up classroom time for counselors to deliver guidance curriculum in my classes   | 1 | 2 | 3 | 4 |
| 30. I would be willing to help deliver guidance lessons to the students in my classes  | 1 | 2 | 3 | 4 |
| 31. I would be willing to serve on a Counseling Program Advisory Council which would review counseling program results and make recommendations for change | 1 | 2 | 3 | 4 |
| 32. I would be willing to meet with a school counselor when I have concerns about students   | 1 | 2 | 3 | 4 |
| 33. I am concerned that I do not have enough time to devote to assisting with the school counseling program  | 1 | 2 | 3 | 4 |
| 34. School counselors serve on building and district committees or advisory councils   | 1 | 2 | 3 | 4 |
| 35. The school counselors are available when teachers need them  | 1 | 2 | 3 | 4 |
| 36. School Counselors provide leadership & expertise to teachers regarding our school change efforts   | 1 | 2 | 3 | 4 |
| 37. The school counselors are supportive of teachers in this school  | 1 | 2 | 3 | 4 |
| 38. The school counselors need to make a greater effort to collaborate with teachers   | 1 | 2 | 3 | 4 |

Please circle your responses.

|  |       |             |        |            |             |
|--|-------|-------------|--------|------------|-------------|
| A. Your school is a...                               | High  | High/Middle | Middle | Elementary | k-12        |
| B. Is your school...                                 | Urban | Suburban    | Rural  |            |             |
| C. How many years have you worked in this school?    | <1    | 1-5         | 6-10   | 11-20      | 20+         |
| D. How many years have you been a teacher?           | <1    | 1-5         | 6-10   | 11-20      | 20+         |
| E. How much contact do you have with the counselors? | Daily | Weekly      | Rarely | Never      |             |
| F. How many counselors work in your school?          | 1     | 2           | 3      | 4          | 5+ Not sure |
| G. Are you a male or female?                         | Male  | Female      |        |            |             |

Thank you for your assistance!!!

# High School Teacher

## School Counseling Program Review

Thank You for taking the time to answer the questions in this survey. Your responses will provide information on how counselors can build a stronger alliance with teachers in order to serve students in a more comprehensive manner. *All responses will be kept anonymous.*