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Teacher Perceptions of the American School Counselor

Association's National Model in an Urban Setting

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Abstract

The development of the ASCA's National Standards and Model has helped define the profession and provided a framework for school counselors to implement in designing a program. Despite recent clarity in the school counseling profession, barriers still exist, especially in urban settings. As collaborators, teachers perceptions were measured in regards to urban school counselors implementing ASCA's Model and its components (Elements/ Themes). Overall, results showed that teachers were in favor of the ASCA National Model and its components. Teacher's gender and number of years teaching did not significantly influence responses to survey questions. Despite high perceptions of the model, more research needs to be conducted in urban schools to determine if this model is practical and feasible.

Teacher Perceptions of the American School Counselor Association's National Model in an Urban Setting

Today, there are approximately 260,000 school counselors in the United States (Job Hunt, 2011). The school counseling profession is demanding, and expectations to perform remain high (Beesey, 2004). Sink (2008) argued that the public shift, towards measurable achievement gains in the profession, will not change. School counselors monitor graduation requirements, process college applications, provide academic motivation and attendance intervention, and refer students and families to community agencies (Dahir, 2004). In addition, school counselors are assigned to work with students dealing with crisis, conflict, divorce and separation (Dahir, 2004).

The Urban School Counselor

The roles that school counselors occupy in an educational setting in the United States are complex and provide multiple challenges. Lee (2005) explained that professional school counselors working in urban schools must promote academic, career and personal-social development in an environment that is often more challenging than any other educational setting. Urban schools often reflect characteristics of the neighborhoods and environments in which they are located (Lee, 2005). These characteristics include:

- population density;
- structural density;
- high concentration of people of color;
- high rates of reported crimes;
- per capita higher rates of poverty;
- inequalities in the educational system;
- large, complex educational systems;
- lack of community connectedness; and

- inequalities in access to health care (Lee, 2005).

Recognizing and understanding the impact that these non-academic barriers have on learning is essential to the role of the urban school counselor (Walsh, Barrett, & DePaul, 2007). A study, conducted by Dahir (2004), showed that urban counselors strongly favored the concept of understanding how other factors influenced school achievement. Clark and Breman (2009) contended that poverty is associated with negative student achievement outcomes, and can potentially impede cognitive development. Furthermore, poverty can contribute to behavioral, social and emotional problems. School counselors in urban areas must contend with these aforementioned challenges in the American educational system.

School Counseling: A Historical Perspective

Historically, the school counseling profession has lacked clear role definitions and has not always met the needs of all students (Gysbers, 2001; Hatch & Chen-Hayes, 2008; Perusse, Goodnough, Donegan, & Jones, 2004). The educational system in America has changed; and with it, standards for school counselors and counseling programs. The American School Counselor Association (ASCA) has responded by shifting to a comprehensive, collaborative model (ASCA, 2005). Despite this shift in recent years, school counselors are still referred to by their former title, *guidance counselors*. School counseling has emerged and has transformed from a profession that was focused and founded in vocational guidance (Gysbers, 2001). Teachers were appointed the title of vocational counselor during the first two decades of the 20th century (Gysbers & Henderson, 2001). The role of the school counselor within the last century has become increasingly more complex with the changes in time, socially and economically.

The purpose of vocational guidance during the beginning of the 1900's was to get young people employment and prepare them for the work conditions that they might encounter in response to the economic, educational and social problems of the time (Gysbers, 2001; Bemak &

Chung, 2005). The Progressive Movement attempted to change the negative social conditions implemented by the Industrial Revolution (Gysbers, 2001; Gysbers & Henderson, 2001). As a result of this movement, two different perspectives of vocational guidance emerged (Gysbers, 2001). In the first one, schools were designed to prepare individuals for working by using vocational guidance as a way to identify and sort students' capabilities (Gysbers, 2001). The second perspective was based on the democratic philosophy that sought to address the need to change industrial conditions (Gysbers, 2001).

Social concerns and movements continued to shape and direct the national agenda and the school counseling profession (Gysbers, 2004). Minkoff and Terres (1985) claimed that it was common for counselors to alter their role based on the educational trends of the current time. In the early 1960's, the purpose of guidance in schools and role of the counselor was dramatically influenced by the Russians launching Sputnik (Minkoff & Terres, 1985). As a result, the National Defense Education Act (NDEA) of 1958 urged counselors to identify and encourage talented students to enter college and pursue careers in engineering and physical science (Minkoff & Terres, 1985; Stone & Dahir, 2006). The NDEA, therefore, increased funding to education to help the United States gain a competitive edge in mathematics and science (Gysbers & Henderson, 2001). The result was that school counselors had to begin to objectively measure how they were addressing political and social concerns; and determine what impact the profession was having on educational goals in terms of student outcomes (Gysbers, 2004).

The increase of federal funds by the NDEA increased testing in schools; and the accountability movement intensified as the role of school counselor became more complex (Stone & Dahir, 2006). Social problems of the 1960's, such as substance abuse, violence in

schools, mental health issues, and changing family dynamics (Gysbers, 2001) added to the complex role.

A reorientation took place during the 1970's that shifted the school counseling, and the role, from a traditional position-service approach to a systems service approach that would attempt to focus on the career, personal/social and academic development of students (Gysbers, 2001; Gysbers & Henderson, 2001). As a result, there was a national effort started in order to assist states in the development and implementation of state models as guides for career guidance, counseling and placement (Gysbers, 2004, Gysbers & Henderson, 2001). Programs models by Myrick, Johnson and Johnson, and Gysbers and Henderson began developing (Gysbers, 2001) and helped create a mission that could explain the role of a counseling program. In the mid 1990's, a healthy economy led to an increase in school enrollment, which in turn created more jobs for school counselors and an increase in counseling preparation programs (Barker, 2001).

A Nation at Risk (1983) was a report published by the National Committee on Excellence in Education (NCEE) in 1983. The committee reported that American school system was mediocre and reform was needed. Content, standards, time, teaching, and leadership were recommendations that the education system needed to improve according to the NCEE (1983).

Walz (1984) suggested that counselors follow new imperatives that included:

- an increased emphasis on learning and cognition;
- an effort to diffuse guidance and counseling throughout the curriculum;
- incorporating life-career planning in counseling;
- planning for professional renewal; and
- assessing personal and program effectiveness.

Walz (1984) argued that school counselors would have to re-evaluate their commitment to examining programs and best practices as a way to assess and measure their effectiveness. As standards increased, the need to systematically collect data to measure the impact of the counseling program has increased (Walz, 1984).

In 2001, the No Child Left Behind Act (NCLB) was passed in an effort to close the achievement gap and create an equitable opportunities for all students (Stone & Dahir, 2006). There was an emphasis on accountability by measuring student progress on state tests in both reading and math (Stone & Dahir, 2006). “The commitment to higher levels of student achievement and continuous improvement is a responsibility shared by all of the critical stakeholders, including school counselors (Stone & Dahir, 2006, p. 6). The result of high stakes testing has placed new pressures school counselors, and is the most recent educational reform effort that has altered the counseling role (Stone & Dahir, 2006).

The Complexity of the School-Counseling Role

Gysbers (2001) stated that vocational guidance in the beginning of the 1900's had a singular purpose founded in vocation. Today, the nature, function, purpose and role of a school counselor are confusing based on different perspectives of the last half-century (Dahir, 2004). In addition to conflicting perspectives based on social and economic changes, the role of the school counselor has also become more complex with changes in education reform over this time period (Gybers, 2004).

School counseling has developed and is a profession that reflects America's diverse social culture and the pressures of “high-stakes” testing and accountability within the (Sink, 2008) educational reform movement. School counseling paradigms (past, present and future) have shifted from a solely service driven approach (i.e., counseling, consultation, coordination)

to a proactive approach (i.e., leadership, advocacy, collaboration) and then to an integrated (intentional/purposeful) approach that is comprehensive and includes accountability, cultural mediation and systemic change (Dahir & Stone, 2009). Sink (2008) suggested that school counselors are needed to help other educators (i.e., teachers, administrators, etc.) and promote academic-educational outcomes on four levels. These levels include school, classroom, small group, and individual.

Development of the ASCA National Model

The development of the ASCA National Standards were intended to help school counselors be recognized as something other than a utility person (Schwallie-Giddis, Maat & Pak, 2003). ASCA began development of the National Model in 2001 (Hatch & Chen-Hayes, 2008). The ASCA National Model (ASCA, 2003; 2005) was released in 2003 and later revised in 2005. Under this model, school counselors would be able to connect their work to the achievement of their students using data to demonstrate results that correlated to the academic mission of their schools (Hatch & Chen-Hayes, 2008).

Previous models.

Counseling program model began developing in the 1970's and 1980's (Gysbers, 2001). Early models for guidance included the Youth Guidance Systems and the Comprehensive Career Guidance System (Gysbers, 2004). The Youth Guidance System was developed on the concepts of goals, objectives, programs, implementation plans, and evaluation design (Gysbers, 2004). Similarly, the Comprehensive Career Guidance System (CCGS) was created to plan, implement, and evaluate guidance programs in a systematic fashion (Gysber, 2004). In 1976, the River City Guidance Model was established and emphasized the assessment of results (Gysbers, 2004).

The Missouri Comprehensive Guidance Program Model (MCGP) was implemented during the late 1980's and its purpose was to plan, develop, implement and evaluate comprehensive and systematic guidance programs (Gysbers, Hughey, Starr & Lapan, 1992). Similarities exist between the MCGP and the ASCA National Model (ASCA, 2003), such as program components like guidance curriculum, individual planning, responsive services, and system support (Holcomb-McCoy & Mitchell, 2005). In addition, the MCGP contains student competencies that are to be attained or achieved within three areas (knowledge of self and others, career planning and exploration, and educational and vocational development; Gysbers, Hughey, Starr & Lapan, 1992; Holcomb-McCoy & Mitchell, 2005).

Myrick's (1993) developmental guidance model identified six school counselor interventions. These six school counselor interventions included:

1. individual counseling;
2. small group counseling;
3. classroom guidance/ large group guidance;
4. consultation;
5. coordination; and
6. peer facilitation (Holcomb-McCoy & Mitchell, 2005).

Holcomb-McCoy and Mitchell (2005) stated that Myrick's developmental guidance program was based on prevention as opposed to remediation, and was focused on counselors shifting from a crisis-based orientation to a planned orientation. The shift in program development was influenced by education reform acts and helped create standards within the profession that would later be incorporated in the ASCA National Model (ASCA, 2005).

ASCA National Standards.

A major research study was conducted in 1995 to assess the school counseling profession in relation to the education reform movements (Dahir & Stone, 2006). As a result, nearly two thousand ASCA members were surveyed and asked to express their level of support for national standards and offer feedback about content in creating such standards (Dahir, Campbell, Johnson, Scholes, & Valiga (1997). The survey revealed that 83% of the members were in favor of the development of national standards; and 91% of members believed that national standards would help clarify the role of school counselors (Dahir et al., 1997).

Hatch (2008) stated that ASCA intended to standardize the counseling profession by incorporating significant leaders and personnel in the counseling field in order to develop national standards. In addition, the nine National Standards were aligned with educational reform acts and initiative such as No Child Left Behind (NCLB, 2005) and the TSCI (ASCA, 2005; Hatch, 2008).

The ASCA National Standards, competencies, and competency indicators serve as the foundation for the entire ASCA National Model (ASCA, 2005). Coogan and DeLucia-Waack (2005) stated that developing National Standards helped provide a model that would assist in creating (planning, developing, and implementing) a school counselor program. According to Hatch and Chen-Hayes (2008), "ASCA's intent in creating the ASCA National Standards was to increase the legitimacy of the school counseling profession and to ensure academic, career, and personal/social success competencies delivered to every student (p. 34)".

There are nine National Standards that are located across the three domain areas (academic, career and personal/social) and they are content standards for what students should know and be able to do by a certain grade level (ASCA, 2005). For example, the following

standard, competency, and competency indicator is taken from the personal/ social domain of ASCA's National Standards for students (ASCA, 2005):

DOMAIN: PERSONAL/ SOCIAL DEVELOPMENT (PS)

STANDARD A: (PS:A)

“Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others” (p. 106).

Competency A2.0: Acquire Interpersonal Skills (PS:A2)

Competency Indicator: A2.2

Students will “respect alternative points of view” (p. 106) is a competency indicator listed in the ASCA National Model (ASCA, 2005) under the Personal/ Social Domain, Standard A, Competency A2 (PS:A2.2).

ASCA (2005) claimed that competencies were developed as measureable indicators of student performance, and offered the foundation for what a standard-based program can address and deliver. Competencies (i.e., Competency A2: Acquire Interpersonal Skills) expand upon the content standards (i.e., Personal/ Social) and specify what students will have learned by a certain grade level. There are 122 competency indicators that are identifiable; and describe specific knowledge, skills, and attitudes that students will have demonstrated by taking part in a comprehensive guidance program (ASCA, 2005; Gysbers & Henderson, 2001). In achieving a competency indicator, individual students will have demonstrated the ability to meet a specific competency (ASCA, 2005). “Student competencies support the goals of the standards, guide the development of strategies and activities, and are the basis for assessing student growth and development” (Stone & Dahir, 2006; p. 213).

Transforming School Counseling Initiative.

The Education Trust implemented the Transforming School Counseling Initiative (TSCI) (Education Trust, 1997) in order to create new model programs for graduate students training to become school counselors (Martin, 2002; Dahir, Burnham & Stone, 2009). The transformation sought to shift the role of the school counselor from an individualistic intervention focus to a systemic perspective (Hatch, 2008; Holcomb-McCoy, 2005). This initiative attempted to examine the role of school counselors as a way to contribute to systemic change aimed at addressing academic performance for all students (Bemak & Chung, 2005).

The Education Trust is a grant funded private organization that sought to incorporate education reform in comprehensive school counseling programs (Fitch & Marshall, 2004). Programs preparing school counselors were encouraged to infuse leadership, advocacy, use of data, collaboration/ teaming and the support of high student achievement into their practice (Dahir & Stone, 2009). By developing these skills in pre-service counselors, and incorporating these skill components into comprehensive models, the goal of the Education Trust was to expose all K-12 students to academic opportunities, especially those who come from diverse backgrounds and are economically disadvantaged (Martin, 2002).

According to ASCA (2005), they collaborated with Education Trust in order to instill components of the TSCI movement into ASCA's National Model. The director of Transforming School Counseling, Peggy Hines, stated that the TSCI initiative aligns with the ASCA National Model (Perusse & Colbert, 2007). She stated that the ASCA *Themes* of leadership, systemic change, teaming and collaboration, and advocacy are concepts that were initiated by the TSCI movement (Perusse & Colbert, 2007).

The Organization of ASCA's National Model

The American School Counselor Association (ASCA) established the National Model (ASCA, 2005), which is considered a framework that school counselors are encouraged to implement when creating a comprehensive counseling program. Through extending the impact of the TSCI (Dahir et al., 2009), the ASCA National Model reflects a comprehensive approach to program foundation, delivery, management and accountability (ASCA, 2005). Integrated and entrenched in this comprehensive approach are qualities that school counselors should possess, such as leadership, advocacy and collaboration, referred to as themes. According to Sink (2008), these themes help facilitate systemic change in schools.

Elements of the ASCA National Model.

The ASCA National Model requires school counselors to accept and shift towards an organized structure of work that encompasses program content, management, delivery, and accountability (Dahir et al., 2009). The ASCA National Model is organized into four Elements (foundation, delivery system, management system and accountability; ASCA, 2005). The foundation is considered to be the “what” (p. 22) of the model. The delivery addresses “how” (p. 22) the program will be implemented. The management system address “when, why and on what” (p. 22) authority the program will be implemented. “How” (p. 23) students are or become different as a result of the program is addressed by being accountable (ASCA, 2005)

Foundation.

The foundation helps define the counseling program by outlining the counseling program's philosophy, stating the program mission, and addresses the three domains (academic, career, personal/social), in which student development takes place. The nine National Standards, located across the academic, personal/ social, and career domains, serve as the foundation for

program content; and are purposefully intended to support every student's development (Stone & Dahir, 2006). The foundation addresses "*what* every student will know and be able to do as a result of the counseling program" (ASCA, 2005, p. 27). Included in this core element are the beliefs and philosophies of the counseling personnel and the mission, which describes the goal and purpose of the counseling program (ASCA, 2003; 2005).

Delivery Systems.

The delivery system answers *how* the program will be implemented in the school (ASCA, 2005). The delivery system is made up of four components, which include school guidance curriculum, individual student planning, response services and system support (ASCA, 2005). Developmentally appropriate lessons are designed for students (K-12) to help facilitate growth and meet competency within the National Standards. Curriculum lessons can be implemented through group activities or class instruction. According to ASCA (2005), the individual student-planning component is where students begin to evaluate their academic, personal and career goals.

Response services are the traditional role of the school counselor (ASCA, 2003), and are delivered strategically by consulting, counseling individually or in small groups, crisis counseling, referring and through peer facilitation (ASCA, 2005). These components address the immediate needs of students (ASCA, 2003).

Systems support requires administrative management in order to maintain the entire counseling program (ASCA, 2003). Leadership and advocacy, on the part of school counselors, requires professionally developing the counseling program by consulting with stakeholders who can contribute to the overall comprehensiveness of the counseling program (ASCA, 2005).

Management Systems.

The management system addresses “when” (p. 22) delivery services will be rendered, “why” (p. 22) services are rendered, and on “what” (p. 22) authority have these services have been given (ASCA, 2005). In developing a comprehensive counseling model that incorporates a management component, school counselors should ensure that the counseling program is a clear reflection of the needs of the school (ASCA, 2003). School counselors manage data and analyze students’ needs and achievement in order to implement action plans that design how competencies and standards will be achieved (ASCA, 2003).

Action plans are part a curriculum that specifically states which domains, standards and competencies will be addressed (ASCA, 2005). In addition, plans state who is in charge of delivery of curriculum and provide a timeline for project start and end dates (ASCA, 2003). Action plans help develop calendars that can be useful information for teachers, programming and recognition of tasks that are appropriate and inappropriate for school counselors to engage (ASCA, 2005)

Accountability.

“School counselors and administrators are increasingly challenged to determine the effectiveness of the school counseling program in measureable terms (ASCA, 2003; p. 165)”. Having results that align with ASCA’s National Standards and Competencies can be powerful tools in promoting the profession and advocating for the counseling program (ASCA, 2005). Auditing the counseling program can provide counselors information that can guide future actions and improve student outcomes academically, personally/ socially and in their careers.

Themes of the ASCA National Model.

The four Themes of the ASCA National Model include leadership, advocacy, collaboration and teaming, and systemic change (ASCA, 2005) and are embedded to help support the four core Elements in the ASCA National Model (Sink, 2008). The elements are in alignment with the TSC movement, and were incorporated by professionals who wrote the ASCA National Model, and who were a part of TSCI (Perusse & Colbert, 2007).

Leadership and Advocacy.

The ASCA National Model helps provide urban school counselors with a framework that assists counselors with taking leadership within school (Schwallie-Giddis et al., 2003). According to Perusse and Colbert (2007), school counselors need sign up and be leaders on School Improvement Teams (SIT) as a way to collaboratively work with all school faculty. School counselors are advocates that lead, collaborate and remove systemic barriers that may infringe upon a student's opportunity for academic advancement (Education Trust, 2011). In advocating, school counselors can assume the role of social change agent by providing clients with empowerment (Stone & Dahir, 2006).

Collaboration and Teaming, and Systemic Change.

School counselors cannot provide a comprehensive model alone (Beesley, 2004). The goal of a comprehensive model like the ASCA model is to enhance students' personal, social, vocational and academic achievements, which can only be accomplished if stakeholders, such as teachers, are being utilized and incorporated into the model (Beesley, 2004). Open communication with teachers can help the collaboration process (Perusse & Colbert, 2007). Systemic change begins when school policies or procedures are examined and are found to be

outdated and incongruent with new research or data (ASCA, 2005). School counselors play an important role in leading such a change and incorporating all stakeholders (ASCA, 2005).

Successful Implementation of the ASCA Model

The amount of research conducted on the successful implementation of comprehensive school counseling model is limited in scope. Holcomb-McCoy and Mitchell (2005) claimed that school counseling programs that are comprehensive, and incorporate a balance between intervention responses and proactive prevention, are greatly needed in urban schools. School counselors in urban areas will have to learn how to contend with financial crises (Coogan & DeLucia-Waack, 2007; Holcomb-McCoy, 2005; Lee, 2005). Economically, the fiscal state of many school districts has impacted large numbers of school counseling positions, and has resulted in larger student-counselor ratios (Coogan & DeLucia-Waack, 2007). Bemak and Chung (2005) claimed that the changing ratio of counselors to students will affect successful implementation of a comprehensive guidance program.

Schwallie-Giddis et al. (2003) stated that the first step in implementation requires school counselors to address and communicate their needs and wants with administrators. School counselors need to build partnerships with administrators in school who align with and will contribute towards social change, which will aide in addressing and reducing the achievement gap among minorities in urban environments (Bemak & Chung, 2005). In addition, successful implementation of any comprehensive developmental school-counseling program will also require support from classroom teachers (Beesley, 2004). Holcomb-McCoy and Mitchell (2005) contested that “important to urban school counselor education programs are the inclusion of content related to family interventions, strategies for increasing academic achievement, working

with underachievers, the impact of poverty on academic achievement, and strategies for empowering low-income families and students (p. 4)".

Bemak and Chung (2005) have argued that many school counselors remain rooted in traditional roles. Described as the three "C's", Counseling, consultation, and coordination are traditional roles that have been in existence since the 1960's (Bemak & Chung, 2005). Hatch and Chen-Hayes (2008) stated that success of the ASCA Model would be dependent on the willingness of counselors to learn and acquire new skills, change old practices, design and implement program evaluation and use action research. School counselors need to become more cognizant of the power they have in the implementation process and utilize their skills (Themes) with the ASCA National Model (ASCA, 2005) in creating a comprehensive counseling program model (Dahir et al., 2009).

Stakeholders Perceptions of School Counselors

The ASCA National Model is a framework for school counseling programs (ASCA, 2005). The underutilization of the ASCA National Model by school counselors contributes to continued ambiguity among stakeholders (i.e., school counselors, parents, administrators and teachers) about the role of the school counselor (Dodson, 2009; Beesley, 2004). School counselors should understand and know the opinions and perceptions of stakeholders in his/her school (Dahir et al., 2009), and know that their responsibility is to help modify and create a counseling program that is unique to their city, district, and school.

Not all school counseling programs, however, use the ASCA National Model. As a result, teachers and other administrators may not be aware of the model and the description of the roles of a school counselor within the model (Dodson, 2009). Role ambiguity can potentially occur if teachers and administrators are unfamiliar with the work of a school counselor. School

counselors need to inform colleagues of the services they provide and the role that they play by being accountable and answering how students have changed as a result of a school-counseling program (ASCA, 2005).

School counselor perceptions.

In researching school counselor beliefs about the ASCA National Model, Hatch and Chen-Hayes (2008) found that program components, such as the delivery of services (implementation) and students outcomes, could be potentially impacted by school counselor perceptions. A survey study conducted by Hatch and Chen-Hayes (2008) sampled 1,279 ACSA members, who were practicing school counselors, in order determine their beliefs about the importance of ASCA National Model's program components. They found that the highest rated component, reflected by school counselors, was the importance of having clear goals for the school-counseling program. The second highest rated component of importance was the student-to-counselor ratio. The three lowest rated components were the importance of using school data to identify gaps in achievement and the monitoring of both student academic development and students personal/social development.

School counseling programs that use the ASCA National Model should be data driven (ASCA, 2005). Hatch and Chen-Hayes (2008) reported that mission, goals, competencies and administrator support were more important to school counselors than were components such as data usage for program planning and accountability. Similarly, Perusse et al. (2004) claimed that most school counselors and principals do not accept the shift towards data to effect change.

Perusse et al. (2004) distributed questionnaires to both elementary and secondary school counselors, as well as to elementary and secondary school principals, to determine if their perceptions were alike or different in regards to the level of emphasis that should be placed on

the TSCI domains. “The use of data to effect change”, and “help the whole school look at student outcomes”, were some of the lowest perceived TSCI domains among all four groups.

Administrative perceptions.

Not all administrators are familiar with the ASCA National Model or the role the school counselors contribute in the development and implementation of the ASCA National Model (Dodson, 2009). Furthermore, principals' perceptions are not always congruent with the defined role standards outlined in the ASCA National Model (Kirchner & Setchfield, 2005). A study conducted by Perusse et al. (2004) revealed that most school principals believed that appropriate tasks for school counselors included clerical tasks (registering and scheduling students). In addition to registering and scheduling students, many school counselors were performing disciplinary duties that consumed a great deal of time (Fitch, Newby, Ballesterro & Marshall, 2001); tasks such as these are contradictory to what the ASCA National Model (2003, 2005) considers appropriate.

Fitch et al. (2001) investigated the perceived role of school counselors by graduate administration students. Results suggested that administrators knew what school counselors considered important, however, administrators still valued counselors performing tasks that are considered inappropriate (Fitch et al., 2001). Fitch et al. (2001) claimed that in most schools, administrators determined the role of the school counselor. Having principals define the school counselor's role can potentially undermine the student-counselor relationship and any possibility of building rapport (trust) with students (Fitch et al., 2001). Bemak and Chung (2005) stated that in many cases school counselors have accepted and adopted defined roles given to them by administrators and school systems.

Teacher perceptions.

The literature encompassing teacher perceptions of the ASCA National Model, and its Elements, are still narrow in scope. A majority of the studies on teacher perceptions focused on aspects of certain elements and some of the themes that are embedded in the model, such as collaboration between teacher and counselor and the type of delivery services rendered to students.

Clark and Amatea (2004) conducted a qualitative study that looked at examining the perceptions and preferences of 23 teachers in regards to how counseling services should be delivered and teachers' expectations about school counselor contributions and collaborative efforts. Major themes emerged from their findings, such as communication and collaboration, the value of direct service, counselor visibility and involvement and understanding of the needs of student population. Specifically, Clark and Amatea (2004) determined that teachers believed that communication, collaboration and teamwork were the most important tasks in which school counselors engage. Results also showed that only 2 out of 23 teachers stated the importance of counselors performing administrative tasks such as scheduling and testing.

Reiner, Colbert & Perusse (2009) examined the extent that teachers agreed or disagreed that school counselors should engage and were engaging in appropriate responsibilities and inappropriate activities as defined by ASCA. The highest rated appropriate responsibilities that teachers rated were: assisting students with academic and career planning, assisting students with personal/social development, interpreting student records and ensuring that they are maintained in accordance with state and federal regulations, and assisting the school principal with identifying and resolving student issues, needs, and problems. Furthermore, teachers believed that school counselors were in fact engaging in these aforementioned responsibilities the most.

Beesley (2004) stated that, as the demands and expectations for school counseling programs increase, counselors would have greater difficulty providing a comprehensive counseling service model alone. Results from Reiner et al. (2009) suggested that high school teachers would be supportive of school counselors that engage in roles that are consistent with and endorsed by ASCA. Findings also indicated that teachers supported and endorsed school counselor roles that were defined as inappropriate by ASCA (2005), such as, "work with one student at a time in a therapeutic, clinical mode." Individual counseling was perceived by teachers as a role in which a counselor should engage when delivering services and managing their time.

Urban Challenges in Implementing the ASCA National Model

The challenges of implanting the ASCA National Model in an urban setting have not yet been thoroughly researched. Schwallie-Giddis et al. (2003) reported that school counselors were concerned about the lack of funding to hire the appropriate number of counselors to participate in a comprehensive model. School counselors in urban areas will have to learn how to contend with financial crisis (Coogan & DeLucia-Waack, 2007; Holcomb-McCoy, 2005; Lee, 2005). Economically, the fiscal state of many school districts have impacted large numbers of school counseling positions and has resulted in larger student-counselor ratios (Coogan & DeLucia-Waack, 2007). Bemak and Chung (2005) claimed that the caseloads given to counselors is not conducive to individual counseling, therefore, school counselors will have to reinvent intervention strategies that will work on reaching large groups of students, parents, and teachers.

In addition to finances, family participation is essential in determining the success of a student's education (Amatea, Daniels, Bringman & Vandiver, 2004). Holcomb-McCoy and Mitchell (2005) reported that urban school counselors perceived low family functioning/

parenting as the second most prevalent issue in an urban environment. Successful implementation of a comprehensive model by an urban school counselor is difficult when unique issues within the environment need to be addressed, such as severe absenteeism and the concept of urban alienation (Holcomb-McCoy, 2004; Clark & Breman, 2009).

High-stakes challenges have been placed on teachers by education reform movements (i.e., NCLB). The higher standards placed on teachers influences much of the academic year, and will often dictate whether teachers will allow students to leave the classroom for responsive services, or the school counselors to give a curriculum lesson (Eschenauer & Chen-Hayes, 2005). Aside from the aforementioned complication of implementing the ASCA National Model in an urban environment, Holcomb-McCoy and Mitchell (2005) reported that school counselor in urban settings were spending 13.2% of their time doing administrative tasks. The role of a school counselor is complex and amount of time a counselor will factor in the implementation of a comprehensive model.

Teacher Perception Based Research

The school counselor's position is vital in focusing on issues, strategies and interventions that will address the disparity in achievement between low-income and minority students to those who have significantly more advantages and opportunities to excel academically (Martin, 2002). Sink (2008) stated that school counselors are helping other educators (i.e., teachers, administrators, etc.) promote academic-educational outcomes on four levels (school, classroom, small group, and one-to-one). Strong partnerships and collaborative efforts with stakeholders can promote healthy attitudes and academic success in diverse urban settings (Galassi, Griffin & Akos, 2008).

The ASCA National Model is a framework for school counseling programs and incorporates integral component of the schools' academic mission (ASCA, 2005). The National Model builds on TSCI by ensuring that all students have equitable access to a school counselor (ASCA, 2005). Identifiable knowledge and skills that students acquire are believed to be attributable to a comprehensive program that is designed and delivered in a systematic method (ASCA, 2005). In order to ensure that the school-counseling program is adequately infused into the mission of the school, cooperative efforts must be made between school counselors and teachers (ASCA, 2005).

Implementation of the ASCA National Model requires teacher support and collaboration (Beesley, 2004). Teachers have the ability to provide accurate and meaningful feedback that can be useful in the effectiveness of the counseling program and the services rendered to the school community (Beesley, 2004). It seems appropriate that teachers will have perceptions about urban counseling programs and how they should be designed, considering these teachers work with and educate a population of students that are ethnically and linguistically diverse, and low performing (Holcomb-McCoy, 2005). Understanding teacher perceptions of the ASCA National Model's four elements (ASCA, 2005): (a) foundation, (b) delivery systems, (c) management, (d) accountability will help determine the level of support the Model has in school settings as well the possibility of implementation of the Model.

The following research question was addressed:

- To what extent do teachers agree that urban school counselors should be incorporating specific aspects of the ASCA's National Model (2005) that are based in the models *Elements and Themes*?

Method

Purpose

The American School Counselor Association (ASCA) established the ASCA National Model (2005), which is considered a framework that school counselors are encouraged to implement. The National Model (ASCA, 2005) reflects a comprehensive approach to program foundation, delivery, management and accountability. Teachers are valued stakeholders in school settings and their opinions are vital to the successful implementation of the ASCA National Model (ASCA, 2005; Beesley, 2004). Understanding teacher perceptions of school counselors and the American School Counselor Association's National Model can help counselors determine what discrepancies exist between the integration of the model by school counselors and teachers perceived importance of the application of such a model. This study investigated teacher perceptions of the American School Counselor Association's National Model (2005) and determined what aspects of the national model urban school counselors "should" be incorporating. The researcher hypothesized that there would be a higher percentage of less experienced teachers (fewer number of years teaching) whose perceptions of the ASCA National Model would result in an "agreed" or "strongly agreed" responses than teachers who have been working for 10 plus years. The researcher also hypothesized that there will be little to no difference between male and female teachers' perceptions of the integration of the ASCA National Model by urban school counselors. In addition, the researcher hypothesized that the themes of the ASCA National Model would be more "strongly agreed" upon than the elements by teachers.

Setting and Sample

The population targeted for research purposes were middle and high school teachers working within an urban school setting in western New York. This was the target population due to the higher number of school counselors working with teachers in the middle and high school grade levels (Reiner et al., 2009). The sample selected were teachers, grades 7 – 12 working within one combined school. The convenience sample chosen was based on the investigator's access to all the teachers within one particular school. Each teacher within the school building had the opportunity to participate in the research study. There were no criteria eligibility requirements for teachers to participate in the survey other than they had to be working full-time as a teacher and have a mailbox in the attendance office in the school.

Procedure

Surveys were hand delivered to teacher's mailboxes within their school. This approach was relatively inexpensive and allowed participants the opportunity to complete and return the survey on their own accord. Participants were informed to deliver their completed surveys to the researcher's site supervisor's mailbox located in the attendance office. Participants were given approximately two weeks to complete and return the survey. The researcher's site-supervisor collected the completed surveys and returned them to the researcher. Of the 104 surveys distributed within the school building to teachers, and 47 were returned, for a response rate of 45.1%

Instrument and Materials

The survey was developed, by the investigator, based on the content embedded in the *elements* and *themes* of the ASCA National Model (ASCA, 2005). The research design consisted of a cross-sectional survey design. The data collection approach was a self-administered

questionnaire. The survey consisted of 20-item questionnaire, and is presented in detail in Appendix A. This instrument measured teacher's perceptions of what they believed school counselors in an urban setting "should" be doing, according to the ASCA National Model (2005). Teachers were encouraged to rate the importance of the components of the elements and themes (i.e., creating a counseling program, teaching and counseling students across academic, personal/social and career domains and collaborating with teachers, community agencies and other stakeholders). Each question had the same stem item, which was framed as: "I believe that school counselors in an urban setting should..." An example of a question is as follows: "I believe that school counselors in an urban setting should – provide workshops to parents in order to address community needs." Teachers had the option of responding to each question on a 4-point Likert scale ranging from a 1 – 4 in response (1- strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree).

Data Analysis

The researcher calculated the percentages of teachers that agreed or disagreed with the components of the ASCA's National Model. Teachers' perceptions were measured using a 4-point Likert scale. Analyses were made based on teacher responses to all 20 questions with in the survey. Means and standard deviations were determined what specific components of the ASCA Model were most favorably agreed or disagreed upon by teachers. A chi-square and crammer's V method of analysis were used to determine the level of significance and the strength of association between gender and teachers' perceptions, as well as the number of years one has teaching and his or her beliefs about the ASCA Model.

Protection of Participants

Measures were taken for the protection of participants' rights. The self-administered surveys were anonymous. Teacher's names were not linked to their submittal of the survey. Demographic identifiers only examined teacher's gender and the number of years they had been teaching. Teachers were informed that by completing and returning the survey that they had consented to take part in the study. Surveys are being locked in a filing cabinet and will be shredded at the completion of the study.

Results

There were 104 surveys that were hand delivered to teacher's mailboxes. The data collected is representative of the 47 returned questionnaires with a response rate of 45.1%. Results were analyzed using SPSS 19 and focused on the responses of participants in this research study. Teachers' were asked their perceptions of what school counselors "should" be incorporating in an urban school setting and rate their responses in order from strongly disagree to strongly agree. Some participants choose to skip some questions on the survey. The only identifiable variables asked of teachers were gender and number of years teaching. The amount of years teaching varied for respondents. Teachers working 0-5 years encompassed 41% of the participants, teachers 6-10 years (12.8%), teachers 11-20 years (28.2%), teachers 21-30 years (15.4%), and teachers 31 years plus (2.6%). Male and female respondents encompassed 22% and 78 % respectively.

In Table 1, the number of respondents, means, and standard deviations are listed for each question asked of the participants. The mean number responses for each question that fell between Agree (3) and Strongly Agree (4) were 18/20 or 90%. It can be said that 90% of all teachers either agreed or strongly agreed that urban school counselors "should" be incorporating those specific aspects of the ASCA National Model (2005). Perceptions that teachers rated the

highest that school counselors in an urban setting should be doing were as follows: collaborate with administrators to address student issues and needs, consult with parents, teachers and community agencies regarding strategies to help students and families, and facilitate student development in the career domain. 89.47% of all teachers, regardless of the amount of years teaching strongly agreed that school counselor should collaborate with administrators.

There were only two questions that fell below a mean score of 3.00 or a response of “agree”. Therefore, only 10% of the total number of questions in the survey resulted in mean scores that can be interpreted as having uncharacteristic response. Specifically, the lowest rated perceptions that teachers believed school counselors “should” be doing in an urban setting were as follows: work with one student at a time in a therapeutic, clinical mode, provide a school guidance curriculum such as teaching units in classrooms, and register and schedule all new students. Nearly half (47.8%) of all teachers’ who reported the number of years they had been teaching did not believe that school counselors should be providing a school guidance curriculum such as teaching units in classrooms. Females constituted for 83.33% of those teachers’ who responded that they strongly disagreed or disagreed with such a curriculum. This question was also the most skipped question among all teachers that participated in the questionnaire.

The question, “register and schedule all new students” produced the largest spread among teacher’s beliefs and responses to the specific role of a school counselor. A standard deviation of 1.007 was recorded and can potentially be attributed to the defined differences between registering and scheduling. This activity is inappropriate according to the ASCA National Model (2005) and many school counselors are still performing such tasks based on administrative authority.

A chi-square (χ^2) test was run to determine the level of significance between the numbers of years teaching or gender and the responses to each question. A crammer's V (V) test was then run to determine the strength of association between questions and each demographical variable (years teaching, and gender). There was a gender effect as to whether school counselors in an urban setting should be developing and publishing a master calendar of school counseling events so that students, parents or guardians, teachers and administrators know what and when school counseling activities will be held, $\chi^2(2, N = 41)$, $V = 6.120$, $p = 0.047$. There were no other significant correlations between either number of years teaching or gender and the responses to any other survey questions.

The results provided evidence that teachers' were in agreement with the functions of the school counselor as it relates to developing a comprehensive counseling program as outlined in the American School Counselor Association's National Model (Figure 1). The total mean response (3.35) was consistent with an overall agreed response by teachers to the ASCA National Model (2005). Despite the total mean response, there were interesting responses and trends within the survey studied that generated signification interpretation. Hypothesis 1, stated that less experienced teachers would be more in agreement with the elements and themes of the ASCA National Model than teachers with 10 or more years of experience. This hypothesis was not supported by any statically significant data collected. In this instance the alternative hypothesis is rejected, and the null hypothesis accepted.

Hypothesis 2, stated that there would be no difference in teacher perceptions among males and female. The results showed that there was no gender effect upon the responses given by teachers on the survey. The null hypothesis is therefore accepted, as gender had no significant statistical effect at the $p > .05$ alpha level. The alternative hypothesis to the third prediction was

accepted and stated that teachers would agree upon the themes of the ASCA National Model more so than the elements of the model. Despite the results showing no significant gender effect, some trends were evident. Overall, females disagreed in their responses more so than males in 13 out of the 20 survey questions. Males and females equally disagreed with the remaining 7 questions. The question: "school counselors working in an urban setting should work with one student at a time in a therapeutic, clinical mode" produced the highest amount of strongly disagree or disagreed responses. Regardless of gender, both males (44.4%) and females (45.2%) had a shared disagreement with urban school counselors working one-on-one with students.

The researcher's third hypothesis was not statistically significant. However, in Table 2 teachers were more in favor of the themes of the ASCA National Model (2005) than they were of any elemental component of the model. Themes yielded a mean response of 3.51, whereas the elements only produced a mean response of 3.35. Themes of the ASCA National Model (2005) are universally understood and known; whereas an objective definition may have been need to explain the elemental components of the model.

Discussion

Stakeholder approval, such as teachers is need in order for the successful implementation of a comprehensive school-counseling model (ASCA, 2005). Teachers in an urban setting were surveyed as to their beliefs about specific elements and themes located within the model. A 4-point Likert scale was used to measure teachers' responses. Teachers' were informed of research purposes and were simply asked to circle one response to each question. However, unexpectedly many teachers took it upon themselves to write in the margins additional information, recommendations, and thoughts that were insightful as it pertains to the current study. These will be revealed where applicable throughout this section.

This study revealed the perceptions of urban teachers on the American School Counselor Association's National Model (ASCA, 2005). Overall, teachers agreed that urban school counselors should be implementing specific elements and themes from the ASCA National Model. Specifically, 18 of the 20 survey questions resulted in a mean response of a 3 – 4, which falls between agree and strongly agree, respectively. Overall, this finding suggests that teachers agree that urban school counselors should be implementing the ASCA's National Model (2005). One teacher revealed that she was under the impression that school counselors were and always had been implementing these elements and themes and considered it to be “job duties” that they were to fulfill. Another teacher reported that she was unaware of the job duties of a school counselor, but believed that 70% or more of a school counselors' caseload would have to be cut in order to successfully implement all of the elements and themes described within the survey.

Some written responses that teachers reported were that school social workers, psychologist or community agencies should be performing individual counseling. Another teacher reported that there is “no time” for school counselors to perform such a duty with their students. These teacher's personal statements would be in alignment with ASCA National Model (2005) and its recommendation of one-on-one counseling as an inappropriate activities for school counselors. This is in direct opposition to the research conducted by Reiner et al. (2009), which found that teachers' believed that counseling students was an important activity for school counselors. Whitson (2002) also recommended that school counseling programs should incorporate mental health services.

It was hypothesized by the researcher that teachers who had 10 or fewer years' experience as a teacher would agree more with the ASCA National Model than teachers with 11 or more years' experience. This hypothesis was rejected and there was no significant relationship

between number of years teaching and responses to the survey. The question that most teachers disagreed with was working "one student at a time in therapeutic, clinical mode. 61% of teachers with 0-10 years experience agreed or strongly agreed that school counselors should work one on one with students, whereas only 40% of those with 11-30 years' experience thought so.

The mean score finding of this study also suggest that teachers agree more with the specific themes (3.51) of the ASCA National Model, such as leadership, advocacy, collaboration, and systemic change more so than the combined elements (3.35) of the National Model (ASCA, 2005). These results support the researcher's hypothesis that stated that the themes of the ASCA Model would be agreed upon more than the individual elements. Clark and Amatea (2004) determined that teachers believed that collaboration and teamwork were the most important tasks that school counselors should engage. It can be argued that the themes of the ASCA National Model (2005) were more heavily favored because they are universally shared and accepted within the field of education.

Providing a school guidance curriculum such as teaching units in classrooms was the most skipped question by teachers. Some teachers wrote voluntarily that they would like to collaborate with school counselors in providing a curriculum. Another teacher stated that only character education should be provided in a school counselor curriculum. In addition, registering and scheduling resulted in the largest spread ($SD = 1.01$) of responses for any one question. This task is considered an inappropriate activity according to ASCA (2005), but is often still perceived as a job duty of many school counselors by many school principals (Perusee et al., 2004).

Implications for School Counselors

This research study provides data that is important for school counselor to be aware of when considering implementing a comprehensive school-counseling model. It is vital to understand the perceptions that teachers have about school counselors' contributions, integration, and application of a comprehensive model (Dahir et al., 2009). Building a comprehensive school counseling program requires building a foundation based on the assessment of the needs of both the school and the district (ASCA, 2005). Each city, school district and school have their own challenges and therefore determining the perceptions, beliefs, and feeling of all stakeholders when creating the ASCA National Model (2005) will allow school counselors to understand the impact and success of implementation.

Specific to study, one teacher reported that she personally would have agreed to more of the survey questions; however she believed that urban school counselors were already overwhelmed and can not be looked at as a "panacea". This response is consistent with Lee's (2005) research, which states that urban school counselors' deal with more challenges due to their environmental setting which include, but are not limited to, population density, educational inequality, high crime rates and per capita higher rate of poverty. When determining the foundation, delivery, management and the accountability of a comprehensive school-counseling program, urban school counselors should consider understanding the needs and struggles of students, families and the whole community (Holcomb-McCoy & Mitchell, 2005).

Recommendations for Counseling Practice and Future Research

Counselors need to pay attention to the results of this study and specifically understand the perceptions of stakeholders, especially teachers. Teacher involvement and collaboration is valuable in the successful implementation of a comprehensive model such as the ASCA National

Model (ASCA, 2005; Beesley, 2004). Stakeholders do not only include teachers, but also school district personnel, administrators, parents, and community agency affiliates. Based on the personal testimonies by teachers' on some returned surveys, it is clear that some are still unaware of what counselors are trained to do and what specific job duties encompass the role of school counselor. This research is consistent with Kirchner and Setchfield (2005), which stated that stakeholders' perceptions of the school counselor role are not always congruent with the roles as defined by ASCA (2005). Based on this information, school counselors should present at faculty meetings, parent-teacher conferences, open houses, and student support staff meetings in order to educate all school-based personnel on the skills, training, techniques and services that can be provided by their personal expertise.

School counselor education programs as well as other primary and secondary education programs in academia should consult and collaborate with one another. The goal would be to help prepare teachers and administrators with necessary information and basic knowledge of what skills school counselor have and what services they provide which can be utilized in school settings.

Not enough research has been done specifically in urban settings to determine if a comprehensive model is effective, financially feasible and completely accepted by all stakeholders; this suggestion also supports Whiston's (2002) position. Future research might look the perceptions of urban school counselors in regards to the ASCA National Model (ASCA, 2005). A compare and contrast study could be conducted using the results from this study and the perceptions of urban school counselors in the field.

A qualitative study interviewing school counselors may provide more specific insight into the elements and themes of the ASCA National Model. Focus groups could be conducted at

different schools within a particular school district in order for better generalizability of data. Questions can be clustered based on ASCA's model foundation, delivery, management and accountability systems as well as the model's individual themes. Each focus group or counselor could disclose personal opinions of the implementation of the model as a whole within an urban setting.

Limitations

First, this research solely focused on middle and high school teachers that were working in a public school in a certain geographical region of the country. Data was collected during the end of the academic school year, which the researchers believes resulted in fewer completed and returned surveys. Teachers also had the option to self-select their participation in this study. Despite anonymity, teachers who were potentially uncomfortable with revealing their thoughts may have not returned the survey or may have chosen to skip particular questions. The generalizability of the data may be affected by these limitations.

Conclusion

The purpose of this study was to determine teacher perceptions about the American School Counselor Association's National Model and importance of implementation by urban school counselors. It was clearly evident, based on the results that teachers were in agreement that urban school counselors should implement the elements and theme of the ASCA National Model (2005).

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Appendix A

Table 1

Means and Standard Deviations for Participants Responses to School Counselor Profession

Item Stem: I believe school counselors should...	n	M (SD)
Have national standards	47	3.23 (.67)
Have a mission statement	47	3.47 (.69)
Facilitate student development in the academic domain	47	3.43 (.65)
Facilitate student development in the career domain	47	3.68 (.52)
Facilitate student development in the personal/social domain	47	3.64 (.57)
Provide a school guidance curriculum	42	2.83 (.82)
Collaborate with administrators to address student needs	46	3.82 (.38)
Provide workshops to parents	47	3.28 (.77)
Focus on individual student planning	47	3.60 (.64)
Consult with parents, teachers and community agencies	47	3.72 (.45)
Review data-driven needs of the student population	47	3.34 (.56)
Use student-achievement data as a way to monitor progress	45	3.44 (.62)
Create/maintain student education/career planning folders	47	3.28 (.77)

Provide small and large group counseling	46	3.44 (.62)
Register and schedule all new students	46	3.09 (1.01)
Work with one student at a time in a one-on-one therapeutic, clinical mode	46	2.67 (.92)
Develop and publish a master calendar	47	3.11 (.76)
Collect short, intermediate, and long-term data to measure and evaluate the counseling program	45	3.24 (.65)
Be leaders and role models	47	3.57 (.58)
Collaborate with stakeholders in order to create systemic change	46	3.43 (.65)
Mean Total		3.35

Appendix B

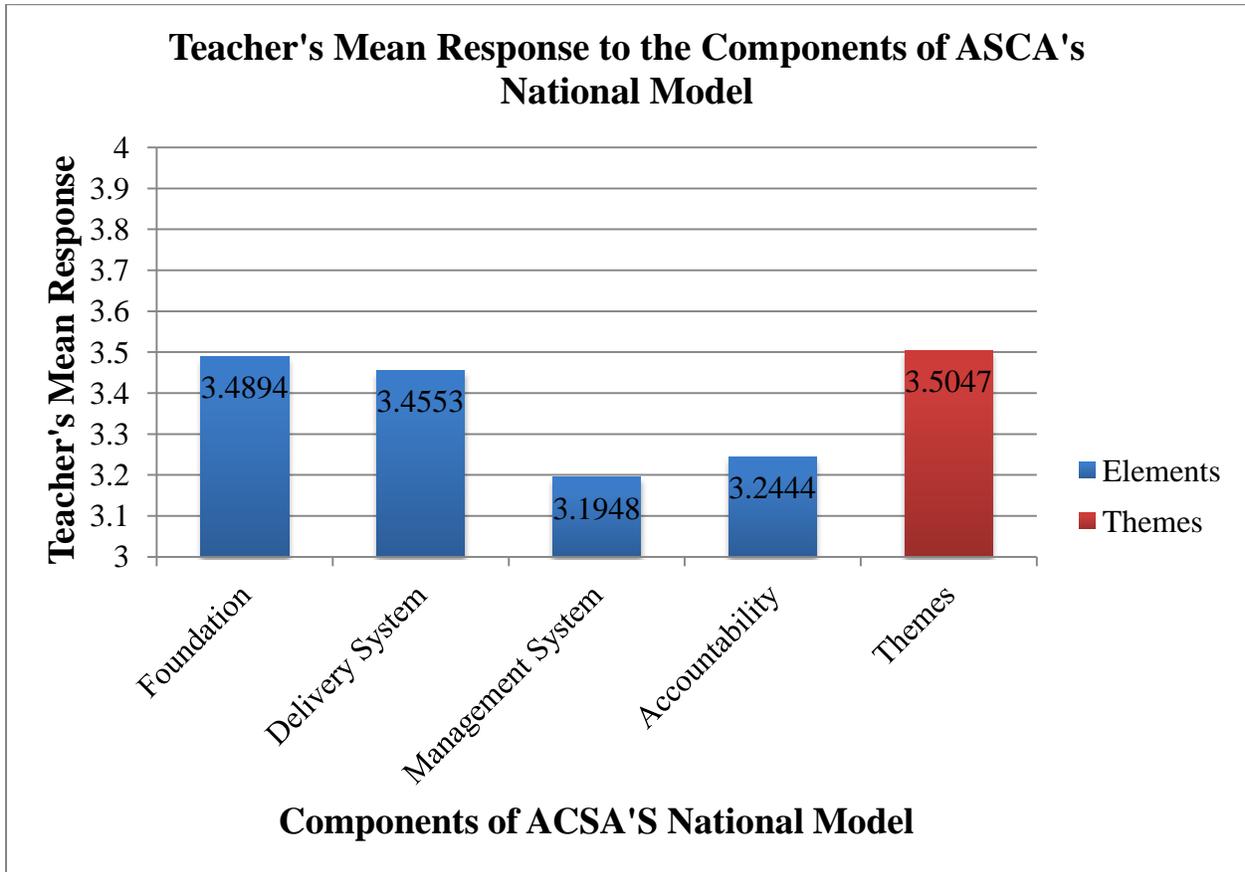
Table 2

Combined Means of Teacher Responses Specific to the Elements and Themes that Encompass the ASCA National Model

Combined <i>Element</i> Means from the ASCA National Model:	M
Foundation	3.4894
Delivery Systems	3.4553
Management Systems	3.1948
Accountability	3.2444
Combined <i>Theme</i> Means from the ASCA National Model:	M
Leadership, Advocacy, Collaboration and Teaming, Systemic Change	3.5047

Appendix C

Figure 1



Appendix D

Teacher Perceptions of the American School Counselor Association's National Model

Please circle your response. Please only select one response for each question.

Survey Rating Scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

I believe that school counselors in an urban setting should...

1. Have national standards, which they follow.

1	2	3	4
---	---	---	---
2. Have a mission statement, which describes the purpose of the counseling program.

1	2	3	4
---	---	---	---
3. Facilitate student development in the academic domains in order to enhance the learning process.

1	2	3	4
---	---	---	---
4. Facilitate student development in the career domain.

1	2	3	4
---	---	---	---
5. Facilitate student development in the personal/social domains.

1	2	3	4
---	---	---	---
6. Provide a school guidance curriculum such as teaching units in classrooms.

1	2	3	4
---	---	---	---
7. Collaborate with administrators to address student issues and needs.

1	2	3	4
---	---	---	---
8. Provide workshops to parents in order to address community needs.

1	2	3	4
---	---	---	---
9. Focus on individual student planning where topics such as financial aid, four-year plans and job shadowing are discussed.

1	2	3	4
---	---	---	---
10. Consult with parents, teachers and community agencies regarding strategies to help students and families.

1	2	3	4
---	---	---	---

Survey Rating Scale: 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

11. Discuss and review data-driven needs of the student population in order to create change and implement interventions.

1 2 3 4

12. Use student-achievement data (i.e., Standardized test data, G.P.A. and retention rates) and achievement-related data (i.e., referrals, attendance rates and parent involvement) as a way to monitor student progress.

1 2 3 4

13. Create and maintain student education and career planning folders that document student involvement in clubs and volunteer experiences, awards and certificates, resumes, work experience and leadership activities.

1 2 3 4

14. Work with students to provide small- and large- group counseling services.

1 2 3 4

15. Register and schedule all new students.

1 2 3 4

16. Work with one student at a time in a therapeutic, clinical mode.

1 2 3 4

17. Develop and publish a master calendar of school counseling events so that students, parents or guardians, teachers and administrators know what and when school counseling activities will be held.

1 2 3 4

18. Collect short-term, immediate and long-term data to measure and evaluate the counseling program.

1 2 3 4

19. Be leaders and role models within the school community.

1 2 3 4

20. Collaborate with stakeholders in order to create systemic change.

1 2 3 4

Years teaching:

Gender: