THE KNOWLEDGE AND COMPETENCIES OF EFFECTIVE SCHOOL COUNSELOR SUPERVISION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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The purpose of this study was to answer the following research questions: What are the knowledge and competencies of effective school counselor supervision? Can the knowledge and competencies of school counselor supervision be measured in a valid and reliable manner? Three stages were utilized to address these two questions.

Phase One involved both a thorough review of the literature surrounding school counselor supervision and a focus group with practicing school counselors. Both the review and the focus group generated content areas for items to be included in the instrument. Phase Two involved establishing content and face validity by a panel of experts (N=6), including four counselor educators and two practicing school counselor supervisors. A Likert scale was utilized for construction of the instrument. Items were separated into following dimensions of school counselor supervision: counseling supervision, 23 items; program management and professional development supervision, 11 items; administrative supervision, 9 items. Phase Three involved a pilot study (N=70) with practicing school counselors.

Analysis of the demographic information revealed that a majority were not receiving supervision. When asked, the sample indicated a preference for counseling
supervision. However a comparison of means indicated that respondents had the most favorable attitude toward program management and professional development supervision.

Cronbach’s alpha was utilized to establish internal consistency reliability of the instrument. Reliability was high for the overall instrument (alpha=0.94) and was high for the three dimensions as well: counseling supervision alpha=0.91, program management and professional development supervision alpha=0.85, and administrative supervision alpha=0.87.

An exploratory factor analysis was conducted to determine if the three dimensions emerged as latent variables. Principal components analysis revealed eight components. This suggests that perhaps these areas may not be as clearly defined as previously reported in the literature.
Dedicated to the memory of my father, Don F. Christman
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CHAPTER 1

1.1 INTRODUCTION

To call attention to the importance of supervision, Boyd and Walter (1975) used an analogy of a cactus. They compared the career of a school counselor to that of a cactus plant and asserted that both the school counselor and the cactus, “survive on a minimum of nutrients from the environment” (p.103). The authors proposed supervision as a viable method for increasing the “nutrients” or professional support given to school counselors. Supervision was promoted as a way of helping school counselors refine their counseling skills, increase their ability to work with difficult students, and assist in performing the wide variety of tasks required of them. In fact, the authors suggested that supervision could assist school counselors in becoming “master practitioners” and warned that the absence of supervision could result in “a stunted specimen” (p. 103).

Three years later, Aubrey (1978) maintained that, “Not only is supervision of practicing school counselors unrecorded, it is empirically devoid of research and any empirically derived body of knowledge” (p. 293). Other studies also have noted the absence of supervision (Borders & Usher, 1992; Page, Pietrzak, & Sutton, 2001; Roberts & Borders, 1994; Sutton & Page, 1994). Thus, it would seem that progress has been slow. The lack of progress is unfortunate because supervision can provide the professional support that school counselors need (Barrett & Schmidt, 1986; Corey, Corey, & Callanan, 1998; Davis & Mickelson, 1994; Henderson, 1994; Herlihy & Corey, 1996) and can help
counselors comply with their ethical responsibility of maintaining and increasing
counselor competence (American Counselor Association [ACA], 1995, Section C.2.).

While research into the provision of supervision is sparse, the topic of supervision
continues to be addressed by numerous authors (Barrett & Schmidt, 1986; Borders,
1991a; Borders & Usher, 1992; Cashwell & Dooley, 2001; Henderson & Gysbers, 1988;
Henderson & Lampe, 1992; Kahn, 1999; Page, et al., 2001; Sutton & Page, 1994; Usher
& Borders, 1993). The authors have essentially explored three areas: proposing and
researching supervision models, conducting and analyzing surveys, and detailing the
application of supervision to the school environment.

1.2 Supervision of School Counselors

Supervision is defined by Bernard and Goodyear (1992) as

An intervention that is provided by a senior member of the profession to a junior
member of the same profession. This relationship is evaluative, extends over time,
and has the simultaneous purposes of enhancing professional functioning of the
junior member(s), monitoring the quality of professional services offered to the
clients she, he, or they see(s), and serving as a gatekeeper for those who are to
enter the particular profession (p. 4).

Appropriate supervision of school counselors involves three dimensions: clinical,
developmental (program), and administrative (Barrett & Schmidt, 1986). These three
dimensions are necessary because they comprehensively address the nature of the school
counselor’s job. Thus the need for supervision must be examined in the context of each of
these three dimensions.

1.2.1 Administrative Supervision

The administrative dimension of supervision is concerned with the counselor’s
work ethic and habits, effectiveness in building professional relationships with others,
adherence to rules and standards, and appropriate use of time (Henderson & Gysbers, 1998; Henderson & Lampe, 1992). Administrative supervision is important because the school counselor has been required to perform various administrative functions (Nelson & Johnson, 1999) as well as “other duties assigned by their evaluator. These “other duties” must be examined to determine which are necessary for the maintenance and management of a school’s comprehensive program (Sink, 2005). The supervisor can help the supervisee critically examine which tasks appropriately utilize the expertise of the school counselor (Gysbers & Henderson, 2000).

1.2.2 Developmental Supervision

Developmental supervision is the dimension of supervision that addresses the school counselor’s role in program development, implementation, and coordination as well as their efforts to continue their own professional development (Roberts & Borders, 1994). Thus, the importance of developmental supervision must be examined on two levels: importance to the school counseling program, and importance to the continued professional development of the school counselor.

A current trend in school counseling focuses on the need for comprehensive school counseling programs that are proactive, prevention-oriented, and developmental in focus (Gysbers & Henderson, 2001). In line with this trend, the American School Counselor Association (ASCA) published a national model that emphasizes the importance of having a comprehensive program and that delineates the role of the school counselor in developing and implementing the counseling program (ASCA, 2003). This national trend toward comprehensive school counseling programs increases the
importance of developmental supervision because of its focus on school counseling programs.

Developmental supervision also addresses the continued professional development of the school counselor. This dimension of supervision “targets the cognitive and affective growth and development of school counselors as professionals” by helping supervisees set goals and by monitoring implementation of the goals (Henderson & Gysbers, 1998, p. 205). Developmental supervision helps supervisees focus on improving their commitment to the profession, on directing their efforts appropriately, on enriching their levels of competence, and on increasing their sense of professional identity and affiliation (Henderson & Gysbers, 1998).

1.2.3 Clinical Supervision

Clinical supervision is, “a powerful and personalized means of nurturing professional development” (Henderson & Lampe, 1992, p. 151). This aspect of supervision is concerned with the observation of and feedback regarding school counselors’ counseling skills (Henderson & Lampe, 1992). The task of clinical supervision is to evaluate and improve the competencies of the counselor involved in guidance, counseling, consultation, and referral (Henderson & Gysbers, 1998).

The changing nature of the school environment has increased the need for clinical supervision. School counselors are faced with increasingly difficult cases and issues on a regular basis (Borders & Drury, 1992; Henderson & Gysbers, 1998). Contributing to the increase in mental health problems are poverty, homelessness, substance abuse, and domestic and community violence (Lockhart & Keys, 1998). In fact, students with acute counseling needs are no longer an exception for school counselors (Borders & Drury,
Instead, school counselors are faced with students with intensive counseling needs on a regular basis. Issues being addressed by school counselors include: anxiety and depression, bullying, crime, eating disorders, family problems, post-traumatic stress disorder, poverty, school violence, substance abuse, suicide, and teen pregnancy (Sink, 2005). All of these issues are brought into the school environment and affect the achievement of the student. The reality is that learning oftentimes takes a “back seat” to simply dealing with these issues (Sink, 2005).

The following statistics clearly illustrate the severity and breadth of issues children face in today’s society (Children’s Defense Fund, 2001, 2002). For children in the United States, the following events occur every day:

- Five children under 20 years old commit suicide.
- Nine children under 20 years old are murdered.
- Nine children under 20 years old die from firearms.
- 180 youth are arrested for violent crimes.
- 367 youth are arrested for drug abuse.
- 2,861 high school students drop out of school.
- 4,248 youth are arrested for various crimes.
- 7,883 youth are reported abused or neglected.
- 17,297 public school students are suspended

The repercussions of these events vary in severity from school suspension to death, and many of these events have lifelong repercussions for children and their families.

The increasing issues are important to school counselors for two reasons. First, all children spend some time in the school system and thus are exposed to school counselors
who could help address some of the risk factors that lead to more serious events. Second, the diminished presence and impact of community mental health has limited the ability of the school counselor to make outside referrals (Wylie, 1992). Therefore, the school counselor may represent the child’s only opportunity to receive counseling although even this is threatened by a shortage of qualified school counselors (Schwab, 2001).

A majority of writing and research has examined the need for clinical supervision of school counselors while the developmental and administrative dimensions of supervision have been neglected in the literature (Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Sutton & Page, 1994). There is a need for current research to incorporate all three dimensions of supervision (Barrett & Schmidt, 1986).

Because supervision can help school counselors become more effective, the profession needs to know what knowledge and competencies are required to facilitate an effective supervisory relationship. To date, no research has addressed this area. One way to address this gap in the literature is to delineate the behaviors that encompass successful supervision of school counselors and to develop an instrument that examines these competencies.

1.3 Statement of the Problem

Most school counselors are not receiving supervision upon leaving their training program (Portman, 2002; Borders & Usher, 1992; Henderson & Gysbers, 1998; Kahn, 1999; Page et al., 2001; Roberts & Borders, 1994; Sutton & Page, 1994). In 1989, the American Association of Counseling and Development (AACD) acknowledged this reality by stating, “Essentially, proper supervision of school counselors is lacking at best, non-existent at its worst” (p.20). The absence of supervision places school counselors at
risk for experiencing problems in their continued growth as counselors. Without supervision, school counselors become less sure of their skills (Peace, 1995; Spooner & Stone, 1977; Wiley & Ray, 1986) and their skill level declines (Peace, 1995; Spooner & Stone, 1977). These findings combined with the increasing needs of students illustrate why, “supervision….is as important an issue today as it was twenty years ago.” (Cashwell & Dooley, 2001, p.39).

Research in school counseling has focused on demonstrating the effectiveness of supervision models (Benshoff & Paisley, 1996; Crutchfield & Border, 1997; Crutchfield et al., 1997), but has neglected to investigate the effectiveness of the supervisor. This reflects a significant gap in the literature. To date, no assessment tool exists to measure the effectiveness of the supervisor in the supervisory relationship. Because the benefits of supervision are numerous, there is a need for a tool to assess the supervisory relationship and to help ensure that quality supervisory relationships are being fostered.

1.4 Purpose of the Study

The purpose of this study is to identify the characteristics of effective supervisors and to develop an instrument that can assess the effectiveness of the supervisory relationship. Such an instrument would be completed by supervisees to provide an assessment of the supervision they are being provided. The instrument would inform supervisors about their role in the supervisory relationship and would help identify strengths and weaknesses.

1.5 Rationale of the Study

The rationale of this study is based on the benefits that supervision can provide to practicing school counselors. Supervision is recognized as an integral part of promoting
the development of counselors (Gysbers & Henderson, 2000; Larson et al., 1992).

Further, supervision has been recognized as additive regardless of the experience level of the school counselor (Henderson, 1994). Supervision is valued in the literature for several reasons.

- Supervision helps school counselors manage the increasing number of tasks and responsibilities that are expected of school counseling professionals (ASCA, 1993; Herlihy et al., 2002).

- Supervision increases feelings of collegial support and interaction (Peace, 1995; Sutton, 1988).

- Supervision increases effectiveness in service delivery to students (Borders, 1991b; Cashwell & Dooley, 2001; Henderson & Lampe, 1992).

- Supervision provides a way of remaining current with innovative counseling practices (Portman, 2002; Shechtman & Wirzberger, 1999).

- Supervision promotes increased self-efficacy (Borders, Rainey, Crutchfield, & Martin, 1996; Cashwell & Dooley, 2001).

- Supervision allows time for evaluation of counseling performance (Borders, 1991a; Bernard & Goodyear, 1992).

There are some benefits of supervision that are particularly important for novice school counselors.

- Supervision addresses any gaps that may exist between the training program and the reality of the school counselor’s job (Sutton & Page, 1994; VanZandt & Perry, 1992).
Supervision provides time to address feelings that evolve from performance expectations that do not allow for the novice status of the school counselor (Matthes, 1992; Portman, 2002).

Even though the benefits proposed for supervision are well documented, most school counselors are not receiving supervision (Borders & Usher, 1992; Sutton & Page, 1994). Clearly, it is important to continue pursuing supervision for school counselors, as the absence of any of these benefits would diminish the profession and the individual professional.

1.6 Research Questions

The proposed study seeks to expand on previous studies by developing an assessment tool for supervisors of school counselors.

Research Question 1. What are the knowledge and competencies that characterize effective school counseling supervision?

Research Question 2. Can the knowledge and competencies of school counselor supervision be measured in a valid and reliable manner?

1.7 Definitions

For the purpose of the study, the following definitions apply.

1. **Administrative supervision**: Supervision concerned with the counselor’s work ethic and habits, effectiveness in building professional relationships with others, and appropriate use of time (Henderson & Lampe, 1992).

2. **Clinical supervision**: Supervision concerned with the observation of and feedback regarding the school counselor’s counseling skills (Henderson & Lampe, 1992).
3. **Content Validity:** The representativeness or sampling adequacy of the content of a measuring instrument (Kerlinger & Lee, 2000).

4. **Developmental supervision:** Supervision concerned with the school counselor’s role in program development, implementation, and coordination as well as their efforts to continue their own professional development (Roberts & Borders, 1994).

5. **Focus Group:** A carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment (Krueger & Casey, 2000).

6. **Reliability:** the degree to which measurement reveals consistent results after repeated measurements with either the same or comparable measuring instruments (Kerlinger & Lee, 2000).

7. **School Counselor:** The professional school counselor is a certified/licensed educator trained in school counseling (ASCA, 1999). Further, as defined by the Ohio Revised Code for School Counselor Licensure (3301-24-65), a school counselor is a professional who has completed a master’s degree with two years teaching experience and a 600 hour internship, or a master’s degree with a 600 hour internship and an induction year under the supervision of a licensed school counselor, or a master’s degree with three years experience as a licensed school counselor in another state.

8. **Supervision:** An intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services
offered to the clients she, he, or they see(s), and serving as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 1992. p.4).

9. **Validity**: a concept that refers to the accuracy and trustworthiness of instruments, data, and findings in research (Bernard, 2000).

### 1.8 Limitations

Limitations that will be expected to affect the conclusions of this study include the following:

1. Procedures related to the construction of the instrument utilized a convenience sample of practicing school counselors from urban, suburban, and rural school districts in a large Midwestern state. Therefore, the validity and reliability of the data will not be generalizable beyond the school districts from which the sample was selected.

2. Similarly, when investigating internal consistency, the assessments were completed outside of any controlled testing condition. Accurate and unbiased responses will depend upon the respondent’s ability to read and understand the directions stated in the assessment.

3. Responses may indicate a desire by the school counselor to respond in a socially acceptable manner.

4. The proposed study only provides support for content validity and for initial internal consistency estimates of reliability. Therefore, the resulting instrument will require further development. Generally, it is believed that “developing your own instrument is generally not a good idea” (Rudestam & Newton, 1992, p.69). However, the proposed study focuses on instrument design because no such instrument currently exists for school counselor supervisors.
1.9 Organization of the Study

Chapter one has introduced the issue of supervision as it applies to school counseling. The research questions have been introduced and a rationale of the study provided. Chapter two will present a review of the literature surrounding school counseling. Chapter three will present the methodology of the study and the data analysis techniques. Chapter four will present the results of the study. Chapter five will discuss the results and make conclusions and present suggestions for future research.
CHAPTER 2

2.1 INTRODUCTION

In the late 1960s and early 1970s, school counselor researchers and authors first began to advocate for the supervision of school counseling (Boyd & Walter, 1975; Hays, 1971; O’Hara, 1968). This advocacy suggested that school counselors be given the same professional support that is provided in other counseling environments. Additionally, the call for supervision sought to ease the transition from counselor intern to professional school counselor, recognizing that no professional training program could equip an individual with all the skills necessary to perform the school counselor’s job competently (Barrett & Schmidt, 1986; Sutton & Page, 1994).

The call for school counselor supervision led to a body of literature investigating the nature of and need for supervision of school counselors. This chapter reviews the literature in the following areas: the definition of supervision and application to the school environment, benefits of supervision, current status of supervision in school counseling, models for supervision of school counselors, current texts used in school counselor preparatory programs, standards of supervision, ethical guidelines, and current supervision instruments. The chapter concludes by examining the options for an instrument designed to measure the effectiveness of school counselor supervisors.
2.2 Supervision Defined

Bernard and Goodyear (1992) offer a widely accepted and comprehensive definition of supervision:

An intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper for those who are to enter the particular profession (p. 4).

This definition proposes several elements to the supervisory relationship. First, the relationship is intraprofessional as opposed to interprofessional. The authors warned that interprofessional supervision could hinder the professional identity development of the school counselor. Instead of promoting the identity development of the counselor, the supervisor would inherently bring their differing professional identity into the supervisory relationship. Second, the definition highlights the centrality of evaluation, an essential component of supervision (Borders, 1991a). Further, the definition notes a gatekeeper function, which suggests that the supervisor can either prevent inappropriate counselors from continuing in the profession of counseling or can foster more effective and ethical counseling through supervision. Finally, the definition notes the importance of supervision in advancing the professional development of the supervisee.

Bernard and Goodyear’s definition is specific in many ways. It specifies who engages in supervision, the general goals (work to enhance professional functioning) and the supervisory tasks (evaluate, oversee professional development, serve as gatekeeper) (Watkins, 1997). This specific characterization of supervision provides a starting point for understanding the supervision needs of school counselors.
2.2.1 Supervision in the School Environment

The school counselor’s job is not unidimensional. Unlike their mental health counterparts, school counselors are charged with a variety of tasks aimed at improving the learning environments in schools. In order to address the various aspects of the school counselor’s job, Barrett and Schmidt (1986) proposed that the school counselor should receive supervision that addresses clinical, developmental (program), and administrative dimensions of the job. Several authors have maintained the need for three dimensions of supervision for school counselors (Barrett & Schmidt, 1986; Benshoff & Paisley, 1996; Gysbers & Henderson, 2000; Henderson, 1994; Henderson & Gysbers, 1998; Henderson & Lampe, 1992; Roberts & Borders, 1994).

The most comprehensive delineation of the three dimensions of supervision was presented by Henderson and Gysbers (1998). In their text, a chapter is devoted to the supervision of school counselors. Their chapter expands on the three dimensions by discussing the tasks and the mode of delivery for each dimension.

Administrative Supervision

The administrative dimension of supervision is concerned with the counselor’s work ethic and habits, the soundness of professional judgments, effectiveness in building professional relationships with others, adherence to rules and standards, and appropriate use of time (Henderson & Gysbers, 1998; Henderson & Lampe, 1992). The purpose of administrative supervision is to ensure that school counselors are fulfilling their job description and are working effectively with other professionals. A focus of administrative supervision is on effective utilization of time. Effective utilization of time is important as school counselors attempt to eliminate those tasks that do not further the
maintenance and management of the school’s comprehensive program. One aspect of this
dimension is to help the counselor decide which activities should be delegated to other
school personnel.

Administrative supervision is the form of supervision most often provided to
school counselors (Page, et al., 2001). School administrators usually provide this
supervision through a yearly evaluation (Borders, 1991a; Henderson, 1994). This has
resulted in confusion because this type of supervision is often evaluation. Often, school
counselors who do report supervision are actually referring to a yearly evaluation
conducted by a school administrator. The administrator may not be familiar with the role
of the school counselor and may not be equipped with knowledge to provide
comprehensive supervision to school counselors.

Developmental Supervision

The developmental dimension of supervision is concerned with the school
counselor’s role in program development, implementation, and coordination as well as
their efforts to continue their own professional development (Roberts & Borders, 1994).
This form of supervision focuses on, “assisting them [to] implement their goals for
program improvement and professionalism enhancement and monitoring their levels of
goal attainment” (Henderson & Gysbers, 1998, p. 199). Thus, the focus of developmental
supervision is on both a program and an individual level.

Supervision on a program level targets activities that promote the school’s
comprehensive guidance program. The American School Counselor Association (ASCA)
recently developed a national Model: A Framework for School Counseling Programs
(ASCA, 2003). This model emphasized the importance of having a comprehensive
program and delineated what should be included in the program. The keys in their
framework are to 1) assist school counselors and school counseling teams to design,
coordinate, implement, manage, and evaluate their programs for students’ success; 2)
clarify the school counselor’s role in implementation using leadership, advocacy, and
systemic change; 3) help school counselors redirect their emphasis from a service-
centered approach to a program-centered approach serving all students; and 4) and
answer the questions: “What do school counselors do?” and “How are students different
as a result of what we do?” (Sink, 2005).

Developmental supervision on an individual level focuses on the establishment of
meaningful goals to encourage growth in new competency areas such as gaining
competencies with new populations and furthering use of effective techniques and
strategies (Henderson & Lampe, 1992). Further, developmental supervision addresses
the counselor’s commitment to the job, school, district, and profession (Henderson &

Five strategies are appropriate in developmental supervision (Henderson &

- The developmental supervisor assists in setting annual goals for the program and
  for professional development. An action plan and periodic monitoring of the
goals is suggested.
- The developmental supervisors help school counselors to improve in their
  conceptualization of cases by exploring the issues, conceptualizing the issues and
  strengths of the student, developing hypothesis and selecting appropriate
  interventions.
• The developmental supervisor operates in the role of mentor by providing support, knowledge and expertise, and assistance in adapting to the environment (Brinson & Kottler, 1993).

• The developmental supervisor helps identify in-service education opportunities that will facilitate progress toward the personal and program goals established by the supervisee.

• The developmental supervisor provides support for professional association affiliation by both modeling appropriate membership and leadership activities and by supporting time to attend professional conferences.

Past literature has suggested that developmental supervision is “best provided” by school counselors within the same system (Henderson, 1994). This suggestion is based on the premise that counselors within the same system share a common school counseling program and so a common foundation for developmental supervision.

Clinical Supervision

Clinical supervision, “a powerful and personalized means of nurturing professional development (Henderson & Lampe, 1992, p. 151). Clinical supervision, in the school setting, is concerned with observation and feedback of counseling activities (Henderson & Lampe, 1992). As such, the purpose is to increase professional and ethical functioning of the supervisee (Henderson, 1994). The task of clinical supervision is to rate the competencies of the counselor involved in guidance, counseling, consultation, and referral (Henderson & Gysbers, 1998). This form of supervision entails observation of the counselor’s performance followed by in-depth feedback. While observation can occur either in person or via multimedia, Henderson and Gysbers (1998) note that live
supervision is preferred. They suggest that detailed self-reports of sessions by counselors is a “poor choice” to the options of live or recorded sessions. In order to be effective, clinical supervision should be provided by supervisors with a school counseling background as well as experience in the practices of clinical supervision (Henderson & Gysbers, 1998).

Clinical supervision is the most noted form of supervision in the literature (Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Sutton & Page, 1994). In fact, although Barrett and Schmidt (1986) called for research into all three types of supervision, clinical supervision continues to be the focus of the literature. Ideal supervision for school counselors integrates all three areas: administrative, developmental, and clinical (Barrett & Schmidt, 1986). However, no published studies have investigated an integrated focus (Roberts & Borders, 1994). The first acknowledgement of the need for an integrated approach to supervision came when Barrett & Schmidt wrote an article which noted the focus on clinical supervision of school counselors. They described the absence of developmental and administrative supervision as an “overlooked professional issue” (Barrett & Schmidt, 1986). From this point forward, other authors have continued to discuss the need for supervision that addresses all dimensions of the school counselor’s job (Barrett & Schmidt, 1986; Benshoff & Paisley, 1996; Gysbers & Henderson, 2000; Henderson, 1994; Henderson & Gysbers, 1998; Roberts & Borders, 1994).

2.3 Benefits of Supervision

Supervision is recognized as an integral part of promoting the development of counselors (Gysbers & Henderson, 2000; Larson et al., 1992). Further, supervision has
been recognized as additive regardless of the experience level of the school counselor (Henderson, 1994). The value of supervision is addressed in several articles.

The ASCA points out the increasing number of tasks and responsibilities that are expected of school counseling professionals (American School Counselor Association, 1993). The proliferation of tasks often leaves the school counselor “…so burdened with…tasks that they are unable to adequately address the counseling needs of the students they serve” (Herlihy, Gray, & McCollum, 2002, p.55). Supervision allows time for the supervisee to examine their tasks, and to prioritize them. The wide range of tasks may result in counselors feeling stressed, and overworked, and may lead to counselor burnout (Herlihy, et al., 2002). Supervision provides time for school counselors to address these feelings (Sutton & Page, 1994).

Supervision allows for an increase in collegial support and interaction (Crutchfield & Borders, 1997; Peace, 1995; Sutton, 1988). This is especially true for those school counselors who work in isolated settings. In situations where the school counselor is alone in the building, supervision allows for interaction with others who share a common perspective on students. In fact, school counselors reported that professional support was the most important benefit from supervision (Borders & Usher, 1992).

Supervision provides a way of remaining current with innovative counseling practices (Portman, 2002; Shechtman & Wirzberger, 1999) and as a way of furthering counselor development (Henderson, 1994; Herlihy, et al., 2002). Research shows that counselor development increases with supervised experience (Wiley & Ray, 1986). Conversely, unsupervised experience results in declining counselor skills (Crutchfield &
Borders, 1997; Wiley & Ray, 1986). Thus, supervision is a key element to improving counselor development.

Another benefit of supervision is increased self-efficacy (Borders, Rainey, Crutcherfield, & Martin, 1996; Cashwell & Dooley, 2001). Self-efficacy is the level of perceived confidence that emerges from skill development and practice of skills (Bandura, 1982). In a small study utilizing 33 participants, Cashwell and Dooley administered the COSE. They found significant differences in self-efficacy for those students who were receiving supervision versus those who were not. They concluded that supervision promotes a level of confidence that the task of counseling is manageable and helps the counselor feel as if he/she has been prepared to be successful.

An increase in effectiveness of service delivery is another benefit of supervision (Borders, 1991a; Cashwell & Dooley, 2001; Henderson & Lampe, 1992; Peace, 1995). This benefit is connected to the increase in self-efficacy. Self-efficacy is an important part of continued acceptable counseling performance (Bandura, 1982). The study conducted by Cashwell and Dooley (2001) provided indirect support for the increase in effectiveness by demonstrating that supervision resulted in increase self-efficacy. The current mental health of students highlights the need for continuously improving service delivery.

The provision of feedback and evaluation are important benefits of supervision (Bernard & Goodyear, 1992; Borders, 1991a). This author terms supervision a, “cycle” of feedback and evaluation and suggested that the benefits of supervision are directly related to the quality of feedback and evaluation. The provision of feedback is directly related to the relationship between the supervisee and supervisor. An accepting, open relationship
that includes warm communication, respect, genuineness, and positive regard is critical (Borders & Leddick, 1987).

2.3.1 Benefits for Novice Counselors

Some benefits from supervision are unique to novice school counselors. Oftentimes, novice counselors are expected to exit a training program and enter into employment with all of the skills necessary to be successful. In reality, no training program is able to fully prepare a student for the reality of the school counselor’s job (Sutton & Page, 1994; VanZandt & Perry, 1992). The difficulties faced by new school counselors was expressed by the following statement: “I would say my first year I just kind of jumped in the water with both flippers and tried to hold my head above water.” (Portman, 2002, p.68). Supervision, by providing additional training, affords assistance in addressing situations that were unable to be anticipated or addressed in training programs.

Further, novice school counselors are frequently expected to perform the same duties as more experienced counselors. As one author stated, “we expect novice counselors to assume the same responsibilities as experienced counselors” (Matthes, 1992, p. 245). Unfortunately for the novice, there may not be a consideration for experience. The novice counselor is expected to assume the same responsibilities at the same level of expertise.

The expectation of experienced competence combined with the unanticipated gaps in education may combine to overwhelm the novice school counselor (Portman, 2002). In fact, new school counselors describe their positions as “disconcerting and/or disappointing” when the realities of the position do not support their aspirations (Good,
These feelings can be addressed and processed in the context of the supervisory relationship.

Even though the benefits proposed for supervision are well documented, most school counselors are not receiving supervision (Borders & Usher, 1992; Sutton & Page, 1994). Importantly, this lack of supervision represents an inconsistency between work environments for counselors. In contrast, a majority of counselors in mental health settings are receiving supervision (American Association of Counseling and Development, 1989; Borders & Usher, 1992; Page et al., 2001; Roberts & Borders, 1994; Sutton & Page, 1994; Usher & Borders, 1993). The disparity between settings is unfortunate because there is no longer a difference in the severity of issues seen by mental health and school counselors (Crutchfield & Borders, 1997).

2.4 Current Status of Supervision in School Counseling

One of the first calls for supervision of school counselors used the analogy of the cactus to note the need for supervision (Boyd & Walter, 1975). This analogy is cited numerous times throughout the literature. In this analogy, the authors assert that both the school counselor and the cactus, “survive on a minimum of nutrients from the environment” (p.103). Supervision is proposed as a method for increasing the “nutrients” or professional support given to the school counselor. In fact, the authors suggest that supervision can help school counselors to become “master practitioners”.

2.4.1 Do School Counselors Recognize the Need?

In 1989, the American Association of Counseling and Development reported that, “Essentially, proper supervision of school counselors is lack at best, non-existent at its
worst” (AACD, 1989, p. 20). This quotation propelled researchers to conduct surveys to ascertain the current state of supervision in the school environment.

Surveys have been conducted to ascertain the current status of clinical supervision and school counselors (Borders & Usher, 1992; Page et al., 2001; Roberts & Borders, 1994; Sutton & Page, 1994; Usher & Borders, 1993). The trends found in these surveys include:

- Many school counselors are not receiving supervision.
- School counselors desire supervision.
- School counselors who are receiving supervision are typically receiving administrative supervision by someone who does not have a counseling background.

Sutton and Page (1994) conducted a survey of Maine counselors and obtained 493 respondents. Their survey addressed clinical supervision and contained four sections: demographic questions, current supervision and interest in future supervision, factors that facilitate or hinder supervision, and attitudes about the importance of supervision. Their results indicated that 20% of the respondents were receiving clinical supervision, with elementary counselors reporting the most supervision followed by middle school counselors and then secondary counselors. 63% either wanted to continue with their supervision or desired to receive supervision. Factors that hindered supervision included: funding, release time, and “not sure how to obtain clinical supervision”. The goals rated most important by these respondents included: taking appropriate action with client problems, developing skills and techniques, and formulating a treatment plan with long and short term goals (Sutton & Page, 1994).
Borders and Usher conducted a survey with National Certified Counselors and obtained a sample of 357 respondents, which reflected a 51.4% response rate. 39% of the sample was school counselors. The questionnaire addressed: demographic information, description of current supervision, and preferences for supervision. School counselors reported less supervision than counselors in other settings with 45% reporting no supervision after receiving their degree (Borders & Usher, 1992). Of those school counselors receiving supervision, many were receiving supervision from administrators who had no counseling background (Borders & Usher, 1992).

As compared to counselors in other settings, school counselors are less likely to desire supervision than counselors in other settings (Borders & Usher, 1992). This result supports the finding that counselors who receive supervision desire more frequent supervision than those counselors who do not. The implication is that school counselors underestimate the benefits of supervision due to their diminished exposure. Additionally, the decreased desire for supervision may stem from a desire for supervision that integrates all functions and duties of school counselors (Roberts & Borders, 1994).

Usher and Borders (1993) also published results from the above survey. They investigated school counselors’ preference for supervisory style and emphasis. The school counselors included in the sample preferred a task-oriented style of supervision. Further, they preferred the supervisory relationship to focus on acquisition and improvement of specific skills and techniques.

Roberts and Borders (1994) conducted a survey of a random sample of the membership of the North Carolina School Counselors’ Association. A sample of 168 school counselors, 37% response rate, completed a three-part survey. The survey asked
for demographic information, asked respondents to describe their current supervision and inquired about supervision preferences of respondents. This study was the first to distinguish between clinical, developmental, and administrative dimensions of supervision.

This survey revealed that school counselors desired developmental supervision more than administrative or clinical. Most counselors (85%) were receiving administrative supervision, followed by developmental supervision (70%) and clinical supervision (37%). Further, the counselors reported needing less administrative supervision but more clinical and developmental supervision.

One national study focused on school counselors and sought to determine the current supervision received as well as the perceived importance of supervision goals (Page et al., 2001). While the researchers experienced a 62% non-response rate, the information gathered represents the first attempt at national data gathered solely from school counselors. Counselors reported being supervised by: principal (50%), guidance director (13%), or assistant principal (10%). School counselors rated the administrative supervision as being slightly above adequate. Individual clinical supervision was reported by 13% of the counselors with another 11% reporting group clinical supervision. Fifty-seven percent of the counselors wanted to receive clinical supervision in the future, and 33% reported that they had no need for supervision.

Counselors in the above study were also asked to rank the importance of several goals for supervision. The highest rated goals included: taking appropriate action with client problems, developing skills and techniques, and improving skills in diagnosis. The perceived importance of these goals reinforced findings by Sutton and Page (1994).
2.5 Models of Supervision

Various models have been suggested as templates for providing supervision to school counselors (Benshoff & Paisley, 1996; Borders, 1991a; Boyd & Walter, 1975; Crutchfield et al., 1997; Henderson & Lampe, 1992; Peace, 1995; Peace & Sprinthall, 1998; VanZandt & Perry, 1992). The different models utilize mentors, peers, or formal supervisors. These models vary between individual or group modalities. More recently, the focus in the literature has shifted to a group approach as authors have noted, “providing individual clinical supervision…may be an inappropriate goal” (Crutchfield et al., 1997, p.43).

2.5.1 Models with Trained Supervisors

Boyd and Walter (1975) suggested the utilization of head counselors. This approach requires that head counselors be designated within the school system. Subsequently, the head counselors are trained to provide supervision to counselors in supervisory dyads.

A similar approach utilizes mentors to provide supervision (VanZandt & Perry, 1992). In this approach, experienced counselors are trained to act as mentors to novice counselors. Evaluations have documented the value of mentors in providing support, providing knowledge of resources, and providing and understanding that others have experienced similar difficulties.

Another dyadic approach utilizes training sessions to develop supervisory skills (Henderson & Lampe, 1992). The supervisor is trained in four sessions and is then assigned to a novice school counselor. This supervision model focuses on live observation of counseling sessions. Both the supervisor and supervisee are trained to
evaluate the counseling session and both share their observations in the post-observation
congress. The shared evaluations result in goals for the supervisee. Importantly, this
model includes continued training for the supervisor.

2.5.2 Peer Models

Peer supervision is defined as a process through which counselors use their
professional skills to further each other’s professional effectiveness (Wagner & Smith,
1979). Peer models have gained popularity, and peer supervision is promoted as a
“minimally threatening approach” (Crutchfield et al., 1997. p. 44). While peer
supervision can occur in dyads or in groups, peer group supervision is viewed as a non-
threatening manner of providing quality supervision to large numbers of school
counselors in a time efficient manner.

Group Model

A peer group model suggested by Borders (1991a) is the Systematic Peer Group
Supervision Model (SPGS). This model was developed for internship supervision but has
been applied to experienced counselors as well (Crutchfield et al., 1997). The SPGS
provides a structured format and seeks to promote skill development as well as
conceptual growth. Participants in these supervisory sessions include a peer group and a
supervisor.

The supervisory sessions consist of oral case presentations, and each group
member is assigned a role relevant to the student. For example, the roles may include the
student’s teacher, parent, peer or others. After the presentation, feedback is solicited from
the perspective of the participants. The supervisor has the task of asking specific
questions and making summative remarks. The presence of the supervisor and the
A structured format helps the dyads to remain focused and shifts the session content from advice giving to a more critical feedback orientation.

Dyadic Models

Another peer model spans two-semesters. The first semester focuses on theory and practice while the second semester focuses on application of skills (Peace, 1995; Peace & Sprinthall, 1998). Participants include a supervisor and counselor dyad. The training of the supervisor continues as well in a group format. A combination of quantitative and qualitative data from this model demonstrated an increase in conceptual complexity and skill development (Peace, 1995). This format is time intensive. Other authors have recognized the importance of the increased time frame in helping to demonstrate measurable results (Benshoff & Paisley, 1996).

The Structured Peer Consultation Model for School Counselors (SPCM-SC) is another peer dyadic model (Benshoff & Paisley, 1996). The SPCM-SC provides a framework to address the propensity of school counselors to stray from task and also to facilitate the use of critical feedback. The model involves nine, 90-minute sessions. The assumption is that “counselors can use their basic helping skills effectively to provide each other with meaningful feedback on counseling skills regardless of level of experience or training” (Benshoff & Paisley, 1996, p. 314). The model provides structured activities to promote egalitarian support and professional growth and development (Crutchfield & Borders, 1997). Supervision begins with relationship building and with goal setting for the relationship in the first session. The second meeting acknowledges programmatic aspects of the job by asking participants to select a goal for change in their counseling program. Three of the subsequent sessions are utilized for oral
case presentations, and three are utilized for tape presentations. The final meeting is designated for evaluation and termination of the process.

There is a paucity of research on the proposed models of supervision. The research that has been conducted has yielded mixed results (Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Crutchfield et al., 1997).

Crutchfield and Borders (1997) sought to examine both the SPGS and the SPCM-SC. The study involved both quantitative and qualitative measures and was conducted over 2.5 months. For both models, quantitative data found no statistically significant impact on job satisfaction, self-efficacy, or counseling effectiveness. While the results were not statistically significant, further analysis demonstrated that when an impact was made, the gains were in a positive direction. The qualitative data overwhelmingly supported both supervision treatments. Two identified themes emerged from the qualitative data. The participants noted gains from collegial/professional support and from concrete feedback on counseling skills, approaches, and perspective taking.

The study identified a contrast between the SPGS and the SPCM-SC. The authors suggested that the presence of a supervisor in the SPGS appeared to facilitate skill development and skill enhancement (Crutchfield & Borders, 1997; Crutchfield et al., 1997). Counselors who participate in the SPCM-SC, which utilizes peer consultation dyads, note that support is the most helpful aspect to the supervision. These authors conclude, “in the absence of a trained supervisor, the focus is on collegial support” (Crutchfield & Borders, 1997, p. 229).

Benshoff and Paisley (1996) sought to provide evidence supporting the effectiveness of the SPCM-SC. A Likert scale and small group interview revealed a
general consensus that the supervision had been additive to the professional lives of school counselors. Both the tape and oral case presentations were noted as important aspects of supervision, but the tape presentations were noted as being more additive.

The structure of the model was noted as helpful in maintaining focus and purpose in the sessions. Benshoff and Paisley (1996) noted that participants “felt good” after the sessions and looked forward to subsequent sessions. However, evaluations did not link the “good feelings” to an increase in job performance or effectiveness. The authors noted that the framework did not address all three categories of the school counselor’s job and suggested that an expansion of this model could allow for a more well-rounded approach. Further, the authors asserted that future research should incorporate clinical, developmental, and administrative supervision.

None of the research conducted on the supervision of school counselors has focused on training the supervisor. A minimal amount of time (half a day) was spent training the supervisors for the study. Interestingly, authors have noted that “training is required to provide supervisors with the background they need to make professionally appropriate judgments of the quality of an individual’s performance, and to provide meaningful feedback to the practitioners” (Henderson & Gysbers, 1998, p.238). While no time period was suggested as a minimum for training supervisors, a few hours could not be expected to produce quality supervisors. This is especially true when one realizes that, “Counseling supervision is a distinct field of preparation and practice.” (SINACES, 1990, p.32).
2.6 Texts for Training School Counselors

The author reviewed current texts utilized in the preparation of school counselors have not focused on the topic of school counselor supervision. Ten current textbooks were reviewed and the topic of supervision was conspicuously absent in seven of ten books (Allen, 1998; Baker, 2000; Cobia & Henderson, 2003; Gibson & Mitchell, 2003; Rye & Sparks, 1999; Sandhu, 2001; Sink, 2005). Two texts addressed the supervision of school counselors (Gysbers & Henderson, 2000; Henderson & Gysbers, 1998). These authors focused on expanding the activities that are encompassed in each of the three dimensions of supervision. Further, they expanded on the behaviors of the supervisor and discussed the most productive activities for each dimension. One general supervision text addressed the supervision of school counselors (Bradley & Ladany, 2001). This text was not directed to school counselors but contained a chapter reviewing the literature surrounding school counselor supervision. Further, this text discussed the training of supervisors by discussing competencies that should be fostered.

2.7 Standards

In 1990, standards were proposed for counseling supervisors (Dye and Borders, 1990; See Appendix B). These standards were proposed to guide the provision of supervision by outlining the personal traits, knowledge and competencies of effective supervisors. This set of competencies represents one of the rare attempts to delineate the behaviors of a successful clinical supervisor (Dye and Borders, 1990). These competencies were not directed toward school counselor supervisors but some personal traits, knowledge and competencies transcend work setting.
Competencies were initially developed through a comprehensive literature review and through a Delphi survey. The competencies were then reviewed by members of the Association of Counselor Educator and Supervisors (ACES), and were rated in terms of importance. Further competencies were added by Dye and Borders (1990) so “that the standards represented a comprehensive definition of the counseling supervisor role” (p.68-69). The standards were then reviewed by supervision practitioners from school, agency, and university settings along with researchers and counselor educators. The review resulted in “a number of changes” to the standards. The resulting eleven core areas included areas of knowledge, competencies, and personal traits that “characterize effective supervisors” and that were “consistently identified in supervision research” and “judged to have face validity” (SINACES, 1990, p. 30). The core areas require that supervisors demonstrate knowledge and competency in the following areas:

- Counseling
- Personal traits and characteristics consistent with the supervisory role
- Ethical and legal aspects of the counseling profession
- Personal and professional nature of the supervisory relationship
- Supervision techniques and methods
- Counselor developmental process
- Case conceptualization and management
- Client assessment and evaluation
- Oral and written reporting and recording
- Evaluation of counseling performance
- Research in counseling and counselor supervision.
Under each of the eleven core areas, several competencies were delineated for that area.

Further, the standards suggested the training and experiences that would help a counselor acquire the knowledge and competencies necessary for effective supervision. These included graduate training in counseling, supervised employment as a counselor, appropriate counselor credentialing, graduate training in supervision, continuing education in supervision theory and practice, and research activities related to supervision theory and practice (SINACES, 1990).

These standards were to be applicable to counselors in all settings, but did not contain any standards directed toward the administrative dimension of school counseling supervision. However, several of the competencies were applicable to school counseling supervision in both the clinical supervision area and the developmental supervision area.

2.8 Ethical Guidelines

Supervision guided by the ethical standards of the profession can help promote good ethical practice both in the supervisory relationship and in the supervisee’s work with clients/students (Bradley & Whiting, 2001). Thus, it is important to consider the ethical guidelines proposed by the American School Counselor Association (ASCA; 1998). These guidelines are included in Appendix C.

The ethical standards point to areas that needed to be addressed by the instrument, most importantly the discussion of ethical issues, as well as state and national laws. Further, the ethical guidelines clearly underscored the importance of diversity issues being addressed in supervision as well as the continued professional development of the school counseling supervisees. Further, the ethical standards provide a more holistic perspective on the functioning of the school counselor that filled a gap in the literature
since much of the supervision literature has not comprehensively examined the tasks of
school counselors (Barrett & Schmidt, 1986). These gaps included the maintenance of
records, as well as the development of consultative skills with parents and coordination
functions (ASCA, 1998).

2.9 Related Supervision Instruments

Importantly, the task of constructing an instrument should not begin until a
literature review determines that a suitable instrument does not already exist (Aiken,
1992). A review of the literature by the author determined that no instrument existed that
was designed to measure the effectiveness of school counselor supervision. The current
literature review found two surveys that were not designed for the supervision of school
counselors but that could be helpful in this research study: Supervisor Utilization Rating
Form (SURF; Vespia, Heckman-Stone, & Delworth, 2002), and Counseling Self-
Estimate Inventory (COSE; Larson et al., 1998).

2.9.1 Supervisor Utilization Rating Form

Vespia et al. (2002) developed the SURF to guide the behavior of supervisees in
the supervision process. The authors developed the instrument after a need was identified.
This authors cite a quote by Gould and Bradley (2001) which stated, “there is virtually no
empirical research to determine what is essential for supervisees to learn and/or be
evaluated on in the supervision process” (p. 271) succinctly stated the lack of an
instrument.

Through a literature review and consultation with supervisors and supervisees,
fifty-two items were constructed, that were determined to conceptually fall into eight
different subscales. The subscales are: complies with expectations, shows responsibility,
demonstrates initiative and independent thinking, exhibits openness and nondefensiveness, demonstrates self-insight, uses effective relationship/interpersonal skills, demonstrates growth and risk-taking behaviors, and exhibits positive personal characteristics. The authors presented few statistical findings to support the instrument and stated that “the psychometric properties of the SURF are likely the greatest weakness of this study” (Vespia et al., 2002).

Despite the lack of statistical support for the SURF, the instrument filled a need in the research by attempting to delineate the activities of a successful supervisee. This made the instrument relevant to the current study. By examining the SURF, which delineates the behaviors of successful supervisees, then the current author could determine the requisite supervision behavior. For example, if an effective supervisee behavior is to “attempt new behaviors or interventions in counseling sessions” (Vespia et al., 2002, p.60), then the supervisor’s behavior would be to “provide a safe environment for developing new skills and techniques”. This instrument was important to consider because it supplied additional insight into what should be occurring in the supervisory relationship. Because it delineated the behaviors that supervisees should engage in, this instrument indirectly informed the author about the behaviors of the supervisor.

2.9.2 Counseling Self-Estimate Inventory

Larson et al. (1992) developed the COSE, which examines the counselor’s concept of their own counseling skills. This highly reliable instrument (a=.93) is more clinical as evidenced by two factors. First, the instrument used the term client instead of student. Secondly, the foundation, of some items, was based on a long-term counseling relationship. However, the inventory provided further support for some counseling
supervision and developmental supervision items. The inventory was first considered because other studies with counselors (Cashwell & Dooley, 2001; Crutchfield & Borders, 1997) have utilized the instrument. However, further examination of the assessment found that it was largely directed toward clinical counselors.

The above section has reviewed the following areas: the definition of supervision and application to the school environment, benefits of supervision, current status of supervision in school counseling, models for supervision of school counselors, current texts used in school counselor preparatory programs, standards of supervision, ethical guidelines, and current supervision instruments. Each of these areas informed the author as the content or structure of the assessment. The next step is to review the options for the construction of an assessment to measure the effectiveness of school counselor supervision.

2.10 Attitude Measures

The need for an assessment to measure the effectiveness of school counselor supervision is evident. This measure would assess the supervisee’s perception of the supervisor’s level of skill. Perception is one aspect of an attitude (Kerlinger & Lee, 2000). Thus, one method of developing an assessment tool for supervisees to rate supervisors is to construct an attitude measure. An attitude is an organized predisposition to think, feel, perceive and behave toward a referent or cognitive object (Kerlinger & Lee, 2000). Attitudes are learned and have both a directional quality and strength. Attitudes are not neutral (Miller, 2000). Thus, an attitude scale must measure both the direction of the attitude and the intensity. Four scale types are frequently utilized to measure attitudes: equal-appearing interval scale (Thurstone), cumulative (Guttman)
scale, semantic differential scale, and summated rating (Likert) scale. Each can be utilized to ascertain attitude, and each has advantages and disadvantages.

The equal-appearing interval (Thurstone) scale contains a set of attitude items that is an ordered set. The construction of the Thurstone scale begins with the researcher developing a pool of items from the literature, expert opinion, personal experience, and interviews. Selected judges help to assign a value to each item in the pool by sorting the items. Then, the researcher selects the final items such that the intervals between the items are equal. The final instrument asks that the respondent agree or disagree with each item on the scale. The respondent’s attitude score is the average of the scale items with which he or she agreed.

The equal-appearing interval scale has both advantages and disadvantages. The construction of the Thurstone scale is laborious and time consuming. Because one must utilize a number of judges, there is often difficulty in obtaining a sufficient number. The possibility exists that the judges’ attitudes effect their classification of the items. The reliability tends only to be “adequate”. Conversely, the scale is easy for respondents to answer, and the resulting data is easy to score and analyze.

The cumulative (Guttman) scale consists of hierarchical items that are unidimensional, measuring only one concept (Kerlinger & Lee, 2000). The Guttman scale consists of a small set of items. The hierarchical nature of the cumulative scale allows the researcher to predict the pattern of response from the total score. For example, if the respondent agrees with item # 3, then he or she also agreed with items 1 and 2. The advantage of the cumulative scale is the ability to determine small shifts or changes in
attitude. The disadvantage is the laborious procedure that does not ensure a functional scale at its conclusion (Miller, 2000).

The semantic differential scale consists of a number of concepts, bipolar adjective pairs, and an unspecified space between the adjective pairs (Miller, 2000). Thus, the space that the respondent marks represents the distance of their attitude to the adjective. For example, marking the space next to the adjective would indicate that the respondent believed the concept to be very closely related to that adjective while marking a spot nearer to the middle would indicate a slight relationship. While the semantic differential scale is valid and reliable and is easily constructed, the directions are lengthy and familiarity with this scale is low.

The summated rating scale was developed by Rensis Likert (1931) and is more commonly known as a Likert scale. McIver and Carmines (1981) describe the Likert scale:

A set of items, composed of approximately an equal number of favorable and unfavorable statements concerning the attitude object, is given to a group of subjects. They are asked to respond to each statement in terms of their own degree of agreement or disagreement. Typically, they are instructed to select one of five responses: strongly agree, agree, undecided, disagree, or strongly disagree. The specific responses to the items are combined so that individuals with the most favorable attitudes will have the highest scores while individuals with the least favorable attitudes will have the lowest scores. (p. 22-23).

Four characteristics make a scale a summated rating scale (Spector, 1992).

- The scale must have multiple items, so that the items can be summed as the name implies.
- Each item must measure a property of something that can vary quantitatively such as an attitude varying from favorable to unfavorable.
There can not be a “right” answer.

Each item must be worded as a statement, and respondents are asked to rate each statement.

The summated rating (Likert) scale consists of a set of attitude items, all of which are considered to have equal attitude value (Kerlinger & Lee, 2000). The respondent indicates the intensity of their attitude by agreeing or disagreeing with the item. The construction of the Likert scale is initiated with a clear definition of the attitude to be measured (Miller, 2000). The researcher then creates a pool of 40 to 50 items from the literature, personal opinion, interviews, and focus groups. Then, the researcher determines the nature and length of the response scale. The next step is to establish content validity and reliability.

The summated rating scale has many advantages: ease of construction and response, simplicity of scoring and analyzing, popularity and familiarity (Miller, 2000). Further, the summated rating scale yields results that are as valid and reliable as the other scales which are more laborious to construct (Kerlinger & Lee, 2000). Kerlinger and Lee (2000) recognized the advantages and wrote that the summated rating scale, “seems to be the most useful in behavioral research” (p. 715).

There are also disadvantages to the Likert scale. One disadvantage is that individual items do not stand-alone for analysis, but instead the overall score must be analyzed. Another disadvantage is the limited variability of data (Miller, 2000). This results when answers “clump together” on one end of the scale. This affects repeated administrations because small changes in attitude may not be detected.
2.11 Conclusion

The body of literature surrounding the supervision of school counselors has not addressed the need for an assessment that would measure the effectiveness of school counselor supervision. A need exists for a scale that would evaluate the current attitude of school counselors toward supervision. The Likert scale presents a viable option for the construction of such a scale.
CHAPTER 3

This chapter describes the research methodology utilized in the study and includes the following topics: 1) research questions, 2) procedures used to develop the instrument, and 3) how the data is analyzed.

3.1 Research Purpose and Questions

Two noticeable gaps exist in the body of research and literature addressing school counseling supervision: lists of knowledge and competencies that characterize effective supervision do not exist, and no instrument to identify and measure the knowledge and competencies of school counselor supervisors exists. This research study attempts to address these gaps. The following questions guided the research:

Research Question 1. What are the knowledge and competencies that characterize effective school counseling supervision?

Research Question 2. Can the knowledge and competencies of school counselor supervision be measured in a valid and reliable manner?

3.2 Instrumentation

This study involved the development of an instrument to identify and measure the effectiveness of supervision of school counselors. Instrument development occurred in three different phases. Phase One (Original Instrument Construction), involved the construction of initial items for the instrument. Phase Two (Draft Instrument), was conducted to establish face and content validity by a panel of experts. Phase Three (Pilot
Study Instrument), focused on revision of the instrument as a result of internal consistency reliability testing.

3.2.1 Phase One: Original Instrument Construction

Beginning with the first mentions of supervision in the school counseling literature (Boyd & Walter, 1975; Hays, 1971; O’Hara, 1968) and extending into the present time, articles and books were reviewed for discussion of the supervision of school counselors. This thorough review of the literature in school counseling supervision was conducted to identify items that should be included in the instrument. Reviewing the literature provided assurance that the items were grounded in research.

The body of literature surrounding supervision of school counselors has changed foci over the last two decades. The focus has shifted from developing models for supervision to conducting surveys to determine the current status of supervision. Each of these foci was included in the review. Current texts utilized in the training of school counselors were examined in the literature review. Further, proposed standards for supervisors as well ethical guidelines and clinical supervision instruments were reviewed. These six foci either provided information for the construction of the items or provided support for individual items to be contained in the instrument.

Supervision Models

Three studies have sought to determine the additive nature of proposed supervision models (Benshoff & Paisley, 1996; Crutchfield & Border, 1997; Crutchfield et al., 1997). The focus of these studies was on quick implementation and measurement of the effects of the models. No measurement tool existed to measure the effectiveness of the supervision so other areas were examined: job satisfaction, self-efficacy, counseling...
effectiveness. None of these studies demonstrated significant changes (Benshoff & Paisley, 1996; Crutchfield & Border, 1997; Crutchfield et al., 1997). Authors suggested that one reason for the lack of significant results was that their model did not incorporate all dimensions of the school counselor’s job and suggested that future research incorporate clinical, developmental, and administrative supervision (Benshoff & Paisley, 1996). Two points emerged from the research on supervision models. First any subsequent research should incorporate all dimension of school counselor supervision: clinical, developmental, and administrative. Second, an assessment needs to be developed that measures the effectiveness of school counselor supervision.

**Surveys**

Surveys have sought to determine if school counselors recognized a need for supervision (Borders & Usher, 1992; Page et al., 2001; Roberts & Borders, 1994; Sutton & Page, 1994; Usher & Borders, 1993). These surveys both solidified the need for supervision and highlighted the recognition by school counselors that supervision would support their continued professional development. Results also demonstrated that school counselors frequently did not have supervision (Borders & Usher, 1992; Page, Pietrzak, & Sutton, 2001; Sutton & Page, 1994). This suggested that any questionnaire developed for school counselors would have to contain a clear explanation of the concept of supervision as well as the individual dimensions of clinical supervision, developmental supervision, and administrative supervision.

**Current texts**

Of the texts that were reviewed, the topic of supervision was absent in seven of ten books (Allen, 1998; Baker, 2000; Bradley & Ladany, 2001; Cobia & Henderson,
Two texts devoted entire chapters to exploring supervision with school counselors (Bradley & Ladany, 2001; Henderson & Gysbers, 1998). Two points emerged from these texts. One text reinforced the need for clinical, developmental, and administrative supervision (Henderson & Gysbers, 1998). The second text provided a literature review and examined the training of supervisors by suggesting competencies that should be fostered (Bradley & Ladany, 2001).

Standards

The Standards for Counseling Supervisors (Dye and Borders, 1990; See Appendix A) were reviewed for relevancy to the current study. This set of competencies represents one of the rare attempts to delineate the activities of a successful clinical supervisor (Dye and Borders, 1990). The standards were initially developed through a comprehensive literature review and through a Delphi survey. Members of the Association of Counselor Educator and Supervisors (ACES) reviewed and rated the competencies. Further competencies were added by Dye and Borders (1990) so “that the standards represented a comprehensive definition of the counseling supervisor role” (p.68-69). Finally, supervision practitioners from school, agency, and university settings along with researchers and counselor educators reviewed the standards. The review resulted in “a number of changes” to the standards (Dye & Borders, 1990). The resulting eleven standards included areas of knowledge, competencies, and personal traits that “characterize effective supervisors” (Supervision Interest Network Association of the Association of Counselor Education and Supervision [SINACES], 1990). Several standards applied to school counselors in both the counseling and developmental
supervision. However, no standard addressed the administrative dimension of school counseling supervision.

Ethical guidelines

The ethical guidelines of the ASCA are important to consider when examining what effective supervision of school counselors should include. Supervision guided by the ethical standards of the profession can help promote good ethical practice both in the supervisory relationship and in the supervisee’s work with clients/students (Bradley & Whiting, 2001). Two points emerged from the review of ethical guidelines. First, the guidelines reinforced the need to address pointed ethical issues, as well as state and national laws. Second, the guidelines underscored the importance of diversity issues being addressed in supervision.

Supervision instruments

Importantly, the task of constructing an instrument should not begin until a literature review determines that a suitable instrument does not already exist (Aiken, 1992). The current literature review found two surveys that were not designed for the supervision of school counselors but that could be helpful in the construction process: Supervisor Utilization Rating Form (SURF; Vespia, Heckman-Stone, & Delworth, 2002), and Counseling Self-Estimate Inventory (COSE; Larson et al., 1998).

Vespia et al. (2002) developed the SURF to guide the behavior of supervisees in the supervision process. By examining the SURF, which delineates the behaviors of successful supervisees, the current author could determine the requisite supervision behavior. For example, if an effective supervisee behavior is to “attempt new behaviors or interventions in counseling sessions” (Vespia et al., 2002, p.60), then the supervisor’s
behavior would be to “provide a safe environment for developing new skills and techniques”. Ultimately, this instrument provided additional support for four content areas and sole support for this content area: “Supervision Time on Both Student’s Needs and Supervisee’s Needs”.

Larson et al. (1992) developed the COSE, which examines the counselor’s concept of their own counseling skills. This highly reliable instrument (a=.93) is more clinical as evidenced by two factors. First, the instrument used the term client instead of student, and second some items were predicated on a more long-term counseling relationship than would be typical with school counselors, but the inventory provided further support for some counseling supervision and developmental supervision items. An example of a content area supported by this questionnaire is, “Crisis Consultation”. This inventory provided support for four content areas to be included on the questionnaire.

### 3.2.2 Summary of Suggestions Derived from the Literature Review

From this comprehensive review of the literature, 29 content areas were noted as needing to be addressed by the survey. These content areas included the following:

- **Clinical Supervision Areas**
  - Assessment and Evaluation of Counseling Skills
  - Attention to Verbal and Nonverbal Cues
  - Attention to Supervisee’s Stress
  - Clear Direction for Action with Students
  - Collaboration with Parents, Staff, and Community
  - Conceptualization of Students’ Issues
  - Development of New Skills and Techniques
  - Effective Referral Skills
  - Effective Challenging Skills
  - Exploration of Supervisee’s Feelings
  - Facilitating a Safe Environment
  - Focus on Reflection
Legal and Ethical Issues
Knowledge of Supervision Theories
Mutual Goal-Setting
Observation of Skills
 Provision of Concrete and Specific Feedback
Receptivity to Feedback
Sensitivity towards Cultural Differences
Use of Humor
Warmth, Support, and Empathy

Developmental Supervision Areas
Attention to Professional Identity
Continue Development of Professional Identity
Crisis Consultation
Ethical and Legal Considerations
Knowledge of Community Resources
Professional Development of Supervisee
Supervision Time on Both Student’s Needs and Supervisee’s Needs

Administrative Supervision Areas
Organization of Time and Tasks
Record Maintenance

3.2.3 Focus Group

Focus groups provided another source for content areas. The appropriate permission form from the Office for Responsible Research Practices at The Ohio State University is contained in Appendix A. Two focus groups were conducted with thirty K-12 practicing school counselors, each group had fifteen participants. The focus groups were comprised of a male (n= 1) and female (n=29) counselors. The focus groups included elementary (50%), and high school (50%) counselors. The counselors were participating in a professional development course at The Ohio State University. Focus group participants were asked: What does a supervisor need to know to supervise a school counselor? From this group, a list of skills was generated that were then utilized to develop questionnaire items. These skills included:
Knowledge of:
Ethics, state, and national laws
Community resources
School district policies and procedures
School counseling program and expected outcomes
Special education resources

Counseling, Consulting, and Collaboration Skills:
Analytical skills
Assertive skills
Collaboration skills (with educators, parents, and community)
Communication skills including listening skills
Confrontation skills
Constructive criticism skills
Consulting skills (with teachers, parents, and educators)
Creative ideas and strategies
Group counseling skills
Individual counseling skills
Large group guidance skills
Leadership skills
Mediation and conflict resolution skills
Organizational skills
Observation skills
Problem-solving skills
Time management skills

Personal Qualities:
Comfortable with being a role model
Credible
Flexible
Open-minded, objective and non-judgmental
Steady and consistent moods
Supportive and empathetic

After accounting for overlap, the list generated from the literature review and the focus group contained 49 content areas to be addressed.

After developing the content areas, the next task involved construction of items that reflect the content areas. The following guidelines were utilized to construct items from the content areas:

- The item was in the present tense
• No items were factual or capable of being interpreted as factual
• Items did not have multiple interpretations
• Items were relevant to the domain [of school counseling supervision]
• Items covered the entire area [of school counseling supervision]
• Items were simply worded with clear and direct language
• Items contained one complete thought
• Items did not have negative stems (Edwards, 1957).

The author, in conjunction with her advisor, then separated the items into three categories of school counseling supervision: clinical supervision, developmental supervision, and administrative supervision. These three categories were utilized because each has been noted as important to providing comprehensive supervision to school counselors (Barrett & Schmidt, 1986; Benshoff & Paisley, 1996; Gysbers & Henderson, 2000; Henderson, 1994; Henderson & Gysbers, 1998; Henderson & Lampe, 1992; Roberts & Borders, 1994). The definitions of each of these dimensions are included in chapter two. The survey contained 26 clinical supervision items, 15 developmental supervision items, and 8 administrative supervision items.

Each of the items, resulting from the literature review and focus group, is included in Appendix D. The origination of the items is described.

To provide feedback on the clarity of items, a draft copy of the survey was then given to five practicing school counselors to review. They were given the opportunity to provide feedback on clarity of items, and directions. One reviewer suggested that use of “clinical supervision” as a header for items could prove confusing to school counseling practitioners who did not view themselves as clinical counselors. Based on this feedback,
the category of clinical supervision was re-titled “counseling supervision”, and
developmental supervision was renamed “program management and professional
development supervision”. The new names were believed to more correctly identify
the categories and to add clarity to the focus of the dimensions.

Thirty-five practicing school counselors were given the instrument to review. As
suggested in the research, one-half of the items were positively worded and one-half of
the items were negatively worded (McIver & Carmines, 1981). The negatively worded
items led to confusion for the school counselors. The confusion resulted from whether a
negative response to a negative item had “double negative” implications. For example,
one item stated, “The supervisor does not provide time for me to reflect on the counseling
process”. For the counselors, the response of “very unimportant” raised questions about
whether this meant it was “very unimportant” to provide reflection time or if it was “very
unimportant” to not provide reflection time during supervision. This confusion led to the
decision by the author and adviser to only utilize positively worded items in the scale.

3.2.4 Phase Two: Draft Instrument

A panel of six experts was selected to review the questionnaire to determine face
and content validity of the instrument. The panel was made up of both counselor
educators and practicing school counselor supervisors.

The counselor educators (n=4) on the panel were educators in a Midwestern state.
They had an average of 7.25 years of experience as school counselors and had taught in
counselor education for an average of 14.5 years. The supervisors (n=2) on the panel
were currently supervising school counselors in a school district in Virginia. They had an
average of 9 years experience as school counselors and had been supervising school counselors for an average of 5.5 years. Appendix E contains a list of the panel of experts.

Panel members were sent a letter requesting their participation in the study. The letter briefly outlined the objectives of the study and provided directions for the completion of the content validation form. The form utilized to establish content validity was a questionnaire item validation form (Lux, 1992). The form is included in Appendix F.

• The validation form was divided into three sections: counseling supervision, program management and professional development supervision, and administrative supervision.

• For each item the panel was asked to respond to clarity of the item and content validity of the item. After each item the panel member was asked to respond “yes” or “no” to the following two questions: Is the item appropriate for content validity? Is the item clear?

• For each item that is considered to be unclear, the panel member was asked to reword the item, and blank lines were provided for this activity.

• At the end of each section, panel members were given the opportunity to make suggestions for further items to be included in the instrument. The suggestions included: informed consent issues, confidentiality, consultation, regularly scheduled times for supervision, methods of intervention (electronic or in-person), technology, and special needs students.

If the panel member found an item to be both unclear and not appropriate, then they suggested that the item be deleted from the list of possible questionnaire items. A
decision was made a priori to delete an item judged both unclear and inappropriate by one-half, or three members, of the panel. One item met the criteria for deletion. This item was “The supervision is flexible in his/her approach to counseling”.

Similarly, a decision was made a priori that if an item were judged unclear by one-half of the panel, then the item was to be revised. Figure 3.1 lists the original four items that were judged unclear as well as the revisions for those items. In some cases, the revision was suggested by a panel member, and in other cases, the revision was developed by the author in consultation with the adviser to the study.

<table>
<thead>
<tr>
<th>Original Item</th>
<th>Revised Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>When suggesting actions I can take with students, the supervisor is clear and concise.</td>
<td>When suggesting counseling approaches, I can use with students, the supervisor is clear and concise.</td>
</tr>
<tr>
<td>The supervisor assists me in developing alternative perspectives that culturally diverse populations may hold.</td>
<td>The supervisor assists me in developing cultural awareness in working with diverse populations.</td>
</tr>
<tr>
<td>The supervisor models a mature professional identity.</td>
<td>The supervisor models how an effective school counselor should function in the school.</td>
</tr>
<tr>
<td>The supervisor inquires about my division of time between tasks.</td>
<td>The supervisor helps me to distribute my time for each task appropriately.</td>
</tr>
</tbody>
</table>

Figure 3.1 Original and Revised Forms of Instrument Items

At this stage, the draft instrument contained 48 items.
Consultation between the author and the advisor resulted in further changes to the instrument. Four items were deleted because either the concept was repeated or the content of the item was not necessary for content validity. A final review of the instrument was conducted by the author and the advisor. This review resulted in moving two items from the program management and professional development category and placing them in the counseling category.

Two items were added from the list of suggestions made by the panel of experts. These items addressed the use of technology in the supervision of school counselors and are contained in Figure 3.2. One technology item was added to the counseling category and one technology item was added to the administrative category.

<table>
<thead>
<tr>
<th>Technology Items Added to the Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Category-The supervisor models appropriate use of internet resources in career and educational planning.</td>
</tr>
<tr>
<td>Administrative Category-The supervisor models current use of technology such as communicating via email.</td>
</tr>
</tbody>
</table>

Figure 3.2 Technology Items.

After all revisions were made, the instrument contained 43 items. The counseling category contained 23 items. The program management and professional development category contained 11 items, and the administrative category contained 9 items.

Instrument Design

Following the construction of the items, the format of the instrument was chosen to be the summated rating scale or Likert scale. The Likert scale format is one that asks
respondents to give each item a rating which denotes the importance of that item to the
area being investigated. The Likert scale was chosen for several reasons: ease of
construction and response, simplicity of scoring and analysis, popularity and familiarity
(Miller, 2000). Further, the Likert scale produces results that are valid and reliable
(Kerlinger & Lee, 2000). A five-point response set was utilized because this format
produces a peak in reliability (Aiken, 1992). The response set was as follows: 1=very
important, 2=important, 3=neither important nor unimportant, 4=unimportant, 5=very
unimportant.

Instrument Directions

Directions for the instrument were explicit and an example was provided. See
Appendix G for a copy of the instrument used for pilot testing. Importantly, the
instrument contained the definition of supervision for school counselors in two places.
The introduction contained an overview of supervision for school counselors at the
beginning and then prior to each section, the category of supervision was again defined.
This effort to promote a clear and common definition of supervision was supported by
previous surveys which indicated that school counselors are seldom exposed to
supervision (Borders & Usher, 1992; Page et al., 2001; Sutton & Page, 1994).

Format

Consultation with the Center for Survey Research at The Ohio State University
resulted in the interspersing of demographic questions throughout the questionnaire.
Questions that were considered to be more sensitive in nature were placed at the end of
the survey Figure 3.3 contains a listing of the demographic questions asked of
participants.
The pilot study was conducted using practicing school counselors. A convenience sample of school counselors was asked to participate in the study. The sample was accessed in two different ways: email and professional development seminars.

**Email**

School counselors were contacted via email and were asked to respond to the researcher if they were willing to complete the survey. The following is the text of the email sent out:

Hello. My name is Rochelle Dunn. I am a doctoral student at The Ohio State University. I am searching for counselors to complete a 15 to 20 minute survey regarding the supervision of school counselors. The entire process can be completed online. I would appreciate your assistance. Please let me know if you are willing to complete the survey. Feel free to email me with any questions.
Thank you in advance for your help,
Rochelle Dunn

Upon responding to the email, participants were emailed the survey as an attachment. They were given the opportunity to ask questions of the author either via email or phone contact. After sending out the survey, the author waited one week before sending a reminder to the school counselors who had chosen to participate. The survey was again attached to the email in case the original email had been discarded.

Incentives were offered for the completion of the survey. One gift certificate was awarded per school district by randomly drawing a name from the list of respondents in that district. A total of 38 surveys were completed in this manner. This total included 8 elementary counselors, 9 middle school counselors, and 21 high school counselors.

*Professional Development Seminars*

The author accessed practicing school counselors at professional development seminars. At these seminars, the author briefly described the study and asked for participants in the study. Those who chose to participate were given the instrument. The instructions were not read aloud. Instead, participants were given time to read the instructions and complete the survey. Questions were answered by the author. A majority of the questions arose over the current lack of supervision being provided and how that would affect answers to the survey. Participants were instructed to answer the survey from the perspective that if they were currently receiving supervision would the item be important to them.

A total of 32 surveys were completed in this manner. This total included 19 elementary counselors, 7 middle school counselors, and 6 high school counselors.
A total of 70 school counselors participated in the pilot study. This included 27 elementary counselors, 16 middle school counselors, and 27 high school counselors.

After obtaining the surveys, the data was entered into the SPSS-12 data analysis system. Cronbach’s alpha was computed to determine the internal consistency reliability of the instrument (Gliem & Gliem, 2003). Since the survey was divided into three dimensions: counseling, program management and professional development, and administrative, reliability figures were computed for each section. The goal of this computation was twofold. First, the computation would provide support for the reliability of the instrument. Second, the computation could provide information about how individual items were affecting the overall reliability. If items were significantly lowering the overall reliability, then that item could be removed. The following rule of thumb was provided by George and Mallery (2003): “Cronbach’s Alpha >.9-Excellent, >.8-Good, >.7-Acceptable, >.6-Questionable, >.5-Poor, and <.5-Unacceptable” (p. 231).

Cronbach’s Alpha for the counseling dimension was 0.912. This computation did not support the removal of any items. Only one item would raise the reliability of the scale if removed. This item was number eleven: The supervisor utilizes humor in the supervisory relationship. However, the gain was only to 0.916.

Cronbach’s Alpha for the program management and professional development dimension was 0.852. The computation did not support the removal of any items. Only one item would raise the reliability of the scale if removed. This item was number five: The supervisor focused on both my needs and the students’ needs in our supervisory relationship. However, the gain was only to 0.854.
Cronbach’s Alpha for the administrative dimension was 0.867. The computation did not support the removal of any items. Results demonstrated that the removal of any one item would not raise the overall reliability of this dimension.

No further changes were made to the instrument due to the reliability computations. The final instrument contains 43 items. The counseling dimension consists of 23 items. The program management and professional development dimension consists of 11 items, and the administrative dimension consists of 9 items.

3.3 Data Analysis

Descriptive statistics will be calculated for the 70 participants in the pilot study. Frequencies will be calculated by present building assignments: elementary, middle and high school, and by the size of districts: urban, suburban, and rural. Means will be calculated for participants and will be compared based on the different demographic variables. Likert scales, or summated rating scales, require that the means be reported as opposed to reporting modes (Miller, 2000).

Cronbach’s Alpha will be computed to provide support for the internal consistency reliability of the instrument. Cronbach’s alpha is the average value of the reliability coefficients that would be obtained for all possible combinations of items when split into two half-tests (Gliem & Gliem, 2003). The strength of this statistic is that it requires only one administration of the assessment.

Exploratory factor analysis will be conducted. Exploratory factor analysis is appropriate because no empirical research has demonstrated that the three dimensions of school counselor supervision exist. This analysis will provide information as to whether the three dimensions exist. The type of factor is principal components factor analysis.
The following information will be reported from the factor analysis: how the rotation method was chosen, how the decision was made to retain factors, and the interpretation of the factor solution (Ford, MacCallum, & Tait, 1986).
CHAPTER 4

This chapter discusses the results of the study. The first section of the chapter includes descriptive statistics including background data of the sample. The second section presents the results of the reliability analysis as well as the results of a principal components factor analysis.

4.1 Descriptive Statistics

Figure 4.1 presents the breakdown of respondents who took the assessment by email and those who took the assessment while attending a professional development seminars. Thirty-eight participants responded via email, and 32 participants responded while attending professional development seminars.

<table>
<thead>
<tr>
<th>Overall Sample N=70</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>38</td>
</tr>
<tr>
<td>Professional Development Seminars</td>
<td>32</td>
</tr>
</tbody>
</table>

Figure 4.1  Number of Respondents by Method of Response

Figure 4.2 presents the age and racial identity for the sample. A majority of the sample is female (87.1%) with 12.9% being male. Two different categories emerged from the racial identity demographic: White and Black or African American. A majority of the
respondents indicated a racial identity of White (92.9%) while 7.1% indicated a Black or African American racial identity. These numbers indicate that the sample is largely homogeneous on the demographic variables of gender and race.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Racial Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

| Number in Sample (N=70) | 9 | 61 | 65 | 5 |
| Percent of Sample       | 12.9% | 87.1% | 92.9% | 7.1% |

Figure 4.2 Demographic Information of Sample

Figure 4.3 presents demographic information by present building assignment. The elementary and secondary school samples each included 27 respondents while the middle school sample included 16 respondents. The mean age of the middle school sample was the lowest at 42.2 years, with the elementary sample being next at 44.6 years followed by the secondary sample at 46.1 years. The secondary sample included the most male respondents at 7 while the elementary and middle school samples each contained only 1 male respondent. The elementary sample contained the most female respondents at 26, followed by the secondary sample with 20 female respondents, and the middle school sample with 15 female respondents. The elementary and secondary samples were very similar with 25 and 26 White respondents respectively. The middle school sample
contained 14 White respondents. The elementary and middle school samples both contained 2 Black or African American respondents while the secondary sample contained 1 Black or African American respondent.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total in Sample (% in parenthesis)</td>
<td>27 (38.6%)</td>
<td>16 (22.9%)</td>
<td>27 (38.6%)</td>
</tr>
<tr>
<td>Mean Age</td>
<td>44.6</td>
<td>42.2</td>
<td>46.1</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Racial Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>25</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 4.3 Background Information Presented for Elementary, Middle, and Secondary

Figure 4.4 presents the breakdown of the sample by size classification of the district: urban, suburban, or rural. The largest percentage (52.9%) came from suburban districts. This was followed by 28.6% respondents coming from urban districts while 18.6% came from rural districts. The urban respondents included 9 at the elementary level, 7 at the middle school level, and 4 at the secondary level. Most suburban respondents were from the elementary level (15) followed closely by the secondary levels with 14 respondents. Eight suburban respondents were assigned to the middle school
level. A majority of rural respondents were from secondary schools (9), followed by 3 at the elementary level, and 1 at the middle school level.

<table>
<thead>
<tr>
<th>Building Assignment</th>
<th>Urban</th>
<th>Suburban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>9</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Middle School</td>
<td>7</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Secondary</td>
<td>4</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

Figure 4.4 Respondents by District Classification

Figure 4.5 indicates the type of institution from which the respondents received their counseling degrees. The sample was divided into those that graduated from a private university (45.7%) as well as the public university (54.3%). The range of the years that respondents graduated with their master’s degree in counseling was from 1966 to 2003, spanning 37 years. One respondent did not report their year of graduation.
4.2 Descriptive Statistics of Experience in Counseling and Supervision

Figure 4.6 indicates the mean years of counseling experience for respondents at each level (elementary, middle, and secondary). The top part of the figure shows experience for those counselors who have worked at only one level (N= 56). Twenty-four counselors have gained all of their experience in the elementary and secondary levels respectively followed by 8 counselors with experience only at the middle school level. Those counselors who had only practiced at the elementary level had the most years of experience with 8.3 followed by elementary counselors with 5.5 years of experience and middle school counselors with 5.0 years of experience. The levels were similar in that each had counselors with a minimum of one year of experience. The elementary level had a respondent with 26 years of experience followed by the secondary level with two respondents having 21 years of experience. The middle school level had a respondent with 7 years of counseling experience as their maximum.
Fourteen counselors had experience at multiple levels. Four respondents reported experience at all three levels (elementary, middle, and secondary) and their average years of experience were 22.3 years. Three counselors reported experience at both the elementary and middle school levels, and their average years of experience were 5.0 years. Five counselors reported experience at the middle and secondary levels, and their average years of experience were 10.6 years. Two counselors reported experience at the elementary and secondary levels, and their average years of experience were 7.0 years.
### Experience at One Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Mean</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (N=24)</td>
<td>5.5 years</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Middle School (N=8)</td>
<td>5.0 years</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Secondary (N=24)</td>
<td>8.3 years</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>

### Experience at Multiple Levels (N=14)

<table>
<thead>
<tr>
<th>Levels</th>
<th>Mean</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>All levels (N=4)</td>
<td>22.3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary and Middle (N=3)</td>
<td>5.0 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle and Secondary (N=5)</td>
<td>10.6 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary and Secondary (N=2)</td>
<td>7.0 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.6 Years of Counseling Experience at Elementary, Middle and Secondary
Figure 4.7 indicates the number of respondents currently receiving supervision and the number of sessions in which they received supervision. Eighteen respondents reported receiving supervision currently, and 52 were not receiving supervision. A total of 32 respondents reported receiving supervision at some previous time but not currently. Sixteen respondents reported receiving supervision in 1 to 5 sessions, followed by 8 respondents reporting more than 20 supervision sessions. 6 respondents reported 6 to 10 supervision sessions, and 2 respondents reported 11 to 20 supervision sessions.

<table>
<thead>
<tr>
<th>Currently Receiving Supervision?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=70 (% in Parenthesis)</td>
</tr>
<tr>
<td>Yes 18 (25.7%)</td>
</tr>
<tr>
<td>No 52 (74.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sessions as Supervisee</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=32</td>
</tr>
<tr>
<td>1-5 Sessions 16</td>
</tr>
<tr>
<td>6-10 Sessions 6</td>
</tr>
<tr>
<td>11-20 Sessions 2</td>
</tr>
<tr>
<td>More than 20 Sessions 8</td>
</tr>
</tbody>
</table>

Figure 4.8 presents descriptive statistics regarding the type of supervision respondents received. Participants responded to this question: Please indicate the type of supervision that you usually receive. They were instructed to “Please check all that apply.” Thirty-eight (54.3%) respondents indicated that they typically receive administrative supervision. Eight (11.4%) respondents indicated that they typically receive counseling supervision followed by 7 (10%) of the respondents indicating that
they receive program management supervision. Thirteen respondents indicated they typically receive a combination of the three dimensions of supervision. Four respondents did not answer this question.

The focus of the most recent session was evenly divided between the three dimensions: counseling, 20 respondents; program management, 19 respondents; and administrative, 20 respondents. Seven respondents marked a combination for the foci of their most recent supervision session, and 4 respondents did not answer this question.

The timing of the latest supervision session varied. Fifteen respondents had received supervision in the past month. Twelve respondents had received supervision in the past six months followed by 23 respondents indicating supervision in the past year and 16 respondents indicating the last session occurred in the past five years.
Type of Supervision Typically Received (% in Parenthesis)

<table>
<thead>
<tr>
<th>Counseling</th>
<th>Program Management</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 (11.4%)</td>
<td>7 (10%)</td>
<td>38 (54.3%)</td>
</tr>
</tbody>
</table>

Combination of Type Usually Received
5 reported all three dimensions.
3 reported counseling and program management.
4 reported program management and administrative.
1 reported counseling and administrative.
4 did not respond to this question.

Focus of Most Recent Supervision Session

<table>
<thead>
<tr>
<th>Counseling</th>
<th>Program Management</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 (28.6%)</td>
<td>19 (27.1%)</td>
<td>20 (28.6%)</td>
</tr>
</tbody>
</table>

Combination of Foci
2 reported all three dimensions.
1 reported counseling and program management
3 reported program management and administrative
1 reported counseling and administrative
4 did not respond to this question.

Time of Most Recent Supervision Session

<table>
<thead>
<tr>
<th>Past Month</th>
<th>Past Six Months</th>
<th>Past Year</th>
<th>Past Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>12</td>
<td>23</td>
<td>16</td>
</tr>
</tbody>
</table>

Figure 4.8 Typical Supervision, Focus and Time of Supervision Sessions
Figure 4.9 indicates the number of respondents who had been supervisors and the number of sessions that they had been a supervisor. A total of 17 respondents reported having been supervisors. Of that number, 5 respondents reported being the supervisor in 1 to 5 sessions, and 2 respondents reported being supervisor in 6 to 10 sessions and 11 to 20 sessions respectively. Eight respondents reported being supervisor in more than 20 sessions.

<table>
<thead>
<tr>
<th>Sessions Participated in as Supervisor</th>
<th>1-5</th>
<th>6-10</th>
<th>11-20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor (N=17)</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Figure 4.9 Number of Sessions in which Respondents Reported Being Supervisor

Figure 4.10 indicates the type of supervision preferred by respondents. The questionnaire posed the question, “Which of the three dimensions of supervision is most important to you?” Forty-nine respondents (70%) indicated a preference for supervision that focuses on the counseling dimension. Thirteen respondents (18.6%) indicated a preference for supervision that focuses on the program management dimension while 1 respondent (1.4%) preferred supervision that focuses on the administrative dimension. Seven respondents selected a combination of the three options presented on the questionnaire. Three respondents (4.3%) indicated a preference for supervision that
includes all three dimensions, and four respondents (5.7%) indicated a preference for supervision that focuses on the counseling and program management dimensions.

<table>
<thead>
<tr>
<th>Supervision Preference</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>49 (70%)</td>
</tr>
<tr>
<td>Program Management</td>
<td>13 (18.6%)</td>
</tr>
<tr>
<td>Administrative</td>
<td>1 (1.4%)</td>
</tr>
<tr>
<td>All Three</td>
<td>3 (4.3%)</td>
</tr>
<tr>
<td>Counseling and Program Management</td>
<td>4 (5.7%)</td>
</tr>
</tbody>
</table>

Figure 4.10 Supervision Preference

4.3 Means of Respondents

Because of the response pattern utilized with the Likert scale (1= very important, 2= important, 3= neither important nor unimportant, 4= unimportant, and 5=very unimportant), lower means indicate a more favorable attitude toward the item being examined.

Figure 4.11 indicates the means of the respondents by method of administration. These means reflect the attitude of the respondents. Both the respondents who took the instrument at professional development seminars and the ones who took the instrument via email had the most positive attitude toward program management supervision,
followed by counseling supervision, and administrative supervision. Email respondents demonstrated a more favorable overall attitude at 1.81 followed by professional development seminars at 1.90.

<table>
<thead>
<tr>
<th></th>
<th>Counseling</th>
<th>Program Mgmt</th>
<th>Administrative</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>1.98</td>
<td>1.74</td>
<td>2.17</td>
<td>1.90</td>
</tr>
<tr>
<td>(N=32)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>1.76</td>
<td>1.68</td>
<td>2.12</td>
<td>1.81</td>
</tr>
<tr>
<td>(N=38)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.11 Supervision Preference by Method of Administration

Figure 4.12 indicates the means of the respondents by building assignment. Secondary counselors indicated the least favorable attitude toward supervision with the highest overall mean of 1.94. Middle school counselors had a more favorable attitude toward supervision with an overall mean of 1.84 while elementary counselors had the most favorable attitude toward supervision with an overall mean of 1.77. Middle school and elementary counselors reported the most favorable attitude toward counseling supervision with a mean of 1.75 while secondary counselors had a less favorable attitude toward counseling supervision with a mean of 1.94. Middle school counselors had the most favorable attitude toward program management supervision with a mean of 1.59,
followed by elementary counselors with a mean of 1.67 and secondary counselors with a mean of 1.82. Middle school counselors had the most favorable attitude toward administrative supervision with a mean of 2.03 followed by secondary counselors with a mean of 2.08 and elementary counselors with a mean of 2.27. An examination of the overall means reveals the most favorable attitude being for program management supervision with an overall mean of 1.71, followed by counseling supervision with an overall mean of 1.82 and administrative supervision with an overall mean of 2.14.

<table>
<thead>
<tr>
<th></th>
<th>Counseling</th>
<th>Program Mgmt</th>
<th>Administrative</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1.75</td>
<td>1.67</td>
<td>2.27</td>
<td>1.84</td>
</tr>
<tr>
<td>N=27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>1.75</td>
<td>1.59</td>
<td>2.03</td>
<td>1.77</td>
</tr>
<tr>
<td>N=16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>1.94</td>
<td>1.82</td>
<td>2.08</td>
<td>1.94</td>
</tr>
<tr>
<td>N=27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Mean</td>
<td>1.82</td>
<td>1.71</td>
<td>2.14</td>
<td>1.86</td>
</tr>
<tr>
<td>N=70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.12 Supervision Preference by Level Assignment

Figure 4.13 indicates the attitudes towards supervision by gender and race. White respondents indicated the less favorable attitude toward supervision with a mean of 1.88 followed by Black or African American respondents with a more favorable attitude with a mean of 1.56 White respondents indicate the least favorable attitude toward administrative supervision with a mean of 2.15, followed by the counseling supervision
with a mean of 1.85, and then program management supervision with a mean of 1.73. Black or African American respondents indicate the least favorable attitude toward administrative supervision with a mean of 2.02, followed by program management supervision with a mean of 1.44, and counseling supervision with a mean of 1.43.

Male respondents report a less favorable attitude (mean=2.1) than females (mean=1.86) toward supervision. Males report the least favorable attitude toward counseling supervision (mean=2.19), followed by administrative supervision (mean=2.04), and then program supervision (mean=1.96). Female respondents report the least favorable attitude toward administrative supervision (mean=2.16), followed by counseling supervision (mean=1.77) and program management supervision (mean=1.67).

Suburban counselors reported the least favorable attitude toward supervision with an overall mean of 1.92, followed by rural counselors with an overall mean of 1.85 and urban counselors with an overall mean of 1.76. All counselors reported the most favorable attitude toward program management supervision. Urban counselors reported the least favorable attitude toward administrative supervision (mean=2.03), followed by counseling supervision (mean=1.75) and program management supervision (mean=1.56). Suburban counselors reported the least favorable attitude toward administrative supervision (mean=2.31), followed by counseling supervision (mean=1.84) and program management supervision (mean=1.77). Rural counselors reported the least favorable attitude toward counseling supervision (mean=1.88) followed by administrative supervision (mean=1.85) and program management supervision (mean=1.78).

Figure 4.14 reports the means separated by those counselors who have assumed the role of supervisor and those who have not assumed the role of supervisor.
Respondents who had been supervisors reported a more favorable attitude toward supervision with an overall mean of 1.71 than those who had not been supervisors (mean=1.92). Supervision status did not affect the order of the attitude toward the different dimensions of supervision: both had the least favorable attitude toward administrative supervision (for supervisors 2.1 and for non-supervisors 2.18), followed by counseling supervision (for supervisors 1.65 and for non-supervisors 1.9), and then program management supervision (for supervisors 1.9 and for non-supervisors 1.77).
<table>
<thead>
<tr>
<th></th>
<th>Counseling</th>
<th>Means Reported</th>
<th>Administrative</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Program Mgmt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=65</td>
<td>1.85</td>
<td>1.73</td>
<td>2.15</td>
<td>1.88</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=5</td>
<td>1.43</td>
<td>1.44</td>
<td>2.02</td>
<td>1.56</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=9</td>
<td>2.19</td>
<td>1.96</td>
<td>2.04</td>
<td>2.1</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=61</td>
<td>1.77</td>
<td>1.67</td>
<td>2.16</td>
<td>1.86</td>
</tr>
<tr>
<td>District Classification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=20</td>
<td>1.75</td>
<td>1.56</td>
<td>2.03</td>
<td>1.85</td>
</tr>
<tr>
<td>Suburban</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=37</td>
<td>1.84</td>
<td>1.77</td>
<td>2.31</td>
<td>1.92</td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=13</td>
<td>1.88</td>
<td>1.78</td>
<td>1.85</td>
<td>1.85</td>
</tr>
</tbody>
</table>

Figure 4.13 Supervision Preference by Race, Gender, and District Classification

<table>
<thead>
<tr>
<th></th>
<th>Counseling</th>
<th>Means Reported</th>
<th>Administrative</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Program Mgmt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acted as Supervisor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=17</td>
<td>1.65</td>
<td>1.56</td>
<td>2.1</td>
<td>1.71</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=52</td>
<td>1.9</td>
<td>1.77</td>
<td>2.18</td>
<td>1.92</td>
</tr>
</tbody>
</table>

Figure 4.14 Supervision Preference by Supervision Status
4.4 Reliability Statistics

The reliability statistic known as Cronbach’s alpha is reported in Figure 4.15. Cronbach’s alpha is reported for the overall assessment (alpha=0.94) of all 43 items. Cronbach’s alpha is also reported for the three scales: counseling supervision (alpha=0.91), program management supervision (alpha=0.85), and administrative supervision (alpha=0.87).

<table>
<thead>
<tr>
<th>Dimension Scale</th>
<th>Alpha</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Supervision Dimension Scale</td>
<td>0.91</td>
<td>23</td>
</tr>
<tr>
<td>Program Management Supervision Dimension Scale</td>
<td>0.85</td>
<td>11</td>
</tr>
<tr>
<td>Administrative Supervision Dimension Scale</td>
<td>0.87</td>
<td>9</td>
</tr>
<tr>
<td>Overall Scale</td>
<td>0.94</td>
<td>43</td>
</tr>
</tbody>
</table>

Figure 4.15 Cronbach’s Alpha and Number of Items for Supervision Dimensions

Figure 4.16 reports the individual items for the counseling supervision dimension and the effects of that item on the scale mean and on Cronbach’s alpha if the item were deleted. The counseling items are identified by the first item=cs1 and so on. The table reports the scale mean if the item were deleted as well as the reliability of the scale if the item were deleted. The only item that would raise the reliability of the counseling
supervision dimension if deleted is item 16. If deleted, Cronbach’s alpha would increase from 0.912 to 0.916. All other items would either lower the reliability if deleted or the reliability would remain the same.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cronbach’s Alpha If Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>cs1</td>
<td>0.909</td>
</tr>
<tr>
<td>cs2</td>
<td>0.908</td>
</tr>
<tr>
<td>cs3</td>
<td>0.909</td>
</tr>
<tr>
<td>cs4</td>
<td>0.911</td>
</tr>
<tr>
<td>cs5</td>
<td>0.912</td>
</tr>
<tr>
<td>cs6</td>
<td>0.906</td>
</tr>
<tr>
<td>cs7</td>
<td>0.908</td>
</tr>
<tr>
<td>cs8</td>
<td>0.908</td>
</tr>
<tr>
<td>cs9</td>
<td>0.912</td>
</tr>
<tr>
<td>cs10</td>
<td>0.911</td>
</tr>
<tr>
<td>cs11</td>
<td>0.916</td>
</tr>
<tr>
<td>cs12</td>
<td>0.908</td>
</tr>
<tr>
<td>cs13</td>
<td>0.909</td>
</tr>
<tr>
<td>cs14</td>
<td>0.906</td>
</tr>
<tr>
<td>cs15</td>
<td>0.910</td>
</tr>
<tr>
<td>cs16</td>
<td>0.906</td>
</tr>
<tr>
<td>cs17</td>
<td>0.909</td>
</tr>
<tr>
<td>cs18</td>
<td>0.906</td>
</tr>
<tr>
<td>cs19</td>
<td>0.908</td>
</tr>
<tr>
<td>cs20</td>
<td>0.907</td>
</tr>
<tr>
<td>cs21</td>
<td>0.905</td>
</tr>
<tr>
<td>cs22</td>
<td>0.906</td>
</tr>
<tr>
<td>cs23</td>
<td>0.908</td>
</tr>
</tbody>
</table>

Figure 4.16 Reliability Statistics for Counseling Items
Figure 4.17 reports the individual items for the program management supervision dimension and the effects of that item on the scale mean and on Cronbach’s alpha if the item were deleted. The items are identified by item number one=pmpd1 and so on. The table reports the scale of the mean if that item were deleted and the reliability of the scale if that item were deleted. The only item that would raise the reliability of the counseling supervision dimension if deleted is item 5. If deleted, Cronbach’s alpha would increase from 0.852 to 0.854. All other items would lower the reliability if deleted.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cronbach’s Alpha If Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>pmpd1</td>
<td>0.834</td>
</tr>
<tr>
<td>pmpd2</td>
<td>0.840</td>
</tr>
<tr>
<td>pmpd3</td>
<td>0.843</td>
</tr>
<tr>
<td>pmpd4</td>
<td>0.824</td>
</tr>
<tr>
<td>pmpd5</td>
<td>0.854</td>
</tr>
<tr>
<td>pmpd6</td>
<td>0.847</td>
</tr>
<tr>
<td>pmpd7</td>
<td>0.839</td>
</tr>
<tr>
<td>pmpd8</td>
<td>0.828</td>
</tr>
<tr>
<td>pmpd9</td>
<td>0.840</td>
</tr>
<tr>
<td>pmpd10</td>
<td>0.833</td>
</tr>
<tr>
<td>pmpd11</td>
<td>0.845</td>
</tr>
</tbody>
</table>

Figure 4.17 Reliability Statistics for Program Management and Professional Development Items

Figure 4.18 reports the individual items for the administrative supervision dimension. The administrative items are identified by item number one= as1 and so on. The table reports the effects of each item on the scale mean and on Cronbach’s alpha if
the item were deleted. For this scale, if any items were deleted the reliability of the scale would be lowered.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cronbach’s Alpha If Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>as1</td>
<td>855</td>
</tr>
<tr>
<td>as2</td>
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</tr>
<tr>
<td>as3</td>
<td>860</td>
</tr>
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<td>as4</td>
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</tr>
<tr>
<td>as5</td>
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</tr>
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<td>as6</td>
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<tr>
<td>as7</td>
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<td>as8</td>
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</tr>
<tr>
<td>as9</td>
<td>858</td>
</tr>
</tbody>
</table>

Figure 4.18 Reliability Statistics for Administrative Items

4.5 Factor Analysis

A factor analysis was conducted on the data to determine if the proposed underlying constructs of school counseling supervision (counseling, program management and professional development, and administrative) would be reflected by the data. The factor analysis was conducted on all 43 items of the instrument. An exploratory factor analysis method was chosen because while the underlying dimensions have been proposed in the literature no research has demonstrated their actual existence. In order to run and interpret factor analysis, decisions regarding the data must be made including the following: type of rotation, how many factors to retain, and size and interpretation of loadings.
One decision to be made in factor analysis is the type of rotation. An orthogonal rotation was chosen for this study. This is the most frequently utilized form of rotation, and in this rotation the rotated components remain uncorrelated (Henson, Capraro, & Capraro, 2001). The goal when choosing the type of rotation is to balance interpretability with correlation between components. Orthogonal solutions tend to facilitate interpretability because the factors are forced to remain uncorrelated (Henson et al., 2001). After running both an orthogonal and oblique rotation, the author determined that the orthogonal rotation facilitated greater interpretability.

Another decision the author made was how many factors to retain. The two options considered included: Kaiser’s criterion and the scree test (Henson et al., 2001). Kaiser’s criterion states that the components with eigenvalues greater than 1 should be retained. The scree test involves examining a scree plot and retaining values on the scree plot in the descent of the curve on the line before the line begins to level off (Kachigan, 1986). Given Kaiser’s criterion, 10 components would have been retained. However, one limitation with this criterion is that components can be retained that have no practical significance (Zwick & Velicer, 1986). Therefore, the scree test was utilized and eight components were retained. Figure 4.19 is the scree test for the principal components factor analysis.
Figure 4.19 Scree Plot from Principal Components Factor Analysis

Figure 4.20 lists the eight factors that were retained with the percent of variance accounted for by each component as well as the cumulative percent of variance accounted for by each component.
Figure 4.20 Components Retained with Eigenvalues and Variance

<table>
<thead>
<tr>
<th>Component</th>
<th>Total</th>
<th>Initial Eigenvalues</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>12.799</td>
<td>29.765</td>
<td>29.765</td>
</tr>
<tr>
<td>2.</td>
<td>4.108</td>
<td>9.544</td>
<td>39.319</td>
</tr>
<tr>
<td>3.</td>
<td>2.376</td>
<td>5.524</td>
<td>44.844</td>
</tr>
<tr>
<td>4.</td>
<td>2.176</td>
<td>5.060</td>
<td>49.904</td>
</tr>
<tr>
<td>5.</td>
<td>1.934</td>
<td>4.497</td>
<td>54.401</td>
</tr>
<tr>
<td>6.</td>
<td>1.694</td>
<td>3.940</td>
<td>58.341</td>
</tr>
<tr>
<td>7.</td>
<td>1.570</td>
<td>3.652</td>
<td>61.992</td>
</tr>
<tr>
<td>8.</td>
<td>1.535</td>
<td>3.570</td>
<td>65.562</td>
</tr>
</tbody>
</table>

After determining the number of factors to retain the next task is to determine the variables that load on each component. Stevens (1996) provides a guideline for ensuring that the loadings are “practically significant”. This guideline suggests utilizing loadings that are 0.4 or higher. Appendix F contains the correlation matrix that shows the loadings for each component. Some items loaded on more than one component. In this case, the decision had to be made regarding the component with which the item should be included. This involved examining the reliability for each component. The author’s goal was to maintain high reliability. So, the item was included with the component in which it had the greatest impact, either negative or positive, on reliability.

The following is a list of the components, including the items that load on each component, the reliability of each component, and the name of the component. Components were named by the author in conjunction with the adviser to the study.
Component One includes items from both the counseling supervision and program management supervision dimensions. Figure 4.21 lists the eight items that load on factor one. Examining the items loaded on this component resulted in the component being named: Facilitating Transition. The reliability of this new variable is 0.87.

- The supervisor includes ethical and legal issues in discussions of students’ problems.
- The supervisor helps me improve my skills in working with parents.
- The supervisor observes (in-person or via multimedia) my classroom or large group guidance lessons and helps me improve those lessons.
- The supervisor models appropriate use of internet resources in career and educational planning.
- The supervisor increases my knowledge and use of community resources.
- The supervisor helps me broaden my perspective of the profession of counseling.
- The supervisor guides me in understanding the impact of national and state laws on the practice of counseling.
- The supervisor helps to set direction for my continued professional growth.

Figure 4.21 Items that Load on Component One

Component Two includes administrative items. These seven items are listed in Figure 4.22. The loading of all administrative items on this component resulted in the component being named: Administrative. The reliability of this new variable is 0.84.
• The supervisor gives me feedback regarding my work habits.
• The supervisor helps me to distribute my time appropriately for the tasks in which I am involved.
• The supervisor models effective organizational skills.
• The supervisor facilitates my prioritization of tasks.
• The supervisor helps me generate strategies to collaborate effectively with other staff members.
• The supervisor suggests ways to effectively manage staff and students who are working in my office.
• The supervisor models current use of technology such as communicating via email.

Figure 4.22 Items that Load on Component Two

Component Three includes items from both the counseling supervision and program management and professional development dimensions. These eight items are included in Figure 4.23. An examination of these items resulted in the component being named: Support and Encouragement. The reliability of this new variable is 0.88.
The supervisor provides time to discuss and explore my feelings during supervisory sessions.
The supervisor assists me in developing cultural awareness in working with diverse populations.
The supervisor assists in furthering the development of my group counseling skills.
The supervisor facilitates the development of my problem-solving skills.
The supervisor encourages me to make referrals to community agencies.
The supervisor provides time for reflection about school counseling programs in the supervisory relationship.
The supervisor models how an effective school counselor should function in the school.
The supervisor helps me to identify my strengths and weaknesses.

Figure 4.23 Items that Load on Component Three

Component Four includes six counseling supervision items. Examining the items that load on this component resulted in the name: Counseling Feedback and Evaluation. These items are listed in Figure 4.24. The reliability of this new variable is 0.78.
• The supervisor gives me concrete and specific feedback about my skills and techniques.
• The supervisor assists me in developing new techniques and skills.
• When the supervisor challenges me, he/she is supportive and sensitive.
• The supervisor is open to feedback from me regarding the supervisory relationship.
• The supervisor provides a safe environment for me to try out new behaviors and skills.
• The supervisor assesses my counseling skills and suggests ways to improve those skills.

Figure 4.24 Items that Load on Component Four

Component Five includes items from the counseling supervision and program management dimensions: An examination of the items that load on this component resulted in the name: Counselor Development. These five items are listed in Figure 4.25. The reliability of this new variable is 0.73.

• The supervisor encourages me to utilize a theoretical framework when counseling students.
• The supervisor addresses my overall understanding and conceptualization of the problems presented by students.
• The supervisor attends to my verbal cues during the supervisory sessions.
• The supervisor demonstrates knowledge of different supervision theories by explaining to me what he/she is doing and why.
• The supervisor focuses on both my needs and the students’ needs in our supervisory sessions.

Figure 4.25 Items that Load on Component Five
Component Six included four items: one from the counseling dimension and three from the professional development and program management counseling dimension. The counseling item (The supervisor demonstrates warmth, support, and empathy.) did not conceptually fit with this dimension. Thus, only three items were included in the analysis of this new variable. These three items are listed in Figure 4.26. The reliability of this variable is 0.66. This component was named: Source of Information.

- The supervisor knows school and community resources needed to help students with special needs.
- The supervisor knows the district school counseling program and integrates the program into the supervision process.
- The supervisor knows the school district policies and procedures and integrates them into the supervision process.

Figure 4.26 Items that Load on Component Six

Component Seven includes two items from the counseling supervision dimension. An examination of the items loaded on this component resulted in the name: Supervising Relationship. These items are included in Figure 4.27. The reliability of this new variable is 0.60.
• The supervisor utilizes humor in the supervisory relationship.
• The supervisor attends to my nonverbal cues during the supervisory session.

Figure 4.27 Items that Load on Component Seven

Component Eight includes three items: one from the counseling supervision dimension and two from the administrative dimension. This factor is named: Goal-Setting and Record Keeping. This item is included in Figure 4.28. The reliability of the new variable is 0.72.

• The supervisor facilitates mutual goal setting at the beginning of the supervisory relationship
• The supervisor monitors the degree to which I keep clear and concise records of students receiving counseling.
• The supervisor provides feedback on how I monitor the records maintained in my office.

Figure 4.28 Items that Loads on Component Eight

Reliabilities for the new scales or dimensions were lower than those presented for the dimensions suggested by Barrett and Schmidt (1986). This is due, in part, to the decreased number of items in each scale. These reliabilities are still acceptable according to Nunnally (1978) for concepts that are still in the beginning stages of investigation.
4.6 Conclusion

This chapter presented the results of this research study. Descriptive analysis was conducted on the participants and the sample was described based on demographic information. Cronbach’s alpha was presented for internal consistency reliability data analysis, and principal components factor analysis was conducted and reported.
CHAPTER 5

5.1 SUMMARY, CONCLUSIONS, IMPLICATIONS AND FUTURE RESEARCH

The purpose of this study was to develop an instrument that would measure the effectiveness of school counselor supervision. This study was conducted in three phases. Phase One (Original Instrument Construction), involved the construction of initial items for the instrument. This phase addressed the first research question: What are the knowledge and competencies that characterize effective school counselor supervision? Phase Two (Draft Instrument), was conducted to establish face and content validity by a panel of experts. Phase Three (Pilot Study Instrument), focused on revision of the instrument as a result of internal consistency reliability testing. The second and third phase addressed the second research question: Can the knowledge and competencies of school counselor supervision be measured in a valid and reliable manner? Each of the following phases is summarized in this chapter.

5.1.1 Phase One: Original Instrument Construction

The first step of phase one was to conduct a thorough review of the literature addressing school counselor supervision. These specific areas were explored: the definition and application of supervision to the school environment, benefits of supervision, current status of supervision in school counseling, models for supervision of school counselors, current texts used in school counselor preparatory programs, standards of supervision, ethical guidelines, and current supervision instruments. Concurrently, a
focus group was conducted with 30 practicing school counselors in which this question was asked: What does a supervisor need to know to supervise a school counselor?

Based on the literature review and focus group, the researcher developed content areas to guide the selection of items to be included in the instrument. These content areas represented both knowledge and competencies that school counselors should have to be effective school counselor supervisors. After adjusting for areas that overlapped, a total of 49 content areas were identified. These content areas were used to develop items for the instrument. Then, the items were separated into the three dimensions of school counselor supervision as proposed in the literature: clinical supervision, developmental supervision, and administrative supervision.

Five practicing school counselors were asked to review the items. Suggestions from these counselors prompted the following changes to the titles of the three dimensions: clinical supervision was renamed counseling supervision and developmental supervision was renamed program management and professional development supervision. These new names were believed to reduce confusion between the roles of the clinical versus school counselors and were believed to more accurately represent the areas covered by that dimension.

5.1.2 Phase Two: Draft Instrument

Phase two involved establishing face and content validity of the instrument. After the items were developed, a panel of experts that included four school counselor educators and two practicing school counselor supervisors were solicited to establish face and content validity. Standards were established a priori regarding the percentage of agreement required to either reword an item or to delete an item. Subsequent to the
panel’s review, changes were made to the items as dictated by the panel. After the changes were made to the instrument; forty-three items remained: 23 counseling supervision items, 11 program management and professional development supervision items, and 9 administrative supervision items.

The items were then assimilated into an attitude measure. Different types of attitude measures were explored. The one most appropriate for this study was the Likert scale because of the ease of construction and response, popularity and familiarity. The demographic questions were dispersed throughout the instrument as suggested by consultants on instrument design.

5.1.3 Phase Three: Pilot Study Instrument

Phase three focused on establishing reliability of the instrument. In order to do so, a pilot study was conducted with 70 practicing school counselors. After conducting the pilot study, the researcher analyzed the data to determine changes that should be made to the instrument to optimize reliability. Two options were considered for evaluating reliability: Kuder-Richardson 21 and Cronbach’s alpha. Both are appropriate for use with Likert scales, require only one administration, and assess multiple assess items. The differences between the two calculations are negligible.

The overall instrument demonstrated a reliability of 0.94. The reliability for the three dimensions was also high: counseling supervision reliability 0.91, program management and professional development supervision reliability 0.85, and administrative supervision reliability 0.87. An examination of the individual items within each dimension suggested that the elimination of none of the items would result in significant changes to the reliability of the instrument.
5.1.3.1 Description of Sample

The data from the pilot study was analyzed, and the following description of the sample emerged. A vast majority of the sample were White (92.9%) and female (87.1%). The mean age of the respondents was 44 years of age. The sample included at 27 elementary school counselors, 16 middle school counselors, and 27 secondary school counselors. The respondents’ years of experience ranged from one year to 27 years. The average years of experience were 7.0.

Current Supervision Status and Experiences of Respondents

Nearly three-quarters (74.3%) of the counselors surveyed were not receiving supervision currently. This finding agreed with previous studies in which a majority of school counselors did not receive supervision (Borders & Usher, 1992; Roberts & Borders, 1994; Sutton & Page, 1994; Usher & Borders, 1993). Thirty-two counselors (46%) had received supervision at some point during their school counseling careers. A majority of the 46% indicated that they had been supervised between one and five times.

The questionnaire provided a “snapshot of the last supervision session”. The focus of the most recent supervision session was divided almost evenly between counseling, program management, and administrative. Roberts and Borders (1994) also found that counselors were receiving a combination of the three forms of supervision. These findings suggest that all three dimensions of supervision are being practiced in the field.

When describing their typical supervision session, over half (54.3%) reported that they typically receive administrative supervision. This finding was in agreement with the findings of previous researchers who found that most school counselors, who receive supervision, receive administrative supervision (Borders, 1991a; Borders & Usher, 1994).
For many counselors, their yearly evaluations, often identified as administrative supervision, represent their only experience with supervision (Borders, 1991a).

A total of 39 respondents indicated that their last supervision session had occurred either in the past year or in the past five years. Thus, while supervision of school counselors is occurring, it is very sporadic for this sample.

Respondents were asked to indicate which type of supervision they preferred. Seventy percent indicated a preference for counseling supervision. Program management and professional development supervision was preferred by 19%, and administrative supervision was preferred by 1%.

*Supervision Preference*

Respondents indicated the most favorable attitude toward program management and professional development supervision, followed by counseling supervision, and then administrative supervision. This trend was observed regardless of building level assignment (elementary, middle, and secondary), of district classification (urban, suburban, and rural), and regardless of supervisory experience. This finding agreed with Roberts and Borders (1994), and seemingly contrasts with the respondents reported preference for counseling supervision.

5.2 Factor Analysis

Principal components factor analysis was chosen as the type of exploratory factor analysis most appropriate for this study. Orthogonal rotation was utilized, and eight components were identified and retained. Loadings were determined to be significant at a 0.4 level because of the small sample size.
Eight latent variables emerged from the 43 original items or variables. These components were named: Facilitating Transition, Administrative, Support and Encouragement, Counseling Feedback and Evaluation, Counselor Development, Source of Information, Supervisory Relationship, and Goal-Setting and Record Keeping. The presence of eight components suggests that the original conceptualization of three dimensions (counseling, program management and professional development, and administrative) of school counselor supervision must be re-examined. The reliabilities of these new components ranged from 0.6 to 0.88. Six of the eight components demonstrated reliabilities in the 0.72 to 0.88 range.

5.3 Limitations

This study utilized a convenience sample of practicing school counselors. This limits the generalizability of the results to those school counselors who chose to participate in this study. Further, this convenience sample was overwhelmingly composed of white, female, and middle-aged respondents, and the largest group of respondents was currently practicing in suburban school districts. All of these facts limit generalizability.

The pilot study included two different methods of administration. One method, the professional development seminars, allowed for some minimally controlled testing conditions. Further, in this method, the author was present to answer questions that arose while completing the assessment. Other respondents completed the assessment via email. These respondents were encouraged to ask any questions that arose, but the absence of a person being present may have served as a deterrent to asking questions. Further, the email method of administration allowed for no control over the testing conditions.
The possibility exists that respondents may have answered in a way that they believed to be socially desirable. They may have endorsed items that they believed others would consider to be important instead of ones that they actually found to be important. This could inflate the overall importance of the supervision dimensions, which resulted from the assessment.

This study only provides support for content validity and for initial internal consistency estimates of reliability. Therefore, the resulting endorsements for both validity and reliability must be interpreted with some caution.

5.4 Conclusions

From this study, one can conclude that it is possible to develop an instrument, to measure the effectiveness of school counselor supervision that exhibits substantial reliability and content validity. The instrument, developed during this study, demonstrated high reliability. The reliability coefficient was 0.94 which is “excellent” for reliability (George and Mallery, 2003). Reliability for the three different dimensions was lower: counseling 0.91, program management and professional development 0.85, and administrative 0.85. This would be expected since the reliability of an instrument increases with an increase number of items (Miller, 2000). When the different dimensions are examined separately, a lower set of items is involved, and reliability is affected according. However, even the lower coefficients represent “good” reliability. These coefficients indicate that this instrument consistently measures the concept of school counselor supervision. Further, content validity was established by a panel of experts. Through their review, the experts were able to lay the foundation for validity. Their endorsement supported that the instrument measured the concept of school counselor
supervision, that it measured the entire concept of school counselor supervision, and that it measured only the area of school counselor supervision. These are the three areas addressed by validity (McCracken, 1999).

From this study, one can conclude that the concept of school counselor supervision is more complex than the school counseling literature describes. Previous authors built upon Barrett and Schmidt’s (1986) framework proposing three dimensions of school counselor supervision. The factor analysis conducted during this study, support the existence of eight dimensions of school counselor supervision.

5.5 Implications of the Current Research Study

Five important implications are associated with the development of this instrument:

- The field has a starting point for dialogue between the supervisor and supervisee as to what can be expected from the supervisor. Prior to this study, this discussion was largely dependent upon what the supervisor believed to be important with little empirical research as support.
- By utilizing this instrument, a supervisor now has some direction as to what he/she should be doing to develop an effective supervisory relationship.
- Supervisees can be empowered by using this instrument to evaluate the supervision they are receiving. This evaluation can be specific and concrete because each item represents a concept that the supervisor should be bringing to the relationship. Absence of any of the concepts provides an opportunity for the supervisee to identify what might improve the relationship.
• Barrett and Schmidt’s (1986) suggestion that there are three dimensions of school
counselor supervision needs to be explored further and may not hold up under
further scrutiny.

• Models for the supervision of school counselors have focused on developing the
clinical skills of the school counselor. No model has integrated all three
dimensions of school counselor supervision. This study suggests that any model
which neglects program supervision does not address the importance of program
supervision as identified by current school counselors.

5.6 Future Research

Future research should focus on utilizing this instrument in actual supervisory
relationships.Supervisees can use the assessment to measure if and to what degree their
supervisor is demonstrating the knowledge and competencies of effective supervisors.
Research could compare the results of the instrument to actual videotaped supervision
sessions. A high degree of agreement would lend further credence to this instrument.

Research needs to continue to investigate the validity and reliability of this
instrument with a more diverse sample of participants. This sample was comprised
largely of white, female, middle-aged school counselors in suburban districts. Future
research with more diverse participants may yield different results.

Future research could focus on giving this instrument to school counselor
supervisors. This would allow for a comparison of results received from practicing school
counselors to results from practicing supervisors. Instructions would be changed to: If
you were providing supervision, how important would each item be to you as a
supervisor. Then, reliability could be calculated, and factor analysis could be conducted.
This study established face and content validity of the instrument. Future research can work to establish predictive validity and construct validity.

5.7 Summary

This chapter has summarized the three phases of the current research study. In addition, the implications of the study are delineated, and directions for future research are provided.
REFERENCES


Gliem, J. A., & Gliem, R. R. (2003, October). *Calculating, interpreting, and reporting Cronbach’s Alpha reliability coefficient for Likert-type scales.* Workshop presented at the meeting of the Midwest Research to Practice Conference in Adult, Continuing, and Community Education.


APPENDIX A

INTERNAL REVIEW BOARD EXEMPTION FORM
TITLE PAGE - APPLICATION FOR EXEMPTION
FROM REVIEW BY THE INSTITUTIONAL REVIEW BOARD
The Ohio State University, Columbus OH 43210

Principal Investigator
Name: Dr. Susan J. Sears
Phone: 688-8111

University Title:
- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Other. Please specify.
(May require prior approval.)

Department or College: College of Education
E-mail: sears.1@osu.edu

Campus Address (room, building, street address):
1945 North High Street
353 B Arps Hall
Columbus, Ohio 43210
Signature:
Date: 9/16/03

Co-Investigator
Name: Rochelle L. Dunn
Phone: 740-964-2751

University Status:
- Faculty
- Staff
- Graduate Student
- Undergraduate Student
- Other. Please specify.

Campus Address (room, building, street address) or Mailing Address:
Pataktala, Ohio 43062
Signature:
Date: 9/16/03

Co-Investigator
Name: N/A
Phone:

University Status:
- Faculty
- Staff
- Graduate Student
- Undergraduate Student
- Other. Please specify.

Campus Address (room, building, street address) or Mailing Address:
E-mail:
Signature:
Date:
Fax:

Protocol Title
The Development of an Instrument to Measure the Effectiveness of School Counseling Supervision

Source of Funding
Personal Funds

For Office Use Only
Approved.
Research has been determined to be exempt under these categories: F2
Research may begin as of the date of determination listed below.

Disapproved.
The proposed research does not fall within the categories of exemption. Submit an application to the appropriate Institutional Review Board for review.

Date of determination: 9/19/03
Signature:
Office of Research Risks Protection

Page 2
Approved by the Policy Coordinating 198, May 18, 2000
APPENDIX B

STANDARDS FOR COUNSELING SUPERVISORS
Standards for Counseling Supervisors  
(As adopted by the AACD Governing Council, July 13-16, 1989)

The Standards include a description of eleven core areas of personal traits, knowledge and competencies that are characteristic of effective supervisors. The level of preparation and experience of the counselor, the particular work setting of the supervisor and counselor and client variables will influence the relative emphasis of each competency in practice.

These core areas and their related competencies have been consistently identified in supervision research and, in addition, have been judged to have face validity as determined by supervisor practitioners, based on both select and widespread peer review.

1. Professional counseling supervisors are effective counselors whose knowledge and competencies have been acquired through training, education, and supervised employment experience.

   The counseling supervisor:
   a. demonstrates knowledge of various counseling theories, systems, and their related methods;
   b. demonstrates knowledge of his/her personal philosophical, theoretical and methodological approach to counseling;
   c. demonstrates knowledge of his/her assumptions about human behavior; and
   d. demonstrates skill in the application of counseling theory and methods (individual, group, or marital and family and specialized areas such as substance abuse, career-life rehabilitation) that are appropriate for the supervisory setting.

2. Professional counseling supervisors demonstrate personal traits and characteristics that are consistent with the role.

   The counseling supervisor:
   2.1 is committed to updating his/her own counseling and supervisory skills;
   2.2 is sensitive to individual differences;
   2.3 recognizes his/her own limits through self-evaluation and feedback from others;
   2.4 is encouraging, optimistic and motivational;
   2.5 possesses a sense of humor;
   2.6 is comfortable with the authority inherent in the role of supervisor;
   2.7 demonstrates a commitment to the role of supervisor;
   2.8 can identify his/her own strengths and weaknesses as a supervisor; and
   2.9 can describe his/her own pattern in interpersonal relationships.
3. Professional counseling supervisors are knowledgeable regarding ethical, legal, and regulatory aspects of the profession, and are skilled in applying this knowledge.

The counseling supervisor:
3.1 communicates to the counselor a knowledge of professional code of ethics (e.g., AACD, APA);
3.2 demonstrates and enforces ethical and professional standards;
3.3 communicates to the counselor an understanding of legal and regulatory documents and their impact on the profession (e.g., certification, licensure, duty to warn, parents’ rights to children’s records, third party payments, etc.);
3.4 provides current information regarding professional standards (NCC, CCMHC, CRC, CCC, licensure, certification, etc.);
3.5 can communicate a knowledge of counselor rights and appeal procedures specific to the work setting; and
3.6 communicates to the counselor a knowledge of ethical considerations that pertain to the supervisory process, including dual relationships, due process, evaluation, informed consent, confidentiality, and vicarious liability.

4. Professional counseling supervisors demonstrate conceptual knowledge of the personal and professional nature of the supervisory relationship and are skilled in applying this knowledge.

The counseling supervisor:
4.1 demonstrates knowledge of individual differences with respect to gender, race, ethnicity, culture and age and understands the importance of these characteristics in supervisory relationships.
4.2 is sensitive to the counselor’s personal and professional needs;
4.3 expects counselors to own the consequences of their actions;
4.4 is sensitive to the evaluative nature of supervision and effectively responds to the counselor’s anxiety relative to performance evaluation;
4.5 conducts self-evaluations, as appropriate, as a means of modeling professional growth;
4.6 provides facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy);
4.7 establishes a mutually trusting relationship with the counselor;
4.8 provides an appropriate balance of challenge and support; and
4.9 elicits counselor thoughts and feelings during counseling or consultation sessions, and responds in a manner that enhances the supervision process.

5. Professional counseling supervisors demonstrate conceptual knowledge of supervision methods and techniques, and are skilled in using this knowledge to promote counselor development.

The counseling supervisor:
5.1 states the purposes of supervision and explains the procedures to be used;
5.2 negotiates mutual decisions regarding the needed direction of learning experiences for the counselor;
5.3 engages in appropriate supervisory intentions, including role-play, role-reversal, live supervision, modeling, interpersonal process recall, micro-training, suggestions and advice, reviewing audio and video tapes, ect.;
5.4 can perform the supervisor’s functions in the role of teacher, counselor, or consultant as appropriate;
5.5 elicits new alternatives from counselors for identifying solutions, techniques, responses to clients;
5.6 integrates knowledge of supervision with his/her style of interpersonal relations;
5.7 clarifies his/her role in supervision;
5.8 uses media aids (print material, electronic recording) to enhance learning; and
5.9 interacts with the counselor in a manner that facilitates the counselor’s self-exploration and problem solving.

6. Professional counseling supervisors demonstrate conceptual knowledge of the counselor developmental process and are skilled in applying this knowledge. The counseling supervisor:
   6.1 understands the developmental nature of supervision;
   6.2 demonstrates knowledge of various theoretical models of supervision;
   6.3 understands the counselor’s roles and functions in particular work settings;
   6.4 understands the supervisor’s roles and functions in particular work settings;
   6.5 can identify the learning needs of the counselor;
   6.6 adjusts conference content based on the counselor’s personal traits, conceptual development, training, and experience; and
   6.7 uses supervisory methods appropriate to the counselor’s level of conceptual development, training and experience.

7. Professional counseling supervisors demonstrate knowledge and competency in case conceptualization and management. The counseling supervisor:
   7.1 recognizes that a primary goal of supervision is helping the client of the counselor;
   7.2 understands the roles of other professionals (e.g. psychologists, physicians, social workers) and assists with the referral process, when appropriate;
   7.3 elicits counselor perceptions of counseling dynamics;
   7.4 assists the counselor in selecting and executing data collection procedures;
   7.5 assists the counselor in analyzing and interpreting data objectively;
   7.6 assists the counselor in planning effective client goals and objectives;
   7.7 assists the counselor in using observation and assessment in preparation of client goals and objectives;
   7.8 assists the counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization;
   7.9 assists the counselor in assigning priorities to counseling goals and objectives;
   7.10 assists the counselor in providing rationale for counseling procedures; and
7.11 assists the counselor in adjusting steps in the progression toward a goal based on ongoing assessment and evaluation.

8. Professional counseling supervisors demonstrate knowledge and competency in client assessment and evaluation.
   The counseling supervisor:
   8.1 monitors the use of tests and test interpretation;
   8.2 assists the counselor in providing rationale for assessment procedures;
   8.3 assists the counselor in communicating assessment procedures and rationales;
   8.4 assists the counselor in the description, measurement, and documentation of client and counselor change; and
   8.5 assists the counselor in integrating findings and observations to make appropriate recommendations.

9. Professional counseling supervisors demonstrate knowledge and competency in oral and written reporting and recordings.
   The counseling supervisor:
   9.1 understands the meaning of accountability and the supervisor’s responsibility in promoting it;
   9.2 assists the counselor in effectively documenting supervisory and counseling-related interactions;
   9.3 assists the counselor in establishing and following policies and procedures to protect the confidentiality of client and supervisory records;
   9.4 assists the counselor in identifying appropriate information to be included in a verbal or written report;
   9.5 assists the counselor in presenting information in a logical, concise, and sequential manner; and
   9.6 assists the counselor in adapting verbal and written reports to the work environment and communication situation.

10. Professional counseling supervisors demonstrate knowledge and competency in the evaluation of counseling performance.
    The counseling supervisor:
    10.1 can interact with the counselor from the perspective of evaluator;
    10.2 can identify the counselor’s professional and personal strengths, as well as weaknesses;
    10.3 provides specific feedback about such performance as conceptualization, use of methods and techniques, relationship skills, and assessment;
    10.4 determines the extent to which the counselor has developed and applied his/her own personal theory of counseling;
    10.5 develops evaluation procedures and instruments to determine program and counselor goal attainment;
    10.6 assists the counselor in the description and measurement of his/her progress and achievement; and;
10.7 can evaluate counseling skills for purposes of grade assignment, completion of internship requirements, professional advancement, and so on.

11. Professional counseling supervisors are knowledgeable regarding research in counseling and counselor supervision and consistently incorporate this knowledge into the supervision process. 

The counseling supervisor:
11.1 facilitates and monitors research to determine the effectiveness of programs, services and techniques;
11.2 reads, interprets, and applies counseling and supervisory research;
11.3 can formulate counseling or supervisory research questions;
11.4 reports results of counseling or supervisory research and disseminates as appropriate (e.g., inservice, conferences, publications); and
11.5 facilitates an integration of research findings in individual case management.

The Education and Training of Supervisors

Counseling supervision is a distinct field of preparation and practice. Knowledge and competencies necessary for effective performance are acquired through a sequence of training and experience which ordinarily includes the following:

1. Graduate training in counseling;
2. Successful supervised employment as a professional counselor;
3. Credentialing in one or more of the following areas: certification by a state department of education, licensure by a state as a professional counselor, and certification as a National Certified Counselor, Certified Clinical Mental Health Counselor, Certified Rehabilitation Counselor, or Certified Career Counselor;
4. Graduate training in counseling supervision including didactic courses, seminars, laboratory courses, and supervision practica;
5. Continuing educational experiences specific to supervision theory and practice (e.g., conferences, workshops, self-study); and
6. Research activities related to supervision theory and practice.

The supervisor’s primary functions are to teach the inexperienced and to foster their professional development, to serve as consultants to experienced counselors, and to assist at all levels in the provision of effective counseling services. These responsibilities require personal and professional maturity accompanied by a broad perspective on counseling that is gained by extensive, supervised counseling experience. Therefore, training for supervision generally occurs during advanced graduate study or continuous professional development. This is not to say, however, that supervisor training in the pre-service stage is without merit. The presentation of basic methods and procedures may enhance students’ performance as counselors, enrich their participation in the supervision process, and provide a framework for later study.
APPENDIX C

ASCA ETHICAL STANDARDS
Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counselees, parents, colleagues and professional associates, schools, and communities, as well as to one's self and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:
a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.

b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.

c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.

d. Is responsible for keeping informed of laws, regulations, and policies relating to counselees and strives to ensure that the rights of counselees are adequately provided for and protected.

A.2. Confidentiality

The professional school counselor:

a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees through a written and shared disclosure statement.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.

c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.

d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.

e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.
Such information is only to be revealed to others with the informed consent of the
counselee, consistent with the counselor's ethical obligation. In a group setting, the
counselor sets a high norm of confidentiality and stresses its importance, yet clearly states
that confidentiality in group counseling cannot be guaranteed.

A.3. Counseling Plans

The professional school counselor:

works jointly with the counselee in developing integrated and effective counseling plans,
consistent with both the abilities and circumstances of the counselee and counselor. Such
plans will be regularly reviewed to ensure continued viability and effectiveness,
respecting the counselee's freedom of choice.

A.4. Dual Relationships

The professional school counselor:

avoids dual relationships which might impair her or his objectivity and increase the risk
of harm to the client (e.g., counseling one's family members, close friends, or associates).
If a dual relationship is unavoidable, the counselor is responsible for taking action to
eliminate or reduce the potential for harm. Such safeguards might include informed
consent, consultation, supervision, and documentation.

A.5. Appropriate Referrals

The professional school counselor:

makes referrals when necessary or appropriate to outside resources. Appropriate referral
necessitates knowledge of available resources and making proper plans for transitions
with minimal interruption of services. Counselees retain the right to discontinue the
counseling relationship at any time.

A.6. Group Work

The professional school counselor:

screens prospective group members and maintains an awareness of participants' needs
and goals in relation to the goals of the group. The counselor takes reasonable
precautions to protect members from physical and psychological harm resulting from
interaction within the group.

A 7. Danger to Self or Others

The professional school counselor:
informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.

A.8. Student Records

The professional school counselor:

maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

A.9. Evaluation, Assessment, and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation which may differ from that required in more traditional assessments.

b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.

c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.

d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

A.10. Computer Technology

The professional school counselor:

a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that: (1) computer applications are appropriate for the individual needs of the counselee; (2) the counselee understands how to use the application; and (3) follow-up counseling assistance is provided. Members of under represented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.
b. Counselors who communicate with counselees via internet should follow the NBCC Standards for WebCounseling.

A.11. Peer Helper Programs

The professional school counselor:

has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counselees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

B. Responsibilities to Parents

B.1. Parent Rights and Responsibilities

The professional school counselor:

a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee's maximum development.

b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.

c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents and Confidentiality

The professional school counselor:

a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.

c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. Responsibilities to Colleagues and Professional Associates
C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.

b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and optimally utilizes related professions and organizations to whom the counselee may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.

b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in the best interest of counselees.

The professional school counselor:

a. Collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.
E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.

b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Multicultural Skills

The professional school counselor:

understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.

d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.

b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

G. Maintenance of Standards

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA, and ASCA Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - state school counselor association
   - American School Counselor Association

5. The ASCA Ethics Committee is responsible for educating—and consulting with—the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the
ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314.

H. Resources

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:


Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly, March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998 and adopted on June 25, 1998.
APPENDIX D

ORIGINAL ITEMS AND ORIGINATION OF ITEMS
<table>
<thead>
<tr>
<th>Instrument Items</th>
<th>Origination of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling Supervision Items</strong></td>
<td></td>
</tr>
<tr>
<td>1. The supervisor gives me concrete and specific feedback.</td>
<td>Focus Group</td>
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<tr>
<td>2. The supervisor assists me in developing new techniques and skills.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>4. When suggesting actions that I can take with students, the supervisor is clear and concise.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>5. The supervisor addresses my overall understanding and conceptualization of the problems presented by students.</td>
<td>Focus Group</td>
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<tr>
<td>6. The supervisor attends to my verbal cues during the supervisory sessions.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>7. When the supervisor challenges me, he/she is supportive and sensitive.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>8. The supervisor is open to feedback from me regarding the supervisory experience.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>9. The supervisor facilitates mutual goal-setting at the beginning of the supervisory relationship.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>10. The supervisor demonstrates warmth, support, and empathy.</td>
<td>Focus Group</td>
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<tr>
<td>11. The supervisor utilizes humor in the supervisory relationship.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>12. The supervisor attends to my nonverbal cues during supervisory sessions.</td>
<td>Focus Group</td>
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<tr>
<td>14. The supervisor assists me in developing alternative perspectives that culturally diverse populations may hold.</td>
<td>Focus Group</td>
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<tr>
<td>15. The supervisor demonstrates knowledge of different supervision theories by explaining to me what he/she is doing and why.</td>
<td>Focus Group</td>
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<tr>
<td>16. The supervisor provides a safe environment for trying new behaviors and skills.</td>
<td>Focus Group</td>
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<tr>
<td>18. The supervisor observes (in-person or via multimedia) my individual or small group counseling skills.</td>
<td>Focus Group</td>
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<tr>
<td>19. The supervisor helps me make effective outside referrals.</td>
<td>Focus Group</td>
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<tr>
<td>20. The supervisor is flexible in his/her approach to counseling.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>21. The supervisor helps me improve my skills in working with parents.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>22. The supervisor observes (in-person or via multimedia) my guidance lessons.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>23. The supervisor assesses my counseling skills and suggests ways to improve those skills.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>24. The supervisor assists in furthering the development of my group counseling skills.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>Instrument Items</td>
<td>Origination of Item</td>
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<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>23. The supervisor provides time to discuss and explore my feelings during</td>
<td>Focus Group Bradley &amp; Whiting, 2001; SINACES, 1990</td>
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<tr>
<td>supervisory sessions.</td>
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<tr>
<td>26. The supervisor encourages me to utilize a theoretical framework when</td>
<td></td>
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<tr>
<td>counseling students.</td>
<td>Bradley &amp; Whiting, 2001; SINACES, 1990</td>
</tr>
<tr>
<td><strong>Program Management/Professional Development Supervision Items</strong></td>
<td></td>
</tr>
<tr>
<td>1. The supervisor addresses my feelings of stress.</td>
<td>Focus Group Herlihy et al., 2002</td>
</tr>
<tr>
<td>2. The supervisor provides time for reflection in the supervisory sessions.</td>
<td>Focus Group Neufeldt, Iversen &amp; Juntunen, 1996</td>
</tr>
<tr>
<td>3. The supervisor helps to set direction for my continued professional growth.</td>
<td>Focus Group Roberts &amp; Borders, 1994; SINACES, 1990; SINACES, 1993</td>
</tr>
<tr>
<td>4. The supervisor assists me in improving my guidance lessons.</td>
<td>Focus Group Vespia et al., 2002</td>
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<tr>
<td>5. The supervisor focuses on both my needs and the students’ needs in our</td>
<td>Focus Group Larson et al., 1992</td>
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<tr>
<td>supervisory sessions.</td>
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<td>8. The supervisor models a mature professional identity.</td>
<td>Focus Group SINACES, 1990; ASCA, 1998</td>
</tr>
<tr>
<td>9. The supervisor helps me to broaden my perspective of the profession of</td>
<td>Focus Group Bernard &amp; Goodyear, 1992; SINACES, 1990; ASCA, 1998</td>
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<tr>
<td>counseling.</td>
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<tr>
<td>10. The supervisor helps me identify my strengths and weaknesses.</td>
<td>Focus Group SINACES, 1990; Vespia et al., 2002</td>
</tr>
<tr>
<td>11. The supervisor guides me in understanding the impact of national and state</td>
<td>Focus Group SINACES 1990; ASCA, 1998</td>
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<td>laws on the practice of school counseling.</td>
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<tr>
<td>12. The supervisor knows the school district policies and procedures.</td>
<td>Focus Group SINACES 1990; ASCA, 1998</td>
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<tr>
<td>13. The supervisor incorporates the district school counseling program in our</td>
<td>Focus Group SINACES 1993</td>
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<td>supervisory sessions.</td>
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<tr>
<td>14. The supervisor increases my knowledge of community resources.</td>
<td>Focus Group SINACES, 1993</td>
</tr>
<tr>
<td>15. The supervisor knows school and community resources needed to help students</td>
<td>Focus Group SINACES, 1993</td>
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<tr>
<td>with special needs.</td>
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<tr>
<td><strong>Administrative Supervision Items</strong></td>
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<tr>
<td>1. The supervisor gives feedback to me regarding my work habits (e.g. completes</td>
<td>Focus Group Gysbers &amp; Henderson, 2000; Vespia et al., 2002</td>
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<tr>
<td>necessary paperwork, punctual to meetings, treats co-workers with respect).</td>
<td></td>
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<tr>
<td>2. The supervisor inquires about my division of time between tasks.</td>
<td>Focus Group Vespia et al., 2002</td>
</tr>
<tr>
<td>3. The supervisor models effective organizational skills.</td>
<td>Focus Group Bradley &amp; Whiting, 2001</td>
</tr>
<tr>
<td>4. The supervisor facilitates my prioritization of tasks.</td>
<td>Focus Group Brad &amp; Whiting, 2001</td>
</tr>
<tr>
<td>5. The supervisor helps me generate strategies to collaborate effectively with</td>
<td>Focus Group ASCA, 1998</td>
</tr>
<tr>
<td>other staff members.</td>
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<tr>
<td>6. The supervisor monitors the degree to which I keep clear and concise records</td>
<td>Focus Group ASCA, 1998</td>
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<tr>
<td>of students receiving counseling.</td>
<td></td>
</tr>
<tr>
<td>7. The supervisor provides feedback on how I monitor the records maintained in</td>
<td>Focus Group ASCA, 1998</td>
</tr>
<tr>
<td>my offices.</td>
<td></td>
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<tr>
<td>8. The supervisor suggests ways to effectively manage staff an students who are</td>
<td>Focus Group Henderson &amp; Lampe, 1992</td>
</tr>
<tr>
<td>working in my office.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

CONTENT VALIDITY PANEL MEMBERS
Content Validity Panel Members

Dr. Tom Davis  
Counselor Educator  
Ohio University  
Athens, Ohio

Dr. Susan Huss  
Counselor Educator  
Bowling Green State University  
Bowling Green, Ohio

Dr. Martin Ritchie  
Counselor Educator  
The University of Toledo  
Toledo, Ohio

Jolie Robeson  
School Counselor Supervisor  
Fairfax School District  
Fairfax, Virginia

Dr. Mei Tang  
Counselor Educator  
University of Cincinnati  
Cincinnati, Ohio

Anita Young  
School Counselor Supervisor,  
Fairfax Virginia School District  
Fairfax, Virginia
APPENDIX F

CONTENT VALIDITY PACKET FOR EXPERT PANEL
Dear Colleague:

I am currently in the process of ascertaining the content validity of a survey instrument I plan to use for collecting data for my doctoral dissertation. The title of my dissertation is, “The development of an Instrument to Measure the Effectiveness of School Counseling Supervision.” If you would, I would greatly appreciate you serving on my panel of experts to help determine the content validity of my survey instrument. After your suggestions are incorporated into the design of the instrument, your specific responses will not be identified in the study. Names of content validity experts will be listed in the appendices of the dissertation, unless otherwise requested.

The questionnaire will be administered to school counselors in the Columbus Public School System. The goal is to develop a questionnaire with items that differentiate effective supervision from ineffective supervision.

Should you choose to participate, you will be asked to read the questionnaire to determine if the domain of supervision of school counselors is adequately represented by the items. The goal of content validity is to answer the question: Are the items representative of concepts related to supervision of school counselors? For each item, you will be asked to indicate if the item is appropriate by checking “yes or no”. Additionally, you will be asked to note the importance of each item by rating it on a five-point response set with 1=very important and 5=very unimportant.

As stated above this instrument is being completed as part of my doctoral degree. The degree is being sought at The Ohio State University. My adviser is Dr. Susan J. Sears, PhD. Contact information for both myself and Dr. Sears is listed below. Thank you in advance your help and for letting me know if you will be able to participate.

Sincerely,

Rochelle Dunn, MA, PCC
Doctoral Candidate, Ohio State University
rochelledunn@aol.com

Dr. Susan J. Sears, Ph.D.
Associate Professor, College of Education
sears.1@osu.edu
QUESTIONNAIRE ITEM CONTENT VALIDATION FORM

Items related to the supervision of school counselors are listed on the following pages. The items are separated into three categories that reflect a comprehensive model of school counseling supervision: counseling supervision, program management/professional development supervision, and administrative supervision. Each type of supervision is defined at the beginning of the section in which it is addressed.

Please rate each item on two criteria: (1) the appropriateness of the item for representing the construct defined at the beginning of each section (content validity) and (2) the clarity of the meaning of the item. Please circle your response.

(1) Is the item appropriate for content validity?
   YES=Appropriate
   No=Not Appropriate

(2) Is the item clear?
   YES=Meaning Clear
   No=Meaning Unclear

If an item is appropriate but unclear, please reword the item on the blank lines below the item. If an item is not appropriate and unclear, please indicate the item should be deleted from the questionnaire by writing the word “Delete” on the blank lines.

SECTION ONE: COUNSELING SUPERVISION

Counseling supervision is concerned with the observation of and feedback regarding the school counselor’s counseling skills (Henderson & Lampe, 1992). The purpose of counseling supervision is to increase professional and ethical functioning of the school counselor as a provider of counseling services to students (Henderson, 1994).

The following items represent counseling supervision:

<table>
<thead>
<tr>
<th></th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The supervisor gives me concrete and specific feedback.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>2. The supervisor assists me in developing new techniques and skills.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

136
3. The supervisor includes ethical and legal issues in discussions of students’ problems.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

4. When suggesting actions I can take with students, the supervisor is clear and concise.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

5. The supervisor addresses my overall understanding and conceptualization of the problems presented by students.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

6. The supervisor attends to my verbal cues during the supervisory session.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

7. When the supervisor challenges me, he/she is supportive and sensitive.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
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</tr>
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</table>

8. The supervisor is open to feedback from me regarding the supervisory experience.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>9. The supervisor facilitates mutual goal setting at the beginning of the supervisory relationship.</td>
<td>CONTENT VALID?</td>
</tr>
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<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>YES</td>
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</table>

<table>
<thead>
<tr>
<th>10. The supervisor demonstrates warmth, support, and empathy.</th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
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<tr>
<td></td>
<td></td>
<td>YES</td>
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<td></td>
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<td>NO</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>11. The supervisor utilizes humor in the supervisory relationship.</th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
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<tr>
<td></td>
<td></td>
<td>YES</td>
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<td></td>
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<td>NO</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. The supervisor attends to my nonverbal cues during the supervisory sessions.</th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YES</td>
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<tr>
<td></td>
<td></td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. The supervisor demonstrates sensitivity towards individual differences.</th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. The supervisor assists me in developing alternative perspectives that culturally diverse populations may hold.</th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO</td>
</tr>
</tbody>
</table>
15. The supervisor demonstrates knowledge of different supervision theories by explaining to me what he/she is doing and why. | CONTENT VALID? | CLEAR? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

16. The supervisor provides a safe environment for trying new behaviors and skills. | YES | NO | YES | NO |

17. The supervisor facilitates the development of my problem-solving skills. | YES | NO | YES | NO |

18. The supervisor observes (in-person or via multimedia) my individual or small group counseling sessions. | YES | NO | YES | NO |

19. The supervisor helps me make effective outside referrals. | YES | NO | YES | NO |

20. The supervisor is flexible in his/her approach to counseling. | YES | NO | YES | NO |
<table>
<thead>
<tr>
<th></th>
<th>Content Valid?</th>
<th>Clear?</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. The supervisor helps me improve my skills in working with parents.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>22. The supervisor observes (in-person or via multimedia) my guidance lessons.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>23. The supervisor assesses my counseling skills and suggests ways to improve those skills.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>24. The supervisor assists in furthering the development of my group counseling skills.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>25. The supervisor provides time to discuss and explore my feelings during supervisory sessions.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>26. The supervisor encourages me to utilize a theoretical framework when counseling students.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
27. The supervisor helps me make effective outside referrals.  

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Please use the space below to add any additional items that you feel should be addressed within counseling supervision of school counselors.
SECTION TWO: PROGRAM MANAGEMENT/PROFESSIONAL DEVELOPMENT

Program management/professional development supervision is concerned with the supervisee’s role in program development, implementation, and coordination (Roberts & Borders, 1994). Further, program management/professional development supervision is concerned with the improvement of guidance and counseling programs and with the improvement of the professional development of the school counselor (Henderson, 1994). This supervision focuses on the establishment of meaningful goals to encourage growth in new competency areas (Henderson & Lampe, 1992). Thus, program management/professional development supervision operates at both a program and individual level.

The following items represent program management/professional development supervision:

<table>
<thead>
<tr>
<th></th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The supervisor addresses my feelings of stress.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>2. The supervisor provides time for reflection in the supervisory relationship.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3. The supervisor helps to set direction for my continued professional growth.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>4. The supervisor assists me in improving my guidance lessons.</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>CONTENT VALID?</td>
<td>CLEAR?</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>5. The supervisor focuses both on my needs and the students’ needs in our supervisory sessions.</td>
<td>YES  NO</td>
<td>YES  NO</td>
</tr>
<tr>
<td>6. The supervisor assists me in the development of guidance lessons.</td>
<td>YES  NO</td>
<td>YES  NO</td>
</tr>
<tr>
<td>7. The supervisor is available for consultation during crisis situations.</td>
<td>YES  NO</td>
<td>YES  NO</td>
</tr>
<tr>
<td>8. The supervisor models a mature professional identity.</td>
<td>YES  NO</td>
<td>YES  NO</td>
</tr>
<tr>
<td>9. The supervisor helps me broaden my perspective of the profession of counseling.</td>
<td>YES  NO</td>
<td>YES  NO</td>
</tr>
<tr>
<td>10. The supervisor helps me identify my strengths and weaknesses.</td>
<td>YES  NO</td>
<td>YES  NO</td>
</tr>
</tbody>
</table>
11. The supervisor guides me in understanding the impact of national and state laws on the practice of school counseling.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

12. The supervisor knows the school district policies and procedures.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

13. The supervisor incorporates the district school counseling program in our supervisory sessions.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

14. The supervisor increases my knowledge of community resources.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

15. The supervisor knows school and community resources needed to help students with special needs.

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Please use the space below to add any additional items that you feel should be addressed within program management/professional development supervision of school counselors.
Section Three: Administrative Supervision

Administrative supervision is concerned with the school counselor’s work ethic and habits, effectiveness in building professional relationships with others, and appropriate use of time (Henderson & Lampe, 1992). The purpose of administrative supervision is to ensure that school counselors are ethically fulfilling their job description and are working effectively with other professionals.

The following items represent administrative supervision:

<table>
<thead>
<tr>
<th></th>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The supervisor gives feedback to me regarding my work habits (e.g. completes necessary paperwork, punctual to meetings, treats co-workers with respect)</td>
<td>YES NO</td>
<td>YES NO</td>
</tr>
<tr>
<td>2. The supervisor inquires about my division of time between tasks.</td>
<td>YES NO</td>
<td>YES NO</td>
</tr>
<tr>
<td>3. The supervisor models effective organizational skills</td>
<td>YES NO</td>
<td>YES NO</td>
</tr>
<tr>
<td>4. The supervisor facilitates the prioritization of tasks.</td>
<td>YES NO</td>
<td>YES NO</td>
</tr>
<tr>
<td>5. The supervisor helps me generate strategies to collaborate effectively with other staff members.</td>
<td>YES NO</td>
<td>YES NO</td>
</tr>
</tbody>
</table>
6. The supervisor monitors the degree to which I keep clear and concise records of students receiving counseling.  

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

7. The supervisor provides feedback on how I monitor the records maintained in my office.  

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

8. The supervisor suggests ways to effectively manage staff and students who are working in my office.  

<table>
<thead>
<tr>
<th>CONTENT VALID?</th>
<th>CLEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Please use the space below to add any additional items that you feel should be addressed within administrative supervision of school counselors.
References


APPENDIX G

DUNN SUPERVISION SCALE
DUNN SUPERVISION SCALE
FOR SCHOOL COUNSELOR SUPERVISORS AND SUPERVISEES

The Dunn Supervision Scale is designed to provide feedback regarding the effectiveness of supervision. School counselor supervisors can use this scale to solicit feedback from the school counselors they are supervising.

Supervision for school counselors includes three dimensions: counseling supervision, program management and professional development supervision, and administrative supervision. The “counseling dimension” of school counseling supervision is concerned with the observation of and feedback about the school counselor’s counseling skills. The “program management and professional development dimension” of school counseling supervision is concerned with the school counselor’s role in program development, implementation, and coordination. This dimension also attends to the continuing professional development of the school counselor supervisee. The “administrative dimension” of school counseling supervision is concerned with the school counselor’s work ethics and habits, effectiveness in building professional relationships, and appropriate use of time. Thus, all three dimensions (counseling, program management and professional development, and administrative) of supervision are addressed in this scale.

Directions

Please answer the following questions by indicating, on the scale to the right of each item, the importance of that item to the supervision of school counselors. A definition of each dimension of supervision appears at the beginning of the section. Please use the entire range of responses (1-5) as you work through the instrument.

If you have never received supervision, then please indicate the importance of the item if you were to receive supervision.

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>Very Important</th>
<th>Important</th>
<th>Neither Important Nor Unimportant</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The supervisor is flexible in his/her approach to counseling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

For example, if you believe the above item is very important to the supervision of school counselors, then you would mark box #1 for “Very Important”.

Similarly, if you believe this item is neither important nor unimportant, then you would mark box #3 for “Neither Important Nor Unimportant”.

**Be sure to circle only one answer for each item.**
Section One: Counseling Supervision

The “counseling dimension” of school counseling supervision is concerned with the observation of and feedback regarding the school counselor’s counseling skills (Henderson & Lampe, 1992). The purpose of counseling supervision is to increase professional and ethical functioning of the school counselor as a provider of counseling services to students (Henderson, 1994).

<table>
<thead>
<tr>
<th>Counseling Supervision Items</th>
<th>Very Important</th>
<th>Important</th>
<th>Neither Important Nor Unimportant</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The supervisor gives me concrete and specific feedback about my skills and techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The supervisor assists me in developing new techniques and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The supervisor includes ethical and legal issues in discussions of students’ problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The supervisor facilitates mutual goal setting at the beginning of the supervisory relationship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The supervisor encourages me to utilize a theoretical framework when counseling students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>6. The supervisor addresses my overall understanding and conceptualization of the problems presented by students.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The supervisor attends to my verbal cues during the supervisory sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Counseling Supervision Items Cont.</td>
<td>Very Important</td>
<td>Important</td>
<td>Neither Important Nor Unimportant</td>
<td>Unimportant</td>
<td>Very Unimportant</td>
</tr>
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<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>8. When the supervisor challenges me, he/she is supportive and sensitive.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The supervisor is open to feedback from me regarding the supervisory experience.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The supervisor demonstrates warmth, support, and empathy.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. The supervisor utilizes humor in the supervisory relationship.</td>
<td>1  2  3  4  5</td>
<td></td>
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<tr>
<td>12. The supervisor attends to my nonverbal cues during the supervisory sessions.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The supervisor provides time to discuss and explore my feelings during supervisory sessions.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The supervisor assists me in developing cultural awareness in working with diverse populations.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The supervisor demonstrates knowledge of different supervision theories by explaining to me what he/she is doing and why.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. The supervisor assists in furthering the development of my group counseling skills.</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Supervision Items Cont.</td>
<td>Very Important</td>
<td>Important</td>
<td>Neither Important Nor Unimportant</td>
<td>Unimportant</td>
<td>Very Unimportant</td>
</tr>
<tr>
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<td>----------------------------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>17. The supervisor provides a safe environment for me to try out new behaviors and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. The supervisor facilitates the development of my problem-solving skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. The supervisor assesses my counseling skills and suggests ways to improve those skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. The supervisor helps me improve my skills in working with parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. The supervisor observes (in-person or via multimedia) my classroom or large group guidance lessons and helps me improve those lessons.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. The supervisor encourages me to make referrals to community agencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. The supervisor models appropriate use of internet resources in career and educational planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

A. Please indicate years of counseling experience at each level.
   - ______ K-5
   - ______ 6-8
   - ______ 9-12

B. Please indicate your present building assignment.
   - ☐ Elementary
   - ☐ Middle School
   - ☐ High School
   - ☐ Other, Please Explain ________________________________

152
C. Have you ever been a supervisor? (Please check one.)
   - Yes
   - No

   If yes, indicate the number of supervisory sessions that you have participated in as a supervisor. (Please check one.)
   - 1-5
   - 6-10
   - 11-20
   - more

D. Are you currently receiving supervision? (Please check one.)
   - Yes
   - No

E. Please indicate the number of supervisory sessions that you have participated in as a supervisee. (Please check one.)
   - 1-5
   - 6-10
   - 11-20
   - more

Section Two: Program Management and Professional Development Supervision

The “program management and professional development dimension” of school counseling supervision is concerned with the school counselor’s role in program in program development, implementation, and coordination as well as their efforts to continue their own professional development (Roberts & Borders, 1994). This supervision also is concerned with the professional development of the school counselor and the establishment of meaningful goals to encourage growth in new competency areas (Henderson & Lampe, 1994).

<table>
<thead>
<tr>
<th>Program Management and Professional Development Supervision Items</th>
<th>Very Important</th>
<th>Important</th>
<th>Neither Important Nor Unimportant</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The supervisor provides time for reflection about school counseling program goals in the supervisory relationship.</td>
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<td>2</td>
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<tr>
<td>2. The supervisor knows school and community resources needed to help students with special needs.</td>
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<tr>
<td><strong>Program Management and Professional Development Supervision Items Cont.</strong></td>
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<td>3. The supervisor helps to set direction for my continued professional growth.</td>
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<td>4. The supervisor increases my knowledge and use of community resources.</td>
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<td>5. The supervisor focuses on both my needs and the students’ needs in our supervisory sessions.</td>
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<td>6. The supervisor knows the district school counseling program and integrates the program into the supervision process.</td>
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<td>7. The supervisor models how an effective school counselor should function in the school.</td>
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<td>8. The supervisor helps me broaden my perspective of the profession of counseling.</td>
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<tr>
<td>9. The supervisor knows the school district policies and procedures and integrates them into the supervision process.</td>
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<td>10. The supervisor guides me in understanding the impact of national and state laws on the practice of counseling.</td>
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<td>11. The supervisor helps me to identify my strengths and weaknesses.</td>
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</tbody>
</table>
F. Please indicate the type of supervision that you usually receive. *(Please check all that apply.)*
   - Counseling
   - Program Management and Professional Development
   - Administrative

G. Please indicate when your most recent supervision session occurred. *(Please check one.)*
   - In the past month
   - In the past six months
   - In the past year
   - In the past five years

Please indicate the focus of your most recent supervision session.
   - Counseling
   - Program Management and Professional Development
   - Administrative

H. Please indicate if the following statements are true or false.
   I have never received program management and professional development supervision.
   - True
   - False
   I have never received counseling supervision.
   - True
   - False

I. Institution from which you received your counseling degree._____________________
   and year in which counseling degree was obtained._____________.

J. Please indicate your age. __________

K. Gender
   - Male
   - Female

Section Three: Administrative Supervision

The “administrative dimension” of school counseling supervision is concerned with the school counselor’s work ethic and habits, effectiveness in building professional relationships with others, and appropriate use of time (Henderson & Lampe, 1992). The purpose of administrative supervision is to ensure that school counselors are ethically fulfilling their job description and are working effectively with other professionals.
<table>
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<tr>
<th><strong>Administrative Supervision Items</strong></th>
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<th>Neither Important Nor Unimportant</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
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<tbody>
<tr>
<td>1. The supervisor gives me feedback regarding my work habits (e.g. completes necessary paperwork, punctual to meetings, treats co-workers with respect).</td>
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<td>2. The supervisor helps me to distribute my time appropriately for the tasks in which I am involved.</td>
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<td>3. The supervisor models effective organizational skills.</td>
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<td>4. The supervisor facilitates my prioritization of tasks.</td>
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<td>5. The supervisor helps me generate strategies to collaborate effectively with other staff members.</td>
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<td>6. The supervisor monitors the degree to which I keep clear and concise records of students receiving counseling.</td>
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<td>7. The supervisor provides feedback on how I monitor the records maintained in my office.</td>
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<td>8. The supervisor suggests ways to effectively manage staff and students who are working in my office.</td>
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<td>9. The supervisor models current use of technology such as communicating via email.</td>
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L. Race. *(Please check all that apply.)*
- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Hispanic or Latino
- Other

M. Which of the three dimensions of supervision is most important to you?
- Counseling
- Program Management and Professional Development
- Administrative

N. Please indicate which of following best describes your school district.
- Urban
- Suburban
- Rural
APPENDIX H

CORRELATION MATRIX FOR COMPONENTS
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