PREPARING SCHOOL COUNSELOR LEADERS:
THE PERCEPTIONS AND PRACTICES OF
TRANSFORMING SCHOOL COUNSELING INITIATIVE
GRADUATES FROM
THE OHIO STATE UNIVERSITY

DISSERTATION

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

By
Anita A. Young, M.Ed.
The Ohio State University
2004

Dissertation Committee:
Professor Susan Sears, Ph.D. Advisor
Professor James Moore, Ph.D. Co-Advisor
Professor Michael Casto, Ph.D.

Approved By
Advisor
Co-Advisor
Abstract

This study examined the school counselor leadership perceptions and practices of graduates from a large Midwestern University. Specifically, this study examined how, and if, participation in The Ohio State University Transforming School Counseling Initiative (OSU-TSCI) program influenced graduates’ leadership perceptions and practices. Qualitative research procedures were used to collect data and analyze findings. The purposeful non-random sample consisted of 19 graduates from the program. Field notes, structured individual interviews and a focus group provided the sources for data collection. A research team knowledgeable in qualitative research analyzed the data using assumptions of grounded theory procedures. Four major themes emerged and multiple sub-themes emerged. Findings indicated that participation in the OSU-TSCI program resulted in leadership perceptions and practices that brought about positive change in counseling services for the K-12 students the participants served.
DEDICATION

This study it dedicated to my parents.

Thank you for the vision and your support.
I would like to begin with expressions of love and gratitude to my husband, Joseph and daughters, April and Amber. Because of your love, support, and patience I was able to fulfill my goal and pursue a doctorate. Through my many hours of research and writing, you patiently supported my endeavors. Your sacrifices did not go unnoticed or unappreciated. Thank you for your love and sacrifice.

To my parents, Lloyd and Ermin Johnson, I owe a debt of gratitude. You laid the foundation for all of my spiritual and educational principles. You instilled the importance of placing God first and allowing his will to guide my decisions. Daddy, you have continued to be a pillar for my strength. The unexpected illness of Mom has consumed you emotionally and physically; yet, you continue to listen and provide advice just as you did when I was a little girl. I shall never forget from whence I came. I am what I am today because of you and Mama. May God continue to bless both of you.

I also would like to acknowledge my sister and favorite aunt. Adrienne, you define the meaning of sister. I cannot recall a time when we quarreled or I did not enjoy your company. Thank you for encouraging me to pursue my dream. Auntie Wilmetta, I always looked forward to talking with you about the progress of my dissertation, and hearing your supportive comments. Your voice will always bring peace and comfort to my heart.

The conceptualization and completion of this study would not be possible without the support of my committee, Dr. Susan Sears, Dr. James Moore, and Dr. Michael Casto. I could not have asked for a more genuinely supportive committee. Dr. Sears, your contributions to
the literature and pursuit to train graduate students to be effective school counselor leaders within their schools has inspired me. Because of you, I have a renewed passion and commitment for the profession. Your contributions to the profession will leave a legacy for others to achieve. You are my mentor!
VITA

April 7, 1958. Born – Vicksburg, MS

1978. B.S. University of Southern Mississippi


2003-present. High School Director of Student Services
1999-2001. Fairfax County Public Schools
Herndon, VA 20170

2003-present. Consultant
The Education Trust

2001-2003. Graduate Assistant, PAES
The Ohio State University

Martinez, GA

Fairfax County Public Schools
Dunn Loring, VA

1990-1992. Middle School Special Education Teacher
DeRidder, LA

FIELDS OF STUDY

Major Field: Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract………………………………………………………………… ii</td>
</tr>
<tr>
<td>Dedication……………………………………………………………… iv</td>
</tr>
<tr>
<td>Acknowledgments…………………………………………………….. v</td>
</tr>
<tr>
<td>Vita……………………………………………………………………. vii</td>
</tr>
<tr>
<td>List of Tables………………………………………………………….. x</td>
</tr>
<tr>
<td>List of Figures ………………………………………………………… xi</td>
</tr>
</tbody>
</table>

## Chapters

1. Introduction…………………………………………….. 1
   1.1 Statement of the Problem…………………………. 6
   1.2 Purpose of the Study……………………………. 6
   1.3 Statement of Research Questions…………………. 7
      1.3.1 Assumptions…………………………………. 8
   1.4 Research Methodology…………………………. 8
      1.4.1 Theoretical Grounding…………………….. 9
   1.5 Data Collection……………………………………. 9
      1.5.1 Data Analysis……………………………….. 11
   1.6 Limitations of the Study………………………... 11
   1.7 Operational Definitions……………………….. 12
   1.8 Organization of the Study……………………….. 15

2. Review of the Literature………………………………… 16
   2.1 Introduction………………………………………… 16
   2.2 Evolution of School Counselor Leadership……. 17
   2.3 Counselor Educators’ Perception of Leadership…. 19
   2.4 The Education Trust Initiative………………….. 23
      2.4.1 Eight Essential Elements of Change……….. 27
   2.5 The Ohio State University Counselor Initiative… 27
      2.5.1 New Mission Statement……………………. 31
      2.5.2 Standards Based Program Revisions………. 31
Appendix A 876………………………………………….. 98
Appendix B OSU Professional School Counselor Standards for Counselors in Training.............................. 105
Appendix C IRB Approval........................................... 110
Appendix D Forum Invitation....................................... 112
Appendix E OSU Grad Research Itinerary ...................... 114
Appendix F Consent to Participate in Research ................ 116
Appendix G Individual Interview Protocol ..................... 118
Appendix H Principal Investigator Individual Interview Protocol 121
Appendix I Focus Group Procedures ............................ 123
Appendix J Research Team Packet ............................... 126
Appendix K 884.34 Fall Quarter Course Description ........ 134
Appendix L 884.34 Winter Quarter Course Description ...... 140
Appendix M 884.34 Spring Quarter Course Description ...... 145
Appendix N 974/978 Counselor Education Specialization Course Description ................................. 150
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>TSCI Companion Universities by Location</td>
<td>26</td>
</tr>
<tr>
<td>3.1</td>
<td>OSU TSCI Curriculum &amp; Instruction Changes</td>
<td>49</td>
</tr>
<tr>
<td>3.2</td>
<td>OSU TSCI Field Experiences</td>
<td>50</td>
</tr>
<tr>
<td>3.3</td>
<td>OSU District Partnership Changes</td>
<td>50</td>
</tr>
<tr>
<td>3.4</td>
<td>OSU Department of Education Relationship</td>
<td>51</td>
</tr>
<tr>
<td>3.5</td>
<td>OSU Community Partnership Changes</td>
<td>51</td>
</tr>
<tr>
<td>4.1</td>
<td>Demographic Distribution by Frequencies and Gender</td>
<td>60</td>
</tr>
<tr>
<td>4.2</td>
<td>Demographic Distribution by Frequencies and Race</td>
<td>60</td>
</tr>
<tr>
<td>4.3</td>
<td>Distribution and Frequency by Professional Position</td>
<td>61</td>
</tr>
<tr>
<td>4.4</td>
<td>Distribution and Frequency by Place of Employment</td>
<td>62</td>
</tr>
<tr>
<td>4.5</td>
<td>Distribution and Frequency by Prior Experience</td>
<td>63</td>
</tr>
<tr>
<td>4.6</td>
<td>Emerging Themes and Sub-Themes</td>
<td>65</td>
</tr>
</tbody>
</table>
FIGURES

Figure 1................................................................. 88
CHAPTER 1
INTRODUCTION

Despite the efforts of professional organizations and state accrediting departments, many school counselors still do not function as leaders within their schools (Baker, 2000; Cobia & Henderson, 2003; Coy, 1999a; House & Sears, 2002; Martin, 2002; Sears, 1999a). Yet, there is a desperate need for school counselors to function in leadership capacities to improve academic achievement and success for all students, particularly low income and minority students. Critical to the advancement of the profession, school counselors must also be willing to become competent leaders. It is imperative that prospective and practicing school counselors seek training opportunities to learn the leadership skills necessary to expand their professional scope of practice.

Counselor preparation programs can play an important role in preparing prospective and practicing school counselors for the rigorous demands and needs in today’s schools. These graduate programs must teach future school counselors how to engage in leadership practices that impact and advance student achievement, if counselors are to become more relevant in the achievement of their students (Education Trust, 1997).

In an attempt to redirect the focus of school counseling, policy-makers and counselor educators have begun to transform how future school counselors are trained by teaching them specific skills in advocacy, leadership, coordination, and collaboration (Education Trust, 1997). The most notable efforts occurred during the early 1990’s, when DeWitt Wallace-Reader’s Digest Fund and The Education Trust collaborated to develop
a national agenda to improve school counseling. The main objective of this collaboration was to develop a plan for reforming or transforming school counseling. To ascertain the current state of school counselor preparation, The Education Trust conducted a national assessment. The 14-month assessment included numerous individual interviews and focus groups with practicing school counselors and counselor educators. The Education Trust (1997) reached the following conclusions about current counselor education programs:

1. There was little relationship between how school counselors were trained at universities and the services they provided to students. Evidence did not indicate that time spent with students was intentionally guided by skills obtained during graduate school.

2. Changes in graduate level school counseling preparation encompassed “adding on of courses” rather than focused classes. Many programs offered training applicable to other counseling disciplines such as clinical, community, or rehabilitation rather than specific to school settings.

3. School counselors were trained separate from teachers, administrators, and other school personnel. Therefore, required counselor education courses did not parallel teacher education training.

4. Counselor training programs provided a variety of counseling core courses but did not provide counselors with specific knowledge, skills, or experiences needed to be effective in schools. Specifically, there was an absence of training in leadership skills and collaboration.
Continuing their efforts, The Education Trust, with the support of The DeWitt Wallace Fund, developed a competitive grant process in which requests for proposals to transform the training of school counselors were sent to counselor education programs across the nation. Seventy-five counselor education programs across the nation responded; however, only ten universities received planning grants, and six received implementation grants. The grants awarded to the six universities started a movement that became known as the Transforming School Counseling Initiative (TSCI). Implementation awardees received funding for three years and were tasked to reflect fundamental changes in the following essential elements: (a) criteria for selection and recruitment of candidates for counselor preparation programs; (b) curricular content, structure and sequence of courses; (c) methods of instruction, field experiences and practices; (d) induction process into the profession; (e) working development for counselor educators; (f) university/school district partnerships; and (g) university/state Department of Education partnerships (Education Trust, 1997). The intended outcome of the initiative was and still is to train school counselor graduate students and practicing counselors to close achievement gaps between low-income and minority students through the improvement of counseling services in public schools. As a result of this initiative, graduate students at the six identified TSCI universities (The Ohio State University, University of California at Northridge, Indiana State University, State University of West Georgia, University of Georgia, and University of North Florida) were trained to work as counselors who are leaders, collaborators, coordinators, and advocates for student achievement (Education Trust, 1997; House & Martin, 1998a). In addition, The Education Trust is collaborating
with districts and state departments of education to retrain practicing school counselors to produce the systemic change needed to improve student achievement.

Beyond those produced by The Education Trust and TSCI counselor educators, studies examining school counselor leadership are extremely limited. The Education Trust (1997), TSCI counselor educators, and a few others who are interested in community and school linkages, (Bemak, 2000; Cobia & Henderson, 2003; Hanson & Stone, 2002a; Hines, 2002; House & Martin, 1998a; House & Sears, 2002; Keys, Bemak, Carpenter, & King-Sears, 1998; Sears, 1993, 1999a; Stone & Clark, 2001a) have described how they believe counselors can lead in dynamic school settings. For example, Sears, (2003) suggests that school counselors who initiate and implement practices and programs that collaboratively advance student learning will be seen as leaders in their schools. Such initiatives and programs not only improve sustained student achievement, they can also create an environment that fosters increased student self-efficacy.

In contrast, some researchers (Coy, 1999a; Martin, 2002; Partin, 1993) have suggested that school counselors are not leaders because they are content with being labeled as auxiliary educational professionals. Evidence also suggests many school counselors are purposefully excluded as key decision-makers (Lambert, 1995a, 1998a, 2002; Stone & Clark, 2001a). School-wide decisions regarding educational leadership frequently lie in the hands of administrators and their chosen partners who are most often teachers (Lambert, 2002). Without question, school-wide leadership decisions ultimately reside with administrators, particularly the principal. However, recent education reform initiatives, such as High Schools That Work (HSTW), The Transforming School Counseling Initiative (TSCI), and No Child Left Behind (NCLB), suggest that all who
seek to advance student successes must be willing to serve in leadership roles (Brott & Myers, 1999; Education Trust, 1997; Education Trust, 1997; Erford, House, & Martin, 2003b; Lambert, 1988, 1998a). This more inclusive view of leadership gives counselors the opportunity to take on new leadership responsibilities in schools.

An examination of suburban, urban and rural school settings further supports the need for school counselor leadership. Many schools, particularly urban and rural schools are struggling to meet state and federal reform requirements. Researchers acknowledge that those who lead in urban schools face different challenges, serve diverse populations, and fulfill stringent obligations with minimal resources (Capuzzi & Gross, 2000). However, everyone does not recognize the barriers rural counselors encounter. Not only do rural school counselors face the same problems as their urban peers, they must also work with additional characteristics unique to rural environments (Hines, 2002). These characteristics may be students’ mediocre post-secondary career goals, high drop out rates, and limited operational funds (Gibbs, 2000). Unfortunately, school counselors are not leading change in urban, rural, or suburban schools. Yet, it is clear that everyone who influences the future of students should be willing to lead and to be accountable for the results.

Unfortunately, a blueprint to create and sustain school counselor leadership does not exist. Therefore, school counselors and counselors educators must detail the impact that counseling leadership practices can have on student success (Stone & Clark, 2001a). While a discussion of the importance of school counseling leadership appears to be emerging, further development, outcome research, and specific constructs of school counselor leadership are needed. Therefore, a study examining the impact of graduate
training, including training for leadership, would significantly contribute to the school counseling literature, provide valuable feedback for TSCI educators, and produce direction for other counselor educators interested in implementing a preparation program that encourages prospective school counselors to assume leadership roles in their schools.

1.1 Statement of the Problem

Today’s schools are struggling to improve student achievement and success. School counselors are in a position to contribute to student success if they are willing and able to engage in leadership practices that impact and advance student achievement. A review of school counseling literature suggests that leadership training is not a part of the graduate curriculum in school counselor preparation. However, school counselors, just like administrators, can be prepared to become leaders in their schools.

The Education Trust believed that school counselors could play a critical role in improving student achievement; therefore, funded six counselor education programs to transform the preparation of school counselors. The Ohio State University (OSU) was one of the programs funded and chose to emphasize the importance of leadership as one aspect of the role of school counselors.

This study examined how, and if, participation in the OSU Counselor Education program influenced the leadership perceptions and practices of its graduates.

1.2 Purpose of the Study

As noted earlier, research pertaining to school counselor leadership is limited. Therefore, the identification of grounded theory assumptions addressing school counselor leadership could lead to a framework to guide others in the preparation of school counselors as leaders. This investigation reflects the researcher’s interest in examining
the influence graduate training has on school counselors’ leadership perceptions and practices that produce sustained change and advance, in some manner, student achievement. More specifically, this study examined how graduates’ participation in The Ohio State University Transforming School Counseling Initiative program influenced their school counseling leadership perceptions and practices.

1.3 Statement of the Research Questions

Collecting and analyzing data regarding the research questions is intended to expand the limited school counseling leadership literature. This study examined the following questions:

1. How do (TSCI) graduates from The Ohio State University define school counselor leadership?

2. What are The Ohio State University TSCI graduates’ perceptions of school counseling leadership?
   2a. To what extent did participation in The Ohio State University TSCI graduate program influence their school counseling leadership perceptions?

3. What leadership practices do The Ohio State University TSCI graduates demonstrate in their schools?
   3a. To what extent did participation in The Ohio State University TSCI graduate program influence participants’ school counseling leadership practices?

4. How do the TSCI graduates’ perceptions and practices of school counseling leadership compare with the vision and philosophy of The Ohio State University TSCI program principal investigator?
5. How do the TSCI graduates’ perceptions and practices of school counseling leadership compare with The Education Trust’s school counseling leadership philosophy?

1.3.1 Assumptions

Beyond academic preparation and focused continuing education training, school counselors also need a theoretical structure to accomplish effective practices. Providing school counselors with increased involvement in school wide decision-making helps them improve the status and quality of counseling by allowing them to identify and help choose appropriate solutions to school wide problems.

Two major assumptions guided this study. They were:

1. Graduates from The Ohio State University TSCI program will perceive leadership as an important aspect of the school counselor’s role.

2. Graduates of The Ohio State University TSCI program will engage in leadership practices that are designed to improve student achievement.

1.4 Research Methodology

Notable qualitative research, also known as qualitative inquiry, is a descriptive process that is informed by theoretical notions (Denzin & Lincoln, 1995, 2000). Qualitative notions capture, explain, and interpret the viewpoints of participants. Data are collected from various sources and referred to as documents in the field. The present study was conducted using qualitative assumptions consistent within the qualitative paradigm.

To address how and if participation in The Ohio State University school counseling graduate program influenced counselor leadership perceptions and practices,
an extensive review of educational leadership as it pertained to school counseling was conducted. Building from the vision of The Education Trust (1997, 2003) and utilizing assumptions of shared leadership, a framework for leadership in school counseling is proposed in the last chapter of this study. The framework does not provide a series of “recipes” or scripts that are absolute or pursued step by step. Instead, the framework is intended to highlight the influences that graduate training for school counselors had on sustainable school-wide improvement for all students as well as a depiction of the components of a school counseling preparation program designed to develop leaders.

1.4.1 Theoretical Grounding

The units of analysis were participants’ leadership perceptions and practices. To investigate assumptions and answer research questions, a grounded theory methodology was employed. Grounded theory methodology is defined as “developing theory that is grounded in data systemically gathered and analyzed” (Strauss & Corbin, 1994). Methodologically, the researcher can not separate the process of data collection from the process of data analysis. Therefore, the techniques of data collection and analysis occur simultaneously and become recursive. For the present study, the data methods were grounded and informed by the data collected and analyzed.

1.5 Data Collection

Qualitative research data collection draws from multiple sources and provides the researcher the power and voice to determine which and when data become collectable (Denzin & Lincoln, 2000). Data collecting methods for the present study consisted of documents in the field (K. L. Fitch, 1994), structured individual interviews (Kvale, 1996), a focus group (Krueger, 1994), and persistent observations (Dingwall, 1997). Fitch
(1994) proposed the appropriateness of collecting publicly accessible documents for future analysis. Therefore, field notes from documents and observations in the field such as the TSCI web sites and conferences helped to guide themes for interview questions. The researcher also maintained field notes of activities occurring during a research forum for future analysis. Additionally, prolonged engagement, observations, and conference participation lay the foundation for research questions, collecting data, and analyzing future implications.

A purposeful sample is nonrandom and selected because prior knowledge suggests it is representative of needed information (Fraenkel & Wallen, 1996; Patton, 1990). Participants for this study were considered purposeful because they graduated from a TSCI program or engaged in leadership activities with TSCI participants, and were the primary source of needed information. Data collected yielded rich results for analysis.

During the summer of 2003, graduates from the TSCI at The Ohio State University were invited to participate in a weekend research forum. The main purpose of the research forum was to gather data; however the sharing of current trends and effective school counseling leadership practices benefited all who attended. The connection between knowledge sent and knowledge received reinforced triangulation of the study (Denzin & Lincoln, 2000). Dialogue captured during interviews and the focus group gave voice to the participants’ perceptions and practices. In conjunction with a grounded theory methodology and to add to the richness of the data collection, a pre-arranged interview was also conducted with the principal investigator.
1.5.1 *Data Analysis*

Conceptual domains were generated from data transcribed verbatim. Based on the coding of data, emerging patterns were identified across domains and coded as themes. The trustworthiness of patterns and themes was based on triangulation of evidence, member checks, and peer debriefing (Denzin & Lincoln, 1995; Lincoln & Guba, 1985). Triangulation was the primary source to validate spoken and written data. Researcher bias may occur when the researcher acts as the interviewer (Kvale, 1996). Such bias can affect the generalizability of study findings. To avoid researcher bias, member checks and peer debriefings were regularly conducted. The member checks validated the voice of the principal investigator by soliciting feedback from her perspective regarding the individual interview transcriptions. According to Lincoln & Guba, (2000), grounded theory methodology assumes the researcher maintained primary responsibility for interpreting data. Consequently, member checks not only aided in data analysis, but also informed the editing of the research write up.

Peer debriefing is a process that allows the researcher to remain objective by discussing data collection and analysis with an individual who is knowledgeable about qualitative research. During the course of the present study, the primary researcher frequently consulted with an experienced counselor educator and fellow doctoral student.

1.6 Limitations of the Study

Understanding the limitations of this study will help readers comprehend the findings and implications. This study is descriptive in nature and attempts to realistically describe the school counseling leadership perceptions and practices of TSCI graduates from The Ohio State University. It is the first study conducted using TSCI graduates as
participants. As with any study, there are limitations that must be addressed and minimized. Although The Education Trust has collected previous quantitative evaluative data, normative data are limited. Therefore, every effort was made to secure trustworthiness and generalizability of the study for future research purposes. Because of sample size, multiple attempts were made to ensure 100% participation.

1.7 Operational Definitions

Operationally defining terms permits clarity of findings (Fraenkel & Wallen, 1996). The operational terms pertaining to the present study emerged from review of the school counseling and educational literature.

- **Advocacy** – The ability to remove systemic barriers that prevent all students from succeeding. Advocating for policies and practices that promote academic success for all students (Education Trust, 2003).

- **Assessment and Use of Data** – Using a wide range of data to assess student needs, establish measurable goals, and measure the results of initiatives designed to improve students’ academic success. Using data is a proven way of insuring accountability for school counseling programs (Education Trust, 2003).

- **Companion Universities** – The twenty-six sites that were not awarded implementation grant funding, but remain committed to employing The Education Trust TSCI philosophy (Education Trust, 1997).

- **Constructivist Leadership** - The reciprocal processes that enable participants in the educational community to construct meanings that lead toward a shared purpose of schooling (Lambert, 2002).  


- **Counseling**- Using counseling skills to assist students in overcoming social, personal, and academic barriers. Brokering community resources to support students (ASCA, 1999). School counseling is a series of helpful interactions between counselors and individuals or groups intended to remove barriers to learning and facilitate academic, personal-social, and career development (Sears, 2004)

- **Educational Leadership** – A shared decision making process through the demonstration of accountability and leadership skills of all who interact with students and impact student achievement (Clark & Stone, 2000a; Lambert, 1998a).

- **Eight Essential Elements of Change** – achievable tasks and expectations assigned to the six TSCI universities (Education Trust, 1997). They are: (a) restructure criteria for selection and recruitment of candidates for counselor preparation programs, (b) restructure curricular content and sequence of courses, (c) evaluate methods of instruction, field experiences and practices (d) evaluate induction process into the profession (e) restructure working development for counselor educators, (f) establish university/school district partnerships, and (g) establish university/state Department of Education partnerships.

- **Leadership**- The ability to plan, initiate, stimulate, and implement practices and programs that collaboratively advance student learning and achievement (Sears, 2003). Connecting the counseling program to the academic mission of school and challenging the status quo. Forming relationships with students and adults in the
school and community to support all students’ academic success (Education Trust, 1997).

- **Leadership Practices** - Counseling, collaboration, coordination, consultation, and advocacy practices that influence and increase student achievement (Education Trust, 1997).

- **School Counseling Profession** – A profession that focuses on the relations and interactions between students and their school with the express purpose of reducing the effects of environmental and institutional barriers that impede student academic success (Education Trust, 2003).

- **Shared Decision Making** – A process that requires the ability to develop and accomplish common goals in an educational setting (Lambert, 1998a).

- **Student Achievement** – Academic factors that contribute to academic improvement and the ability to self regulate and sustain success (Sears, 1999a).

- **Teaming and Collaboration** – Using counseling skills with all stakeholders to mobilize human and financial resources to support high standards for all students (Education Trust, 2003).

- **Transforming the Role of School Counseling Initiative (TSCI)** – National initiative to transform the education and training of school counselors and to encourage school districts to use these newly trained counselors’ skills differently (Education Trust, 1997).

- **Transforming School Counseling Initiative graduates** – The Ohio State University’s counselor education (school counseling) graduates from 2000-2003.
1.8 Organization of the Study

The present study is organized into five chapters. Chapter one provides a brief background for the study, purpose of the study, research questions, and an overview of the methodology, limitations, and definition of terms. Chapter two provides an integrated detailed review of the literature as it pertains to school counselor leadership, shared decision making, and educational leadership. Chapter three describes the research methodology for the study. Research questions, methods of data collections, data analysis, and trustworthiness considerations are outlined. Chapter four analyzes all the approaches to data collection used in the study. The study concludes with a report of major findings, contributions to the literature, and recommendations for future research and policy implications.
CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Introduction

The impact of educational leadership practices that lead to improved student achievement and success within the instructional environment has been researched from various perspectives and by several experts in the educational field (Ackerman, Donaldson, & Van Der Bogert, 1996; Barth, 1990; Haycock, 2001; Lambert, 1995b, 1998a, 1998b, 2002; Murphy, 2001). Consequently, various conclusions have been drawn regarding how to develop leadership skills and create structures that allow educators to positively influence the learning environment (Comer, Haynes, & Joyner, 1996). In most instances and for an extended period of time, attention focused on the influence of principal or teacher leadership (Ackerman et al., 1996; Lambert, 1998a; Murphy & Datnow, 2003; Neuman & Simmons, 2000; Pounder & Ogawa, 1995; Spillane, Halverson, & Diamond, 2001). Despite the source of leadership delivery, researchers concur that employing educational leadership requires attention to detail and the avoidance of bureaucracy that may impede student success (Baker, 2000; Berends, Bodilly, & Kirby, 2003; Board, 1999; Cobia & Henderson, 2003; Comer et al., 1996; Hanson & Stone, 2002b; House & Martin, 1998b; House & Sears, 2002; Lambert, 2002; Murphy & Datnow, 2003; Pounder & Ogawa, 1995; Smylie, Wenzel, & Fendt, 2003).

The researcher of the present study chose to investigate the leadership perceptions and practices of masters’ level graduate students from The Ohio State
University Transforming School Counseling program. The literature is examined with respect to five primary areas: (a) evolution of school counselor leadership (b) counselor educators’ perceptions of school counselor leadership, (c) The Education Trust Foundation’s vision for transforming school counselor leadership, (d) The Ohio State University’s school counseling program’s leadership preparation, and (e) constructs of shared leadership theories. The evolution of school counselor leadership briefly chronicles the birth and recognition of school counselor leadership practices. The counselor education literature examines how experts in the field have responded to the absence of school counselors in leadership capacities and the influence their leadership skills can have in educational settings. The Education Trust literature reviews the original request for proposal, the development and implementation of eight elements for change, and related leadership archival data. The Ohio State University documentation examines associated changes as a result of participation in the TSCI program. The last section, shared leadership literature, provides a conceptual framework and applicability for theoretically grounding the study in educational leadership principles. These five broad areas capture the essence of the present study.

2.2 Evolution of School Counselor Leadership

Often times literature reviews begin with chronicling historical perspectives. To trace the history of school counseling or the history of educational leadership is a realistic and achievable task. However, tracing school counseling leadership as it pertains to educational leadership or leadership in schools becomes more difficult. For instance, if the present study emphasized the history of school counseling, documenting significant school counselor influences after the launching of the first artificial satellite, Sputnik, and
the passing of the National Defense Education Act (NDEA) in 1958, the history could be easily traced and documented (Cobia & Henderson, 2003; Erford et al., 2003b; Pounder & Ogawa, 1995; Schmidt, 2003). It is also reasonable to research the various analyses of educational leadership and the correlation to student achievement. For example, in 1995, Pounder and Ogawa researched school leadership from an organizational perspective by linking the relationship between leadership, effective organizations, and measures of school effectiveness. The results of their research support the impact of school leadership on academic performance; however, they excluded the contributions of school counselors. On the other hand, researchers such as Bennis (1995) reminded school personnel and community leaders that school counselors are also educational leaders in that their roles can be constructed in related frameworks of effective chief executive officers. For example, school counselors can be educational leaders by focusing on the guidance and counseling program’s basic purpose to be an integral force in the school, and advocate to meet the needs of all students by providing equitable services (Stone & Clark, 2001b). In other words, the contributions of school counselors are absent from the educational leadership literature.

In the early 1980’s, the focus turned to educational leadership reforms and initiatives that were student centered and developed to increase academic achievement and student success. That same focus continued during the early 1990’s as widening achievement gaps, astounding dropout rates, and declining test scores gave rise to the rethinking and evaluation of educators’ roles and responsibilities in educational settings. In an attempt to seek resolution, department of education policy makers and educators reevaluated constructs of leadership and accountability. Yet again, school counselors
rarely, if ever, were mentioned as being a vital part of the solution to major issues in schools.

However, researchers who were not counselor educators began to acknowledge that the principals could no longer be the sole designated leader responsible for the academic advancement of students (Kaplan, 1995; Kilgore & Webb, 1997; Lambert, 1998a, 2003; Murphy, 2001; Walker, 2002). Even the leadership skills and practices of revered principals were questioned because the impact of their interventions lacked sustainability and frequently required micromanagement (Neuman & Simmons, 2000). It became obvious that educational leadership needed to be shared by all who work in educational settings (Lambert, 2002). Teacher training programs and state policy makers endorsed the principles and standards that enabled teachers to take on roles of collaboration and coordination in instructional environments (Murphy, 2001). They were given instructional leadership opportunities that allowed them to “think outside the box” and create alternative methods of instruction, use flex hours to meet with parents, share common planning periods, and have an active voice on faculty advisory committees (Murphy, 2001; Neuman & Simmons, 2000; Szabo, 2002).

2.3 Counselor Educator Perceptions of School Counselor Leadership

Building from the research and work of counselor educator experts such as (Baker, 2000; Bemak, 2000; Brott & Myers, 1999; Clark & Stone, 2000b; Coy, 1999a; Education Trust, 1997; Hanson & Stone, 2002a; Hines, 2002; House & Martin, 1998a; House & Sears, 2002; Sears, 1993, 1999a, 2003; Stone & Clark, 2001a) this section proposes a framework for school counselors to develop and build their leadership skills. Again, the framework does not provide a series of “recipes” or scripts that are absolute or
pursued step by step. Instead, the review is intended to highlight the critical influences that school counselor leadership practices have on school wide improvement for all students.

School counselors can learn through training and experience to recognize roadblocks, formulate potential solutions, and evaluate possible outcomes (Stone & Clark, 2001b). Their role can allow them to use their leadership influence to empower students by circumventing bureaucratic barriers and connecting parents and students to community resources (Schmidt, 2003). Seemingly, counselor educators are in the best position to acknowledge the leadership potential of school counselors, and their ability to share in the decision making process within their school building. Specifically, Cobia and Henderson (2003) acknowledge leadership practices such as those suggested by Lambert (1998) that can help accomplish high student performance and sustained change. These practices are:

1. asking questions that challenge underlying assumptions,
2. remaining silent so that other voices are heard,
3. promoting collaborative conversations,
4. generating a range of possibilities and avoiding simplistic answers,
5. focusing on shared values,
6. using data to inform decisions,
7. turning concerns into questions, and
8. publicizing strategies in a way that models, demonstrates, and teaches others to use them (p.75).
These leadership practices can be employed by school counselors just as they can be by administrators and teachers. In other words, school counselors, as they work alongside their peers, can also engage in practices that lead to shared power, information, and vision. Furthermore, the self efficacy of school counselors is enhanced and others are energized to follow (Rosener, 1995).

House and Martin (1998) suggest that school counselors must combine advocacy with leadership to work as change agents to remove barriers that may impede academic success. Because of their roles, school counselors are privy to information such as standardized test scores and quarterly academic progress that can aid the academic, personal/social, and career success of students (ASCA, 1999, 2003). Data gathered can be used to effect change and validate that all students can achieve academically (Sears, 1999b), empower students to become self-regulated learners (Adelman, 1996), energize parents and community leaders (Cobia & Henderson, 2003; Epstein, 2002), and collaborate with all school personnel to promote change (House & Martin, 1998b).

Bemak (2000) contends that the combination of leadership and collaboration leads to social changes that significantly address efforts linked to academic goals. He believes school counselors who do not challenge the status quo and assume leadership roles are not serving the best interest of students (p.324). Likewise, counselor education programs that exclude or deemphasize the potential of school counselor leadership to effect change also produce counselors willing to compromise, and ignore the changing nature of education. Therefore, they are more likely to accept tasks that have little relevance to the school counselor’s professional training or contribute to goals that drive student achievement (Bemak, 1998; Coy, 1999b). In contrast, leadership and collaborative
decisions that give school counselors a voice to work closely with administrators, teachers, and community agencies contribute to the conceptualization of the school counselor’s role as leader and change agent (Guerra, 1998; Sears, 1999b; Stone & Clark, 2001b).

Although Coy (1999) does not specifically examine school counselor leadership roles, she reviews the history of school counseling and addresses societal factors that suggest a need for counselors to include leadership practices as an integral part of their comprehensive school counseling program. She specifically describes personal/social challenges such as violence, teen pregnancy, peer pressure, poverty, hunger, and homelessness that force school counselors to address the needs of all students (Carlson & Lewis, 1998; Paisley & Hubbard, 1994). Unless appropriately intervened, many of these challenges lead to high drop-out rates and interfere with sound postsecondary decisions (Capuzzi & Gross, 2000). Coy further emphasizes the inclusion of skill-based counseling, consultation, and coordination, services that some researchers have suggested encompass leadership practices (Coy & Sears, 2000; Keys et al., 1998; Stone & Clark, 2001b).

Other counselor educators (Harris, 1999; Stone & Clark, 2001b) also recognize the increasingly valued phenomenon of shared leadership and that the concept has not been duly explored or emphasized. Yet, they acknowledge that graduate preparation and staff development opportunities contribute to the enhancement of leadership, advocacy, and collaboration skills (Harris, 1999). In many situations, individuals are comfortable with their role and demonstrate a personal resistance to leadership responsibilities by rejecting new concepts or the transformation process. Guerra (1998) suggest counselors
need to be role models and change agents which is more easily accomplished when they are seen in a leadership role in the schools. The more they are in the classrooms and working with teachers, parents, and administrators, the more credible they will become. The later part of this chapter further reviews graduate preparation and partnerships that can produce school counselors who are change agents (Sears, 1993, 1999b).

School counseling associations also recognize that school counselors must move from ancillary services to assume leadership roles. Schwallie-Giddis, Maat, & Pak (2003) describe how school counselors can initiate leadership by implementing the American School Counselor Association (ASCA) national model. They believe leadership is the foundation of the national model and provides a guide for school counselors in all settings. For example, the emergence of a leadership team comprised of national and state leaders such as ASCA’s Executive Director, the Virginia department of Education’s School Counseling Specialist, and representatives from the Virginia School Counselors Association have organized and hosted state summits to send a message that school counselors can and do play critical leadership roles in the academic success of students and sustained school improvement. During the summits, school counselors and guidance directors immerse themselves in the renewal of learning and implementing the national model within local districts.

2.4 The Education Trust Transforming School Counseling Initiative

While professional school counselors should be able to declare a professional leadership identity, current literature alludes to confusion that exists in defining the role of the school counselor (Brott & Myers, 1999). Interestingly, there is also a significant disagreement among counselors themselves, as to their role (Coy, 1999a; Sears, 1993).
This disagreement may be explained in part by the differential emphasis of the school counselor’s role during the period of time in which the counselors were trained. Many current practitioners were trained prior to initiatives such as School to Work Opportunities Act of the 1990s and the Transforming Role of School Counseling Initiative. Others who received their training more recently may be more likely to utilize leadership skills. Unfortunately, inadequate and inconsistent training throughout the country has been a major factor that school counselors continuous seek to resolve, in addition to the task of delivering meaningful and efficient services (Coy, 1999a).

Due to the lack of professional training, many experienced school counselors are content to deliver traditional services. Instead of integrating themselves into the leadership arena, they are complacent and respond only to the immediate needs of students, yet fail to impact systemic change (Stone & Clark, 2001a). The Education Trust (1997) proposes that the gap in graduate and in-service programs may account for the lack of systemic school counselor leadership within schools. In other instances, counselors who are providing leadership services sometimes view themselves as fulfilling “other duties assigned” which are not primary roles for school counselors (Erford, House, & Martin, 2003a). For the most part, these “other duties assigned” are administrative in nature and categorized as non-counseling tasks (Cobia & Henderson, 2003). Encouraging school counselor practitioners to join professional associations, attend conferences and communicate with colleagues can help school counselors view themselves as leaders.

The vision of transforming school counseling began in the early nineties with DeWitt Wallace-Reader’s Digest Fund and The Education Trust researching aspects of school counselor performance. Because of DeWitt Wallace-Reader’s Digest Fund and
The Education Trust’s concern to close achievement gaps between low-income and minority students and their more advantaged peers, researchers nation wide began rethinking how school counselors should be trained to work with all student populations. Their findings acknowledged that school counselors are in the best position to assess systemic needs and barriers that impede academic success for all students. This assumption was based on the premise that school counselors are often aware of issues of equity and access, student achievement data, school profile, and community and family conditions (Sears, 1999b). Unfortunately, school counselors have not and in most instances are not systematically using the data to advocate for students or lead school change.

Because of such findings, the DeWitt Wallace Fund concluded that school counselor preparation and training was inadequate. After receiving a fourteen month planning grant in 1996 from DeWitt Wallace, The Education Trust, a non-profit educational organization at the American Association for Higher Education, sought to produce a conceptual framework for changing graduate level preparation programs. Thus, the Education Trust launched a “request for planning grant proposals” (RFP) to all counselor education training programs in colleges and universities throughout the country. Seventy-five universities responded to the competitive process; however, two proposals did not meet the criteria. From the remaining seventy-three grant proposals, The Education Trust chose ten university sites that proposed to make fundamental changes in their programs. The ten sites participated in the planning grant year and then submitted 3-year implementation grants in 1998. Six universities were awarded the grants and charged to redesign their counseling programs. The six sites awarded funding were:
The Ohio State University, University of California at Northridge, Indiana State University, State University of West Georgia, University of Georgia, and University of North Florida. Additionally, twenty-six of the sixty-seven university sites that did not receive implementation funding committed to employing The Education Trust vision of transforming school counselor training to close achievement gaps. The twenty-six sites are known as companion universities. They, as do the six original universities, train graduates to provide equitable services to all students, respect diversity, and close achievement gaps. The twenty-six sites are listed in Table 2.1 by university and location:

| 1. Adams State University, CO       | 14. Northern Arizona University, AZ       |
| 2. Boise State University, ID      | 15. Portland State University, OR         |
| 3. Bowling Green University, OH    | 16. Sacramento State University, CA       |
| 4. California State University-LA, CA | 17. University of MA-Amherst, MA       |
| 5. Canisius College, NY            | 18. University of MD-College Park, MD     |
| 6. College of Southwest, NM        | 19. University of Nevada- Las Vegas, NV   |
| 7. Georgia Southern University, GA | 20. University of North Texas – Denton, TX|
| 8. Indiana University Southeast, ID | 21. University of Northern Iowa, IA       |
| 9. Lehman College/City University of NY | 22. University of Scranton, PA         |
| 10. Lewis and Clark College, OR    | 23. University of Southern Maine, ME      |
| 11. Loyola College in Maryland      | 24. Valdosta State University, GA        |
| 12. New York Institute of Technology, NY | 25. Winona State University, MN   |
| 13. North Dakota Stat University, ND | 26. Wake Forest University, NC          |

Table 2.1: TSCI Companion Universities by Location
2.4.1 *Eight Essential Elements of Change*

Counselor education programs committed to transforming school counseling produce professional school counselors who are equipped to serve as student leaders and advocates who believe that all students can achieve at high levels and should enroll in rigorous program of studies (Education Trust, 1997). Graduate students become knowledgeable about schools, assist K-12 students in meeting their educational and personal goals, and become proactive leaders for system change. The Education Trust philosophy proposes the newly designed counselor education programs should reflect fundamental changes in the following essential elements:

(1) Criteria for Selection and Recruitment of Candidates for Counselor Preparation Programs,

(2) Curricular Content, Structure and Sequence of Courses,

(3) Methods of Instruction, Field Experiences and Practices,

(4) Induction Process into the Profession,

(5) Working Relationships with Community Partners,

(6) Professional Development for Counselor Educators,

(7) University/School District Partnerships, and

(8) University/State Department of Education Partnerships.

Programs are expected to make changes in all eight of the elements.

2.5 Ohio State University Transforming School Counseling

While The Ohio State University Counselor Education Program has just completed its grant, the principal investigator remains involved with the partnering district, Columbus Public Schools. Efforts are made to train graduate students and local
practicing school counselors to be effective leaders. Turning specifically to the transformation of graduate school counseling at The Ohio State University, students are trained to become leaders that effect change, employ skills that close achievement gaps for low-income and minority students and their more advantaged peers. Critical to this study, students are trained to accept accountability and the leadership responsibility to impact student achievement by collaborating and coordinating with other educators. Documents in the field such as the mission statement, admission guidelines, and the program of studies support assumptions and are applicable to the Education Trust’s vision for reforming graduate level school counselors’ preparation. Specifically, the program recognizes the importance of redistributing leadership and authority within the school to advance student achievement.

According to The Ohio State University’s Final Report (Sears, 2004), a documented overview that has been prepared for The Education Trust, transformation strategies occurred at multiple levels. To impact long-term outcomes, counselor educators at Ohio State University addressed three major academic systems:

1. The Ohio State University College of Education,
2. The Columbus Public School System, and
3. The Ohio Department of Education.

The first objective, to redesign the school counseling graduate training program, was based on the identified need to prepare Ohio State University graduates to impact the schools in which they would be working. According to the principal investigator, this objective built on the evaluation and redefinition of the current role, responsibilities and expectations of school counselors across the nation, particularly in Columbus Public
Schools partnering district. The newly designed program continues to respond to the changing role of urban school counselors by addressing contemporary issues and trends particular to Columbus Public Schools while placing top priority on better academic performance for low income and minority students. The program revision also reflects the Eight Essential Elements identified by The Education Trust as critical in changing the preparation of school counselors. As a result of the partnership, a new counselor appraisal process has been developed in cooperation with the Counseling Department and the Columbus Education Association.

Furthermore, the redesigning of the program included additional fundamental changes outlined in the Education Trust Eight Essential Elements for change. Through the revision of admission and retention procedures counselor educators and College of Education personnel remain able to launch nation wide searches that attract quality candidates interested in developing new skills to meet the academic needs of all students, especially low-income, rural and urban students.

With modifications in curricula and emphasis on academic and career guidance, graduate interns are taught to advocate rigorous academic preparation for all students. By doing so, the program’s objective to develop cooperative and collaborative relationships between the university and the local district is strengthened. The early integration of graduate courses such as 876-Organization, Administration, and Evaluation of School Counseling Programs (Appendix A), enriches the training experiences for practicum and intern students placed in partnership urban public schools. Students are no longer placed in isolated settings; rather, they are placed in teams at specific sites to establish and implement student support services. To enforce a supportive environment graduate
students also receive mentoring from practicing school counselors who endorse the values and beliefs embedded within the Transforming School Counseling Initiative.

The importance of teaming and collaboration is instilled by building relationships with community agencies such as a local non-profit organization called I Know I Can. The purpose of the organization is to support efforts to open post secondary college options for students by providing college application fee waivers, funding college tours and enriching 9-12th grade students’ academic resources. Volunteers and employed personnel from “I Know I Can” meet regularly with graduate students and practicing district counselors to sponsor post-secondary college opportunities and increase the number of college applicants.

An integral part of the curriculum requires graduate students to collect data and report outcome-based research results. Such data are frequently applied and shared at local, state, and national conferences by university graduates. After graduation, newly hired counselors enter the profession and begin their work in schools with the support of mentoring and the reassurance that supervision is readily available.

One of the most significant accomplishments that align with The Education Trust’s vision is the establishment of a working relationship with the state department to ensure certification changes needed for school counselor training are instituted and supported. Through the collaborative lobbying efforts of the principal investigator, Dr. Susan Sears, other counselor educators in Ohio, and Ohio Department of Education policy makers, school counselor certification requirements currently negate the prerequisite teaching requirement for school counselors. Sears has worked closely with the Ohio Department of Education to secure a major change in the requirements for
school counselor licensure that occurs through an alternative path. Prior to November, 2002, counselors were required to have two years of teaching experience. This requirement frequently discouraged minorities from entering counseling since many minorities have not pursued teaching as a career. Beginning January, 2003, individuals applying for school counselor certification in the state of Ohio need not have K-12 teaching experience.

2.5.1 New Mission Statement

The mission statement below reflects the program’s revision of its primary goal. Students accepted into the program and pursuing school counselor licensure are expected to sign the mission statement before beginning the program to ensure they understand and are committed to the goals of the program. Important to this study, is the documented commitment to prepare future school counselor leaders to serve in schools and the profession.

The mission of the OSU Counselor Education Master of Arts Program is “to prepare professional school counselors who are committed to equity, appreciate diversity, see themselves as leaders of educational reform in their schools as well as leaders in their profession; are committed to lifelong learning, collaborate with other helping professionals for the good of students, can advocate for all students, including low income and students of color, and can assist all students to achieve academic success; to choose successful career paths, and to make effective decisions in their personal lives”. (Sears, 2004)

2.5.2 Standards Based Program Revision

Elements two through four of The Education Trust require programs to revise the sequencing of courses, methods of instruction, field experiences and practices, the profession induction, and relationships with community partners. The Ohio State University Counselor Education School Counseling Program is a 72-quarter hour masters
program. To accomplish graduation requirements, counselor educators at Ohio State University adopted ten “Professional School Counselor Standards”. These standards reflect the program’s beliefs about what students should know and be able to do when they graduate from the program. The faculty uses the standards to guide their curriculum revision and restructure field experiences. Program standards correspond to the counselor skills espoused in the TSCI. They are to:

1. Plan, promote, and implement school counseling programs based on national standards
2. Collaborate with the community
3. Consult effectively with social agencies and other helping organizations
4. Collaborate with school staff members to develop staff training
5. Support K-12 student learning
6. Counsel with individuals and groups to remove barriers to student learning
7. Consult with teams of teachers/educators to remove barriers to learning
8. Use the latest technology to improve their services to students and families
9. Use and conduct research to improve their practice.
10. Accept responsibility for their own learning.

According to documents in the field such as course syllabi and the final report to The Education Trust, The Ohio State University has completely transformed how graduates are trained to close achievement gaps and work with low income and minority students.

2.6 Shared Educational Leadership Constructs

Because of the uniqueness of school environments, educational leadership has distinct qualities that set it apart from traditional ideals leadership. For the purpose of this study, the term leadership is referred to as the initiation, stimulation, and development of
practices and programs that collaboratively advance student learning and achievement (Sears, 2003). Emphasis is placed on “leadership” rather than the “leader” because they are not one in the same. Leader refers solely to the individual, while leadership speaks to a broader, systemic approach that will be detailed later in this chapter (Lambert, 2002).

Designing a school counselor leadership framework begins with the identification of leadership characteristics and operationally defining the term leadership. Individuals who demonstrate traditional leadership skills are often characterized as trustworthy, loyal, organized, courageous, or creative. Unquestionably, these are characteristics that enhance an individual’s capacity to lead, but used in isolation do not necessarily influence change (Crosby, 1996; Gardner, 1995). Leaders begin to form groups and seek common goals. This formula has proven successful for entrepreneurs in private industry, and to an extent, has unconsciously influenced the educational arena.

During the past several decades, corporate experts have undergone a revolution in how they describe leadership skills. They have transitioned from classical autocratic skills to more creative participatory skills. For instance, Gardner (1995) approaches leadership from a cognitive approach. He states leaders “affect the thoughts, feelings, and/or behaviors of a significant number of individuals” (p.IX). Other researchers such as (Maxwell, 2002) posit leadership skills to laws that are constant across communities and cultures. Specifically, he maintains laws are (a) learned, (b) independent, (c) grounded and (d) carry consequences. Somewhere along the way, educators embraced management concepts and constructed educational leadership within a similar framework as private industry. In some respects, there is arguable evidence for parallelism between
corporate organizations and educational institutions. Regardless, researchers should evaluate educational leadership from a different perspective.

2.6.1 Shared Leadership

Similarly, Neuman & Simmons (2000) coined the phrase “distributed leadership” to explain the concept of shared leadership. Their assumption is that leadership is assumed from within and by all who interact with students. Distributed leadership encourages collective ownership of successes and difficulties as well as accountability for results. Likewise, it is assumed that effective leadership for school counselors mandates accountability and requires collaboration with others (Hanson & Stone, 2002b).

The school counseling profession, assumes educational leadership skills are learned through graduate preparation and subsequent training opportunities. Unfortunately, research does not validate this assumption for all or even most school counselors (Pounder & Ogawa, 1995). School counselors who employ leadership skills can work with confidence independently. However, school counselors are most effective collaborating with others who share mutual interests and appreciate the leadership potential of the counseling profession (Lambert, 2003; Stone & Clark, 2001b). Taking advantage of the influence of school counselor leadership is not helpful for students who could benefit from the collaborative or shared leadership.

While some traditional leadership practices may be applicable across professions, examining leadership in school requires the ability to understand the culture of schools (Jackson et al., 2002). Schools are uniquely designed to meet the needs of diverse students from all racial, ethnic, and socioeconomic backgrounds. Because of the uniqueness of school environments, leadership skills are set apart from traditional
The capacity to lead in a school necessitates a willingness to respect the opinions of students and colleagues, seek common goals with other stakeholders, collaborate with colleagues, and implement ideas from individuals other than the principal (Lambert, 1995a). Without question leadership begins with the principal, but others such as counselors, teachers, parents, students, and community members also contribute to making school conducive for learning (Epstein, 1987, 2002; Fitch, Newby, Ballesteros, & Marshall, 2001).

Lambert (1998) proposes that the view of individuals in leadership roles must be reexamined. To do so requires a grammatical shift in the definition of leadership. Viewing leadership as a verb rather than noun allows educators to focus on processes, activities, and relationships in which people engage rather than the accomplishment of specific tasks. When leadership is viewed as an action word, a reciprocal learning process occurs. A process that (Lambert, 1995a; Lambert et al., 2002) refers to as “constructivist leadership” which is defined as: “the reciprocal processes that enable participants in the educational community to construct meanings that lead toward a shared purpose of schooling” (p. 98).

According to Lambert (1995, 2002) the concept of constructivist leadership is based on the same ideas that underlie constructivist learning: a process of meaning and knowledge construction, inquiry, participation, and reflection (Lambert et al., 1995, 2002). The function of leadership is to engage people in processes that create conditions to form common ground about learning. For school counselors this means creating a school counseling environment that promotes academic achievement and personal growth. It means collaborating and coordinating with others to reinforce positive
successes for students. In many respects it means just what school counselors should be doing: providing individual and group counseling, collaborating with community agencies, advocating for social justice, and building partnerships with parents and community members (Education Trust, 1997). By engaging in the preceding practices, school counselors can initiate, stimulate, and develop programs that advance student learning and achievement (Sears, 2003). Such practices and programs demonstrate can demonstrate to staff members that school counselors are an integral part of the leadership team.

Lambert (1995) delves further into the constructivist leadership paradigm by illuminating specific leadership capacity skills. Individuals seeking high leadership capacity infuse learning and leadership opportunities into their profession practices. High leadership capacity means:

1. principals, staff members, and parents are mutual learners and leaders,
2. student motivation is high,
3. achievement is steadily improving, and
4. reflection practices enable participants to consider and reconsider ways to perform tasks better and lead to improved results.

2.6.2 Principal and Counselor Leadership

Acknowledging leadership roles of school counselors does not minimize the multilevel leadership tasks performed by principals. In many ways, counselors and principals are perhaps the most visible staff members in the school. Yet, they have distinct and shared responsibilities that contribute to a school’s climate (Kaplan, 1995). To minimize confusion, a brief discussion of the similarities and differences between
principal leadership and school counselor leadership will clarify the uniqueness of their leadership capacities to influence student achievement.

Principals are individuals whose role it is to ensure all students, as well as the staff and community members are served. Effective principals set instructional goals that create a climate for high learning expectations, collegial relationships, and commitment to continuous improvement (Szabo, 2002). Likewise, school counselors identify school counseling goals and document them in a plan that guides and directs future interactions with students, parents, and the staff (Cobia & Henderson, 2003). Also, school counselors also support a climate of high expectations for learning and a commitment to improving the academic, personal/social and career growth of students. Additionally, school counselors collaborate with others to form school, family, and community partnerships and remove barriers to learning (Epstein, 2001).

Principals function as the designated instructional leaders who encourage effective teaching practices, and principals employ leadership and management skills to oversee the budget, supervise personnel, work with students and interact with the public (Murphy, 2001). In contrast, school counselors do not evaluate or manage the school budget or evaluate teaching practices. However, they do observe teaching practices that contribute to student misbehaviors or social maladjustment, and consult with teachers to help them change student behaviors. School counselors provide academic, personal, social, and career counseling to students individually and in groups in an effort to modify student behaviors that improve academic achievement. They collaborate with teachers to schedule appropriate classroom guidance lessons, and coordinate with parents and community members to build partnerships.
Obviously, the responsibilities of principals and school counselors make it essential for both parties to collaborate with each other about student achievement, the counseling program, evaluation of services and outreach to the community (Kaplan, 1995; Stone & Clark, 2001a). Collaboration becomes an ongoing process because many of the activities that counselors perform have a school-wide focus. In determining goals and strategies for school wide events, counselors collaborate with principals to ascertain the feasibility and appropriateness of particular activities (Erford et al., 2003a). By establishing a working relationship with their principal, school counselors can be better informed about curricular and teacher goals within the school building. In turn, the principal develops an appreciation for the transformed role of school counselors.

Unfortunately, there is role confusion among counselors. Furthermore, the vast majority of principals also are confused about the role of school counselors (Coy, 1999a; T. Fitch et al., 2001). It is imperative that school counselors accept responsibility for communicating their role to principals, teachers, and parents. When counselors accurately communicate roles and functions, and establish accountability and evaluation processes that principals understand, then, shared leadership is possible. For principals, accurately communicating school counselor roles and functions establishes an accountability and evaluation process. Simply stated, communication roles can be accomplished through documentation and conversation with principals. In addition, when principals understand school counselors’ roles they will be more likely to support their leadership practices.

On the other hand, principals who do not perceive school counselors capable of demonstrating leadership may impede counselors’ opportunities to impact student learning. House and Martin (1998) state, “The reason the counselor is unable to define
their role is due to strong administrative leadership, pliable, and acceptable counselor behavior, a lack of leadership and vision, little professional development opportunities and overt and covert pressures of school communities and parental special interest groups” (p285). When principals do not understand the leadership role, then school counselors must be ready to negotiate their role and functions in order to bring about constructive change.

Lambert (2002) visualizes leadership as the work of everyone in the school; therefore, principals cannot be expected to function as the only leader for the school without substantial participation of other educators (Kilgore & Webb, 1997; Lambert et al., 1995). The philosophy associated with school counseling constructs views school counselors as leaders within their schools and the profession.

School counselors need a framework that will help them identify appropriate leadership practices and build leadership capacity. Reviewing the educational administration literature may provide examples of leadership practices that also are appropriate for school counselors.

Lambert (1998) identifies five key assumptions that create a conceptual framework for building leadership capacity. Each assumption equates to what is currently known or needed within the school counseling profession. The first assumption confirms the notion that leadership is not just a trait theory and that the terms “leadership” and “leader” imply different meanings. Assuming leadership equates with leader implies a trait theory in that the focus is on certain “acts or traits” only. Lambert (Lambert et al., 2002) posits, leadership is demonstrated in a broader sense. She believes, “Leadership is broader than the sum total of its leaders for it also involves an energy flow or synergy
generated by those who choose to lead” (p5). Thus, school counselors comprehending this assumption construct and negotiate meaning to bring about change for students. For instance, analyzing test data before providing academic advisement counseling provides insight regarding cognitive abilities that the student or counselor may not have considered. This simplistic process can have a profound impact on course selection and further career aspirations students may pursue.

Her second assumption connects leadership to learning that eventually leads to constructive change. By understanding the connection between learning and leading, individuals also begin to assume responsibility for the learning of individuals other than students. School counselors learn from students, teachers, and colleagues. Learning becomes a reciprocal process through the collaboration of committed stakeholders. In the case for school counseling, a stakeholder is anyone involved in or potentially benefiting from the services of school counselors (Erford et al., 2003a). In most instances, the biggest stakeholders for school counselors are students. Classroom guidance lessons are perhaps the most effective and efficient evidence-based method to illustrate the reciprocal counselor-student learning process. They are psycho-educational large groups delivered much like a teacher would deliver a core subject. Lessons are developed with specific learning objectives and expected outcomes. School counselors clearly take leadership roles to collaborate and coordinate with teachers to deliver informative lessons. Whiston and Sexton (1998) found 12 studies that evaluated the impact of classroom guidance activities on learning. Overall, the results indicated classroom guidance activities have consistently positive effects on student achievement.
Third, everyone has the potential to serve as a leader. Leading is skilled and complicated work that “every member of the school community can learn” (Lambert & Walker, 2002). If such is the case, graduate students and school counselors learn how to develop and lead learning environments by constructing meaning from their own experiences and by bringing new knowledge, skills, perceptions and theories into practice. This assumption reinforces the influence of comprehensive graduate preparation and continuous staff development training. Field practica and internship graduate experiences can create a basis for knowledge gained and beliefs formed within the school counselor. Even after the formation of knowledge and beliefs, the outcome of the learning process may be varied or unpredictable.

The fourth assumption contends leading is a shared endeavor and the foundation for the democratization of schools. This assumption becomes a challenge for school counselors working in isolation. School counselors, particularly at the elementary and middle school level, are not always afforded the privilege to work along side other school counselors and form a democratic process. Therefore, it is important that they form a network consortium to share ideas, and receive feedback, and stimulate self evaluation. Since school change is a collective endeavor, individuals are most effective in demonstrating leadership skills in the presence of others so that feedback and self-evaluation become continuous.

Finally, leadership requires the redistribution of power and authority. Lambert (2002) proposes that administrators should release authority and learn how to enhance personal power and informal authority; however, school counselors must be willing to accept the authority. Shared learning, purpose, and responsibility demand the reciprocal
realignment of power and authority. School counselors implementing leadership practices take ownership of actions that make the school stronger for the common good of all students. School counselors must be steadfast in their belief that they are educators who positively impact and influence the academic successes of all students (House & Martin, 1998a). When they view themselves as change agents they are more likely to be initiators using their role to team and collaborate with others (Guerra, 1998). They are responsible to and for the learning environment and committed to delivering consistent and dedicated support for the mission and core values of the school. Lambert (2002) places a special emphasis on the word responsibility versus accountability. Accountability, she believes, implies an outside authority driven requirement, whereas responsibility implies an internal commitment to self-improvement. These individuals are truly the school counselors who accept ownership inside and outside the school community and implement strategies to close achievement gaps. High student achievement is what all individuals who work with students strive to accomplish (Education Trust, 1997). Their transformation will be visible at all levels, and responsibilities viewed in a new light.
CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the research questions, assumptions, research design, setting, sample selection, data collection, data analysis and triangulation methods used in this study. The purpose of the study was to examine the influence that graduate training has on school counselor leadership perceptions and practices that may produce sustained change and advance, in some manner, student achievement. (Glesnoe, 1999)

Specifically, the study examined how participation in The Ohio state University Transforming School Counseling Initiative (TSCI) program influenced school counseling leadership perceptions and practices of the graduates.

3.1.1 Assumptions

Beyond thorough academic preparation and focused continuing education training, school counselors need to be taught to be leaders in their schools, if they are to engage in the kind of practices that result in school improvement and increased student achievement. Two major assumptions guide this study. They are:

1. Graduates from The Ohio State University TSCI program will perceive leadership as an important aspect of the school counselor’s role.

2. Graduates of The Ohio State University TSCI program will engage in leadership practices that are designed to improve student achievement.
3.2 Data Sources for Research Questions

1. How do Transforming School Counseling Initiative (TSCI) graduates from The Ohio State University define school counselor leadership?

**Data Sources:** Literature Review, OSU Counselor Education Program Curricula, Observation, Focus Group, Individual Interviews, and Field Notes.

2. What are The Ohio State University TSCI graduates’ perceptions of school counseling leadership? 2a. To what extent did participation in The Ohio State University TSCI graduate program influence participants’ school counseling leadership perceptions?

**Data Sources:** Literature Review, Focus Group, Individual Interviews, and Field Notes.

3. What leadership practices do The Ohio State University TSCI graduates demonstrate in their schools?

3a. To what extent did participation in the TSCI graduate program influence participants’ school counseling leadership practices?

**Data Sources:** Literature Review, Focus Group, Individual Interviews, and Field Notes.

4. How do the TSCI graduates’ school counseling leadership perceptions and practices compare with the vision and philosophy of The Ohio State University TSCI program coordinator?

**Data Sources:** Individual Interview

5. How do the TSCI graduates’ perceptions and practices of school counseling leadership compare with The Education Trust’s school counseling leadership philosophy?
**Data Sources:** Literature Review, OSU Counselor Education Program Curricula, Observations, Focus Group, Individual Interviews and Field Notes

To investigate the assumptions and to answer research questions, a grounded theory methodology was applied. Strauss and Corbin (1994) defined grounded theory methodology as “developing theory that is grounded in data systemically gathered and analyzed” (p 273). For this study, data collection was gathered from the ground up (Denzin & Lincoln, 2000; Strauss & Corbin, 1994). In essence, data were collected and, in some instances, analyzed concurrently through various strategies as part of the methodological framework (Strauss & Corbin, 1994).

To ground the present study, the primary researcher used a multiple system of inquiry and approached the research questions about school counselor leadership with an openness and willingness to allow the research questions to inform methodological decision. For example, strategies such as prolonged engagement with participants, peer debriefing, attendance at national and state conferences, documents in the field, and review of the literature complimented the study’s methodology.

3.3 Research Design

Qualitative research data collection draws from multiple sources and provides the researcher the power and voice to determine which and when data become collectable (Denzin & Lincoln, 2000). Merrick (1999) proposed that qualitative data collection and analysis occur in a simultaneous manner. The foundation for framing a successful qualitative research design utilizing interviews begins with the selection of a topic of interest that evolves into research questions. The current topic is not only a topic of interest for the researcher but also addresses gaps in the school counseling literature.
A focus group and individual interviews were utilized in describing the OSU-TSCI school counseling leadership perceptions and practices of the graduates. The identification of themes through document analysis and review of the literature prior to the start of the interview process aided in the formation of statements and the establishment of grounded assumptions (Kvale, 1996; Strauss & Corbin, 1994). The validation of qualitative research assumptions involves conducting naturalistic inquiry to produce knowledge. The core concept of qualitative research suggests that studies should not only produce knowledge, but also significantly contribute to the literature through systematic and methodological means (Denzin & Lincoln, 2000). Thus, knowledge gained from research assumptions depends on the viewpoints and socially constructed realities such as the relationship between the researcher and individuals researched (Creswell, 1998). To this end, the current researcher reviewed all related sources such as books, journal articles, videos, brochures, and web resources. In addition, the researcher maintained field notes when interacting with participants.

The literature describes interviewing as a major categorical approach to qualitative inquiry (Bogdan & Babbie, 1982; Denzin & Lincoln, 2000; Krueger, 1994; Kvale, 1996; Schwandt, 1997). There are several types of interviews and methods of interviewing participants such as mail, telephone, face-to-face, and group. One of two common methods, individual interviews, also known as participant observation, involves one on one verbal exchange (Kvale, 1996). Data from individual interviews generally vary according to purpose. According to Yow (1994), data from individual interviews are most effective when studying opinions, perceptions, and practices. Consequently,
individual structured interviews were selected as the most effective method of data
collection to address the research questions.

A second method, face-to-face group interviews, more commonly known as focus
groups, are frequently used to predict and analyze market research, political opinions,
therapeutic progress, and educational curricula (Morgan, 1988). According to Kvale
(1996), the term applies to situations in which the researcher or interviewer asks specific
questions about a topic after having already completed considered research. Such practice
was the intention of the focus group conducted for the present study. The facilitative
process yielded collectivistic rather than individualistic research that centered on the
multiple voices of participants.

3.4 Setting: OSU School Counseling Program

The present study consisted of graduates from the TSCI Counselor Education -
School Counseling program which has been ranked second in the nation for the past four
years according to survey results cited in the US News and World Report. Based on the
America’s Best Graduate Schools’ survey for 2001, 2002, 2003, and 2004, five of The
Ohio State University Colleges of Education’s specialty programs have been ranked in
the top four programs nationwide.

Documents in the field (e.g. OSU course syllabi and the OSU final report to The
Education Trust indicated The Ohio State University has completely transformed how
graduates were trained to close achievement gaps and work with low income and
minority students. The primary goal of the OSU principal investigator was to develop a
school counselor preparation program designed to enable school counselors to become
leaders in their schools by eliminating the achievement gap between students who are
low income and/or minority and their more advantaged peers (Sears, 2004). Consequently, faculty redesigned their graduate training program in school counseling, to prepare school counselors to impact the schools in which they will work. The revised program addressed the changing role of urban school counselors by exploring contemporary issues and trends particular to urban schools, while placing top priority on better academic performance for low income and minority students. Program revisions also reflected eight elements identified by the Education Trust as critical in changing the preparation of school counselors. Tables 3.1-5 describes specific before and after changes to the master’s program. Specifically, Table 3.1 addresses curriculum and instruction changes. Table 3.2 focuses on practicum and internship field experiences. Table 3.3 illustrates changes that resulted from working with district partnership. Table 3.4 illustrates changes as a result of partnering with the Department of Education. Table 3.5 pinpoints changes as a result of partnering with the local community.
<table>
<thead>
<tr>
<th>Curriculum and Instruction Prior to TSCI</th>
<th>Curriculum and Instruction After Adopting TSCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It was comprised of a series of courses that met CACREP standards but not a well-integrated program.</td>
<td>1. A standards-based school counseling program that is based on ten standards.</td>
</tr>
<tr>
<td>2. Curriculum focused on counseling profession in schools, social agencies, and private practice.</td>
<td>2. Curriculum focused on the counseling profession but also focused on educational reform and its impact on schools and school counseling.</td>
</tr>
<tr>
<td>3. Brief counseling theories were emphasized but students were given freedom to choose the theories they wanted to use in school settings.</td>
<td>3. Brief counseling theory was emphasized and taught throughout practicum and internship.</td>
</tr>
<tr>
<td>4. Curriculum addressed the need for school counselors to collaborate with social agencies to provide services for students and schools no activities or assignments</td>
<td>4. Curricula included a community mapping assignment in which students explored the community around the schools in which they were placed and then developed a community resource guide. In addition, students visit one social agency to learn how they serve students attending the school in which the interns are completing practicum and/or internship.</td>
</tr>
<tr>
<td>5. Curricula addressed the importance of removing barriers to learning but viewed those barriers from a social-emotional lens more than an academic and career lens.</td>
<td>5. Curricula addressed the importance of removing barriers to learning and views those barriers from an academic lens more than a social-emotional lens.</td>
</tr>
<tr>
<td>6. Use of data, leadership, and advocacy was taught but not emphasized.</td>
<td>6. Use of data, leadership, and advocacy were stressed as concepts and processes.</td>
</tr>
<tr>
<td>7. Instruction included hands-on and experiential activities and did attempt to help students apply what they were learning.</td>
<td>7. Instruction was hands-on and experiential and focused on the importance of applying what is learned and on identifying authentic learning experiences in the schools.</td>
</tr>
<tr>
<td>8. The use of technology was not emphasized except in career counseling</td>
<td>8. The use of technology was infused throughout the curriculum</td>
</tr>
<tr>
<td>9. Research was only taught in a separate course.</td>
<td>9. Students conducted an outcome research study in their second year of the program.</td>
</tr>
</tbody>
</table>
Table 3.1: The Ohio State University-TSCI Curriculum and Instruction Changes as a result of the National TSCI

<table>
<thead>
<tr>
<th>Field Experiences Prior to TSCI</th>
<th>Field Experiences After TSCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students’ field experiences were in both urban and suburban school settings.</td>
<td>1. Students’ field experiences occurred only in urban school settings.</td>
</tr>
<tr>
<td>2. Students’ field experiences were blended with practicum and internship including both school and clinical counseling students.</td>
<td>2. Students’ field experience courses were separate and include only school counseling students. This major modification has had the same effect as developing new courses in the school counseling track because the focus of the field experiences classes is on what school counselors should know and do not on counseling skills in general.</td>
</tr>
<tr>
<td>3. In field experiences, students worked alone and received support in practicum and internship class.</td>
<td>3. In field experiences, students worked in teams and receive support from each other as well as from university supervisors who work alongside the interns.</td>
</tr>
<tr>
<td>4. OSU School counseling Program placed students in three or more school districts for field experiences.</td>
<td>4. OSU School Counseling Program places students in only one school district.</td>
</tr>
</tbody>
</table>

Table 3.2: The Ohio State University-TSCI Field Experiences as a Result of National TSCI

<table>
<thead>
<tr>
<th>Partnerships with School District Prior to TSCI</th>
<th>Partnership with School District After TSCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional development for partner districts was provided as requested.</td>
<td>2. Professional development was provided by the School Counseling Faculty for the urban district in which students were placed.</td>
</tr>
<tr>
<td>2. Faculty interacted with individual counselors.</td>
<td>2. Faculty interact withed district supervisor and individual counselors to engage in joint ventures such as grant writing</td>
</tr>
</tbody>
</table>

Table 3.3 Ohio State University-TSCI School District Partnership Changes as a Result of TSCI

50
Table 3.4 The Ohio State University-TSCI Relationship Changes with the Department of Education as a Result of TSCI

<table>
<thead>
<tr>
<th>Relationship with Department of Education Prior to TSCI</th>
<th>Relationship with Department of Education After TSCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Had a well established relationship</td>
<td>1. OSU School Counseling Program included representative from the Ohio Department of Education on the Dewitt Grant Advisory Committee and via that renewed relationship was instrumental in challenging the requirements for licensure of school counselors.</td>
</tr>
</tbody>
</table>

Table 3.5 The Ohio State University-TSCI Community Partnership Changes as a Result of Community Partnership

<table>
<thead>
<tr>
<th>Partnerships with Community Prior to TSCI</th>
<th>Partnership with Community After TSCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. None existed beyond the schools.</td>
<td>1. School counseling faculty tried to become more involved with Communities in Schools and United Way</td>
</tr>
</tbody>
</table>

3.4.1 Sample Selection

As previously noted, a purposeful sample is nonrandom and selected, because prior knowledge suggests it is representative of needed information (Fraenkel & Wallen, 1996; Patton, 1990). Participants for this study are considered purposeful because they are graduates from the OSU TSCI program. To this date, twenty-three students have graduated from the TSCI program. Of the twenty-three graduates, nineteen graduates participated in this study.
3.5 Data Collection

After receiving approval from the Institutional Review Board (Appendix B), graduates from the TSCI School Counseling Program at The Ohio State University were invited to participate in a weekend research forum (Appendix E). The main purpose of the forum was to gather qualitative data; however, the sharing of current trends and effective practices benefited all who attended. The dialogue captured during interviews, the focus group, and workshops bridged resources and gave voice to the participants’ perceptions and practices. Participant interactions generated rich data and workshop presenters shared a wealth of information pertaining to evidence based counseling practices. A copy of the itinerary is outlined in Appendix E.

The Center on Education and Training for Employment (CETE) at The Ohio State University was selected as a location for the forum because it was economically feasible, conveniently located, and had accessible meeting rooms and equipment. Transportation to and from the forum site was pre-arranged. Reimbursement for travel, lodging, and meals were approved through TSCI grant funds. All graduates were invited; however, only fifteen attended. Graduates who were unable to attend were contacted by phone to complete individual interviews.

To collect data, two primary methods of data collection were employed: (a) individual interviews (Fraenkel & Wallen, 1996) and (b) a focus group (Krueger, 1994). The primary researcher’s field notes were used as a secondary method of data collection. An interview protocol guide was referenced for all individual interviews, as well as the focus group to ensure the interviewer covered all relevant topics and questions. The protocol assisted in circumventing leading questions or close ended questions (Patton,
Each individual interview lasted approximately 30 to 50 minutes. The focus group lasted approximately 2.5 hours and was facilitated during the graduate research forum. Before each individual interview and the focus group were facilitated, participants completed an informed consent form. All participants were requested to use pseudonym names to protect their identities.

**Interviews:** Participants were interviewed using protocol questions developed by the primary researcher that were designed to elicit responses focusing on school counselor leadership capacity (Appendix G). While protocol questions were structured, probing questions aided the interviewer to elicit open ended responses.

The early establishment of trust and rapport aided the methodological procedures; thus, conversation during the interview was reciprocal between all parties. Furthermore, the researcher maintained authority by speaking clearly and distinctly, posing appropriate questions, and maintaining the flow of the conversation. Each structured individual interview was audio taped and transcribed verbatim. On average, each individual interview yielded eight to ten single spaced pages of responses to the interview protocol. Although, the structured individual interview with the principal investigator yielded twenty-two pages. A copy of the principal investigator’s interview protocol is detailed in Appendix H. The primary researcher conducted all individual interviews either face to face or telephonically at the conclusion of the research forum.

**Focus group:** As stated earlier, the primary purpose of the graduate weekend research forum was to collect data. However, participant interactions and sharing of professional experiences proved influential and a powerful tool to rejuvenate their commitment to school counseling. Such was the case with the focus group which was
video and audio taped during the graduate research forum. Verbatim transcription was completed using the video tape as primary data source and the audio tape as a secondary cross reference. To maintain objectivity, fellow doctoral students were trained to facilitate the focus group (Merrick, 1999). In addition to training, each facilitator was given a guide to reference during the facilitation process. Appendix I details the focus group procedures.

3.6 Research Procedures

3.6.1 Main Study Procedures

The schedule of research activities in order of implementation are outlined below:

1. Requested and received approval from principal investigator to conduct the study.
2. A list of potential participants was compiled through coordination with the principle investigator.
3. Mailing addresses of participants were secured from the graduate office.
4. Permission was granted to conduct the research project from the university (Human Subjects Review Board.)
5. The primary researcher and fellow peer debriefer discussed details pertaining to the planning and implementation of the graduate research forum.
6. Each potential participant was contacted either electronic or paper mail.
7. Invitations were postage mailed to all potential participants along with the intended itinerary.
8. Individual interviews and the focus group were facilitated during the graduate research forum. Individual interviews that were not facilitated during the forum were conducted face to face or via the telephone.
9. The transcription of the individual interviews and the focus group were contracted.

10. Themes were identified by the primary researcher and confirmed or disconfirmed by the co-raters.

11. Results were documented.

12. Thank you notes were mailed to participants.

3.7 Methods of Data Analysis

To investigate the assumptions and to answer the research questions, a grounded theory methodology was applied. Strauss and Corbin (1994) defined grounded theory methodology as “developing theory that is grounded in data systemically gathered and analyzed” (p.273). For this study, data collection was gathered from the ground up (Denzin & Lincoln, 2000; Strauss & Corbin, 1994). In essence, data were collected and in some instances analyzed concurrently through various strategies as part of the methodological framework (Strauss & Corbin, 1994).

All individual interviews and the focus group were transcribed verbatim. Data were thematically coded. Coding is a procedure that disaggregates data, breaks it down to manageable interpretative parts, and is used to analyze qualitative research. Coding requires constantly comparing and contrasting successive segments of data and subsequently categorizing the data (Schwandt, 1997). Obviously, this process requires attention to detail, particularly for the interviewers and the primary researcher. Co-rater procedures are detailed in Appendix J. A three-part process known as open, axial, and selective coding was applied during the present study. Open codes were written in the margin of the transcript and identified as potential themes (Strauss, 1987). Words were
assigned categorical themes such as leadership, advocacy, and collaboration. The next step, axial connected the categories and related concepts. As coding categories emerged, the researcher linked them together in theoretical models. The last process, selective, identified further core categorizes that account for significant theme variation and similarities.

*Primary researcher analysis:* The primary researcher conducted all structured individual interviews, conducted the literature review, in-serviced the focus group facilitator, organized and maintained field notes during the research forum, and analyzed the data according to the qualitative research assumptions.

*Co-Raters:* Three raters analyzed the transcripts and personal file data to confirm identification of primary and secondary school counselor leadership perceptions and practices. Co-rater competency included master degrees in counselor education and human resources, and a Ph.D. in special education with counselor education as a cognate. Specifically, one co-rater had over twenty-five years as a professional school counselor in a large urban district. The second co-rater had seventeen years teaching experience in higher education. The third co-rater served as an independent rater with five years of human relations experience. All co-raters had experience in the field of qualitative research, transcription of data, and data analysis.

3.8 Triangulation

Qualitative trustworthiness is established in part by the researcher, those researched, and reviewers of the study (Lincoln & Guba, 1985). At a minimum, the credibility of this study was established through triangulation of evidence and guaranteed by ongoing data analysis. Member checks reiterated the voices and meanings of
participant responses. At the conclusion of the forum, participants were asked to review, confirm, or disconfirm evidence. The process created a setting for participant reflectivity and evaluation. Dependability refers to the researcher’s responsibility to ensure a study is logical and traceable (Denzin & Lincoln, 1995). Using peer-debriefing techniques, fellow colleagues were provided constant and consistent feedback, allowing the researcher to remain focused on investigating research questions.

To further reduce researcher bias, triangulation strategies were implemented through multiple ways, data sources, and data collection strategies. This study employed the following triangulation methods:

1. peer debriefing of individual individuals, field notes and the focus group,
2. reviewing of principal investigator’s perception, philosophy and intended training of OSU’s TSCI Program (i.e., individual interview with PI),
3. literature review, and
4. member checks with the principal investigator and participants during the focus group.

This chapter detailed the research questions, data sources, assumptions, research design, setting, sample selection, data collection, data analysis and triangulation methods used in this study. By doing so, the chapter provided a frame of reference to report the study’s results outlined in Chapter four.
CHAPTER 4

RESULTS

This chapter presents the findings from the primary data sources (e.g. individual interviews and the focus group) and secondary data sources (e.g. field notes and documents in the field). In addition, it includes a summary of demographic data and an overall thematic analysis of the data.

The research questions and sub-questions include the following:

1. How do (TSCI) graduates from The Ohio State University define school counselor leadership?

2. What are The Ohio State University TSCI graduates’ perceptions of school counseling leadership?
   2a. To what extent did participation in The Ohio State University TSCI graduate program influence their school counseling leadership perceptions?

3. What leadership practices do The Ohio State University TSCI graduates demonstrate in their schools?
   3a. To what extent did participation in The Ohio State University TSCI graduate program influence participants’ school counseling leadership practices?

4. How do the TSCI graduates’ perceptions and practices of school counseling leadership compare to the vision and philosophy of The Ohio State University TSCI program principal investigator?

5. How do the TSCI graduates’ perceptions and practices of school counseling leadership compare with The Education Trust’s school counseling leadership
philosophy?

For clarity, the results are organized as follows:

1. demographic characteristics of OSU-TSCI graduates,
2. emerging themes,
3. notions about school counselor leadership,
4. advocacy,
5. OSU Counselor Education Program’s Influence on Graduates,
6. leadership delivery mechanisms, and
7. overcoming obstacles.

4.1 Demographic Characteristics

This section addresses the study’s demographic characteristics of graduates from The Ohio State University TSCI program. The characteristics include the following categories: gender, race/ethnicity, current location of employment, and prior professional experience. Demographic profile information is compiled from field notes, individual interviews, and focus group responses. All of the demographic data are self-reported.

The population for this study consisted of 23 graduates; the sample consisted of 19 graduates. A minimum of four attempts were pursued to seek 100% participation. One of the non participants declined participation and the remaining three did not return email or phone messages.

For all of the tables presented within this chapter, percentages have been rounded to the nearest whole number. As a result, the total percentage may vary from base 100. A demographic profile of the participants in the OSU-TSCI programs is outlined in Tables 4.1-4.5.
The above table shows that 95% of the graduates are female while approximately 5% are male. This composition is typical in that counselor education programs seek gender diversity, but the lack of male applicants permits a significantly higher female than male enrollment.

<table>
<thead>
<tr>
<th>Gender</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>18</td>
<td>95%</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1: Distribution of Frequencies and Percentages for OSU-TSCI Graduates by Gender.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>16</td>
<td>84%</td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Asian American</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2 Frequency and Percentage Distribution of OSU-TSCI graduates by Race/Ethnicity
Table 4.2 shows that all OSU-TSCI graduates that participated in this study self-report their race as Caucasian or African American. The majority, 84% self reported as Caucasian.

<table>
<thead>
<tr>
<th>Position</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor</td>
<td>16</td>
<td>84%</td>
</tr>
<tr>
<td>Graduate Student (Ph.D.)</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.3 Distribution of Frequencies and Percentages for OSU-TSCI Graduates’ Current Professional Positions

As indicated in Table 4.3, the majority of OSU-TSCI graduates were currently employed as school counselor. The one participant who worked as a teacher self-reported that personal factors necessitate that she remain within her current locale; therefore, she had limited opportunities to apply for school counselor positions. The two participants pursuing doctoral degrees continue to engage in counseling practices within their respective programs. One of the two doctoral students supervises current OSU practicum and intern school counseling students.
The above table shows that 100% of the OSU-TSCI graduates worked in public schools. Employment locales are evenly distributed at all levels and locations. None of the participants elected to seek employment within the private sector.

Table 4.4: Distribution of Frequencies and Percentages for OSU-TSCI graduates’ place of Employment

<table>
<thead>
<tr>
<th>Place of Employment</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Elementary Public School</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Urban Middle Public School</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Urban High Public School</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Rural Middle School</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Suburban Middle School</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Suburban Technical High School</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Middle Charter School</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Electronic School K-12</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>University Graduate Asst</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td>Prior Professional Experience</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Educational Training</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Clinical Training</td>
<td>4</td>
<td>26%</td>
</tr>
<tr>
<td>Private Industry</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>No Prior Experience</td>
<td>9</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.5: OSU-TSCI Graduates’ Prior Experience by Frequency and Percentage

Forty-two percent of the graduates lack prior professional experience because they applied to graduate school immediately following undergraduates schooling. The four participants with clinical training attended OSU’s counselor education clinical training program prior to admission to the OSU-TSCI program.

4.2 Emerging Themes

A thematic analysis of all data from documents in the field, individual interviews, the focus group, and field notes was conducted. To ensure a comparative thematic analysis, researchers were guided by procedures utilized for grounded theory approaches (Strauss & Corbin, 1994). Researchers disaggregated data and broke it down into manageable interpreative parts. The process was fluid and followed sequential coding steps (Strauss & Corbin 1998). The research team constantly compared and contrasted data to aid in the identification and categorization of themes (Schwandt, 1997). Emerging themes were deemed only after consensus from the research team. Therefore, researchers were reminded to move beyond the descriptive level and code only for purpose and meaning.
Once categories were generated through open coding, they were then systematically developed and linked with subcategories, through axial coding. During this phase, parts of the data that were identified and separated in open coding were put back together in an effort to make connections between the categories. Questions were asked in this phase also, but they were asked in relation to the relationships between the categories. Further data collection enabled the verification or negation of the hypothesized relationships between categories.

During the open coding process, themes were written in the margin of the non identified transcript, color coded and identified as potential themes (Strauss & Corbin, 1994). As coding categories emerged, the primary researcher linked them together to form a theoretical framework and conveyed the sub-themes to research team members for consensus. As a theoretical framework came into focus, the data analysis sequentially moved from one phase to another (Dey, 1999). This process served to solidify categories and identify sub themes.

The identification of sub themes led to the linking of axial coding. Again, there was frequent communication among researchers. Through the continual communication process, themes and sub themes were verified (Strauss & Corbin, 1994). At this point, the primary researcher concluded seeking additional individual interviews from the sample. Finally, the major categories were integrated and refined by what is referred to as selective coding, and the guiding framework was then formed. The final process, selective coding, integrated categories and specifically defined the themes. This process guided the formation of a framework that is both grounded in and validated by the data. Strauss and Corbin (1998) stress that this analytic process is nonlinear and that the
researcher actually can move back and forth between the three coding phases, enabling a process that involves data collection, analysis, and more data collection if necessary.

To ensure generalizability and triangulation of findings, the primary researcher employed a second recommended three step process (Strauss & Corbin, 1994). The process involved a review of descriptive coding, conceptual ordering, and finally verification of themes for emerging grounded constructs.

After analyzing all the data from documents in the field, individual interviews, the focus group, and field notes; several themes emerged and will be discussed in the following paragraphs. Again, the emergence of a theme required a 100% agreement among the research team. Likewise, the identification of sub-themes also required 100% agreement. Table 4.6 illustrates the themes and sub-themes that emerged from the data.

<table>
<thead>
<tr>
<th>Emerging Themes</th>
<th>Sub-Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notions about School Counselor Leadership</td>
<td>(SCL-1) School Counselor Leadership Perceptions</td>
</tr>
<tr>
<td></td>
<td>(SCL-2) School Counselor Leadership Practices</td>
</tr>
<tr>
<td>Advocacy</td>
<td></td>
</tr>
<tr>
<td>OSU Counselor Education Program’s Influence on Graduates</td>
<td></td>
</tr>
<tr>
<td>Leadership Delivery Mechanisms</td>
<td>(LDM -1) Collaboration and Teaming</td>
</tr>
</tbody>
</table>

Table 4.6: Emerging Themes and Sub-Themes

The preceding themes and sub-themes emerged as a result of the coding process that permitted data to emerge from the ground up.
4.3 Notions of School Counselor Leadership

4.3.1 School Counselor Leadership Perceptions

Findings indicated that 100% of OSU-TSCI graduates were able to conceptualize leadership and offer varied perceptions of the concept. Excerpt statements are presented to illuminate this theme and the sub-themes of perceptions and practices:

I think that leadership for school counselors has several different aspects. One, is leadership within the career, keeping yourself abreast of the things that are going on within school counseling as in journal reading, attending conferences so you can speak with knowledge about things which are going on. Also, leadership in the school, it means keeping in touch with things that are going to affect your students and so you can meet their needs better. It means making decisions for those that can not speak for themselves. (P10-II)

I believe school counselor leadership is having the counselor take initiative, go out and collaborate with their colleagues within the school, the administrators; um going out even within the community and finding resources to work with your students’ needs. It means saying I am here to help students in the school, and that I’m going to do whatever I need to take that first step forward and getting the resources or materials that the students need. (P8-II)

School counselor leadership, I would say that is um taking an active role in your school. Not only in a role that students can see, but also in a role that um administration and staff can see, things such as taking part in communities and being able to be part of a change in the school system a growth process, being able to be someone in which both students and the teachers in the building and administrators can see that you have a vested interest in that building. (P10-II)

For me, it is the courage to start programs that benefit students and empower parents. (P16-FG)

It means advocating for all students (P12-FG)

Within the school counseling program, participants were and are still taught that the role of the counselor includes making changes in their schools if needed, collaborating with other educators to improve student achievement, and reaching out to
utilize community resources. According to the principal investigator, major modifications in course requirements and higher expectations have led to counseling interns being more intensely involved in providing a wider range of services to students, teachers, and parents during their field experiences. The additional statements below are extracted from participants illustrating their perceptions about leadership:

I believe school counselor leadership is absolutely important and is needed to be an effective counselor. In many ways, we have set precedence for XXX Public School System, that again we are invested in the schools we are in and the students. I feel part of the team making changes, and you know obviously in some situations huge changes that need to be made. There is always some kind of role, active role for leadership. (P2-II)

Um, I think that leadership for school counselors has several different aspects. Um, one is leadership within the career, um keeping yourself abreast of the things that are going on within school counseling as in journal readings, attending conferences so you can speak with knowledge about things that are going on. Also, a leader in the school and keeping in touch with things that are going to affect your students so you can better meet there needs.(P8-II)

If I didn’t take the initiative, many activities would not be accomplished. (P5-FG)

I never really processed it (leadership) until I started working. Without a doubt, I am a leader within my school. I also believe I have influenced XX (colleague) to step up to the plate and take the lead so that our students can have better career opportunities. (P4-II)

I believe others view me as a leader, especially my supervisor…because of what I have accomplished in a short period of time. The students I work with seem to be doing better with their grades and not getting into trouble like before.(P7-II)

I think it goes along with the program and being asked to be a leader. There is a certain quality in us that helps us to be leaders. The more you know the more confident you become in collaborating and coordinating activities and leading other people. When you have that confidence other people follow and believe in what you can do for the students. (P14-II)

I was aggressive because of my lawyer training. But before this training I don’t think I would have seen the difference because I was operating in the aggressive
mode. Um my counselor approach is different, there are certain things you learn about approaching people that I learned in graduate training….you might say assertiveness, not aggression (laugh) (P12-II)

Um a school counselor who does not attempt to be a leader in the school and community really is doing an injustice to the students because maybe no one else in the school has been trained to do those things. We don’t have a choice.(P6-FG)

Moreover, graduates’ definitions and perceptions of school counselor leadership triangulates with the perception of the principal investigator and the vision of The Education Trust. For instance, during an individual interview with the principal investigator, curricula concepts of school counselor leadership at OSU were articulated as evolving over time and since the program’s involvement with the Education Trust grant. Prior to grant status, school counselor leadership might only be demonstrated within the counseling programs (Sears, 2004). Currently, programmatic training and field experiences are broad and emphasize school wide initiatives such as advocacy, teaming and collaboration and coordination efforts that directly impact student successes and improve the school climate (Sears, 2004). Intentional field assignments that reflect Ohio State’s and the Education Trust’s vision to train prospective school counselors to be leaders and advocates has led to a definitive perception of school counselor leadership. All of the participants articulated, without probing, constructs of leadership that are prescribed within the TSCI program.

4.3.2 School Counselor Leadership Practices

To gain a better understanding of how graduates’ perceptions are transformed into practice, open ended questions pertaining to school counselor leadership practices were asked. Reportedly, identifying strategies to close achievement gaps and improving
student success was the primary purpose for implementing leadership practices. Their responses focused on school-wide activities that provided services to all students, and methods to communicate with parents and the staff. Responses to this sub-theme were particularly interesting because 100% of the participants were able to articulate leadership practices they employed. However, data analysis suggested two categories: (a) direct practices and (b) indirect practices. Eighty-nine percent of the participants felt they impacted student achievement through direct practices while 11% indicated they implemented practices that indirectly impacted student achievement. Ironically, 11% of the participants who viewed their practices as impacting achievement indirectly actually articulated practices similar to their majority peers. The following statements provide excerpts from direct and indirect impacts on student achievement through collaborative equitable practices: Participants statements illuminate their leadership practices directed towards students’ achievement.

Direct Impact on Student Achievement

I think leadership plays a huge part on achievement. By collecting data and analyzing it, it has made a huge impact on my understanding student achievement. What kinds of things can I do as leader? There are many venues, but collecting and analyzing data can be the first step. (P10-II)

Conducting classroom guidance lessons has had the greatest impact on student achievement in my school. As a charter school I assert the skills I learned from OSU like study skills, test taking strategies, and time management to help students’ achievement and improve. (P5-FG)

I know we increased test scores at X High School, the amount of students that applied to college and increased the amount of students that got accepted to college. We even increased the amount of community resources that the school received. We sent newsletters and met with seniors on a regular basis. (P13-II)

My situation is unique. Everything I do impacts achievement. In my school situation I really rely on technology to track student achievement. (P15-II)
One participant reported starting a school-wide committee to indirectly influence instruction and expand the availability of student services. Another communicated with parents to assess students’ needs and to identify where to start. Statements below illustrate the indirect practices sub-theme:

We published a newsletter that went out to the whole building, not just students but to parents and teachers. We praised student accomplishments to keep them motivated and tried to include something about every student. There were also some other projects such as a senior banquet, guest speakers. (P13-II)

I started a committee to um, kind of like an IAT intervention for the students. (P18-II)

Because my school is a charter school and newly opened, I just started by talking with the parents of the students and the teachers to determine where to start. Then I called one of my graduate supervisors to help me meet the needs of the students (chuckle) (P5-II).

Being able to present the information I know to the staff (P1-II)

I kept all of my group activities to start a resource library and just add new lessons each year. (P18-II).

Because of the partnership with XXX Public Schools, all counselors are required to develop counseling plans. I use my plan as a guide and modify whenever necessary. (P10-FG)

Significant to the sub-theme practices was the triangulation of statements from the principal investigator. When asked about examples of how graduates are taught to demonstrate school counselor leadership practices, she articulated similar expectations that were taught during the internship classes. She equated her examples to “a continuum of leadership practices or behaviors that might have some lower impact,
medium impact, and then high impact”. The following excerpt provides how she would prescribe graduates might demonstrate leadership practices:

My hope is that each one of the interns will have done many more than one practice that can be reinforced….maybe they initiated contact with a teacher that never before worked with the counseling office. Maybe they initiated an open house presentation for the teachers to help them better understand what we are trying to accomplish as school counseling interns. Currently, I have a student who initiated an ACT training session and wrote a classroom guidance lesson unit around that training session.

4.4 Advocacy

Researchers frequently refer to advocacy and leadership synonymously (Hanson & Stone, 2002b; House & Martin, 1998b). In the context of the OSU-TSCI program students are taught advocacy strategies through assignments in the year long internship course (Appendices K,L,and M). The Ohio State University program does not view advocacy as synonymous with leadership, but does teach graduate students that they are to advocate for all K-12 students. For example, graduates are expected to advocate for access to rigorous academic preparation for all K-12 students. In addition, another assignment requires students to complete outcome research projects that include equitable practices or services for all students. Students appeared to express sincere desire to make the school stronger for the common good of all students. Most importantly, as practicing counselors, they continued to advocate for the benefit of all students. The following sub-themes provide examples of how participants see advocacy as one way of demonstrating their leadership.

I have the ESOL team. So I do work with basically with a lot of students. I am always making sure they get equal opportunities especially in like elective classes where teachers maybe don’t know how to teach to that population. I make sure
They’re getting equal opportunities with other students who are not ESOL (P1-FG)

It is an issue that I stand strong on, I speak for the student. I pour on the resources look for a bunch of resources and reasons to stand behind my decision. (P6-FG)

Actually, my advocacy role is one of the most important roles in the school. Counselors who are advocates for their students look out for the best interest of their students and the school. (P19-II)

You know I think from the classroom perspective and the actual um practicum internship perspective it means advocating for the child. But what happens or what I have learned is that advocacy changes with every child and so it’s not, it’s not stagnate. (P11-II)

I work in a rural setting where parents aren’t always active. As far as testing, I took a leadership role and said to the other counselor and some of the teachers that we need to communicate with parents about the importance of testing. We made a lot of phone calls and sent letters home about getting a healthy start. Parents began to respond. (P18-II)

I work in conjunction with students to help them overcome anything, any sort of roadblock that would prevent them from graduating. Whether that is with a parent, a teacher with a class, or with an administrator, I took at it as not acting for them but helping them act for themselves. (P3-II).

4.5Ohio State’s Counselor Education Program’s Influence on Graduates

Responses suggested that graduate training had a profound influence on the leadership practices they demonstrated. Eighty four percent of participants reported that participation in the OSU program was the primary influence and source of their leadership practices. Eleven percent of the participants cited prior professional experience and participation in the OSU-TSCI program as contributory to their school counseling leadership practices. One participant was indecisive and could not cite prior experience or graduation training as contributory factors.

Field notes indicated outcome based research projects and field experiences were at the foundation of their intentional leadership counseling strategies. Terms such as
“role and responsibility, achievement gaps, change agents, and resource mapping” were frequently articulated as the driving force for their daily practices. The practicum and internship classes were consistently cited as directly influencing their perception of how school counselors can demonstrate leadership practices that advance student achievement. They also cited opportunities to present to the staff as examples of activities that helped them develop as a leader. Both graduates with and without prior work experiences indicated that participation in TSCI field experiences shifted how they perceive the leadership roles of school counselors.

Being able to present what I know to the staff. Last year, during my internship, being able to present information that I know to the staff has helped me as leader. It shows knowledge and skill. (P1-II)

Well, I had the opportunity to present at an in-service on some topics that we noted important in the building and to the administrator. Some of the topics could assist us but also assist the students, um for example; I did an in-service on depression, the warning signs. (P14-11)

Um, I think even within the program we had a lot of strong leadership roles and personalities. Outside of the program, our professor was a wonderful role model for showing us how to demonstrate leadership. They taught us how to network and capitalize on our resources to help students in urban settings. (P17-FG)

I have set up field trips for minority students that if I hadn’t maybe no one else would have, and that was an opportunity for students to visit and see a nice campus. I played a direct role in them being introduced to the college of their choice. I don’t think I would have done that before (P14-II)

I continue to use outcome research and assessment strategies. I have been writing and giving our pre and post tests and putting that data together to share with other people so that they can be effective in each of their groups. (P19-II)

I would say that it had really strong influence as far as I never had any concept of school counselor as a leader before the program. Umm, it really showed me not only what the role should be, but how to go about and fulfill that role. You know whether it may just be doing something simple or doing something more difficult to show people what you’re able to do and what you should be doing. (P9-FG)
(Chuckle) Yes, I wrote a conflict mediation grant that was accepted! I got the idea after we had the state department conflict mediation training during internship. (P16-FG)

I have presented at faculty meetings and I never did that as a teacher. (P16-II).

I share counseling strategies that I learned in grad school all the time with the faculty and principal, and they listen! (P18-II)

Everything, everything, without my graduate training I would not have leadership skills. I think without training or should I say my training I would have gone right into XXX High School and picked up with completing paperwork that the other counselors are doing. (11-II)

I didn’t even think of counselors as leaders before I was introduced to the possibilities in the program (P1-I).

I believe graduate school gives you the foundation, um the knowledge needed to apply skills. But I think it is important when you are taking or accepting leadership roles that you have to be outgoing or a little bit assertive in order to take on some of those leadership roles. So, not just knowing what it is that you need to be doing as a school counselor but having the ability to do it. Knowing how to do it, I think for me actually comes from who I am and the qualities I am willing to attribute towards my position (P13-II).

The ability to be a leader was probably not affected that much. Um, but knowing and being familiar with the school setting, how the school is run, what needs to be done, and increasing the amount of knowledge I did not have. The more I learned, the more I was able to utilize that knowledge and display a leadership role. I built from prior experiences and um try to transfer the skills. (P3-II)

I am not sure, I really never thought about my leadership abilities until it was brought to my attention during class, but really during the focus group. (P4-II)
4.6 Leadership Delivery Mechanisms

Graduates used a variety of mechanisms to deliver or demonstrate leadership. They collaborate with teachers to schedule and facilitate appropriate academic, career, and personal/social classroom guidance lessons that modified student behaviors to improve academic achievement. Initiating counseling programs that include classroom guidance lessons, the publication of newsletters, and the coordination of staff development activities were listed as the most common leadership delivery methods.

Participants recognized that counselors are not always afforded the opportunity to work alongside other school counselors with the same training or professional philosophy. Therefore, they comprehend the importance of networking consortiums to share ideas and receive feedback. They appeared most effective when seeking collective endeavors to demonstrate leadership skills. For example, they were able to articulate a school counseling vision for the students they served, and influenced others to infuse similar visions to develop common goals. Most importantly, they shared their practices and resources with teachers, parents, and community members and acknowledge collaboration as an aspect of the shared decision making process.

They viewed collaboration as an essential tool to lead and initiate changes in their school. There is a solid belief and commitment that school counselors must assess data to determine what programs they should initiate and the only way to do so is to collaborate with other educators. Their attitudes were positive and grounded in high self esteem. The following statements illustrate their teaming and collaboration delivery mechanisms.
4.6.1 Collaboration and Teaming

When I first started the program, I thought of collaboration as only between the counselor and student. But, it means bringing everybody to the table and I think that kind of leads into the collaboration although I can see collaboration in terms of classroom guidance or whole school guidance in terms of the counselor and other people in the building, bringing information to other people in the building. (P12-II)

The way that I look at collaboration, there’s probably three different parts. The first is with administrators. Like I said, it is pretty much the same with shared decision making because it involves working with teachers in a collaborative effort to better serve the student and especially the way that my school is. It is making sure that they have all the correct information and to help them skill-build in order to better serve the student. Third, it is working in a collaborative effort with parents and students to help them meet the goal of graduation. That is skill-building and showing them the resources to better assist themselves and help bring them emotionally through the whole process. (P3-II).

The decisions that I make are not in vain because I am part of a team. And as part of a team, what we do dictates how things are going to happen and what things are going to happen. As part of a team, you’re part of a team in the school that you are working together to help students (P1-II).

In my school, we try to work as a team and decide on issues or strategies to improve achievement, and to know what the students are doing. We work together to motivate the students and finalize decisions (P18-II).

My principal actually comes to me when decision need to be made about counseling in my school and I am not the counselor. I really respect and appreciate him (P16-II).

I don’t see leadership as one person doing everything for the student population. I think you have to work with others, collaborate and consult with other people. By far I am not an expert so I really think there are lots of leaders in my school, but the goal is to get them all together and work on something that will benefit all students in the long run (P8-II).

I serve on a team that reviews appropriate services for students. We meet and discuss strategies that work within our school buildings (P19-II).

Sometimes our collaboration doesn’t always mean making decisions, but it helps students (P2-II).
Um, I definitely use the internet. I try to go to as many workshops as I can locally and I get the ACA and ASCA journals and the local chapter’s newsletters. And I also consult with my friends who are school counselors (P15-II)

Without exception, participants understood and articulated meaning and collaborative practices. They were not quick to implement change without consultation from experienced employees within the school building. Although in most cases, their assumption for needed change was accurate and beneficial for students. However, they did not always attain immediate authority to decide when and where change should occur. By assessing data and sharing with others, they believed change should begin to occur.

Teaching graduates to use collaborate efforts with other educators to yield change remains a primary goal of the principal investigator. Advocating collaborative leadership skills is introduced in the first school counseling graduate course, Organization Administration of School Counseling-876 (Appendix A), and continuously infused in all school counseling courses. It is within 876 course expectations that students are introduced to the concept of resource mapping and bringing people together to develop and implement effective school counseling programs. The following excerpt was extracted from the individual interview with the principal investigator regarding school counselor collaboration.

A counselor, a good counselor must collaborate if they are going to be the kind of counselor that can lead change. They must collaborate with principals, and with teachers, and with parents and some instances influential community members. The collaboration is just a must for effective school counselors. It is something they must do and usually learn to do fairly well if they are going to lead the change in their school.
Participants, without hesitation, seem to form relationships with administrators and teachers prior to the implementation of programs. Ensuring the support and collaborative efforts from other educators appeared important.

As a result of participation in the OSU-TSCI program, interns are placed in their field experiences in teams rather than by themselves. Consequently, graduates articulated a preference to collaborate with others and make collective decisions rather than individual decisions. Working in isolation appeared less appealing. When placed in isolative situations, they reported collaborating with local school counselors, reading journals articles, and seeking advice from fellow graduates helps improve their leadership potential.
CHAPTER 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is comprised of the findings, conclusions, general recommendations, and recommendations for future research as a result of this study. The summary begins by connecting data findings to Research Question 1 and the remaining research questions in a sequential manner. The chapter also introduces an emerging framework derived from data findings.

5.1 SUMMARY OF FINDINGS

The current study explored school counselor leadership perceptions and practices as a result of participation in the OSU-TSCI Counselor Education Program. This is the first study examining the impact of graduate training at any of the TSCI Counselor Education Programs. Utilizing qualitative research methods, the researcher collected data from four major sources: individual interviews, a focus group, documents in the field, and field notes. Interviews were either conducted during the OSU Graduate Research Forum or by telephone.

The purposeful sample of 19 participants responded to eleven structured questions that were open-ended, and responded to follow-up probe questions. From the interview responses four major themes emerged: notions about school counselor leadership, advocacy, OSU Counselor Education Program’s Influence on Graduates, and leadership delivery mechanisms. From the major themes, three sub-themes were identified: school counselor leadership perceptions, school counselor leadership practices, and collaboration and teaming.
5.1.1 Research Question 1

*How do The Ohio State University (TSCI) graduates define school counselor leadership?*

Findings from individual interviews, the focus group, and field notes indicated OSU-TSCI graduates were able to conceptualize and define the meaning of school counselor leadership based on and reflecting their graduate classroom discussions and field experiences. Whether responding to structured questions, during the focus group or individual interviews, responses were consistent and generalizable. The participants’ conceptual framework entailed the initiation and implementation of programs to improve student achievement, empower parents, and inform other educators about the scope and practices of school counselors. They referred to terms as advocacy, teaming and collaboration, planning parent meetings, and coordination of small groups or classroom guidance lessons as elements of school counselor leadership. Moreover, their responses triangulated with the principal investigator’s classroom teachings and field training that also emphasized the initiation of programs to advance student achievement.

The primary researcher’s length of prolonged engagement, two years, allowed opportunities to record detailed field notes and observe how graduates were taught to demonstrate leadership skills. As predicted, participants’ definition and meaning of school counselor leadership correlated with documented field notes from class and field observations. Regardless of ethnicity, gender, or prior professional experiences, graduates viewed school counselor leadership as a necessity to impact student successes at all levels. Consistent with their graduate training, 100% of participants believed school counselors who demonstrate leadership capacity either assess data to initiate new programs, or collaborate with teachers to facilitate guidance activities that close
achievement gaps. They also reported that seeking counseling resources and sharing information with other stakeholders aided in helping students to be successful. Most importantly, they believed advocating for students was also a contributory factor to define school counselor leadership. To them, advocating for students required a commitment and the courage to speak on behalf of the students. Likewise, leadership was viewed as courageous, willful, and intentional.

5.1.2 Research Question 2

What are the OSU-TSCI graduates’ perceptions of school counseling leadership?

2a. To what extent did participation in the TSCI graduate program influence their school counseling perceptions?

Evidence from the individual interviews and the focus group revealed graduates perceived leadership as an important aspect of their role as a school counselor. They believed collaboration with principals and teachers was key to helping them to demonstrate leadership. Collaboration was seen as one way to demonstrate leadership strategies to affect positive change within the school building. In essence, their collaborative efforts brought stakeholders within their building to the table and school-wide decisions were made regarding student achievement.

They believed expectations and field experiences prepared them to become change agents, a term introduced during Organization, Administration, and Evaluation of School Counseling Programs (Appendix A). The data also indicated that prior to participation in the program, participants felt that the concept of school counselor leadership was foreign. The majority of the participants reported that their perceptions were influenced in some matter by participation in the program. This conclusion was
evident within the emergent theme *Notions about School Counselor Leadership*. It was within this theme that participants cited related graduate experiences that influenced their perceptions. Collaboration with others was confirmed as a major contributory factor to their leadership perceptions and practices. The principal investigator was also cited as a strong positive influence on their leadership perceptions and practices. Reportedly, her motivation and commitment to the profession served as a model.

5.1.3 Research Question 3

*What leadership practices do The Ohio State University TSCI graduates demonstrate in their schools? 3a. To what extent did participation in the TSCI graduate program influence participants’ school counseling leadership practices?*

The OSU-TSCI graduates’ leadership practices were consistent with their leadership perceptions and training received at OSU. In essence, graduates were able to process knowledge and skills to create conditions, build relationships, and form common ground that promoted academic achievement and personal growth for students. As graduate students, they were learners who motivated other learners, K-12 students, to use reflective practices. Consequently, learning became a reciprocal process. This reciprocal process continued after they became employed through the implementation of concise classroom guidance lessons with identifiable objectives and learner outcomes. Participants in this study implemented programs that not only impacted achievement; the programs also improved the school climate. Thus, advocating and implementing improved student programs and services was demonstrated regularly and ultimately these kind of leadership practices improved their working relationships with colleagues.
Most importantly, students benefited from the new services. Clearly, graduates’ coordination and collaboration of student-oriented services demonstrated leadership.

Other theoretical concepts and strategies taught in the program enabled graduates of the program to demonstrate additional leadership practices. For example, they analyzed test data before providing academic advisement which allowed them to compare students’ cognitive ability with academic performance; thus, giving them the information they needed to help students make appropriate course selections and career plans. Overall, their school counseling leadership delivery mechanisms influenced achievement multi-dimensionally because they collaborated with members of the school community to challenge students’ low expectations and encourage student enrollment in rigorous programs of study. They initiated programs such as conflict mediation that instilled resiliency and empowered parents to be proactive. By doing so, they built collaborative and improved working relationships with parents.

5.1.4 Research Question 4

How do The OSU- TSCI graduates’ perception and practices of school counselor leadership compare with the vision and philosophy of The Ohio State University TSCI program coordinator?

One of the objectives of Education Trust is to encourage universities to train prospective school counselors to be leaders and advocates to affect change through ensuring equitable access to rigorous courses for all students (Education Trust, 1997). In addition, school counselors and prospective school counselors need to engage in the kind of practices that assist and support all students. The principal investigator of the grant initiated the redesigning of the OSU graduate school counseling training based on the
need to prepare their graduates to impact the schools in which they would be working. Through class expectations and field experiences, graduates were trained to comprehend what it means to be a school counselor leader (Sears, 2004). For example, graduates were expected to develop school counseling plans that illustrated effective leadership practices. They were taught to share the vision, goals, and objectives of the counseling plan with the principals.

The Ohio State University-TSCI graduates were also taught that advocacy includes seeking to change the climate in the school building for the common good of students. In relationship to school counselor leadership, their strategies also initiated change. According to the principal investigator, “Change could be anything from the time of day that the school begins, to the curriculum, to the kind of climate that is present in the school, to safety issues, to something relating to parent outreach…”. While implementing such changes may be viewed as typical principal or teacher functions, the principal investigator emphasized leading change as one aspect of the school counselor’s role. One way graduates demonstrated their belief in this teaching was by their desire to gain employment in urban settings and advocate to improve the school environment for all the students they served through initiating activities that helped to increase student achievement. To guide and monitor students’ progress, graduates worked closely with their onsite supervisor, fellow counselors, and communicated with other participants. If necessary, they also contacted the principal investigator for advice.
5.1.5 Research Question 5

How do The OSU-TSCI graduates’ perceptions and practices of school counseling leadership compare with Education Trust’s school counseling leadership philosophy?

The tenets and practices expressed by the participants correlate with Ed Trust’s vision for school counseling leadership. The Education Trust (1997) suggested that school counselor leadership requires connecting the counseling program to the academic mission of the school as well as a rejection of status quo. Building relationships with students, educators, and the community helps to support students’ academic successes. A reflection of the broad conceptual framework of The Education Trust can be seen in the findings of this study. For example, one participant built and sustained rapport with ESOL parents by ensuring translators were present for conferences and programs. Furthermore, 100% of the OSU graduates engaged in effective leadership practices that either involved advocacy, shared decision making, collaboration, assessment of data, or counseling interventions. In other words, the Ohio State University graduates had been trained using a model that did incorporate many of the concepts and processes embodied in the Education Trust’s school counseling philosophy. Furthermore, the graduates’ practices reportedly benefited students, the counseling department, informed other educators, and empowered parents.
5.2 Conclusions

As predicted, the findings of this study appeared to validate the Ohio State University’s school counseling leadership curricula goals and objectives to train graduates to be leaders within their schools. Data gathered from participants indicated that concepts they were taught resulted in graduates demonstrating leadership perceptions and practices that they reported as bringing about positive change in student achievement and success. Based on the results, the study’s assumptions were validated:

1. Graduates from The Ohio State indeed perceived leadership as an important aspect of the school counselor’s role, and

2. They engaged in practices that were designed to improve student achievement.

These findings are conclusive for participants in this study and generalizable to future graduates from the OSU-TSCI program assuming the curricula and field experiences remain the same. However, caution should be taken when generalizing these conclusions, especially to other counselor education programs that have not enveloped the philosophies of the Transforming School Counseling Initiative.

Specifically, participation in the TSCI program impacted the leadership perceptions and practices of graduates as practicing school counselors. As a result, graduates from The OSU-TSCI program clearly gave voice or credence to the importance of a framework for school counselor leadership. The acceptance and demonstration of their leadership practices also contributed to their professional identity. Graduates from The Ohio State University TSCI program perceived leadership as an important aspect of their role. The graduates also engaged in leadership practices that were designed to improve student achievement and successes. Consequently, the results
indicated that intentional graduate training had a positive impact on prospective school counselors’ leadership perceptions and practices.

5.2.1 Emerging Framework

The results of this study provide useful implications for higher education professionals (e.g. counselor educators) who may be seeking to build a framework for training students to become school counselor leaders. The framework discussed next materialized as a result of the fluidity involved in analyzing the data, and through ongoing member checks. Qualitative researchers frequently use multiple data sources to confirm findings. For this study, the conceptual linkages discovered during the coding process yielded four emergent themes generated from the individual interviews, focus group, and associated data sources such as observations, OSU course syllabi, and the OSU school counseling mission statement. All of the sources were beneficial in verifying the findings within this investigation.

Grounded theory is often referred to as a process not an end product. Utilizing the data, the researcher presents a framework that incorporates OSU’s program values, mission statement, student standards, course curricula, and field experiences (See figure 1). In turn these components were instrumental in producing school counselor leadership outcomes. The framework also gives credibility to this study’s findings by triangulating the interconnected strands of emergent themes to the assumptions and research questions. The themes are reported as outcomes within the framework and suggest school counselor leadership behaviors that have promising impact for K-12 students.
A Counselor Education Program to Prepare School Counselors As Leaders: An Emerging Framework

**Values**
- Collaboration and Teaming
- Leadership
- Student Achievement
- Diversity
- Utilization of Community Resources
- Advocacy
- Focus on Urban Education
- Evaluation and Accountability

**Mission**
To prepare students to create initiatives and design school counseling programs to increase student achievement and success in urban schools.

**Student Standards**
(What school counselors should know and be able to do)

- Develop School Counselor Programs
- Collaborate with Staff
- Utilize Community Resources
- Support K-12 Learning
- Respect Diversity
- Use data to Effect change
- Consult with Teachers and Other Educators
- Evaluate Performance And Programs
- Solve or Ameliorate Programs/Remove Barriers

**OUTCOMES**
- Counselors Who Possess Clear Notions about Leadership Perceptions & Practices
- Counselors Who Advocate
- Counselors Who Know How To Use Leadership Delivery Mechanisms Such as Collaboration & Teaming
5.1 Emerging Framework

5.3 Recommendations

Based on the findings and conclusions of this study, suggestions are provided for counselor education programs. Some of the recommendations are extrapolated from participant responses and others based on data findings. They are intended to contribute to the school counseling leadership literature.

1. Since this study suggests that leadership practices can be taught to students preparing to become school counselors, counselor educators who believe that school counselors can and should be leaders should consider modifying their program’s current curriculum and field experiences to include discussion and application of such practices. Moreover, since collaboration and teaming appears to be an important leadership delivery mechanism, curricular and field experiences also should include a discussion and application of those concepts and processes.

2. Through interviews and a focus group, the participants in this study reported leadership activities that appeared to be impacting student achievement positively. If these reports are accurate, then practicing school counselors need to consider utilizing leadership practices as one strategy for improving student achievement in their schools. Obviously, careful evaluation of these activities would be necessary to determine their specific impact on student achievement.

3. Principals and other administrators who wish to hire school counselors who view leadership as one aspect of their role should attempt to locate graduates of
counselor education programs that include leadership training in their graduate preparation.

4. Leadership practices identified in this study include activities such as forming Intervention Assistance Teams, providing in-service to staff on relevant topics, and writing grants to secure needed resources for the school. A counselor educator or practicing school counselor could explore the impact of specific activities on student achievement. Perhaps a continuum of leadership practices ranging from ones with low impact to those with high impact on student achievement could be proposed and studied to determine the practical use of these practices.

5.4 IMPLICATIONS FOR FUTURE RESEARCH

Three implications for future studies are recommended. First a follow-up quantitative study with the current participants could be conducted to further triangulate the findings of the present study. Second, future studies could build from the results of this study by examining the leadership perceptions and practices of graduates from other TSCI universities. A correlation study could confirm or disconfirm program outcomes. Finally, data from the present study could become data sources to develop a school counselor leadership survey that would analyze the leadership perceptions and practices of school counselors who are currently employed.
Bibliography


Murphy, J. (2002). The changing face of leadership preparation. *School Administrator, 58*(10), 14-17.


95


Sears, S. (2004). *Transforming School Counseling at The Ohio State University* (Technical No. 1). Columbus: The Ohio State University.


APPENDIX A

876 - ORGANIZATION, ADMINISTRATION, AND EVALUATION
OF SCHOOL COUNSELING PROGRAMS

COURSE DESCRIPTION
COURSE TITLE: Organization, Administration, and Evaluation of School Counseling Programs

COURSE DESCRIPTION: This course addresses current issues in school counseling including efforts to transform the ways counselors are prepared and utilized in schools, the role or scope of practice of school counselors, and school counseling program development, implementation, and evaluation. The course prepares school counselors to utilize school and student data to develop, administer, and evaluate school counseling programs in the context of educational reform. To that end, students discuss ways that school counselors can be: leaders in their schools, effective counselors, advocates for all students, brokers of community resources, and collaborators and consultants to help remove barriers to student learning. The Transforming School Counseling Initiative as well as The ASCA National Standards are studied and critiqued. Specific examples of how counselors can make improve student achievement will be discussed.

COURSE OBJECTIVES/LEARNER OUTCOMES: This course addresses what school counselors should know and be able to do. The standards and competencies addressed in this course include those listed below: Mastering these standards is the objective of this course. Standards that have been introduced in other classes, but not fully developed, will be developed and reinforced in this class. Activities designed to meet some of the Ten Professional School Counselor Standards will be introduced in this class and reinforced in the classes you take later in your program.

As a result of this course, students will acquire the following competencies:

1. develop school counseling programs based on student needs and reflecting national educational standards;

2. demonstrate their knowledge of the community, environmental, and institutional barriers that impede students’ academic success by designing a plan to alleviate barriers in an “actual” school setting;

3. establish measurable student outcomes as a result of counseling program activities, interventions, and experiences;
4. integrate the guidance curriculum into the total school curriculum; by systematically providing information and skills training to assist K-12 students in maximizing their academic, career, and personal/social development

5. apply research about effective school counseling interventions;

6. advocate for student experiences and exposures that will improve achievement and broaden career options for all students;

7. apply educational and career counseling interventions to assist students and parents at points of educational transition such as from school to work (e.g. college and post secondary education, vocational, and career options).

8. develop an understanding of how to utilize the resources in their schools and communities, including parents

9. use data and inquiry to affect change by drawing upon resources in the school and the community;

10. discuss mentoring programs for students

11. advocate for access to rigorous academic preparation for all students;

12. apply knowledge of methods and techniques for prevention and early intervention in order to maximize school success for students;

13. plan and present guidance-related educational programs for parents (e.g., parent education programs, materials used in classroom guidance;

14. locate and coordinate the resources in the community that can be used to foster student achievement;

TOPICAL OUTLINE: Questions to guide your reading and questions for class discussion:

Week One: The Transforming School Counseling Initiative. Class handouts
➢ What does it entail? What are the goals of TSCI?
➢ How would the DeWitt Wallace Reader’s Digest/Education Trust's Transforming School Counseling Initiative change school counseling and counselor training?
➢ What Would School Counselors do in this model?
➢ Why is it necessary?
READ CHAPTERS ONE, TWO, THREE, FOUR, FIVE, SIX, AND ELEVEN IN THE TEXT FOR SECOND WEEK'S DISCUSSION.
Weeks Two/Three: Continue discussion of “Transforming School Counseling” and begin program development discussions.
- What are developmental needs of students?
- What is a developmental school counseling program?
- What are the advantages and disadvantages of developmental school counseling programs?
- What process do school counselors use to design innovative school counseling programs?
- What is the ASCA National Model?
- What does a large group guidance lesson look like?
- What facilitation skills do counselors need to conduct large group guidance?

Week Four: Individual and group counseling:
- How is the school counselor involved in individual counseling?
- How much or how little individual counseling should a counselor do?
- What theories make sense for school counseling?
- How can group counseling and large group guidance interventions improve student achievement, behavior, and decision-making?

Week Five: Educational Counseling
- What do counselors need to know about educational and career options?
- What are some educational interventions that counselors can use in classroom guidance?

Week Six: Collaboration and Consultation
- Using Data to Make Decisions and Consultation and Collaboration.
- How can counselors use data to improve the context of the school?
- Can counselors use data to facilitate change where needed?
- What is consultation and on what topics do school counselors consult with Staff, Parents, and Community?
- What does collaboration really mean?

Week Seven: Introduce the topics of Advocacy and Leadership.
- How do school counselors know if their school engages in equitable treatment of all students?
- How does the school counselor demonstrate leadership?
- How does leadership differ from advocacy?
- What is the school counselor’s role in removing educational barriers for all students?
- How can the school counselor become a leader in educational reform?
READ CLASS HANDOUTS AND CHAPTER TWENTY-FOUR

Week Eight: Outreach to the Community
- What is the counselor’s role in linking community services with the school as well as generating community resources for children and families?

READ CHAPTERS TWENTY-FIVE, TWENTY-SIX.

Week Nine: Accountability.
- How can the counselor be accountable for his/her work with students and staff and parents?
- How can outcome research be used to show the effectiveness of school counseling interventions? What do I need to know to evaluate a school counseling program?

READ CHAPTER THIRTY.

Week Ten: Technology,
- How can technology assist the counselor in meeting student needs and managing the school counseling program?

ASSIGNMENTS/ EVALUATION

Choose TWO community agencies near your residence. Contact those agencies and make a visit to determine what services each agency provides to schools or could provide to schools. Use the form provided in class to describe your experience. 15% Due by the 7th week.

You will be expected to complete a draft of a school counseling program this quarter. This assignment is 40% of your grade. Additional instructions will be provided in class. As part of your program, design elementary, middle, and high school large group guidance activities that you can use in your school counseling program. The classroom guidance unit will account for 20% of the total school counseling program (grade). The school counseling program is due the 9th week. (60%)

Visit one of the schools in which our second year interns are placed and observe the intern doing either small group counseling or large group guidance. Complete the form provided in class describing your experience. 5%

A final exam will be given and will focus on the readings in the text and class handouts (20%).
DUE: FINALS WEEK

TEXTS


**GRADING POLICY**

1. Papers and essays must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references when needed. The APA Style Manual is the primary reference for style issues.

2. Grading Scale Used Is As Follows:  
   - A = 94+  
   - A- = 90-93  
   - B+ = 87-89  
   - B = 84-86  
   - B - = 80-83  
   - C+ = 77-79  
   - C = 70-73  
   - D = 60-69  
   - F = 59 and below.

**ACADEMIC CONDUCT**

    Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

**SPECIAL ACCOMMODATIONS**

    Any students with disabilities who needs accommodations should see me privately to make arrangements.
1. What is the mission of the agency/organization you have visited?

2. What services do they provide to children and their families?

3. Are they currently working in schools? If so, what services do they provide?

4. What were your personal reactions to the visit?
APPENDIX B

THE OHIO STATE UNIVERSITY
COUNSELOR EDUCATION PROGRAM
PROFESSIONAL SCHOOL COUNSELOR STANDARDS FOR
COUNSELORS IN TRAINING
Professional School Counselors-in-Training are expected to

1. **Plan, promote, and implement school counseling programs based on national lead educational reform through modeling:** (LEADING)

   **Indicators**
   - design a plan to alleviate environmental and educational barriers to student learning in school settings; (LEADING) (ASSESSING AND USING DATA TO AFFECT CHANGE)
   - utilize career development theory and research to design meaningful career decision-making interventions for all students; (ADVOCATING) (COUNSELING AND COORDINATION)
   - advocate for student experiences and exposures that will improve student achievement (ADVOCATING) (COUNSELING AND COORDINATION)
   - apply educational counseling interventions to assist students and parents at points of educational transition such as from middle to high school and school to work or college. (COUNSELING AND COORDINATING)

2. **Collaborate with the community.**

   **Indicators:**
   - utilize community resources, including parents, in their schools; (COLLABORATING)
   - locate and coordinate resources in the community that can be used to foster student achievement; (TEAMING AND COLLABORATING)
   - work with parents, guardians, and families to act on behalf of their children to address problems that impact students’ effectiveness in school; (COUNSELING AND COORDINATION) (TEAMING AND COLLABORATING)
   - develop mentoring programs for students. (LEADING) (COUNSELING & COORDINATION)

3. **Consult effectively with social agencies and other helping organizations**

   - apply their knowledge of systems theories to improve relationships between family systems and school systems; (LEADING) (TEAMING & COLLABORATING)
• establish links with other helping agents in the community (e.g. mental health centers, business, service groups) to secure assistance for students and their families; (TEAMING AND COLLABORATING)

• develop an understanding of the importance of an advisory committee of parents, teachers, and community members. (TEAMING AND COLLABORATING) (LEADING)

4. Collaborate with school staff members to develop staff training
Indicators:
• assess building barriers that impede learning, inclusion and/or academic success for students; (ASSESSING AND USING DATA) (LEADING)

• coordinate staff training initiatives which address student needs on a school wide basis; (LEADING)


Indicators
• apply learning theory to improve student achievement. (COUNSELING AND COORDINATION)

• analyze and use data to help the whole school look at student outcomes; (LEADING)

• advocate for access to rigorous academic preparation for all K-12 students; (ADVOCATING)

• apply knowledge of methods and techniques for prevention and early intervention in order to maximize school success for students; (LEADING)

• plan and present guidance-related educational programs for parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers; (TEAMING AND COLLABORATING)

6. Counseling with individuals and groups to remove barriers to student learning

Indicators:
• apply brief strategic interventions when counseling with student problems not severe enough for outside referral; (COUNSELING AND COORDINATION)

• apply helping skills and counseling processes as they apply to both males and females, to students from diverse cultural backgrounds, to the gifted, and to those with various physical, mental or emotional handicaps; (COUNSELING AND COORDINATION) (ADVOCATING)
• design treatment plans for student problems which may affect the development and functioning of children and adolescents (e.g. abuse, eating disorders, attention deficit hyperactivity disorder, depression, substance abuse, underachievement, etc.; (COUNSELING AND COORDINATION)

• apply knowledge and skill in organizing and leading group counseling interventions appropriate to the school level and student needs. (COUNSELING & COORDINATION)

7. Consult with teams of teachers/educators

Indicators
• solve problems and ensure responsiveness to equity and cultural diversity issues; (ADVOCATING)

• assess and interpret students needs, recognizing difference in culture, languages, values and backgrounds; (ASSESSING AND USING DATA) (ADVOCATING)

• use data from surveys, interviews, focus groups, and needs assessments to effect student outcomes. (ASSESSING AND USING DATA)

• address multicultural counseling issues, including possible effects of culture, race, stereotyping, family, socioeconomic status, gender and sexual identity, language, and values on student development and progress in the school setting; (ADVOCATING)

• advocate for children and adolescents who need specialized help; (ADVOCATING)

• demonstrate knowledge of ethical and legal issues impacting school counselors and students; (LEADING) (ADVOCATING)

8. Use the latest technology to improve their services to students and families

Indicators
• apply technology to improve student achievement; (LEADING)

• use technology to facilitate student career decision making; (COUNSELING)

• use technology to improve student educational and career planning; (COUNSELING)

• utilize technology to communicate with parents and community about student needs. (TEAMING AND COLLABORATING)
9. Use and conduct research

**Indicators**
- provide data snapshots of student outcomes and show implications of achievement gaps: (ASSESSING AND USING DATA TO AFFECT CHANGE)
- establish and assess measurable outcomes for counseling programs, activities, interventions, experiences; (ASSESSING AND USING DATA TO AFFECT CHANGE)
- use data and inquiry to affect change drawing upon on resources from the school and the community; (LEADING) (USING DATA TO AFFECT CHANGE)
- to improve counseling interventions and programs (USING DATA TO AFFECT CHANGE)

10. Accept responsibility for their own learning

**Indicators**
- participate in professional associations and professional conferences; (COMMITTING TO LIFELONG LEARNING)
- design a portfolio to illustrate their personal and professional growth; (COMMITTING TO LIFELONG LEARNING)
- develop an individual wellness plan. (COMMITTING TO LIFELONG LEARNING)
APPENDIX C

INSTITUTIONAL RESEARCH BOARD APPROVAL

110
TITLE PAGE - APPLICATION FOR EXEMPTION
FROM REVIEW BY THE INSTITUTIONAL REVIEW BOARD
The Ohio State University, Columbus OH 43210

Principal Investigator
Name: Susan Sears
Phone: 614-655-4815

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

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

Campus Address (room, building, street address):
356 Arps Hall
1945 North High St
Columbus, OH 43210

Signature: Susan Sears Date: 5/29/03
Fax: 614-292-4255

Co-Investigator
Name: Anita Young
Phone: 614-655-1094

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

Campus Address (room, building, street address) or
Mailing Address:
1344 Havant Drive
New Albany, OH 43054

Signature: Anita Young Date: 5/29/03
Fax:

Co-Investigator
Name:
Phone:

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

Campus Address (room, building, street address) or
Mailing Address:
NA

Signature: Date: Fax:

Protocol Title
Preparing School Counselor Leaders: The Perceptions and Practices of Transforming School Counseling Initiative Graduates from The Ohio State University

Source of Funding
Personal/Graduate Student

For Office Use Only
Approved.
Research has been determined to be exempt under these categories:  #2
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: 6/04/03 Signature: Janet A. Schulte
Office of Research Risks Protection
As a Graduate of
The Ohio State University
Transforming School Counseling Initiative (TSCI)
You Are Invited
To Attend
A Graduate Research Forum
from June 20-22, 2003

For Specific Details, please contact Anita Young
At xxxxxxxxx or email xxxxxxxxxxx
APPENDIX E

THE OHIO STATE UNIVERSITY

GRADUATE RESEARCH FORUM

ITERNARY

114
THE OHIO STATE UNIVERSITY
TRANSFORMING SCHOOL COUNSELING INITIATIVE
RESEARCH FORUM ITINERARY
June 20-22, 2003

Friday – June 20, 2003
12:00 p.m.  Arrival of Out of Town Participants
6:00-9:00 p.m.  Registration
                  Distribution of Packets
                  Sign up for Research Interviews
                  Introductions/Socializing
                  Dinner

Saturday- June 21, 2003  Center on Education & training for Employment (CETE)
8:00 - 8:30 a.m.  Continental Breakfast
8:30 - 8:45 a.m.  Welcome/Introductions
8:45 - 10:00 a.m.  Workshop
                  Bullying Prevention Program: How to Create Safe Schools
                  Presenter- Destrie Larrabee- ATOD Columbus Public
10:00 - 10:15 a.m.  Break
10:15 - 11:00 a.m.  Workshop
                  Education Trust: Current & Future Directions of the
                  Transforming School Counseling Initiative
                  Presenter – Dr. Susan Sears – Associate Professor OSU
11:00- 11:45 a.m.  Workshop
                  School Counseling Leadership: A Necessity for the
                  Profession
                  Presenter – Anita Young-PhD Student
11:45- 12:30 p.m.  Lunch
12:30 - 2:00 p.m.  Focus Group
2:00 - 3:00 p.m.  Concurrent Workshops
                  Using Technology for Recordkeeping
                  Presenter – Dr. James Moore – Asst Professor- OSU
3:00 - 3:30 p.m.  Workshop
                  Wellness: Avoiding Counselor Burn-Out
                  Presenter – Lisa Hinkelman- Ph.D. Student
3:30 – 4:30 p.m.  Workshop
                  TSCI Graduates Center Stage: Sharing
                  Presenters – Forum Participants
4:30 – 5:30 p.m.  Interviews
5:30 Dinner – Blackwell Hotel

Sunday – June 22, 2003  Center on Education & Training for Employment (CETE)
9:00 a.m.  Interviews
APPENDIX F

CONSENT TO PARTICIPATE

IN

SOCIAL AND BEHAVIORAL RESEARCH
CONSENT FOR PARTICIPATION IN SOCIAL AND BEHAVIORAL RESEARCH

I consent to participating in the research entitled:

Preparing School Counselor Leaders: The Perceptions and Practices of Transforming School Counseling Initiative Graduates from The Ohio State University

Dr. Susan Sears or Anita Young, her authorized representative, has explained the purpose of the study, the procedures to be followed, and the expected duration of my participation. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that:

- all individual interviews and focus groups will be audio taped.
- all audio tapes of interviews and focus groups will be destroyed upon completion of the study.
- all names will be changed to protect privacy rights.
- the findings from the study may be published in whole or part upon its completion.
- I am free to withdraw consent at any time, to discontinue participation in the study without prejudice to me.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ___________________   Signed:_________________________

(Participant)

Signed:___________________________ Signed:_________________________

Dr. Susan Sears, Principal Investigator
Associate Professor
PAES-Counselor Education
(614) 855-4815

Anita Young
Ph.D. Student
PAES-Counselor Education
(614) 855-1094

Witness: ________________________________
APPENDIX G

INDIVIDUAL INTERVIEW PROTOCOL
Introductions

Purpose – Script

Verification of Consent

Questions

1. Are you currently employed? If so where and what type of population do you serve?

2. How many years of professional experience do you have?

3. How would you define the term school counselor leadership?

4. In relationship to leadership, what if anything do the following terms mean to you?
   - Shared Decision Making
   - Collaboration
   - Advocacy

   Probe: Are there other terms that come to mind when you think of school counselor leadership?

5. Do you feel school counselor leadership is important? If so, why and how do you think it should be demonstrated? If not, why not?

6. How do you believe school counselors can demonstrate leadership?

7. Do you believe you demonstrate leadership practices? If yes, how do you demonstrate school counselor leadership practices? If no, what factors are preventing you from demonstrating leadership practices?

8. What influence, if any, did your graduate training have on your school counselor leadership perceptions? Leadership practices?

   Probe: Are there other factors that have contributed to your school counselor leadership perceptions and practices?

9. How do your school counselor leadership practices impact student achievement?
10. Do you feel others view you as a leader? For example, your immediate supervisor?

11. Is there anything pertaining to school counselor leadership that was not addressed and you would like to share?
APPENDIX H

INDIVIDUAL INTERVIEW PROTOCOL

PRINCIPAL INVESTIGATOR
INTERVIEW PROTOCOL  
PRINCIPAL INVESTIGATOR

Purpose – Read Script

Verification of Consent

Questions

1. Please describe your current professional role as it relates to the Counselor Education school counseling program at The Ohio State University?

2. What is your current affiliation with the Transforming School Counseling Initiative at The Ohio State University?

3. As stated earlier, the primary focus of this study is to examine the school counseling leadership perceptions and practices of graduates from the TSCI program at OSU. How do you define the term school counselor leadership?

4. In relationship to leadership, what do the following terms mean to you?
   a. Shared Decision Making
   b. Collaboration
   c. Advocacy

5. Do you feel leadership training is important to train school counselor graduate students? If so, how is leadership training infused into the curriculum?

6. How are graduate students taught to demonstrate leadership practices?

7. What primary resource do you encourage students to seek for current leadership practices?
Subject: Script for Focus Groups
Interviewer: Good afternoon and welcome to the afternoon focus groups. Thanks again for agreeing to participate in this portion of the study examining the perceptions and practices of graduates from the Transforming School Counseling Initiative Program in the Counselor Education Department at The Ohio State University. My name is Lisa Hinkelmon. As you know, one purpose of the study is to examine the impact of your graduate preparation on your current school counseling leadership perceptions and practices. Data collected will be used for three purposes:

1. All data collected will be transcribed, analyzed, and documented in the form of a dissertation study
2. Feedback will be used to evaluate and improve graduate teaching practices
3. All transcriptions and analyzed data will be available to you upon request

Before we begin, I want to confirm you have signed the consent form, fully understand the purpose of the study, and voluntarily participate. Do you have any questions or comments?

Ground Rules:
This is strictly a research project that will be audio-taped and video taped so that we do not miss any of our comments. Please speak up; only one person should talk at a time. If several people are talking at the same time, the tape will be garbled and we will miss your comments. We will be on a first name basis; however, pseudo names will be attached to the transcribed data. Again, you are assured of complete confidentiality. Please provide candid and honest comments.

The session is scheduled to last for no less than 1 hour and not more than 1 ½ hours.

NOTE:

1. Ask each participant to write their answers on note cards prior to beginning the discussion.
2. Use poster boards to record group answers.

Questions:
1. Start with an icebreaker type question. What are your thoughts about the establishing a consortium and networking process for TSCI graduates (list-serv; newsletters, etc)? How might it help you in your current position? Would you keep in touch without an established networking process?

Verbatim from this point forward

2. As a graduate from a TSCI program, do you feel you were adequately trained to fulfill the demands of your current position? Please explain your answer/s

3. What aspect of your training do you think was most beneficial? What aspects were least beneficial?

4. When you think of school counselors as leaders, does it appear to be a novel concept or realistic expectation for school counselors? Is it a realistic expectation for you?

5. How would you define school counselor leadership? Please list attributes and practices.

6. In what ways are leadership and advocacy different and the same?

7. What does the term “shared decision making” mean to you?

8. What does the term “collaboration” mean to you?

9. How many of you view yourselves as leaders within your building?

10. What influence did your graduate training have your current school counseling leadership perceptions and practices? Are there other factors that have influenced your perceptions and practices?
Description of Research Team Members

**Researcher: Anita Young**

The researcher of the present study is an African American female with 17 years in the education arena. She has 8 years as a school counselor, 3 years as a guidance director, 2 years special education teacher, and 5 years as a school psychometrist. She has conducted and analyzed qualitative research to fulfill qualitative course requirements. Her major academic area is Counselor Education and cognate Educational Administration.

**Research Team Member # 1:**

Research team member #1 is a Caucasian female with 7 years teaching experience, 5 years as an elementary school counselor, and 13 years as a high school counselor.

**Research Team Member # 2:**

Research team member #2 is a Caucasian female with 3 years teaching experience and a master’s degree in human resources. She has experience has a transcriber and identification of qualitative themes.

**Research Team Member # 3:**

Research team member is an African American special educator with 15 years teaching experience at a large southern university. She has experience as a qualitative researcher and has published articles in refereed special education and school counseling journals.
Research Team Member Training Packet

Member 1:
Member 2:
Member 3:

Procedures for training:

1. Have members sign research team members’ pledge of confidentiality
2. Provide each member with (nineteen) unidentifiable transcripts
3. Provide each member with a sheet of codes
4. Provide each member with a sheet of broader code and sub-code definitions
5. Read each transcript at least three times looking for

(1) Broad Codes (Open Coding) Meeting # 1
   Use highlighters to identify the four codes listed below:
   a. Yellow- Notions about School Counselor Leadership (SCL)
   b. Orange – Advocacy (A)
   c. Blue – OSU Influence (OSU)
   d. Pink – Leadership Delivery Mechanism (LDM)

(2) Sub-codes within each of the broader codes (Axial coding) Meeting #2
   ♦ Please use the red pen to underline sub-codes within each of the broader codes

(3) A relationship between the categories/themes to generate a theory
   (selective coding). Meeting #3

6. Please use a pencil to identify additional codes and sub-codes that may not be listed on the sheet

Data Analysis Coding

Participant Codes:
P1
P2
P3
P4
P5
P6
P7
P8
P9
P 10
P 11
Category Codes:

A. Notions about School Counselor Leadership
   Sub codes

B. Advocacy
   Sub codes

C. OSU Program Influence
   Sub codes?

D. Leadership Delivery Mechanisms
   Sub Codes
<table>
<thead>
<tr>
<th>Category</th>
<th>Subcode</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCL</td>
<td>Notions about School Counselor Leadership</td>
<td>Responses that relate to participant’s notions about school counselor leadership.</td>
</tr>
<tr>
<td>Per</td>
<td>Leadership Perceptions</td>
<td>Participants’ beliefs and attitudes that directly impact school counselor leadership practices.</td>
</tr>
<tr>
<td>Pra</td>
<td>Leadership Practices</td>
<td>The ability to plan, initiate, stimulate, and implement practices and programs that collaboratively advance student learning and achievement. Such practices connect the counseling program to the academic mission of the school and community and challenge status quo. Thus, relationships with students and adults in the school and community support all students’ academic success. Counseling, collaboration, coordination, consultation, and advocacy practices influence student academic success.</td>
</tr>
<tr>
<td>DM</td>
<td>Shared Decision Making</td>
<td>A process that requires the ability to develop and accomplish common goals in an educational setting.</td>
</tr>
<tr>
<td>C</td>
<td>Collaboration</td>
<td>Working collectively with other educators to advance student achievement.</td>
</tr>
<tr>
<td>A</td>
<td>Advocacy</td>
<td>The ability to remove systemic barriers that prevent all students from succeeding. Advocating for policies and practices that promote academic success for all students.</td>
</tr>
<tr>
<td>OSU</td>
<td>OSU Program Influence</td>
<td>Perceptions and practices credited to participation in the OSU School Counseling Program.</td>
</tr>
<tr>
<td>B</td>
<td>Barriers To Seeking Counseling</td>
<td>Factors that may prevent or create challenges for participants to implement school counseling leadership practices.</td>
</tr>
<tr>
<td>Participant Code</td>
<td>Category Sub code</td>
<td>Page Number</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Team Meeting #1:
Grounded Theory: Open Coding

Please list all of the broad themes that emerged for you while analyzing the transcripts.
Please relate the themes to the foci of this study: Leadership Perceptions and Leadership

Research Team Meeting #2:
Grounded Theory: Axial Coding

Please list all of the sub-themes within each of the broad themes (listed above during open coding) that emerged for you while analyzing the transcripts.

Research Team Meeting #3:
Grounded Theory: Selective Coding

The overarching category/theme for this study is “Leadership Perceptions and Practices of OSU-TSC Graduates. In your opinion, how do the themes and sub-themes generated during open and axial coding relate to this overarching category/theme. This process will begin to build the theory that will guide this study.
As a member of this project research team, I understand that I will be reading transcriptions of confidential interviews. The information in these transcriptions has been revealed by research participants in this project who agreed in good faith that their interviews would remain strictly confidential. I understand that I have a responsibility to honor this confidentiality agreement. I hereby agree not to share any information in these transcriptions with anyone except the primary researcher of this project, Anita Young xxxxxxxxxxx; or other members of this research team. Any violation of this agreement would constitute a serious breach of ethical standards, and I pledge not to do so.

Research Team Member

Signature_______________________________  Date____________________

Research Team Member

Signature_______________________________  Date____________________

Research Team Member

Signature_______________________________  Date____________________
APPENDIX K

884.34: COUNSELOR EDUCATION INTERNSHIP IN SCHOOLS
FALL COURSE DESCRIPTION
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION

COUNSELOR EDUCATION
884.34: COUNSELOR EDUCATION INTERNSHIP IN SCHOOLS: 1st Quarter

Instructors: Susan Jones Sears, Ph.D.  sears.1@osu.edu
Rochelle Dunn, rochelledunn@aol.com

Course Description: Internship is a planned counseling experience in a school setting. To demonstrate their mastery of standards around which the school counseling program is based, school counselors-in-training will be expected to complete a series of assignments in schools as well as assignments for their on-campus class. These assignments are based on a set of standards and competencies that were designed to prepare school counselors who can assume leadership roles in educational settings.

Course Standards: The experiences in Internship are based on Ten Guiding Standards that reflect current literature and research in school counseling. These standards address what school counselors should know and be able to do. In internship, all of the standards will be reinforced throughout the academic year.

As a result of this course, students will know and be able to:
1. describe and implement a transformed role for school counselors.
2. lead in their schools and community by planning, promoting, and implementing programs focusing on academic achievement, career decision-making, and social/personal management;
3. build learning communities by utilizing the resources in their schools and communities, including parents;
4. consult effectively with teachers, administrators, parents, community groups, and social agencies to secure assistance for students and their families;
5. support the learning of all students;
6. apply individual and group counseling theories, techniques, and practices to remove barriers to student learning;
7. consult with teams of teachers/educators for problem solving, ensuring responsiveness to equity and cultural diversity issues.
8. use technology to improve their services to students and parents.
ASSIGNMENTS

Your instructors encourage you to think about internship as a year-long experience in which your beliefs and skills will be challenged in many ways. You will have the opportunity to develop both personally and professionally. You are required to complete several important assignments/projects this year:

- Audio and video-tapes of your counseling and your classroom guidance;
- An in-service session for staff in your building on a topic that is related to school counseling or to the needs of children/youth;
- An outcome research study;
- Newsletters and brochures that can be used by parents and teachers;
- Use of technology to illustrate counselor accountability and good public relations; and
- A portfolio with examples of your competence to use when you seek employment.

These assignments are spread throughout the year and will reflect an increasing degree of complexity. The fall quarter assignments and the standards to which they relate are below.

1. **Standard:** School counselors collaborate with the community to build learning communities by identifying and utilizing resources in their schools and communities, including parents.
   **Assignment:** If this is a new school site for your internship, analyze the community around the school in which you are interning. Use the handout, “Mapping Community Resources” that you received in practicum as your guide. While serving in the role of school counselor interns, it is difficult to make referrals on your own. Please work with one of the counselors in your building to learn how to use community resources effectively.

2. **Standard:** School counselors apply individual and group counseling theories, techniques, and practices to remove barriers to student learning.
   **Assignment:**
   a. Prepare a weekly audio tape in which you are counseling either an individual or conducting a group counseling session. The tape should be approximately 15-25 minutes in length. Listen to it before bringing it to class. We must be able to hear the tape to evaluate it. If your instructor can’t hear it, the assignment will be considered “unsatisfactory”.
   b. By mid-winter quarter, you will be expected to have developed a portfolio you can use in seeking employment. Begin to maintain copies your primary assignments in classes such as a video tape of you conducting a classroom guidance session, lists of career web sites that counselors might use, a paper
describing your counseling theory, a description of the scope of practice/role of school counselors, and a list of tests you are qualified to administer and interpret.

3. Standard: School counselors support the learning of all students.
   Assignment:
   a. Develop two large group guidance activities/units related to study skills or some other type of academic intervention such as increasing students' motivation to learn. These activities should reflect the grade levels in which you are working: elementary, middle, or high school. The format you should follow as you develop these activities will be distributed in class.

   b. Design a newsletter on a topic that would be interesting to the parents/guardians of the children/adolescents in your school.

   c. Develop a video tape of a classroom guidance session you conduct. Working with others in your internship class, ask a peer to critique your tape. Using a handout provided by your instructor, describe how you can improve your large group guidance sessions.

4. Standard: School counselors use technology to improve their services to students.
   Assignment:
   a. Using your PDA, log the hours you spend on counseling, consultation, coordination, and program management. Download your PDA log onto your computer and hand in your weekly log. Ms. Hinkelman will provide instruction in the appropriate use of the pda log you time.

5. Independent Learning Activity: Begin to observe your school carefully and talk with teachers to determine which topics or situations they seem to want to know more about or areas with which they seem to be struggling. The second quarter of internship will stress consultation with teachers and careful observation of and on-going interactions with teachers will help you determine areas in which they may need assistance.

TEXTS:

Reading Assignments from Text and Focus of Weekly Sessions

Session One: Focus: Introduction to Course and Using Data To Make Decisions About the Needs of Children
   Assigned Readings: Chapters 1 and 2 in text

Session Two: Focus: School Counseling Program Development, Classroom Guidance
   Assigned Readings: Chapters 3 and 4 in text
Session Three:  Focus: Elementary Counseling, Middle School Counseling
Assigned Readings: Chapter 5 and 6 in text

Session Four:  Focus: High School Counseling, Mental Health Issues in Schools
Assigned Readings: Chapters 8 and 9

Session Five:  Focus: Individual Counseling, Typical Concerns of Children and Youth
Assigned Readings: Chapter 10 and Handout on Brief Counseling

Session Six:  Focus: Small Group Counseling
Assigned Readings: Chapter 11

Session Seven:  Focus: Large Group Guidance
Assigned Readings: Chapter 30

Session Eight:  Focus: Using Technology in School Counseling
Assigned Readings: Chapters 12 and 14

Session Nine:  Focus: Cultural Diversity, Meeting the Needs of Gay and Lesbian Students
Assigned Readings: Chapter 15

Session Ten:  Focus: Special Needs Students, Wrap-Up the Quarter, and Evaluation of Performance for the Quarter
EVALUATION

- Weekly Audio Tape (Due each week beginning the second week of the quarter) 20%
- Video Tape of Guidance Lesson (Due 8th week of quarter) 20%
- Group Guidance Activities on Study Skills (Due 7th week of class) 15%
- Newsletter Development 5%
- Graphs Describing How You Spend Your Time (9th week) 10%
- In-class activities and assignments 10%
- Mid Term and End of Quarter Evaluation 20%

GRADING POLICY

1. Papers and essays must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references when needed. The APA Style Manual is the primary reference for style issues.

2. Grading Scale Used Is As Follows: A = 94+, A- = 90-93; B+ = 87-89; B = 84-86; B - 80-83; C+ = 77-79; C = 70-73; D = 60-69; F = 59 and below.

ACADEMIC CONDUCT

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

SPECIAL ACCOMMODATIONS

Any students with disabilities who need accommodations should see me privately to make arrangements.

PLAN TO MEET DURING FINAL EXAM WEEK
APPENDIX L

884.34 COUNSELOR EDUCATION INTERNSHIP IN SCHOOLS

WINTER COURSE DESCRIPTION
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION

COUNSELOR EDUCATION
884.34: COUNSELOR EDUCATION INTERNSHIP IN SCHOOLS: 2nd Quarter

Instructor:
Susan Jones Sears, Ph.D.  sears.1@osu.edu

Course Description: Planned counseling experience in a school setting. To demonstrate their mastery of standards around which the school counseling program is based, school counselors-in-training will be expected to complete a series of assignments in schools. Specifically, the standards that form the foci of the school counseling internship include those listed below. Mastering these standards is the objective of this course.

Course Standards: This course as well as others in the school counseling track addresses what school counselors should know and be able to do. The standards addressed in this course include those below. All of the Standards which undergird the school counseling track are attached to this syllabus. Standards that have been introduced in other classes, but not fully developed, will be developed and reinforced in this class.

As a result of this course, students will know and be able to:

1. lead in their schools and community by planning, promoting, and implementing programs focusing on academic achievement, career decision-making, and social/personal management;

2. develop links with the community and with parents and utilize community resources to help students and their families.

3. consult effectively with teachers, administrators, parents, community groups, and social agencies to secure assistance for students and their families;

4. utilize technology to support the learning of all students;

5. apply individual and group counseling theories, techniques, and practices to remove barriers to student learning;
6. consult with teams of teachers/educators for problem solving, ensuring responsiveness to equity and cultural diversity issues.

7. demonstrate responsibility for their own learning.

ASSIGNMENTS

1. Standard: School counselors should support the learning of all students. This quarter you will continue developing activities for classroom guidance. These activities should focus on academic achievement. Use the same format that you used during fall quarter and tie the activity to one of the ASCA Standards. We will compile the activities and share them with each other so each student will have a total set of classroom/large group guidance activities.

2. Standard: School counselors consult effectively with teachers, administrators, parents, community groups, and social agencies to secure assistance for students and their families.

   Talk to the counselor and teachers in the building in which you are interning. Identify a problem or problems on which they need some help. Research the problem and develop a presentation that you could give to teachers and staff to help them solve the problem in which they are interested. Prepare handouts to supplement the presentation. Actually give the presentation to the staff and to your peers in class. YOU WILL HAVE THE OPPORTUNITY TO LEARN HOW TO DO POWERPOINT PRESENTATIONS. Consulting with teachers in this way gives you an opportunity to demonstrate leadership in your school.

3. Standard: School counselors apply individual and group counseling theories, techniques, and practices to remove barriers to student learning.

   a. Prepare audio tapes every two weeks in which you are counseling either an individual or conducting a group counseling session or delivering a classroom guidance session. The tape should be approximately 30 minutes in length. Listen to it before bringing it to class. I must be able to hear the tape to evaluate it. If I can’t hear it, the assignment will be considered “unsatisfactory”.

4. Standard: School Counselors support the learning of all students. Begin to gather information and web sites addresses that provide information on how to help students improve their learning and study skills. We will share these sites at the end of the quarter and place them on our Transformingschoolcounseling.org web site.
5. Standard: School counselors will take responsibility for their own learning. Read the chapters assigned regarding outcome research. Design an outcome research study and begin to conduct the study during winter quarter so you will have to complete it by early spring quarter.

TEXTS:

Handouts on resilience theory and other important educational, career, and personal counseling issues will be provided in class for additional reading assignments.

EVALUATION

- Classroom Guidance Activities (for your program) 20%
- Consultation Presentation to Staff 20%
- Consultation Presentation to Peers 20%
- Bi-Weekly Audio Tape (4 tapes) 25%
- Study Skills Web Sites 15%

GRADING POLICY:
1. Papers and essays must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references when needed. The APA Style Manual is the primary reference for style issues.

2. Grading Scale Used Is As Follows: A = 94+, A- = 90-93; B+ = 87-89; B = 84-86; B - 80-83; C+ = 77-79; C = 70-73; D = 60-69; F = 59 and below.

ACADEMIC CONDUCT
Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

SPECIAL ACCOMMODATIONS: Any students with disabilities who needs accommodations should see me privately to make arrangements.

CLASS OUTLINE

Session One: Discussion of outcome research and planning for your outcome research study.

Session Two: Review of classroom guidance activities from fall quarter. What worked for you and what didn’t? Review of counseling skills: What worked and what didn’t
Session Three: Consulting with teachers/staff to assist them in helping children learn.
  What is consulting? (Another way for you to lead in Your school)
  Why is it important for counselors to gain the skills?
  How do you use technology to enhance the consultation function?

Session Four: Using technology to improve school counseling programs:
  Improving your skills

Session Five: Using technology to improve your counseling program: What study and learning sites are available to assist students in improving their achievement?

Session Six: Technology continued

Session Seven: Review progress on consultation and outcome research assignments.

Session Eight: Consultation Presentations

Session Nine: Consultation Presentations

Session Ten: Summary and Evaluation of the Quarter
APPENDIX M

884.34 COUNSELOR EDUCATION INTERNSHIP

SPRING COURSE DESCRIPTION
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION

884.34: COUNSELOR EDUCATION INTERNSHIP IN SCHOOLS: 3rd Quarter

Instructor: Susan Jones Sears, Ph.D  sears.1@osu.edu

Course Description: Planned counseling experience in a school setting. To demonstrate their mastery of standards around which the school counseling program is based, school counselors-in-training will be expected to complete a series of assignments in schools. Specifically, the standards that form the foci of the school counseling internship include those listed below. Mastering these standards is the objective of this course.

Course Standards: This course as well as others in the school counseling track addresses what school counselors should know and be able to do. The standards addressed in this course include those below. Standards that have been introduced in other classes, but not fully developed, will be developed and reinforced in this class.

As a result of this course, students will know and be able to:

1. lead in their schools and community by planning, promoting, and implementing programs focusing on academic achievement, career decision-making, and social/personal management;

2. with the community to build learning communities by utilizing the resources in their schools and communities, including parents;

3. consult effectively with teachers, administrators, parents, community groups, and social agencies to secure assistance for students and their families;

4. support the learning of all students;

5. apply individual and group counseling theories, techniques, and practices to remove barriers to student learning;

6. consult with teams of teachers/educators for problem solving, ensuring responsiveness to equity and cultural diversity issues.

7. demonstrate responsibility for their own learning.
ASSIGNMENTS
1. School counselors collaborate with the community to build learning communities by utilizing the resources in their schools and communities, including parents.

   Please continue to work with local agencies to improve services to children.

2. School counselors should support the learning of all students.

   You will be expected to design and conduct a mini-outcome research project in which you measure the effectiveness of your intervention.

   60%

3. School counselors utilize technology to improve their counseling skills and program.

   You will be expected to keep a time log using technology applications and submit a summary of your time for the quarter depicted on pie charts and bar graphs.

   15%

4. School counselors apply individual and group counseling theories, techniques, and practices to remove barriers to student learning.

   You will be expected to complete one audio tape of your counseling practice for final evaluation of your skills.

   15%

5. School counselors take responsibility for their own learning.

   You will be expected to study for your comprehensive exams.

   You are expected to set one personal or professional goal that you wish to achieve and work on achieving that goal this quarter. Please inform your instructor how she can assist you in meeting your goal.

TEXTS:


GRADING POLICY:
1. Papers and essays must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references when needed. The APA Style Manual is the primary reference for style issues.

2. Grading Scale Used Is As Follows: A = 94+, A- = 90-93; B+ = 87-89; B = 84-86; B - 80-83; C+ = 77-79; C = 70-73; D = 60-69; F = 59 and below.

ACADEMIC CONDUCT

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

SPECIAL ACCOMMODATIONS

Any students with disabilities who needs accommodations should see me privately to make arrangements.
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION

884.34 PLANNED FIELD EXPERIENCE:
COUNSELOR EDUCATION INTERNSHIP IN SCHOOLS

Supervisor Information Sheet

Note to Student: Complete the information below and please ask your supervisor to sign the form in the appropriate place below. If you are registering for internship for three quarters, then you are expected to spend 600 hours at the site—200 hours each quarter. At least 70 percent of those hours should be in direct services to students and could be individual counseling, group counseling, or classroom guidance. The other 30 percent should be spent in completion of the assignments related to this class and in additional services to students, parents, and the community. You may wish to make a copy of this sheet for your supervisor also.

1. Name ____________________________ Telephone __________

2. Internship Site ____________________ Telephone __________

3. Number of Hours Per Week at Site: ______________________

Specific days and hours at the school:

NOTE TO SUPERVISOR: IF YOU AGREE TO SUPERVISE THIS COUNSELOR-IN-TRAINING, PLEASE SIGN THIS FORM. Thank you. Susan Sears

I do agree to supervise this individual during spring quarter, 2001.
Instructor: Susan Jones Sears, Ph.D sears.1@osu.edu
Office Hours: 3-4 on Tuesdays; 6:30-7:30 on Tuesdays; and 3-4 on Thursdays

Course Description: Planned counseling experience in a school setting. To demonstrate their mastery of standards around which the school counseling program is based, school counselors-in-training will be expected to complete a series of assignments in schools including conducting individual counseling and participation in small group counseling and classroom guidance.

Course Standards: This course as well as others in the school counseling track addresses what school counselors should know and be able to do. The standards addressed in this course include those below. Some of these standards have been introduced in other classes. Standards that have been introduced in other classes, but not fully developed, will be developed and reinforced in this class.

Standards: What Professional School Counselors Should Know and Be Able To Do.
1. Professional School Counselors apply individual and group counseling theories, techniques, and practices to remove barriers to student learning.
2. Professional School Counselors support the learning of all students.
3. Professional School Counselors consult effectively with teachers, administrators, parents, community groups, and social agencies to secure assistance for students and their families.
4. Professional School Counselors collaborate with the community to build learning communities by utilizing the resources in their schools and communities, including parents.
5. Professional School Counselors demonstrate responsibility for their own learning.

Assignments
1. School counselors collaborate with the community to build learning communities by utilizing the resources in their schools and communities, including parents.
a. Analyze the community around the school in which you are placed for practicum. Use the handout, “Community Mapping/Inventory” as your guide. Use the questions on that form as you develop a handbook describing the available resources. **DUE THE 8TH WEEK OF CLASS**

2. School counselors support the learning of all students
   2a. Explore the environment of the school in which you are interning. Write an essay answering the questions below and bring it to the third class for discussion and distribution to other school counselors in training. **DUE THE 5th WEEK OF CLASS**

   2b. Describe the school’s learning environment. Specifically, do you see evidence that the school and staff engage in activities that 1) promote caring and supportive relationships between staff (teachers, administrators, counselors, etc.) and students; 2) demonstrate positive and high expectations of ALL students; and 3) provide opportunities for meaningful participation in school activities for ALL students;

   2c. What life skills, prevention, or remediation programs are operating in the school? List each program and indicate 1) Who is the target audience? 2) What kind of evaluation of the program is occurring? 3) What is the impact of the program? (The questions above are built upon the research that is becoming available on what factors contribute to resiliency among youth)

3. School counselors apply individual and group counseling theories, techniques, and practices to remove barriers to student learning.

   a. Prepare a weekly audio tape in which you are counseling either an individual or conducting a group counseling session. The first tape is due the fourth week of the quarter. The tape should be approximately 20-25 minutes in length. Listen to the tape before bringing it to class and complete the **Tape Critique Form** before bringing the tape to class. Your supervisor must be able to hear the tape to evaluate it and, if he/she can’t, the assignment will be graded as Unsatisfactory. You must submit six tapes for the quarter. Either your instructor or an doctoral student will review your tapes with you so you need to plan for an additional meeting of 45 minutes with your supervisor beginning in the fourth week and ending during final exam week.

   b. Complete the **OSU Weekly Log** detailing how you spent your time. **DUE EACH WEEK BEGINNING THE SECOND WEEK OF THE QUARTER.**

   c. Complete a case study of one student. This activity will allow you to get to know and work with one student very well. While school counselors do not routinely use the case study approach, it is useful for beginning practicum
students to fully understand the positive and less positive forces in students’ lives and how those forces can impact students’ learning in negative and positive ways. **DUE 9TH WEEK**

d. Participate with your supervisor as she or he conducts small group counseling or engages in classroom guidance.

4. School counselors will demonstrate responsibility for their own learning.
   
a. You are encouraged to join The Ohio School Counselor Association and The American School Counselor Association

   b. Begin to develop a Portfolio of your work for this quarter. Include copies of all of your assignments and an audio tape of an individual counseling session.

---

**EDUC PAES 974**

- Community Mapping/Inventory: 50 points
- Essay on School’s Learning Environment: 15 points
- Case Study: 25 points
- Participation in Role Plays and Class Exercises: 10 points

**EDUC PAES 978**

- Satisfactory Completion of “Counselor Competencies Expected in Practica”: 65 points
- Weekly Logs: 05 points
- Individual Counseling Critique Forms and Weekly Audio Tapes: 30 points

---

**Weekly Topics and Reading Assignments in Counseling Children**

- **Week One**
  - Introduction to Course and Review of Requirements in Class and in the Field
  - Introduction to the Case Study Approach

- **Week Two**
  - Complete Chapters 1 & 2 by the beginning of class

- **Week Three**
  - Complete Chapters 3 & 4 by the beginning of class

- **Week Four**
  - Complete Chapters 5 & 6 by the beginning of class

- **Week Five**
  - Role Plays, Case Studies, and Tapes
Week Six  Role Plays, Case Studies, and Tapes

Week Seven  Role Plays, Case Studies, and Tapes

Week Eight  Role Plays and Tape Critiques

Week Nine  Role Play and Tape Critique

Week Ten  Community Mapping: Discussion of what you learned about the community

TEXT:

GRADING POLICY:

1. Papers and essays must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references when needed. The APA Style Manual is the primary reference for style issues.

2. Grading Scale Used Is As Follows: A = 94+ , A- = 90-93; B+ = 87-89; B = 84-86; B - 80-83; C+ = 77-79; C = 70-73; D = 60-69; F = 59 and below.

ACADEMIC CONDUCT

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

SPECIAL ACCOMMODATIONS

Any students with disabilities who needs accommodations should see me privately to make arrangements.
COMMUNITY MAPPING/INVENTORY

The purpose of this assignment is to help you identify all of the resources upon which you could draw if you were the school counselor in this school. Prepare this response in a professional manner so you can present a copy to the school counselor and to the principal of the school.

1. List and provide a brief description of all community agencies serving the students in the school or their families.

2. Identify any resources (business and industry, agencies, etc.) that can be used to foster student achievement. Describe what services they provide.

3. Describe how the school is currently using community resources to improve student achievement or to help students and their families deal with educational problems.

4. Choose one agency within the community to visit to see what services they actually provide. Introduce yourself as a school counselor in training and interview a professional at the agency to identify their specific services. Write an essay describing your visit and indicating what you learned from the experience.
5. Using the information that you gained from the community inventory, develop a step-by-step plan for using the resources you found to improve student achievement in your school.