IMPLEMENTING THE TRANSFORMING SCHOOL COUNSELING INITIATIVE INTO PRACTICE: THE EXPERIENCE OF TSCI-TRAINED PROFESSIONAL SCHOOL COUNSELORS

DISSertation

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the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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ABSTRACT

This mixed-methods study examined the experiences of professional school counselors trained at Transforming School Counseling Initiative (TSCI)-based programs and their ability to implement the principles of their graduate training (advocacy, leadership, counseling, teaming and collaboration, and data usage and assessment) throughout their professional practice. This mixed method study followed the sequential exploratory strategy design and was conducted in two phases; an initial qualitative phase and a subsequent quantitative phase. Interviews with TSCI-trained professional school counselors in their second year of practice were conducted to understand their experiences and to identify barriers and contributing factors to the implementation of the TSCI principles.

The data from the first phase also served as the foundation for a quantitative electronically distributed survey to a snowball sample of TSCI-trained school counselors from six TSCI-based training programs. The survey collected data regarding participants’ self-perceived ability to implement the TSCI principles and a variety of variables drawn from the literature and this study’s survey data. Multiple regression analysis identified
which factors positively and negatively contributed to the participants’ ability to implement the TSCI principles into professional practice.

The qualitative data revealed that as new professionals, the participants experienced a professional identity crisis and a sense of isolation. Despite this, participants presented a variety of examples of ways in which they implemented the TSCI principles. However, participants were unable to describe how supervision helped them implement their graduate training. The qualitative data produced six multiple regression models predicting the implementation of each TSCI principle and the overall TSCI. The models contained a variety of independent variables; however, no model had an $R^2$ greater than 0.326. Of particular interest, was the repeated significance of predictors such as exposure to administrators during internship, age, and years of professional school counseling experience. The data encouraged school counselors to build professional alliances with politically valuable individuals and to establish strong support networks. For counselor educators, implications included the importance of promoting TSCI principles to experienced school counselors and improving induction and support mechanisms for new professionals. The implications for researchers included a need for research about the TSCI and its impact on student achievement.
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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

School counselors maintain a constant presence in school; however, school counselors’ role within education is constantly under question, challenged, and redefined. While schools aim to improve the academic achievement, personal/social, and career development of all students, other school professionals have not perceived school counselors to be active participants in that mission. Clark and Amatea (2004) documented that school professionals were confused about the role of school counselors, reporting that some professionals believed that school counselors “coddled” rather than helped students.

Confusion about the professional role of school counselors perpetuates the constant redefinition of their function and duties. While school counselors are trained to meet the academic, personal/social, and career development needs of students, they have been more often used as administrative support with duties composed of various clerical-type tasks, limiting their time to work with students (Lambie & Williamson, 2004). Time analysis studies, such as one by Burnham and Jackson (2000), yielded data showing school counselors spent varied amounts of time performing appropriate school counseling functions, such as individual and group counseling. In addition, many school counselors
reportedly spent a lot of time performing inappropriate non-counseling duties, such as test administration, as well as monitoring bus, hall, and lunch duty (Burnham & Jackson, 2000). However, these duties exist amongst the presence of other significant issues in youth culture that school counselors need to address.

Counselor education is challenged to create and provide training to graduate-level school counseling students in order to prepare them to address the needs of today’s students. Data regarding recent youth behavior collected for the National Survey on Drug Use and Health by the Substance Abuse and Mental Health Services Administration (SAMHSA) from 2000-2004 represented widespread health and safety concerns for young people. For example, 21% of 15-17 year olds with driver’s licenses reportedly participated in binge drinking (SAMHSA, 2004a). Furthermore, a yearly average of 718,000 people between the ages of 12-13 reported using an inhalant at least once during their lifetime (SAMHSA, 2005a). Additional concerns were presented regarding mental health and safety with youth. For example, 9% of adolescents between the ages 12-17 reported experiencing a major depressive episode (SAMHSA, 2005b). In addition, 7% of 12-17 year olds claimed that they had either run away from home or slept on the street at least once in their lifetime (SAMHSA, 2004b). This data demonstrated a need for school counseling professionals equipped to address these issues and develop preventative programming to contribute to high student achievement and healthy student development.

School counselors are trained to provide interventions addressing the above mentioned issues and other needs within the school setting. However, research reveals that school counselors are often involved with inappropriate duties, resulting in misunderstanding about the appropriate role of school counselors. Therefore, it is
reasonable to assert that school counselors are not utilized in the manner intended by their graduate training programs and school counseling training is often not actualized after school counselors begin working professionally.

1.2 Historical Barriers to School Counselor Professional Identity

A brief review of recent school counseling history is warranted because it can provide insight into the current challenges that school counselors face and the initiatives intended to address them. School counselors encountered crisis during the 1970s when school enrollment dropped, and consequently, school personnel terminations rose (Lambie & Williamson, 2004). According to Lambie and Williamson (2004), school counselors became popular targets of personnel cutbacks, because many school professionals, including administrators, lacked familiarity with their work. Before these personnel changes arrived, school counselors spent much of their time working individually with students in the confines of their office. Out of the sight of most school personnel, the duties and the effect of their work remained unknown to many, especially administrators, thus, Lambie and Williamson (2004) assert, school counselors’ perceived value suffered. In an attempt to become more visible and valuable to administrators, school counselors accepted more ancillary and clerical tasks, subsequently taking school counselors away from consistent student contact.

During the 1980s, the book, *A Nation at Risk*, inspired a call for more testing and accountability in education. Already accepting similar administrative duties, school counselors carried out increased test administration and data management tasks, which further misconstrued the school counselor’s role as not student-focused (Lambie & Williamson, 2004). This administrative and clerically-focused role continued for many
years and permeated the general professional identity of school counselors, superseding the professional identity that school counselors were taught to assume in graduate training (Napierkowski & Parsons, 1995).

1.3 Transforming School Counseling Initiative

More recently, school counseling has been pushed to directly address the needs of students. An education initiative by the DeWitt Wallace-Reader’s Digest Fund and the Education Trust investigated ways that traditionally marginalized students could have better opportunities for high achievement and postsecondary success. Furthermore, these organizations wanted to close the achievement gap between low-income and minority students and more advantaged students (Sears, 1999). The DeWitt Wallace-Reader’s Digest Fund and the Education Trust believed that school counselors could be key players in removing barriers to achievement for these students because of school counselors’ unique position, access and skills in schools (Hayes, Nelson, & Tabin, 2002; Sears, 1999). Hayes et al. (2002) wrote:

The significant role played by school counselors for ensuring student success places a special burden on them to advocate for responsive programs that lead to graduation for all students on time. Student files, grade reports, school-wide policies, and referrals for human services that cross their desks every day give school counselors access to critical data about student placements, academic success, course-taking patterns, and faculty as well as student performance that are critical to developing responsive programs. Because they have a school-wide perspective on serving the needs of every student, school counselors are in an ideal
position to assess the school for systemic barriers to academic success. (p. 87)

A subsequent investigation of counselor education revealed school counselors-in-training were not being taught the skills that would allow them to address barriers to achievement and development (Martin, 2002). From this realization, the Transforming School Counseling Initiative (TSCI) was developed to address the gaps between student needs and school counselor skills by equipping school counselors with essential knowledge and skills. Specifically, “transformed” school counselors were trained to utilize five principles throughout their counseling practice: advocacy, leadership, counseling, teaming and collaboration, and data usage and assessment (Sears, 1999).

School counseling training programs required significant change in order to properly train school counselors to meet the needs of all students (Martin, 2002). Prior to this initiative, a common means of change in school counselor education involved simply adding more mental health focused classes to the curriculum (Martin, 2002). However, this pattern of change was not beneficial to school counselors, because one of the criticisms of school counselor education curriculum included a lack of focus on counseling in schools (Martin, 2002). Also, school counseling training programs lacked a connection with K-12 institutions (Martin, 2002). This relationship with K-12 education would allow for more integrated training and research opportunities, fostering teaming and collaboration with school professionals. The Education Trust also noticed that school counselors were not learning to utilize data (Martin, 2002). In general, school counselor education needed to encourage school counselors “to expand their traditional roles of supporter and nurturer and assert themselves as student advocates who foster conditions
within their schools that will ensure educational equity, access, and academic success for all students” (Beale, 2003, p. 68).

In 1996 the Education Trust sent an open call to all university and college associated counselor education programs seeking programs interested in drastically changing their school counselor preparation programs (Sears, 2004). Interested schools submitted planning grant proposals outlining how they would significantly change their training programs to address the needs for school counselors-in-training identified by the Education Trust. Ten programs were selected from the pool of applicants and these universities were asked to submit 3-year implementation plans for the new training. From the group of 10, six programs were selected. The six schools selected by the Education Trust were the California State University-Northridge, the University of Georgia, Indiana State University, the University of North Florida, The Ohio State University, and West Georgia State University (Sears, 2004). These universities received funding to transform the way the graduate programs trained future school counselors and became the original six TSCI institutions.

1.3.1 Example of a TSCI-Based Program: The Ohio State University

The following description will provide an example of how one of the original TSCI institutions, The Ohio State University (OSU), changed its school counselor preparation program in order to equip its school counselors-in-training with the necessary skills believed to be important to assisting all students. As a part of its program development, OSU created standards that articulated what school counselors-in-training were expected to know and to be able to do as a result of their participation in the school counselor training program (See Table 1.1) (Sears, 2004). These standards were used as a
guide to modify the program and a means to instill direction toward its future (Sears, 2004).

In order to meet these program standards and as a result of OSU’s involvement with the TSCI, a variety of changes were made to the program’s curriculum, instruction,
Expectations of Professional School Counselors

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

Table 1.1: The Ohio State University’s Standards for School Counselors-In-Training
(Sears, 2004).
field experiences, and partnerships with school districts, the Ohio Department of Education and communities. First, curriculum and instruction guidelines were developed that infused the TSCI principles. In particular, the new curriculum and instruction guidelines focused on the school counselor as an advocate, collaborator, and accountable professional who improved the academics of students (Sears, 2004). Also, OSU created learning experiences that required school counselors-in-training to utilize advocacy, teaming and collaboration, data usage, and technology skills to positively impact student achievement and development (Sears, 2004). Further details of the changes that OSU made to its curriculum and instruction as a result of the TSCI are outlined in Table 1.2 (Sears, 2004).
<table>
<thead>
<tr>
<th>Curriculum and Instruction Prior to TSCI</th>
<th>Curriculum and Instruction After Adopting TSCI</th>
</tr>
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<tbody>
<tr>
<td>1. 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 progression in schools, in social agencies and in private practice</td>
<td>2. Curriculum focuses on the counseling profession but also focuses 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 is 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 now includes a community mapping assignment in which students explore the community around the schools in which they are placed and then develop a community resource guide. In addition, students visit one social agency to learn how they serve students attending the school in which they 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 addresses 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>
</tbody>
</table>

Table 1.2: Changes in Curriculum and Instruction to The Ohio State University’s School Counselor Training Program.

(Continued)
Table 1.2 (continued)

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<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 is hands-on and experiential and has 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 is infused throughout the curriculum</td>
</tr>
<tr>
<td>9. Research was not taught in a separate course</td>
<td>9. Students conduct an outcome research study in their second year of the program</td>
</tr>
</tbody>
</table>

OSU also made major modifications to its field experiences; a major learning venue for school counselors-in-training. In response to the TSCI’s focus on improving the achievement and development of low-income and minority students, OSU placed a similar focus in its field experiences by placing almost all of its students in urban school settings (Sears, 2004). In these urban placements, school counselors-in-training were often placed together in teams. These teams provided students with opportunities to practice teaming and collaboration skills as well as receive support from each other (Sears, 2004). In addition, school counselors-in-training received support from supervisors at the school placements and university (Sears, 2004).

Finally, OSU’s school counseling training program enhanced its partnerships with various groups in the community that could provide venues for training, research, and support. One significant example of these strengthened partnerships was the bond OSU established with surrounding school districts. In particular, the faculty of the school counseling program provided professional development to the district that provided
regular placement settings (Sears, 2004). The relationship with districts also provided opportunities for research and grant writing (Sears, 2004). OSU established partnerships with organizations, such as the Ohio Department of Education, Communities in Schools, and the United Way, thus allowing opportunities for faculty and students to exercise and learn about advocacy and leadership in school counseling (Sears, 2004). The program faculty at OSU intended these changes to facilitate the development of “a graduate level school counselor preparation program designed to enable school counselors to become leaders in their schools in eliminating the achievement gap between students who are low income and/or minority and their more advantaged peers” (Sears, 2004, p. 3). The TSCI principles were believed to be a vital component of this change process for school counselors.

1.4 Existing Concerns Regarding the Implementation of TSCI Principles

Concerns exist about the ability of school counselors to implement the TSCI principles into their regular practice. Lambie and Williamson (2004) claimed that one of the greatest forces that school counselors combat in creating change around their role was the “inertia of the school system” (p. 127). In other words, schools constantly seek a sense of homeostasis and the easiest way to maintain that desired balance is to resist change. Because of this, school counselors seeking to implement the TSCI principles into their practice may encounter resistance.

Lehr and Sumarah (2002) conducted research that helped to identify specific factors that could make the implementation of changes to school counseling, such as the TSCI principles, difficult. This research focused on the implementation of Gysbers and Henderson’s Comprehensive Guidance and Counseling Program (CGCP) in Nova Scotia
Using survey and interview data from school counselors who had implemented the CGCP into various levels of schools, themes were identified regarding contributing factors and barriers to the successful implementation of the CGCP (Lehr & Sumarah, 2002).

First, some school counselors and other stakeholders (e.g. teachers) had difficulty moving past the established and traditional role of school counselors which involved more administrative and clerical tasks and lacked involvement in the classroom (Lehr & Sumarah, 2002). Some school counselors even reported difficulty relinquishing inappropriate non-counseling duties they had traditionally been assigned by administrators (Lehr & Sumarah, 2002). In addition, the support of the administrator was identified as a vital component of the implementation of the CGCP. Principals’ participation in the development of concepts, the implementation, and the delivery of the CGCP contributed greatly to its successful implementation, because those types of actions and support communicated the importance of the CGCP to other school staff (Lehr & Sumarah, 2002).

Another theme in the interview data was the importance of general support from a variety of sources, such as principals, teachers, and school boards, in a variety of forms, such as time, money, professional development, leadership, and resources (Lehr & Sumarah, 2002). A lack of support was connected to school counselors’ stress and frustration in planning, preparing, evaluating their new program in relation to their previous role before the implementation of the CGCP (Lehr & Sumarah, 2002). While it was not discussed explicitly in Lehr and Sumarah’s study, school counseling supervisors
are an example of a resource to provide that needed support and assistance in developing their new professional role.

As TSCI-trained school counselors enter schools as professional school counselors, the same factors identified in the Lehr and Sumarah (2002) study could impact their ability to implement a similar change to the school counseling culture. Specifically, professional identity problems, conflict with administrators, and insufficient supervision could affect their ability to implement the TSCI principles from their training into their professional practice. In order to understand the role that each of the above mentioned factors play in school counseling, a brief description of each is warranted.

1.4.1 Professional Identity Concerns

Lambie and Williamson (2004) highlighted how history explains the current role ambiguity that many school counselors experience. Lambie and Williamson (2004) stated:

Role ambiguity exits when (a) an individual lacks information about his or her work role, (b) there is a lack of clarity about work objectives associated with the role, or (c) there is a lack of clarity about peer expectation of the scope and responsibility of the job. (p. 124)

Despite training changes that support the school counselor as a leader and advocate within education, the assignment of inappropriate duties has reshaped the professional identity of school counselors to the point of ambiguity, leaving many school professionals, including school counselors, confused about their proper role (Louis, Jones, & Barajas, 2001).
One of the most powerful forces in preventing the evolution of the school counseling professional identity toward that of a student advocate is tradition. Napierkowski and Parsons (1995) claimed that even when school counselor role statements are recreated to highlight them as student-focused school leaders, school counselors often resign themselves to more traditional clerical duties. Louis et al. (2001) claimed that school counselors may not even have the benefit of a new proactively worded role statement:

The counselor role could become one of advocacy for academic achievement. However, in most districts there is no written document that outlines the role of guidance counselors, much less one that includes elements of the counselor as a student achievement advocate. (p. 64)

If school counselors are successful in working actively within the curriculum it is often in addition to, rather than in replacement of, the traditional administrative tasks (Kendrick & Chandler, 1994). Therefore, despite the student-focused and proactive identity that school counselor education programs teach graduates to assume in practice, schools may not endorse or embrace a similar role for school counselors.

1.4.2 School Administration Concerns

Another potential source of frustration for school counselors trained under the TSCI principles is the relationship with school administrators, such as principals. Seifert and Vornberg (2002) recognized that while principals are key figures in successful counseling programs, the two professions frequently experience conflict. In particular, principals are criticized for being largely unfamiliar with the capabilities and potential of school counselors and the potential value of a comprehensive guidance program.
(Kirchner & Setchfield, 2005; Lieberman, 2004). Administrative training programs often do not require courses in counseling services, leaving many principals to reflect on other sources of information in determining how to use school counselors (Fitch, Ballestero, Newby, & Marshall, 2001; Lampe, 1985). For example, Fitch et al. (2001) suggested that administrators might conceptualize the role of the school counselor based on personal experience as a student or staff member, leaving a myriad of different visions of the appropriate or “normal” school counseling duties.

The lack of familiarity that school administrators have with school counselor role and training is most commonly manifested when school counselors are asked to perform clerical duties that remove them from having student contact. Specific inappropriate duties assigned by administrators include building master schedules, disciplining students, acting as substitute teachers, monitoring buses and the lunchroom, and simply being present to fill in for anything in a reactive manner (Seifert & Vornberg, 2002; Wood, Nicholson, & Findley, 1985). Support is lacking from administrators that allows school counselors to team and collaborate with other school staff and work within the curriculum, which has proven frustrating to school counselors (Baggerly & Osborn, 2006; Bryant & Constantine, 2006; Wood et al. 1985). This lack of understanding and support from administrators provides a link to school counselors’ claims that principals are one of their greatest sources of stress (Kaplan, 1995).

1.4.3 School Counseling Supervision Concerns

Another important and potential barrier to the implementation of TSCI principles into professional school counseling practice is the lack of supervision available to school counselors after their graduate training. Supervision has the potential to benefit school.
counselors in a variety of ways. For example, supervision provides counselors with support, accountability, a venue for debriefing, professional, personal, and skill development, clarification regarding appropriate duties, and a buffer against stress, burnout, and poor professional identity (Baggerly & Osborn, 2006; Matthes, 1992; McMahon & Patton, 2000). Furthermore, supervision provides a sense of companionship which is important for counselors who find themselves in a traditionally isolated position in schools or spread out over several buildings (McMahon & Patton, 2000).

Despite these benefits, Jackson et al. (2002) claimed that school counselors receive significantly fewer hours of postgraduate supervision compared to other counselors and over half receive no supervision. Many counselors do not even receive experienced school counseling mentors as a part of an induction process (Matthes, 1992). The absence of professional support could contribute to the decrease in professional identity noticed in school counseling (Borders & Usher, 1992; Dollarhide & Miller, 2006).

Reasons abound for the lack of formal supervision within school counseling. First, many school counselors are unfamiliar with the benefits of supervision since many have never had supervision outside of graduate training (Borders & Usher, 1992). In addition, because many school counselors are removed from active counseling duties, Borders and Usher (1992) suggested that school counselors fail to connect supervision to improved counseling functioning. Other logistical reasons explain the lack of available supervision for school counselors. For instance, there is an inadequate infrastructure and protocol to support the regular supervision of school counselors, because many school counselors do not have supervision training. This training is often a part of doctoral level
curriculum, which is not a common degree for practicing school counselors (Dollarhide & Miller, 2006; Nelson & Johnson, 1999). Dollarhide and Miller (2006) claimed that administrators have also shown reluctance to provide the time and funding necessary to allow school counselors the opportunity for this training and professional development. Other barriers to training of school counseling supervisors are concerns about liability, taping, confidentiality, dual relationships, and confusion between evaluation and supervision (Dollarhide & Miller, 2006).

Supervision that is provided to school counselors is often criticized for its lack of quality and focus. To begin, most school counselors are supervised by administrators who often have little to no experience or training regarding school counselors or supervision (Matthes, 1992; Roberts & Borders, 1994; Schmidt, 1990; Studer, 2005). This lack of training runs contrary to guidelines detailed by the American Counseling Association (ACA, 2005) and Association for Counselor Educators and Supervision (ACES, 1995) which state that counseling supervisors should have counseling training and certification, experience as a counselor, and training and research experience in supervision techniques (Henderson, 1998; Herlihy, Gray, & McCollum, 2002).

Roberts and Borders (1994) wrote that limited experience and training with school counselors and supervision on the part of administrators can lead to supervision that does not focus on a broad spectrum of needs and issues. Because most administrators lack detailed knowledge about appropriate and quality school counselor functioning and training, they tend to focus on administrative topics, such as attendance, meetings, planning, administrative functions, and staff relationships (Roberts & Borders, 1994). Subsequently, important school counseling issues, such as program development,
professional development, counseling skills, and intrapersonal conflict are not commonly
addressed. Nelson and Johnson (1999) asserted that school counselors may perceive the
lack of attention towards those counseling issues as a lack of value for those functions on
the part of the administrator.

The issue of supervision for school counselors is also important because of the
potential implications for school counselors to remain committed to the profession.
Supervision has a documented relationship with lowering job stress, improving job
satisfaction and strengthening job commitment (Baggerly & Osborn, 2006). To deny
supervision for school counselors raises further concern about the support new school
counselors receive within the professional education environment. As new TSCI-trained
school counselors enter the work environment, many may grow frustrated with
professionals who are unfamiliar or unsupportive of the school counseling identity which
they hope to assume (Baggerly & Osborn, 2006). Ultimately, this may prohibit these
TSCI-trained school counselors from implementing their training into their professional
practice.

1.5 Disclosure Statement

The author is a graduate of one of the original TSCI school counseling training
programs. In addition, the author is a professional school counselor at a large urban high
school. The author has experienced several Masters and doctoral-level practicum and
internship experiences in urban schools and has served as both an intern and a supervisor
of school counselors-in-training during these times. It is the intention of the author to
disclose these details to create a heightened sense of awareness about factors which could
bias the presented study in any way including the data collection and analysis. Measures
were put in place and are discussed in the third chapter of this document to prevent to the influence of any bias associated with this personal background.

CONCLUSION

Supporting counselors with TSCI-based training and with a desire to implement the TSCI principles is important to student achievement and development. However, the identified issues regarding the inconsistent school counselor professional identity, potentially strained relationships with administrators, and a lack of quality supervision provide cause for concern about the educational environment that waits to employ TSCI-trained school counselors (Lehr & Sumarah, 2002; Peterson & Deuschle, 2006). Resistance by the education environment towards school counseling initiatives has resulted in school counselors’ professional duties being “only remotely related to either their training or their professionally determined roles or activities” (Fitch et al., 2001, p. 89).

The early professional experience of TSCI-trained school counselors is a topic worthy of investigation. Specifically, there is a need to better understand the barriers and contributing factors within the school environment and early professional experience that impact a TSCI-trained school counselor’s ability to implement training into professional practice. This information can be useful for a variety of parties, such as school counselors, counselor educators, administrators, and researchers. In the end, this research can help understand how to bring research-based and student-focused assistance to schools and students in order to improve their achievement and development.

This first chapter has identified the area of study that will be held in question for this research project. Next, chapter two will review the relevant research regarding the
TSCI and environmental and professional barriers for school counselors as they attempt to improve their professional identity and become leaders in schools. This review of the research will also highlight existing gaps in the literature that this study aims to fill.

Chapter three will outline the study’s methodology. Chapter four will discuss and analyze the accumulated data gathered from the study. Finally, chapter five will discuss the implications and potential impact of the findings.
Glossary

Throughout the remainder of this research study, various terms will be used that need to be standardized. As the following terms are found in the text, they should be interpreted with the following meanings, which will be used throughout the data collection, analysis, and discussion.

- Administrative supervision: Supervision, which monitors and guides basic behaviors that are mandatory to success, such as attendance, relationships, following rules, etc. for the school counselor (Schmidt, 1990).
- Administrator: Any principal, assistant principal, or district leader placed in a position of leadership over a school counselor.
- Advocacy: Identifying unmet needs and taking actions to change the circumstances that contribute to a problem or inequity (Trusty and Brown, 2005).
- American School Counselor Association (ASCA): ASCA is the national professional organization for school counselors (http://www.schoolcounselor.org/).
- Association for Counselor Education and Supervision (ACES): ACES is the national professional organization for counselor educators and counselor supervisors (http://www.acesonline.net/).
- Classroom guidance: An example of an appropriate school counseling function where a school counselor presents information to a large group of students.
- Comprehensive school counseling program: A formal outline or plan of how a school counselor will contribute to the overall mission of a school through the use
of mission statements, counseling standards, indicators, implementation and evaluation plans (ASCA, 2003; Burnham and Jackson, 2000).

- Comprehensive supervision: A supervision model provided to a school counselor which consistently addresses all of the professional needs of a school counselor through administrative, program, and clinical supervision.

- Consultation: “A professional service that uses knowledge of human behavior, interpersonal relationships, and group and organizational processes to help others become more effective in their roles” (Gelso and Fretz, 1992, p. 515).
  Consultation involves a voluntary and nonjudgmental work between a client, consultant, and consultee. The focus of consultation is on the client’s problem. (Nugent, 2000)

- Counseling: Individual and/or group counseling.

- Counseling supervision: Supervision which monitors and aims to improve the counseling skills, processes, conceptualization skills, personalization skills, etc. of a school counselor (Bernard, 1979; Schmidt, 1990).

- Data Usage and Assessment: The use of data by a school counselor to assess the needs or identify the barriers to success for a group or institution and the ability to monitor the progress or impact made by a program or intervention regarding identified variables.

- Induction: A systematic organizational plan to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to the work of the system while realizing personal and position satisfaction (Young and Castetter, 2004)
Leadership: Actions by a school counselor to enhance his/her position within a school as important to the identified goals of the school or organization, such as building relationships with important stakeholders or developing a comprehensive school counseling program.

Professional identity: A conceptualization of a profession that serves as a “frame of reference from which one carries out a professional role, makes significant professional decisions, and develops as a professional” (Brott & Myers, 1999, p. 339).

Program supervision: Supervision, which monitors and aims to improve a school counselor’s program so that it moves towards the shared goals of the school and the district (Schmidt, 1990).

Role ambiguity: Role ambiguity exits when (a) an individual lacks information about his or her work role, (b) there is a lack of clarity about work objectives associated with the role, or (c) there is a lack of clarity about peer expectation of the scope and responsibility of the job. (Lambie and Williamson, 2004, p. 124)

School counselor-in-training: Students currently enrolled in a graduate-level school counselor training program.

Substance Abuse and Mental Health Services Administration (SAMHSA): An agency of the U.S. Department of Health and Human Services established by an act of Congress in 1992 under Public Law 102-321. SAMHSA was created as a services agency to focus attention, programs, and funding on improving the lives of people with or at risk for mental and substance abuse disorders.

(http://www.samhsa.gov/index.aspx)
• Support mechanisms: A process used as a part of the early transition from training to professional practice of school counselors, such as evaluation, induction, mentoring, and supervision.

• Teaming and Collaboration: Interaction between a school counselor and parents, administrators, school faculty, community resources, academic institutions, etc. in order to develop or execute programming and interventions for the betterment of an individual or a group of students.

• Transforming School Counseling Initiative (TSCI): Education initiative developed by the DeWitt Wallace-Reader’s Digest Fund and the Education Trust to improve school counselor training. The TSCI aims for school counselors to implement five principles into their practice: advocacy, leadership, counseling, teaming and collaboration, and data usage and assessment. Through improved training, school counselors are intended to be better prepared to help close the achievement gap between wealthy students and low income and minority students and provide equal access to educational opportunities.
CHAPTER 2

INTRODUCTION

To better inform the direction of this study and to understand the need for information around this topic, a review of existing literature regarding these barriers is warranted. Therefore, this chapter presents the available research regarding the Transforming School Counseling Initiative (TSCI) principles in practice and review literature about school counseling professional identity, the relationship between school counselors and administrators, and school counseling supervision. Furthermore, the available research will be discussed and evaluated. Through this discussion, gaps in the research regarding the environment of support that is available to novice TSCI-trained school counselors will be uncovered, providing direction and highlighting the need for the proposed study.

2.1 Research Support of Transforming School Counseling Principles in Action

The progress of the TSCI since its inception in 1999 had not been monitored in one conceptual piece. In other words, there is little research regarding the TSCI’s impact on school counselor training and performance. There is also a paucity of research on TSCI-trained school counselors’ impact on student achievement and development. However, research regarding school counselors utilizing each of the TSCI principles
(advocacy, leadership, counseling, teaming and collaboration, data usage and assessment) is available and quite promising.

2.1.1 Advocacy

One of the major inspirations for transforming the role of the school counselor was the need to close the achievement gap between affluent students and low-income and minority students. Brown (1999) contended that an achievement gap exists between these groups not only because of cognitive ability, but also because of cultural bias. For example, Brown (1999) noted that African-American students were often viewed as underachievers and placed in special education classes more frequently than other student groups. Bemak and Chung (2005) associated school counselors with a similar bias when they criticized school counselors for largely supporting current power structures rather than advocating for social and political issues and unfairness that impact students. These trends represent both a lack of cultural awareness and a failure to afford equal educational opportunities to every student (Brown, 1999).

Therefore, inherent in closing the achievement gap is a need for school counselors to advocate for traditionally marginalized students who are not provided the same opportunities as other students. House and Hayes (2002) stated, “school counselors need to be integral players in closing this gap by assisting schools in helping all students gain access to rigorous academic preparation that will lead to greater opportunity for all students” (p. 250). Hayes et al. (2002) believed that school counselors’ access to data places them in an ideal position to assert themselves on behalf of marginalized students. As a result of such advocacy, school counselors have the potential to help students in a variety of ways, such as eliminating barriers to development, creating opportunities for
all students to learn, ensuring access to quality school curriculum, and collaborating with professionals in order to help students (Trusty & Brown, 2005).

School counselors equipped with advocacy skills have demonstrated a positive impact on the achievement and developmental needs of marginalized student groups. Dimmitt (2003) provided one example through work with English as a Second Language (ESL) students struggling with achievement. Specifically, Dimmitt (2003) identified and addressed the importance of homework completion and parental involvement to ESL student achievement. Myers (2005) and Aune (1991) both documented work with students with disabilities and demonstrated an impact on their personal/social functioning and their ability to transition to postsecondary experiences. These examples demonstrate how school counselors can use advocacy to help students achieve beyond their perceived limits and ensure that each student has an equal opportunity to succeed.

2.1.2 Leadership

Within the context of the TSCI, “leadership” refers not only to the duty that school counselors have to schools, but also the duty that school counselors have to the school counseling profession. Bemak (2000) claimed that school counselors have a professional duty to themselves and others to ensure that they are in position to use their training in concert with the other professionals to optimally serve stakeholders. However, leadership from school counselors can be a startling change in ownership as many counselors have relied on leadership and direction from administrators who are often unfamiliar with their professional training and capabilities (Dollarhide, 2003; House & Hayes, 2002).
As school counselors approach a somewhat vague aspiration of “leadership,” it is helpful to identify specific ways in which this concept can be enacted within their daily functioning. Dollarhide (2003) applied Bolman and Deal’s (1997) research on leadership in the school counseling context and suggested four types of leadership that can help improve the perception of school counselors as integral members of the academic community. These leadership types were structural, human resource, political, and symbolic leadership (Bolman & Deal, 1997; Dollarhide, 2003).

Structural leadership was the most commonly referred to type of school counseling leadership in research and involves working within a system to build an effective school counseling program (Bolman & Deal, 1997; Dollarhide, 2003). There are several school counseling program models to choose from, including the Missouri Comprehensive Guidance Program or the national model established by the American School Counselor Association (ASCA) (ASCA, 2003; Lapan, Gysbers, & Petroski, 2003). Regardless of the model, the establishment of a comprehensive school counseling program was critical in assisting a school counselor to outline how he/she would contribute to the schools’ mission through a variety of standards, indicators, implementation, and evaluation plans (ASCA, 2003; Burnham and Jackson, 2000). In addition, research showed other benefits of comprehensive school counseling plans, such as increased student achievement and perceptions of student safety and success (Lapan et al. 2003; Sink and Stroh, 2003).

The three remaining types of leadership addressed how school counselors interacted with other school stakeholders, such as teachers, administrators, students, and parents (Bolman & Deal, 1997; Dollarhide, 2003). Human resource leadership was
exemplified through developing relationships and trust with other professionals by remaining accessible, visible, and by being a good listener (Bolman & Deal, 1997; Dollarhide, 2003). This type of leadership specifically combats the view that school counselors are isolated from other staff members. Political leadership required school counselors to understand the distribution of power in a building and to develop relationships with important stakeholders through negotiation, advocacy, and collaboration (Bolman & Deal, 1997; Dollarhide, 2003). Finally, school counselors could gather support from stakeholders through symbolic leadership, or the use of symbols and metaphors. For example, to gain support and excitement for a school counseling program, the school counselor could encourage the vision of a “community of learners” within his/her school and community (Bolman & Deal, 1997; Dollarhide, 2003). School counselors could benefit greatly from the use of these leadership tasks according to Dahir and Stone (2003) who claimed, “when school counselors operate around the premise that they are key players in the academic success story for students, then school counseling programs are viewed as integral to student achievement” (p. 214).

2.1.3 Counseling

Included as one of the TSCI principles is counseling, a reminder to school counselors that their knowledge of and ability to use basic counseling skills to help students distinguishes them from other school professionals. Despite being one of the hallmarks of the profession, research has shown decreased attention to counseling interventions by school counselors as the demands of clerical tasks have taken some school counselors away from student contact (Brown, Galassi, & Akos, 2004; Burnham & Jackson, 2000; House & Hayes, 2002; Lambie & Williamson, 2004).
Sound counseling services still maintain value toward the success of students. House and Hayes (2002) stated that high quality counseling interventions have shown an effect on students’ academic achievement, social/emotional, and career development. For instance, school counselors can help improve students’ academic achievement when interventions focus on cognitive and metacognitive skills (Brigman & Campbell, 2003; Campbell & Brigman, 2005; Webb, Brigman & Campbell, 2005). Group counseling and classroom guidance have also proven valuable in helping students. Research documents the impact these forms of counseling can have with academic and personal/social topics, such as course planning, study skills, test preparation, anxiety, social interaction, friendship development, and maintaining healthy lifestyles (Prout & Prout, 1998, Pulver & Fisher, 2005, Whiston & Sexton, 1998). As researchers continue to produce data supporting the use of counseling to improve student performance, the TSCI promotes counseling skills as a priority for school counselors-in-training to learn.

2.1.4 Teaming and Collaboration

The myriad of issues facing young people today can often overwhelm a school professional working in isolation. Data available through SAMHSA (2006) details many trends in youth culture, such as the prevalence of drug use, mental illness, and violent behavior (SAMHSA, 2006). Therefore, school counselors should utilize teaming and collaboration to harness the expertise of other professionals in the school and community (e.g. school psychologists, mental health counselors, nurses, social workers, doctors, etc.) and to develop services and programs to address students’ needs, because students will reap the benefits of more specialized care from a variety of professionals.
Through collaboration, school and community professionals can become more organized, having a widespread impact on school operations and cutting back on role confusion. Fitch and Marshall (2004) claimed that role confusion contributes to overlapping services, territorialism, and low quality services in the school community. Conversely, a more coordinated and collaborative effort can allow school and community professionals to provide expertise to many situations. Furthermore, Fitch and Marshall (2004) claimed that the energy and support of professionals inside and outside of schools may raise communal investment in the welfare of students.

Research has shown the value of school counselors who utilize teaming and collaboration in their professional practice. Fitch and Marshall (2004) identified collaborative school counselors as a distinctive quality of successful schools. In addition, school counselors have documented academic improvement in students as a result of collaboration with classroom teachers (Brigman & Campbell, 2003; Edmondson & White, 1998). Similarly, school counselors have contributed to positive personal/social outcomes by developing school wide programming with teachers and administrators (Flannery et al., 2003).

2.1.5 Data Usage and Assessment

The final principle of the TSCI, data usage and assessment, has pushed school counselors to adopt accountability as a staple of their practice. Data usage and assessment for school counselors previously meant tallying the amount of students contacted and performing time/task analyses (Dahir & Stone, 2003). However, school officials have demanded that school counselors now contribute to the “increased academic achievement for all students” at the risk of being considered “superfluous” (Martin, 2002, p. 151).
Data usage and assessment incorporated into school counseling practice can highlight the need for interventions and provide feedback on the effectiveness of interventions. Hayes et al. (2002) identified the variety of data that school counselors have access to, which includes, but is not limited to achievement test scores, attendance and discipline records, graduation and college enrollment rates, achievement trends across student groups (e.g. racial groups, socioeconomic groups, gender groups, students with disabilities, and students with limited English ability, etc.), surveys, and needs assessments which capture school stakeholders’ perceptions regarding school’s needs. Each of these sources of data can help school counselors organize school counseling programs and school personnel to provide detailed and school-specific interventions that contribute to the school’s overall mission. Isaacs (2003) supported this important function of data:

By conducting needs assessments, aligning with school improvement goals, identifying achievement barriers specific to their students, and engaging other educators and stakeholders in the process, school counselors can effectively direct their professional expertise and time to contribute to achievement improvement. As data collection and analysis begins to shape program elements, data collection and analysis would naturally predict that evaluating and decision making based on findings and improvements in program design and implementation will follow. School counselors have some unique reflective skills to overcome their resistance, engage in productive program development and planning, and assess their efforts and thus will ultimately become skilled action
researchers, accountable to student achievement, and will have a clear and significant role in school reform and improvement. (p. 294)

A more proficient use of data by school counselors could be the most critical principle of the TSCI as it encapsulates and communicates the benefit of the other principles in action. For example, Dimmitt’s (2003) study with ESL students used data to highlight a need for action, provided a venue for advocacy and counseling, and was measured with outcome data regarding achievement.

In summary, available data suggested that the five TSCI principles (advocacy, leadership, counseling, teaming and collaboration, and data usage and assessment) could have a positive impact on students’ academic achievement, and personal/social and career development. While no research is available regarding TSCI-trained school counselors in practice, it is reasonable to assume that a counselor who implemented each of these principles will also be an effective school counselor. Therefore, there is value in school counselors trained under the TSCI; however, despite their potential impact on students, several issues exist within the school environment, which could threaten the ability of TSCI-trained school counselors to implement their training. Specifically, these issues include the inconsistent professional identity of school counselors, the relationship with school administrators, and the poor development of supervision in school counseling.

2.2 School Counselor Professional Identity Research

As the TSCI transforms the duties that school counselors perform, in turn the TSCI will change the professional identity of school counselors. Professional identity is a conceptualization of a profession that serves as a “frame of reference from which one carries out a professional role, makes significant professional decisions, and develops as a
professional” (Brott & Myers, 1999, p. 339). Change has been a consistent part of the school counseling professional identity. Lambie and Williamson (2004) suggested that as school counselors’ roles and duties have been influenced by society, government and changes in student needs, the professional identity of school counselors has been affected as well. The professional identity of school counselors is important to the implementation of the TSCI, because it is a powerful part of the educational environment that TSCI-trained school counselors enter. School counseling literature has studied school counseling professional identity through several methods, such as perceptual data, the comparison of actual duties versus school counseling professional role statements, and time analysis of school counselors’ duties and functions.

2.2.1 Perceptions of School Counselors’ Role

Beesley (2004) noted that school professionals viewed school counselors as inadequately equipped to address the challenges faced by students. As the TSCI promotes advocacy, leadership, and teaming and collaboration, establishing partnerships and educating other professionals about the role of the school counselors is viewed as both a goal and a means of assessing progress. Therefore, one theme throughout school counseling professional identity research is the use of the perceptions of various school stakeholders as an indicator of the role of the school counselors. One such study by Beesley (2004) surveyed teachers across a variety of grade levels (n=188) about the perceived strengths and weaknesses of school counselors and teachers’ satisfaction with school counseling services. The survey results indicated that 67% of the teachers were extremely satisfied with their school counseling services and 33% of the participants were extremely dissatisfied with their school counselors. Over one third of the
respondents reported that the academic, career, and personal counseling skills of school counselors and public relations skills were inadequate. Alternatively, at least two-thirds of the respondents were satisfied with classroom guidance, individual and group counseling, consultation, special education coordination, and scheduling and testing coordination (Beesley, 2004).

Clark and Amatea (2004) used qualitative measures to assess teachers’ perceptions and expectations for school counselors. Through interviews, teachers suggested school counselors need good communication and collaboration skills to work with school staff, should provide quality interventions to students about problem solving, decision making, interpersonal communication, and character education, as well as help to establish a positive learning environment. Teachers also expected school counselors to maintain a sense of visibility: “The counselor should be an integral part of the school team and should be warm and approachable. Visibility with teachers and students is very important. The counselors should not be isolated” (p. 136). As these two studies show, there are inconsistent responses as some teachers express satisfaction and identify strengths while others express unhappiness and identify weaknesses with school counselors.

It is also noteworthy that these responses capture teachers expressing a need for school counselors to possess counseling and teaming and collaboration skills; two principles of the TSCI. However, additional data from Clark and Amatea (2004) suggest that many teachers did not completely understand or appreciate the skills that school counselors are trained to implement. In particular, teachers did not consider counselors to be active contributors to improving student achievement. Rather, many teachers
misinterpreted school counselors’ interaction with students as “coddling” (p. 137) instead of addressing barriers to student development. One teacher even expressed confusion over the conflict between the complexity of school counselor training and the perceived misuse of them professionally:

I never understood that counselors were seen as subsidiary to teachers. It bothers me that counselors offer so much and go through such extensive training to be seen merely as subordinates. [As a result of the research study], I realized that the teacher appreciated counselors for what they did but saw them as simply ‘support staff.’ (Clark & Amatea, 2004, p.137)

Researchers have also sought the perception of other school stakeholders, such as students, parents, and principals, to gauge the professional identity of school counselors. The study by Remley and Albright (1988) provides an example where 11 researchers each interviewed a student, teacher, principal, and parent to understand their expectations regarding school counselor services. Similar to the previously mentioned perceptual studies, a portion of each group discussed confusion about the role of school counselors. For example, some students and principals thought that counselors were administrators. Almost one half of the teachers echoed this perception when they said that school counselors were too busy with administrative tasks (Remley & Albright, 1988). Also, students did not perceive school counselors to be invested in the success of all students. Instead, some students believed school counselors only advocated for high achieving students (Remley & Albright, 1988). Finally, some parents thought that counseling duties should be left to school psychologists, social workers, family members or teachers.
(Remley & Albright, 1988). In summary, Remley and Albright’s (1988) data captured perceptions of school counselors that run contrary to the principles of the TSCI.

School counselors who have become too closely associated with administrative roles and duties have experienced mixed approval from stakeholders. Peer (1985) surveyed guidance directors about their perceptions of secondary school counselors. The guidance directors, representing 37 states, believed school counselors were respected by principals, superintendents, students, and counselor educators (Peer, 1985). However, they also believed that teachers, parents, and community leaders did not share a similar respect for school counselors (Peer, 1985). According to the guidance directors, any displeasure was attributed to school counselors’ overinvolvement with administrative tasks rather than counseling students and improving student development (Peer, 1985).

These perceptual studies all identified a form of confusion regarding the appropriate roles and duties of school counselors, but have not studied the experience of school counselors who work amongst confused stakeholders. In fact, very little research gives a voice to school counselors about their perceived role. When the perceptions of school counselors were taken into account, such as in Sink and Yilik-Downer’s (2001) study of school counselors’ perceptions of comprehensive school counseling programs, they were gathered through quantitative survey data. However, quantitative research cannot adequately capture this phenomenon. For example, Peer’s (1985) study gathered the positive and negative perceptions of certain groups towards school counselors, failed to clarify whether positive perception was associated with appropriate or inappropriate duties. The experience of school counselors among stakeholders who possess accurate and inaccurate perceptions of the school counselor’s role could provide new insight with
value to school counselors and counselor educators. Specifically, more qualitative insight could help school counselors prepare to more effectively implement their training, such as the principles of the TSCI.

Research based on the perceptions of other professionals about school counselors’ identity is another faulty approach to investigating professional identity, particularly because professional identity is regarded more as a self-conceptualization (Brott and Myers, 1999). Therefore, Brott and Myers (1999) applied the grounded theory to interview data from 10 school counselors to better understand how school counselors developed their professional identity. The research participants had varied years of school counseling experience from 1-29 years. The results of their study revealed a continuous process of identity development and refinement throughout the professional career (Brott & Myers, 1999). In particular, school counseling professional identity was developed as school counselors blended influences, such as personal experience, other counselors, and the setting (Brott & Myers, 1999). The developing professional identity influenced the roles played and the programs and services provided by the school counselors (Brott & Myers, 1999).

Of particular interest to school counselor professional identity development was the change in influence as school counselors gained professional experience (Brott & Myers, 1999). Brott and Myers (1999) concluded that the professional identity that is gained in training is modified as professional experience is gained. Despite the early professional reliance on training, more experienced school counselors relied on internal influences, such as personal conceptualization of the role (Brott & Myers, 1999). While this study did provide insight into professional development over the span of a career, a
more detailed and elaborate description of the initial professional identity modification by novice school counselors was missed in Brott and Myers’ (1999) discussion.

2.2.2 Comparison Studies of Actual Duties Versus Professional Role Statements

Another method of investigating the professional identity of school counselors involved comparing actual duties and functions to the duties and functions promoted by professional role statements (Foster, Hermann, & Young, 2005; Hardesty & Dillard, 1994; Tennyson, Miller, Skovholt, & Williams, 1989). In these studies, participants completed surveys by documenting the frequency of their participation in or the importance placed on appropriate and inappropriate school counseling duties. These studies produced similar results. For example, Hardesty and Dillard’s (1994) study showed that school counselors did not consistently perform similar duties across elementary, middle, and high school settings, such as career counseling (Tennyson et al., 1989). In addition, school counselors reported spending small amounts of time in group counseling, classroom guidance activities, and consulting with staff about student developmental needs, which are promoted as important functions of school counselors (Tennyson et al., 1989).

These studies have similar shortcomings to the above mentioned perceptual studies in that they do not completely capture the process and experience of school counselors negotiating roles and duties. Fitch and Marshall (2004), for example, studied the roles and functions of school counselors in high achieving schools. These results revealed that school counselors in high-achieving schools spent more time on program management, evaluation and research, and aligning with professional standards compared to school counselors at low-achieving schools. However, Fitch and Marshall (2004)
failed to study the school counseling program development process in high-achieving schools or the process of implementing more appropriate school counseling duties into a school counseling program in low-achieving schools. Insight and rich descriptions of the negotiation process between school counselors and other school professionals, the historical role of school counselors in certain buildings, and the allies and barriers to school counselors implementing more appropriate and effective roles and duties in those situations was absent from the research.

2.2.3 Time/Task Analysis Research

Another type of research used to investigate the role of the school counselor involved time/task analysis (Burnham & Jackson, 2000). As the value of school counselors was questioned by school stakeholders, school counselors have been implored to document how they use their time to make an impact on the development of students. Time/task analysis became a simple way for counselors to track the distribution of services over time. In addition, comprehensive guidance models, such as Myrick’s comprehensive developmentally based guidance program model and Gysbers and Moore’s Comprehensive Career Develop Guidance Program detailed the percentage of time that school counselors should spend on each program component to ensure a distribution of services and an opportunity to reach more students (Burnham & Jackson, 2000; Gysbers & Henderson, 1994; Myrick, 1993). Burnham and Jackson (2000) used time/task analysis to highlight inconsistent roles and functions by school counselors as many were assigned non-guidance activities by administrators. Non-counseling activities could include but were not limited to test administration, scheduling, and hall, bus, and
lunch room duty. The time/task analysis showed that participants spent anywhere from 1%-88% of their time performing non-counseling activities.

The value of time/task analysis is limited in understanding the role of the school counselor. In particular, the methodology relies on self-report, which is at risk for inaccurate data. As participants in this study were evaluated based on the distribution of time spent on tasks, self-report study participants may report more participation in appropriate duties than is accurate. In addition, time/task analysis has lost strength as a quality measure of school counselor role and value as educational initiatives, such as the No Child Left Behind Act have pushed education professionals to demonstrate their impact on student learning. Dahir and Stone (2003) quoted a school administrator who captured this need for results-based data from school counselors:

> The school counselors of this district work very hard, but tallying the number of counseling sessions and classroom presentations doesn’t give me what I need to show how school counselors are contributing to both our buildings’ and district’s academic success goals. (p. 214)

### 2.3 School Counselor and Administrator Research

Another potential source of influence over the implementation of the TSCI principles into school counseling practice is the relationship between school counselors and administrators. Administrators often hold significant power over school counselors through hiring, terminating, professional development, supervising, and evaluating. Studying this relationship is critical to understanding how administrators can impact the implementation of TSCI principles. To more completely understand this relationship, research has focused largely on administrator’s perceptions of role of school counselors,
analysis of administrator training, and a comparison of the philosophies of administrators versus school counselors.

2.3.1 Administrator Perceptions of School Counselors

Perceptions of administrators toward school counselors have been assessed through surveys and interviews, providing varied levels of insight. Monteiro-Leitner, Asner-Self, Milde, and Skelton (2006) conducted a survey similar to the previously discussed time/task analysis. In the survey, school counselors-in-training and professional school counselors documented their time spent on various tasks and also identified the ideal amount of time they should spend on the same tasks. In addition, administrators estimated the actual and ideal amount of time that school counselors spent on the same tasks in their respective buildings. The data from each group was compared to see if administrators and school counselors perceived their roles similarly. Significant differences were recognized between the amount of time administrators and school counselors believed that school counselors should spend counseling students (Monteiro-Leitner et al., 2006). Principals believed that counselors should spend more time on inappropriate duties, such as facilitating special education needs, monitoring lunch, buses, halls, and bathrooms, and administering tests (Monteiro-Leitner et al., 2006).

The results of Monteiro-Leitner et al. (2006) contained several methodological weaknesses. First, the use of perceptions and estimates of actual time versus ideal time spent on tasks does not adequately capture the professional role or the relationship between administrators and school counselors. Time analysis studies reveal little about the quality and impact of work done, two issues of growing importance in the modern education climate. Also, self-report scales are at risk for school counselors misreporting
the amount of time they spend on activities and/or their thoughts on the ideal time spent on certain activities. Also, time/task analysis may not clearly define how to categorize time between activities or a simple lack of productivity. To more accurately measure the amount of time spent on activities, observation would be a better means of data collection. Also, the study’s sample was comprised of 102 people from a non-random sample. Participants were recruited from a graduate program and contracted from regional professional organization rosters (Monteiro-Leitner et al., 2006). As a result, the sample cannot accurately represent the experience of all administrators and school counselors.

Amatea and Clark (2005) interviewed principals to better understand the value that they hold for school counseling activities as well as the priority they place on school counselors. Grounded theory allowed the researchers to gain more detailed insight on administrators’ views on school counselors that were not restricted by the boundaries of a questionnaire or survey. In total, 26 principals and assistant principals were interviewed and data analysis revealed four types of school counselor identities for which administrators expressed value. Just over 23% of the participants valued what was termed an “Administrative Team Player.” This counselor identity portrayed school counselors as “another set of hands” that were needed to schedule classes, coordinate testing and special education services, discipline, substitute teaching, and supervise buses and lunch (Amatea & Clark, 2005, p. 23). Almost 35% of the principals supported the school counselor as a “Collaborative Case Consultant” that was more likely to help teachers, parents, and administrators help students rather than work directly with students (Amatea & Clark, 2005). An almost similar amount of principals (31%) supported a school
counselor as a professional who provides services to students separately from the rest of
the school community (Amatea & Clark, 2005). Only 12% of the principals supported the
school counselor as an “Innovative School Leader” that embodied a role similar to the
one promoted by ASCA (Amatea & Clark, 2005).

Despite a similar lack of transferability in the Monteiro-Leitner et al. (2006)
study, Amatea and Clark’s (2005) study benefited from the detail and richness of
interview data that is not associated with quantitative measures. Despite this strength,
Amatea and Clark (2005) failed to discuss the training and work history of the
participants regarding school counseling. Insight into the development of the principals’
perceptions would be useful to administrators and counselors educators. In addition,
summarization rather than transcription of interview data was a methodological concern.
While member checks were still conducted, the potential for lost data could have been
prevented through taping and transcription.

Zalaquett (2005) conducted a study about elementary school principals’
perceptions of school counselors’ roles and functions. The study surveyed approximately
one third of the elementary school principals in Florida. In particular, the study
investigated the principals’ level of satisfaction with their school counselors and whether
or not the principals believed that their school counselor addressed the needs of their
respective schools. The results showed that 92% of the principals were very or somewhat
satisfied with the work of their counselor (Zalaquett, 2005). Also, 70% of the principals
believed their school counselor made a positive impact on the students (Zalaquett, 2005).
The results of this study remained vague about the principals’ satisfaction and the manner
in which needs are met in their respective schools. For example, the data did not specify
if a principal was satisfied because their school counselor follows the principal’s instructions or creates changes that improve student achievement. Other data yielded by the study is not clarified by the researcher. For example, there was little discussion about the fact that many of the surveyed principals believed that school counselors should support the ASCA National Model; however, less than a third of the principals believed the adoption of the National Model would actually be helpful (Zalaquett, 2005).

One study which surveyed administrators about the TSCI and other school counselor role issues provided insight on the research that will be proposed in this study. Perusse, Donegan, Goodnough, and Jones (2004) asked school counselors and administrators to differentiate between appropriate and inappropriate school counseling duties. In addition, Perusse et al. (2004) surveyed the participants about the amount of importance school counselors should place toward enacting the ASCA National Standards and the TSCI principles into the professional practice. The ASCA National Standards outline the skills and knowledge that school counselors should equip students with regarding academic, personal/social, and career development. First, many administrators identified inappropriate tasks as appropriate for school counselors to perform, such as test administration. These results could foreshadow how administrators prefer school counselors to use their time. Regarding the ASCA National Standards, significant differences in the level of importance between principals and school counselors was noticed for each standard except one which describes the need for school counselors to assist principals in the identification and resolution of student issues and problems (Perusse et al., 2004). In other words, principals and school counselors disagreed about what role school counselors should take with students.
To study the principals’ views on the importance of the TSCI principles, 19 statements or “stems” were created, which described the TSCI principles in action. Just over half of the 19 stems were identified as important by principals. However, across groups, school counselors and principals did not indicate importance toward working with data to identify needs and communicate effectiveness. Perusse et al. (2004) claimed that school counselors and principals had not accepted each of the principles of the TSCI. In particular, they failed to accept that school counselors should use data to create schoolwide change (Perusse et al., 2004). These results warrant further investigation as TSCI-based programs continue to train school counselors who expect to implement the TSCI principles into their practice. No available research addresses this potential conflict between training and professional expectations and the experience of TSCI-trained school counselors.

The research on the perceptions of administrators toward school counselors provides insight on the expectations that await school counselors in the professional environment. However, much of the data yielded by this research failed to capture the phenomenon completely. In addition, some of the research regarding the administrator/school counselor relationship has either contained questionable methods, impractical measures of identified concepts, and poor sampling. Consequently, this research has failed to produce consistent results and neglected to truly address the nature of the school counselor and administrator relationship.

2.3.2 School Counselor and Administrator Training Research

Some of the most interesting research on the foundation of the school counselor and principal relationship involves analysis of administrator training programs. Lampe
(1985) assessed the amount of curriculum devoted to school counseling services training in school administrator training programs at institutions with counselor training programs. In a survey of 407 training programs, 59% of the program directors reported that training about counseling services was inadequate (Lampe, 1985). Only 19% of the surveyed programs required coursework pertaining to counseling services and 8% did not have any training available (Lampe, 1985). The majority of the programs (65%) reported an elective course in counseling services, however only 19% of the students elected to take it (Lampe, 1985).

Lampe’s (1985) data revealed a staggering deficiency in the amount of training that future administrators have regarding school counseling. However, the impact of this study is limited by the lack of depth in the descriptive data. For instance, the data revealed the limited exposure that many administrators-in-training receive regarding counseling services; however, little description is provided about the content of the training. Furthermore, no data was provided regarding any differences in the perception of the role of the school counselor between those administrators who did receive training about counseling services compared to administrators who did not receive such training.

Fitch et al. (2001) surveyed the perceptions of administrators-in-training toward school counselors. A convenience sample of administrators-in-training rated the significance of several appropriate and inappropriate school counseling tasks as outlined by ASCA (Fitch et al., 2001). Participants indicated that the most important tasks performed by school counselors included responding to crises, providing a safe atmosphere for students to talk, communicating empathy, helping teachers respond to crisis, and helping students with transition (Fitch et al., 2001). In addition, over 50% of
participants said that inappropriate tasks, such as keeping records, registration duties, special education services assistance, and testing were important to the role of the school counselor (Fitch et al., 2001). While this study’s sample does not allow itself for generalization to the larger population, it highlights that administrators may not be educated about the appropriate role of school counselors during their training programs.

An unpublished manuscript by MacDonald and Armstrong (2006) shed more light on the training inadequacy for administrators regarding school counseling services. In a pilot study, the authors surveyed a national sample of elementary and secondary school counselors and principals about their perceptions of the role of the counselor, interprofessional communication, trust, cooperation, and the role of their training programs in preparing them to work collaboratively. The initial data yielded insight on barriers to the development of a more collaborative relationship between school counselors and principals. For instance, 43% of principals reported that they did not feel prepared by their training programs to work with school counselors (MacDonald & Armstrong, 2006). Furthermore, 48% of the principals claimed that they had not been adequately trained to support counselors (MacDonald & Armstrong, 2006). A similar percentage of school counselors (48%) claimed that their training program had not prepared them to work with principals (MacDonald & Armstrong, 2006).

This study highlighted a need for improved training for school counselors and administrators to better prepare each profession to work more collaboratively. One logical solution to this problem would be to develop graduate courses to foster understanding and collegiality between both professions. Kirchner and Setchfield (2005) developed such a course, aimed at developing appreciation between school counselors
and administrators for each profession’s suggested best practices. The researchers mailed surveys to the students after they had completed taking the course and were employed in schools. Students rated the importance and significance of both role congruent and role incongruent duties for school counselors according to ASCA. The results showed that both the school counselors and administrators endorsed the role congruent statements; however, the administrators also endorsed the role incongruent statements (Kirchner & Setchfield, 2005). Furthermore, the data showed that higher grade level and years of work experience were all positively correlated with the tendency to endorse role incongruent statements for school counselors (Kirchner & Setchfield, 2005, p. 13). The researchers concluded that administrators who participated in the course were faced with the real life decisions and resource scarcity in the work environment: “’real life’ experiences trump any concepts that are presented in their training” (Kirchner & Setchfield, 2005, p. 13).

This research provided more insight into the nature of the administrator/school counselor relationship; however, the opportunity for more in depth investigation is still present. Kirchner and Setchfield’s (2005) data suggested those administrators’ views toward professional roles of school counselors changed as administrators faced the demands of the work place. If this is the case, then more research about the nature of that professional relationship is needed. Kirchner and Setchfield’s (2005) most intriguing assumptions from the data about the views of administrators towards school counselors was largely based on assumption and no investigation was reported to confirm their ideas. In addition, no available research exists on the ability of TSCI-trained school counselors to incorporate their teaming and collaboration training with administrators. Furthermore, research on their experiences working with administrators, communicating their training
philosophy, expressing their professional expectations about the role of the school counselor, and negotiating their role in the school setting is not covered anywhere in the available literature.

2.3.3 Analysis of School Counselor and Administrators Philosophy

Another potential source of conflict between administrators and school counselors is the basic philosophies of each profession. Researchers have analyzed each position to better understand the nature of the administrator and school counselor role and how each profession views and addresses situations. The analysis by Kaplan (1995) suggested that the different philosophies each respective profession uses to address a situation may create the potential for misunderstanding, frustration, and friction. For example, confidentiality, which is an essential characteristic of the counseling relationship, can prove frustrating to principals as it cuts their access to information, thereby limiting their ability to assess situations and solve problems (Kaplan, 1995). The perspective that each profession holds toward discipline is another example of conflict between the two professions. School counselors view problematic children or situations as opportunities to employ self-management skills or to identify an issue’s cause and effect to help prevent further problems (Kaplan, 1995). Principals, on the other hand, view problems as a need for discipline and enforcing punishment as a means to restore order and to teach (Kaplan, 1995).

Shoffner and Williamson (2000) identified similar philosophical conflicts when they conducted a seminar between school counselors and administrators aimed at improving dialogue and collaboration between the two professions. As a part of their seminar, they asked each group to identify points of potential conflict between the two
groups. Similar to Kaplan’s (1995) thoughts, Shoffner and Williamson’s (2000) participants suggested that potential points of conflict between the two professions included issues around confidentiality, discipline, and child advocacy. In addition to the concerns shared with Kaplan (1995), Shoffner and Williamson’s (2000) class identified potential conflicts between shared and formal authority between administrators and school counselors, recent paradigm shifts towards leadership and accountability, and scheduling and time constraints as other points of concern that these professions should be careful to consider in developing a healthy working alliance.

While both Kaplan (1995) and Shoffner and Williamson’s (2000) analysis of each profession’s philosophy helps to better understand the potential nature of the conflict between school counselors and administrators, the analysis lacked the benefit of qualitative data. With the use of qualitative data methods, such as interviewing, an analysis of professional philosophies could be enhanced through the richness of the experiences, examples, and voices of administrators and school counselors. Similar to other research that has been reviewed pertaining to professional identity, the methodology used to study the administrator/school counselor relationship has not adequately captured the phenomena.

2.4 School Counseling Supervision Research

School counselors invested in actualizing their training in practice require more support to maintain progress towards that goal. Supervision is one way that school counselors could proactively address resistance and provide support (Baggerly & Osborn, 2006; McMahon & Patton, 2000, 2001). There are three general areas of professional functioning that supervision can address: administrative functioning, programmatic
development, and clinical skills (Schmidt, 1990). Administrative supervision, often provided by administrators, addresses basic duties, such as attendance, following rules, punctuality, and professional relationships. Program supervision focuses on integrating school counseling program goals with the goals of the entire school. This is critical in helping to establish the school counselor as a valuable part of the whole school community. Clinical supervision helps counselors reflect on and improve counseling skills and processes (Schmidt, 1990).

Little research is available regarding supervision in a school counseling context (Dollarhide & Miller, 2006). The majority of available research, like other areas of school counseling research, relies on data that is difficult to generalize or fails to provide a rich description of the supervisory experience of school counselors. The major themes available in school counseling supervision research include the general state of school counseling supervision, the supervisory relationship, and supervision models.

2.4.1 General State of School Counseling Supervision

Much of the foundational research on the state of supervision for school counselors has involved descriptive surveys or other quantitative analysis. To better understand the type of post-degree supervision that various counseling professionals receive, Borders and Usher (1992) incorporated several types of data analysis in their study of National Certified Counselors. Their study was credited as the first national study on post-degree supervision of counselors. The survey, which used multiple choice questions, collected data from a national sample of 357 participants and asked counselors to provide demographic data and describe their actual supervision experience. Of the entire sample, 39% were school counselors and reported significantly fewer hours of
post-degree supervision than other mental health counselors (Borders & Usher, 1992). Furthermore, 45% of the school counselors reported no post-degree supervision (Borders & Usher, 1992). In addition to the descriptive data, chi-square analysis was conducted to highlight differences in supervision experiences between subgroups of counselors. The results of the chi-square yielded significant differences between the amounts of supervision at different work settings (Borders & Usher, 1992). In particular, school counselors were more likely than other counselors to have no supervision. When asked about the professional background of counseling supervisors, the most common response, “other,” suggested that many supervisors do not have a counseling background (Borders & Usher, 1992). For school counselors, this often means they are supervised by and administrator or principal. While the results of this study came from a national study, their generalizability was questioned, because the NCC credential does not represent the majority of counselors and especially school counselors.

Research has been conducted on the supervision experiences of school counselors; however, much of it has contained similar methodology. For instance, many studies focused solely on school counseling supervision in individual states. In one example, Sutton and Page (1994) surveyed school counselors in Maine and found that 20% of school counselors received clinical supervision. Similarly, Roberts and Borders (1994) noted that 85% of surveyed school counselors in North Carolina were getting monthly administrative supervision. Furthermore, many of the school counselors received supervision from administrators rather than school counselors (Roberts & Borders, 1994).

Page, Pietrzak, and Sutton (2001) conducted one of the first national studies specifically focused on the supervision experience of school counselors. From random
samples of ASCA members from every state (n=267), 50% of participants reported they were supervised by a principal, 10% were supervised by an assistant principal, and 13% were supervised by a guidance director. Of the total sample, only 13% of participants reported receiving clinical supervision as a part of their supervisory experience.

The available data provided by Borders and Usher (1992) and Page et al. (2001) was limited in the scope and depth of the insight regarding the supervisory experience. While the data yielded information about the quantity and type of supervision that school counselors receive, the descriptive and quantitative measures revealed little about the effect of the supervision on the counseling practice and experience. In addition, the voices and personal accounts of the experiences of school counselors was absent from those studies. In other words, the methodology selected to study school counselor supervision failed to capture the complete experience that could be better understood through qualitative methods.

McMahon and Patton (2000; 2001) addressed the need for qualitative research regarding the clinical supervision experience of school counselors in Australia. They utilized group interviews and focus groups to understand the conceptualization and experience of clinical supervision by school counselors and the perceived benefit of supervision for school counseling personnel. In one study (McMahon & Patton, 2001), a voluntary sample was used in focus groups. While participants reported that clinical supervision provided many benefits, such as a source of new ideas and strategies, support, personal growth, debriefing, and feedback, many participants rarely received it (McMahon & Patton, 2001). Specifically, only 12% of participants received clinical supervision (McMahan & Patton, 2001). In another study (McMahon & Patton, 2000),
group interviews were transcribed and analyzed for major themes regarding school counselors’ supervision experience and the impact of supervision on their personal and professional life. School counselors valued the support that supervision provided, particularly because they described school counseling as a lonely or isolated job (McMahon & Patton, 2000). Some participants believed supervision had special importance for new professionals who are expected to perform proficiently at the outset of their professional life (McMahon & Patton, 2000).

The need for new school counseling professionals to receive post-degree supervision was not analyzed any further in the McMahon and Patton (2000) study, nor has it been researched in other studies. Furthermore, the role of supervision and its perceived value to TSCI-trained school counselors has not been addressed in the professional literature. Despite the fact that qualitative data is difficult to generalize, McMahon and Patton’s (2000; 2001) research demonstrated the value of qualitative research in capturing personalized and detailed information about the experiences of school counselors. Also, while their research involved qualitative and quantitative methods, it lacked a true mixed methods design as one methodology did not inform the methodology of the other. Therefore, a need existed for mixed methods research regarding school counseling as it could not only unlock rich experiences, but also could provide a way for more generalizable data.

2.4.2 Supervisory Relationship Research

Research regarding the culture of school counseling supervision highlighted many inadequacies in the supervisory relationship. As a result of the research, questions existed about the professionals often charged with supervising school counselors. For example,
Wilson and Remley (1987) surveyed school districts in Virginia and found only 31 out of 141 school districts employed a district supervisor for the guidance program. Of the districts with a guidance director, only 33% (n=7) were certified or endorsed in guidance services (Wilson & Remley, 1987). Furthermore, 28.6% (n=6) of the guidance supervisors had no counseling experience (Wilson & Remley, 1987). Other research has identified a similar disconnect between school counselors and those charged to be their supervisors. For example, Matthes (1992) surveyed new school counselors in Iowa and 87% of the participants reportedly received supervision from a principal. In another study, Schmidt and Barret (1983) studied the professional experience of counseling supervisors in North Carolina. Out of a sample of 42 supervisors, 52% were not licensed as school counselors (Schmidt & Barret, 1983).

This research is particularly interesting, because it raises questions about the quality of supervision that supervisors without school counseling experience or familiarity can provide. Literature has shed light on important qualities and characteristics of successful supervision relationships and experiences. In a small (n=5) qualitative study of psychologists, Worthen and McNeill (1996) interviewed participants about good supervisory experiences. Each participant described a good supervisory relationship as essential to quality supervision (Worthen & McNeill, 1996). A similar emphasis on a strong and nurturing supervisory relationship was echoed in Hutt, Scott and King’s (1983) study of positive and negative supervision experiences. In that study, participants said that a supervisory relationship should make supervisees feel comfortable to disclose important personal and professional information for the purpose of professional improvement (Hutt et al., 1983). If school counselors are being supervised
by professionals with limited experience, familiarity, or dedication to school counseling, then the quality of the supervisory relationship they are able to build with supervisees.

2.4.3 School Counseling Supervision Model Research

Another area of school counseling supervision research has focused on developing effective supervision models specifically for school counselors. However, because formal supervision networks are rare in school districts, some research summarizes school counseling support programs that do not technically qualify as supervision. VanZandt and Perry (1992) researched a mentoring program for first-year school counselors that provided support, resources, and professional help to build professional confidence and establish direction in their careers. Program mentors received a brief training in counselor development, the role of the mentor, resource identification, goal setting, and coordination strategies. The identified program outcomes included the amount of times that program participants contacted mentors and a survey evaluation of the program. This study failed to include empirical support for how this program improved the counseling skills of the participants.

Another type of support program covered in the research was peer supervision programs. Crutchfield and Borders (1997), Agnew and Vaught (2000), and Benshoff and Paisley (1996) each provided descriptions of peer supervision programs, however, each failed to provide support for each program’s effectiveness on the development of counseling skills. For example, Agnew and Vaught (2000) interviewed peer supervision participants to assess changes in skills, knowledge or other personal gains as a result of participation in the program. According to the interview data, 97% of the participants reported some type of skill development, and professional and personal gains as a result
of the supervision (Agnew & Vaught, 2000). In addition to self-report data, whose reliability is often question, the reported results were vague, not offering much description of the peer supervision experience, content of the discussion, or specific improvements associated with program participation.

Benshoff and Paisley (1996) studied another peer supervision program, which utilized the Structured Peer Consultation Model for School Counselors; a nine-session model that paired school counselors together for 90-minute sessions every other week. In this model, school counselors discussed a variety of professional topics and provided critical feedback to one another. In the program evaluation, participants revealed that peer supervisors did not give enough challenging and critical feedback which prohibited the quality of learning. This data reinforced the importance of trained supervisors being placed in supervisory roles for school counselors. However, because of the way that most Masters programs are organized, a scarcity of funding for outside training, and the training experience of most school counselors, it is hard to locate school counseling professionals with supervision training (Dollarhide & Miller, 2006; Herlihy et al., 2002; Sutton & Page, 1994).

CONCLUSION

The available research regarding school counselor professional identity, the administrator/school counselor relationship, and school counselor supervision support the potential for each phenomena to act as a barrier to TSCI-trained school counselors implementing their training in to practice. Professional identity research highlighted common misperceptions of school counselors among school stakeholders (Clark & Amatea, 2004). Research also identified a lack of training and experiential foundation
that administrators had regarding school counseling services. Finally, research about school counseling supervision revealed a scarcity of not only supervision services but also a lack of availability of school counselors trained in supervision (McMahon & Patton, 2001, 2001; Wilson & Remley, 1987).

Furthermore, a review of the research across these phenomena revealed several gaps in the research that need to be addressed. In particular, there is no research which investigates the experiences of TSCI-trained school counselors and their ability to implement their training into their professional practice. Therefore, research is needed about this educational initiative to provide feedback on its effectiveness. Also, no literature has investigated the connection between school counseling supervision and the ability for school counselors to actualize training principles. Finally, and most significantly, the methodologies reviewed in the literature have not adequately captured the phenomena or availed themselves to generalization to the larger school counseling population. Descriptive statistics have not provided the depth of insight into the experience of school counselors who work within educational environments that may restrict their ability to implement training while qualitative studies have limited applicability to larger populations. Therefore, within this topic, there remains a need for mixed-methods research.

The study intended to gain a rich and detailed understanding of the experiences school counselors from TSCI-based training programs and their ability to implement their training into professional practice. Furthermore, the study utilized a mixed-methods methodology where qualitative data informed additional quantitative data collection. The proposed methodology is detailed in the following chapter.
CHAPTER 3

INTRODUCTION

The Transforming School Counseling Initiative (TSCI) has attempted to redefine the role of the school counselor (Martin, 2002). Specifically, school counselors trained at TSCI-based graduate programs were taught to be student advocates, school leaders, and skilled practitioners who use counseling, teaming and collaboration, and data to positively impact the academic achievement, and personal/social and career development of all students (Martin, 2002; Sears, 1999). The professional identity promoted by TSCI training programs was not consistent with the general population of school counselors (Amatea & Clark, 2005; Perusse et al., 2004). For example, while TSCI-trained school counselors are encouraged to implement the TSCI principles into their regular practice, research has recognized that many school counselors perform inappropriate or non-counseling duties under a variety of inconsistent professional identities (Amatea & Clark, 2005; Burnham & Jackson, 2000; Clark & Amatea, 2004; Hardesty & Dillard, 1994; Peer, 1985; Remley & Albright, 1988).

In addition to an inconsistent professional identity, school counselors often work in what is perceived to be an unsupportive professional environment. Specifically, research suggested that administrators, who are often charged with leading and supervising school counselors, are largely unfamiliar with or untrained about how to
work with school counseling services (Amatea & Clark, 2005; Lampe, 1985; MacDonald & Armstrong, 2006; Perusse et al., 2004). School counselors also work without the same rigorous supervision protocol that other mental health professionals receive after the completion of graduate training (Jackson et al., 2002). School counseling currently lacks the resources and personnel who are trained and willing to provide quality and comprehensive supervision, which is viewed as a major deficiency in professional support (Borders & Usher, 1992; Dollarhide & Miller, 2006).

The inconsistent professional identity and the lack of administrative support and supervision could threaten the ability for TSCI-trained school counselors to implement the TSCI-principles (i.e. leadership, advocacy, counseling, teaming and collaboration, and data usage and assessment) (Lehr & Sumarah, 2002). These threats to the implementation of the TSCI are important to school counseling and education in general, because the TSCI principles have contributed to academic achievement, and personal/social and career development in research (Aune, 1991; Brigman & Campbell, 2003; Campbell & Brigman, 2005; Dimmitt, 2003; Fitch & Marshall, 2004; Flannery et al., 2003; Lapan et al., 2003; Myers, 2005).

This chapter identifies and describes the study’s methodology. Specifically, this chapter describes the purpose of the study, reviews the research questions, details the research design and sampling procedures, data collection and data analysis processes, and theory development.

3.1 Purpose of the Study

The purpose of this mixed-method study was to examine the professional experience of TSCI-trained school counselors. Specifically, the study identified the
barriers and contributing factors to the implementation of the TSCI principles into professional practice. Furthermore, the study sought to understand predictors of the implementation of TSCI principles into professional practice.

3.2 Research Questions

This study explored the following research questions:

1. What is the experience of TSCI-trained school counselors in their second year of professional practice?
2. What do TSCI-trained school counselors in their second year of professional experience identify as barriers to the implementation of training principles into professional practice?
3. What do TSCI-trained school counselors in their second year of professional experience identify as factors that increase the likelihood of TSCI training principles being implemented into professional practice?
4. To what degree do demographic, work place, and training variables predict the self-reported level of implementation of the TSCI principles into practice?

3.3 Research Design

This study explored the experiences of second-year school counselors and investigated different factors that help or hinder their ability to implement TSCI-principles from their training into their professional practice. In addition, this study explored predictors of implementation of TSCI principles into professional practice. Therefore, a mixed-methods design was warranted to address the set of research questions. Specifically, this study used the sequential exploratory strategy (SES) (Creswell, 2003).
The SES was the most appropriate mixed method design for this study because its goal is to develop a thorough understanding of a phenomenon or experience (Creswell, 2003). This design matched well with this study as it was to better understand the professional experience of TSCI-trained school counselors and phenomena that impact the implementation of training principles into professional practice. The SES was used to explore this topic in two phases; an initial qualitative phase and a second quantitative phase (Creswell, 2003). The first qualitative phase utilized interviews with second-year school counselors who graduated from The Ohio State University’s school counseling program to collect data about their experiences as school counseling professionals. The quantitative phase of this study involved the distribution of a survey and a multiple regression analysis of the subsequent collected data to identify predictors of the implementation of the TSCI principles into school counseling practice. The survey used in the second phase of the study was constructed using the literature, themes, and factors that emerged from the interview data from the first phase of the study. Data for the quantitative phase of the study was collected from school counselors who graduated from the six initial TSCI programs (California State University-Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, and West Georgia State University). This data allowed the results to be applied to the larger population of TSCI-trained school counselors.

The qualitative data collection was of great importance in this research study for several reasons. First, qualitative inquiry helped to gather a rich perspective of the experience of second-year school counselors through interviews and the subsequent data analysis. In addition, the qualitative inquiry had importance because there is a paucity of
foundational research regarding the professional experience of TSCI-trained counselors. A search of academic journals yielded no research on the impact of TSCI programs on school counselors or the impact of graduates of TSCI-based programs on the students these professionals eventually served in schools.

Qualitative data collection was also important in this study, because it was a recommended first step for studying a topic with a small research base. To develop a quality group of research, Holloway and Hosford (1983) suggested that a sequence of research phases must be completed. First, a phenomenon needed to be observed in its natural environment. Next, specific variables that were critical to the phenomenon must be identified and connected. Finally, a set of principles that explained the phenomenon would result from the previous steps. According to this proposed sequence, research that ignores a foundation of exploratory data contributes little in the long run towards sufficiently understanding a phenomenon (Holloway & Hosford, 1983). Therefore, this research study placed a premium on gathering qualitative data that explored the experiences of this rarely studied group of school counselors.

The SES was also the most appropriate method for this study to establish generalizability in a study with a heavy reliance on qualitative data. Qualitative data were largely criticized, because it was difficult to transfer the findings to other populations outside of the sample (Merrick, 1999). Because the SES utilized quantitative methods that build off of the qualitative data from the first phase of the study, it was viewed as a good research design for generalizing “qualitative findings to different samples” (Creswell, 2003, p. 215). In other words, this research design was the most appropriate in order to explore a phenomenon and “expand on the qualitative findings” (Creswell, 2003,
p. 216). In the case of this study, qualitative data from one sample of TSCI-trained school counselors was expanded to a quantitative survey of a larger, more generalizable sample of TSCI-trained school counselors. The following sections detail the research methodology for both phases of the research study. The research proposal was approved by the Institutional Review Board (See Appendix A).

3.4 Phase One: Qualitative Research Methodology

3.4.1 Sampling

One of the greatest differences between qualitative and quantitative research is the intention of generalization. With quantitative inquiry, methodology and operationalism are means to generalize collected data to a larger population (Patton, 2002). Conversely, qualitative research seeks to understand groups or people more completely. To achieve this, qualitative research employs purposeful sampling procedures. Patton (2002) elaborates on the benefits of purposeful sampling:

The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry…Studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations. (p. 230)

Hutt et al. (1983) claimed that the criteria for participating in a qualitative study were “articulateness and experience with the phenomena under study” (p. 119). Therefore, to best answer the research questions, this study used a sample of second-year professional school counselors who graduated from The Ohio State University’s school counselor training program in 2005. These participants were able to address the research
questions because they graduated from the same TSCI-based program and had over one year of professional school counseling experience. Therefore, these participants were able to speak about their conceptualization of the role of the school counselor and their experience trying to actualize that role in their respective school. In addition, all of the participants attempted to implement the same TSCI training into their professional school counseling roles. The researcher interviewed this entire group, which consisted of approximately 22 people, or until data saturation is reached. This sample size was large enough to reach the point of informational redundancy or saturation (Creswell, 1998; Lincoln & Guba, 1985). Saturation was determined when the same themes and data being collected through the interviews were repeated and no new themes emerged or were discussed.

The email addresses for the eligible interview participants were collected from the university and from the personal records of the researcher. The eligible participants were contacted via email requesting their voluntary participation in the research study (See Appendix B). The eligible participants either volunteered for participation, declined participation, or did not respond to the email. In the event that eligible participants did not respond, the researcher sent the recruitment email a total of three times. When participants volunteered for participation, the researcher arranged a phone interview and also requested any up to date email addresses of eligible participants. At the time of the interview, the researcher obtained and documented the participants’ consent for participation in the research study and asked a preliminary set of questions about his/her demographic background (See Appendix C and D).
3.4.2 Data Collection

Individual semi-structured interviews were scheduled with participants from the sample who agreed to participate in the study. Lincoln and Guba (1985) described interviews as “conversations with a purpose” (p. 268). The purpose of these interviews was to obtain rich information about the experiences of TSCI-trained school counselors (Fontana and Frey, 2000). Each participant gave rich information, because they spoke about their own experiences. Capturing these subjective experiences was one of the distinguishing characteristics of qualitative research (Bogden & Biklen, 1998). Qualitative research assumes that reality is constructed from the meaning that each participant takes from their experience (Bogden & Biklen, 1998). Therefore, the interviews and the subsequent data analysis, allowed the researcher to develop an understanding of that reality.

The interview questions addressed the research questions and provided an opportunity for participants to describe their experiences. Some questions were very general, asking participants to discuss their experiences. Through these questions, participants discussed factors from their experiences that acted as barriers or contributing factors to the implementation of TSCI principles into professional practice. Other questions, developed from the literature, asked participants about their professional identity as a school counselor, the impact of their TSCI training on that identity, their relationships and experiences with administrators, and their experiences with supervision. Through these questions, data was compared and contrasted to prior research in order to identify their relationship to the implementation of TSCI principles.
Semi-structured interviews were best suited to this study, because they provided the benefits of both the structured and open-ended interview formats. For example, each interview contained uniform questions, developed from the previous research which each participant will be asked (See Appendix E) (Patton, 2002). Therefore, each participant was asked the same questions and each question’s responses were compared to identify themes. Elements of the unstructured interview were also used. Specifically, the researcher used the predetermined list of questions “to explore, prove, and ask questions that [elucidated] and [illuminated] that particular subject. Thus, the interviewer [remained] free to build a conversation within a particular subject area, [worded] questions spontaneously and [established] a conversational style…” (Patton, 2002, p. 343). This characteristic of unstructured interview complimented the purpose of an interpretivist study by allowing for a variety of in-depth responses, further capturing the breadth of voices, insights, and experience (Fontana & Frey, 2000; Patton, 2002).

3.4.3 Data Analysis

A grounded theory approach was used to analyze the data. Charmaz (2000) described coding in the grounded theory approach as a “constant comparative method” (p. 515). As the title suggests, data was analyzed across a variety of categories and contexts to foster further insight. Through this ongoing data analysis and interpretation process, themes emerged from the data that informed the research questions (Charmaz, 2000). Using the principles of the grounded theory, inductive reasoning was applied to the emergent themes in the data to help build theoretical frameworks (Charmaz, 2000). The theory development process took place throughout the research process and informed the study’s data collection, coding, and analysis.
Patton (2002) described raw data as “undigested complexity or reality” (p. 463). This study produced raw data in the form of interview transcripts, which were transcribed verbatim from the tapes. Through data analysis and interpretation, data was transformed into focused and meaningful themes that helped to answer the research questions. The first step in analysis was the development of a coding scheme (Patton, 2002). In this study, the researcher employed a system of open, axial, and selective coding (Strauss & Corbin, 1998).

Open coding was the first step in the analysis of the interview data. This process involved breaking down the data in segments, such as paragraphs and sentences to make meaning out of what each participant said (Strauss & Corbin, 1990). Researchers made sense of the data by labeling phenomena or conceptualizing the data (Strauss & Corbin, 1990). From the subsequent list of concepts, themes were identified throughout the concepts that allow the researcher to create categories. These categories helped the researcher work more easily with the data (Strauss & Corbin, 1990).

Axial coding was the second step in the coding process. As much as open coding is used to break down data into manageable parts, axial coding was used to put “data back together in new ways by making connections between a category and its subcategories” (Strauss & Corbin, 1990, p. 97). In other words, the concepts and categories from the open coding stage were compared to one another (Strauss & Corbin, 1990). As a result, axial coding established more “density and precision” in the data analysis (Strauss & Corbin, 1990, p. 99).

As axial coding helped to establish categories with properties and dimensions and relationships to other categories, selective coding, the final step in the coding process,
took the axial codes to the next step. Specifically, selective coding took the dense and rich categories and moved them toward theory development. Through this process, the data was developed into a “picture of reality that is conceptual, comprehensible, and above all grounded” (Strauss & Corbin, 1990, p. 117).

3.4.4 Research Team

To assist in the data analysis and to help establish trustworthiness, a research team was employed during this study (Lincoln & Guba, 1985). The research team consisted of three individuals including the researcher with a variety of training and professional background experiences. A brief description of each research team participant is provided in Appendix F. Each research team member brought a variety of skills and perspectives to the data analysis experience that contributed to a deeper understanding of the data.

3.4.5 Establishing Trustworthiness

Installing appropriate measures into this mixed methods research study to help ensure that data and analysis were “trustworthy” or credible, transferable, dependable, and confirmable was critical for success (Lincoln and Guba, 1985). Using the terminology and suggestions provided by Lincoln and Guba (1985), this study incorporated several measures to live up to this research standard. These measures will be discussed in the following subsections.

3.4.5.1 Installing Credibility

Similar to internal validity, credibility involves a match or fit between the views of the participants and the researcher. This study established credibility through several measures. Triangulation required different types, sources, and methods of data and collection to obtain overlapping data helpful in reducing researcher bias. Specifically,
three types of triangulation were used: data, investigator, and methodological triangulation (Lincoln & Guba, 1985).

Data triangulation was established by using multiple sources of data; the interview data and the quantitative data from the second phase of the study. Investigator triangulation occurred through the use of a research team and peer debriefing. The research team helped code and organize interview transcriptions and came to an agreement about the existence of themes in the data. Peer debriefing incorporated outside parties (e.g. peers, doctoral committee members) to provide feedback, uncover bias, test hypotheses and discuss upcoming steps in research (Lincoln & Guba, 1985). The general structure of the SES, utilizing both qualitative and quantitative data collection methods, provided the needed methodological triangulation.

Credibility was also established through various other means that will be included in this study. For example, this study used member checks to test the accuracy of the interview data. This step took place after the interviews were transcribed to allow participants the opportunity to provide feedback and contend problems with transcriptions. Participants were emailed copies of their consent to participate forms and a copy of their interview transcript allowing them to the ability to review the transcript, to check it for accuracy, and to provide feedback. Modifications were made to interview transcripts when necessary.

3.4.5.2 Installing Transferability

Transferability describes another researcher’s ability to use the analysis from this research study with other cases (Lincoln & Guba, 1985). To do this, a thick description of the data and the research methodology were provided to shed light on the research
process, meanings of terms, intentions of the study, and research strategies (See Appendices). A personal journal maintained by the researcher documented the ongoing thoughts, beliefs, opinions, attitudes, and other insight. This journaling process was also a tool to help uncover potentially problematic bias.

3.4.5.3 Installing Dependability

A dependable study is one that is logical and that can be traced over the course of its execution. This study established dependability through triangulation measures, which have already been discussed. Another way for installing dependability is the presence an audit trail, which documented all of the data as well as the data collection and analysis process. For example, throughout the data analysis, a codebook was maintained, tracking the continuous development of codes and ideas regarding themes in the data (Patton, 2002). The previously mentioned reflexive journal is another recognized method for increasing dependability.

3.4.5.4 Installing Confirmability.

Confirmability was the final component of trustworthiness and is similar to objectivity. An objective study is free from bias and makes use of multiple sources of data. (Lincoln & Guba, 1985). In this study, confirmability was achieved through the previously detailed measures of triangulation and reflexive journaling. For example, the study used data from interview participants and the variety of perspectives from team members to collect and analyze the data in this phase of the research study. The member checks and peer debriefing process also helped to ensure a certain degree of confirmability.
3.5 Phase Two: Quantitative Research Methodology

3.5.1 Sample

The goal of the second phase of this mixed-methods study was to gather data that represented the population of TSCI-trained school counselors. The population for this survey was very specific and limited in accessibility. Therefore, the researcher utilized a modified snowball sampling technique to contact as many graduates as possible to recruit for participation in this study. Snowball sampling is regarded as an acceptable technique of sampling in an instance where a target population is hidden or hard to contact and limited in size (Goodman, 1961).

To begin the sampling process the researcher solicited the faculty of the original six TSCI training programs (California State University-Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, and West Georgia State University) for email contact information of graduates between the years 2000-2005. The exact population size of graduates during this time frame is unknown but is believed to be approximately 550 graduates. Of the six schools that were selected to initially participate in the TSCI, all but OSU are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2006). As detailed in the 2001 standards Section VI.C.3 and 4, CACREP-accredited programs must maintain records of their graduates to assist in ongoing program evaluation (CACREP, 2006).

The researcher contacted faculty from the original six TSCI institutions in order to develop an initial participant list. The researcher attempted to obtain as many email addresses as possible from the graduate programs in a variety of ways. First, some
graduate programs were able to provide partial or believed to be complete email lists to the researcher. Some of the programs had no current emails for graduates. Snowball sampling was instituted in order to supplement the mostly incomplete or outdated email contact that the training programs were able to provide. This was done through several strategies. In one instance, the university would not permit email addresses of former graduates to be released for the purpose of this study. Therefore, an arrangement was made with a faculty member of the graduate program to distribute recruitment emails from the researcher to any known graduates eligible to participate in this study. At a different university, a program faculty member recruited selected program graduates to email the researcher any known email addresses for graduate cohorts. Finally, as a part of the recruitment emails, the researcher invited those who received recruitment email messages to pass them along to any other former graduates who would be eligible for participation. As a result of the modified snowball sampling technique, the researcher was able to collect 265 email addresses. Of those 265 email addresses, 35 were not usable as either outdated email addresses or belonging to an ineligible person leaving 230 valid email addresses.

Using Salant and Dillman’s (1994) recommendation, the researcher sent a series of four notices via email to the valid email addresses (See Appendix G). Salant and Dillman’s recommendation referred to regular mail rather than email, so the researcher changed the delay between mailings from 1-3 weeks to one mailing every 4 days. The text of the email messages contained a request for recipients to participate in the survey and a brief explanation of its purpose. Aside from the first email, which was a preliminary notification, the email messages contained an internet link to the survey. The
researcher used the internet survey tool SurveyMonkey.com to build the survey, collect the responses, and organize the data (Finley, 2007). If a recipient chose to participate in the survey, they used the internet link and were taken to the front page of the survey. At this point, recruited participants read a statement about the survey and indicated their voluntary and informed consent to participate by proceeding to the next page of the survey and the first questions. Participants were asked to only take the survey one time.

3.5.2 Survey Development

For the second phase of this mixed-methods study, an electronic survey was created to collect data from graduates between the years of 2000-2005 of the original six TSCI institutions. Continuing with the mixed method design of this study and specifically the sequential exploratory strategy (SES), the survey was developed out of the available literature and the qualitative data collected in the first phase of the research study (Creswell, 2003). The survey contained questions about participants’ workplace, their self-reported ability to implement the role of the school counselor promoted by the TSCI, their training, and their demographic background (See Appendix H). The research team for the qualitative data analysis collaborated to identify the factors targeted in the survey. At the conclusion of the qualitative analysis, the research team members were asked to identify a list of factors from the interview transcripts that were referenced as important to the implementation of the TSCI principles. The research team then used those lists to come to a consensus about which factors to include in the survey.

The survey contained a variety of types of questions and it composed in a way to make independent variables continuous when possible. This was done for variables, such as age, years of experience in a variety of jobs, and annual school counseling budget.
Other questions made variables nominal, such as sex, race, graduate program attendance, and whether or not a participant’s supervisor had school counseling experience.

To measure the participants’ ability to implement the role of the TSCI into professional practice, the dependent variable, roles and duties that typify each TSCI principle were selected as predictor variables to represent each principle. The roles and duties selected to comprise each principle were taken from available TSCI literature (Dollarhide, 2003; Martin, 2002; Musheno & Talbert, 2002; Education Trust, 1997). A listing of the roles and duties listed by principle are contained in Table 3.1. Participants were asked to indicate the frequency with which they implemented each of the roles and duties listed in Table 4.10. Participants reported whether they Never, Rarely, Often, or Always implemented each of the above roles and duties (1 = Never, 2 = Rarely, 3 = Often, 4 = Always). This 4-point scale was used, because it forced participants to choose their level of implementation rather than claiming a neutral answer and also helped to lower the variance in the data.

Careful consideration was also given to block randomizing the survey questions in the section of the survey dedicated to the dependent variable. Had the researcher grouped all of the roles and duties of each TSCI principle together within the survey, the risk of bias would have been entered into the survey as respondents may have answered each group the same or been able to decipher the purpose of the survey section (Sparfeldt, Schilling, Rost & Thiel, 2006). Conversely, block randomization can help to maintain a participant’s attention and alleviate the pressure to present oneself favorably to the researcher (Sparfeldt et al., 2006). In order to randomize these questions, the researcher
### TSCI Principle

**Advocacy**
- Advocated for student experiences and exposures that will broaden students' career awareness and knowledge
- Advocated for a group of marginalized students in school or district
- Advocated for access to support and rigorous academic preparation for all students
- Obtained or identified resources for low-income and/or minority students in a school or district to help meet their academic, personal, social, or career development needs

**Leadership**
- Conducted a presentation at a local, state, or national counseling conference
- Implemented a new comprehensive school counseling program or revised an existing comprehensive school counseling program in your district or school building
- Implemented a prevention program in the school or district to address a problematic behavior or issue
- Arranged for students to develop relationships with building professionals intending to help students reach academic success

**Counseling**
- Conducted classroom guidance
- Conducted group counseling
- Performed individual counseling with a student
- Implemented a workshop or activity for students intended to increase student achievement

**Teaming and Collaboration**
- Participated on a multidisciplinary team in your district or school building
- Collaborated with school and community resources to establish new support systems for students
- Worked with parents to address student needs
- Collaborated with school staff to develop programs and team approaches to assist with student academic, social/emotions, and career development

**Data Usage and Assessment**
- Used data to document time and/or activities as a school counselor
- Used data to determine the effectiveness of a conducted intervention
- Used data to identify a need for an intervention or program in the school or district
- Assessed building barriers that impeded learning, inclusion and/or academic success for students

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Table 3.1: Roles and Duties Used Selected to Represent the Implementation of the TSCI Principles in Phase Two Electronic Survey.
randomly assigned a number (1-5) to each TSCI principle and then randomly drew those numbers four times. The string of 20 random numbers that came from this provided the order of the questions in the section of the survey addressing the dependent variable.

Several measures were put in place to incorporate validity and reliability into this phase of the research study. First, content validity was established through a thorough documentation of the development of the survey instrument. This included insight into the development of the interview questions, the coding process, and the identification of major themes and factors included in the survey (Whiston, 2000). This documentation was available through resources, such as the codebook, code notes, and also the researcher’s reflexive journal. In addition, the researcher asked a panel of school counselors to validate whether the survey was accurate, comprehensible, and applicable to the topic under investigation (Whiston, 2000).

3.5.3 Data Collection

The electronic survey program collected, stored, and organized the data from this phase of the mixed-methods study. The results of the survey were password-protected. The researcher and the principal investigator were the only people who had access to the password. Participants’ responses were collected together and were assigned a participant number by the survey program; however, the identities of the participants remained anonymous. The data collection continued over the course of two and a half weeks. Participants who received the email link were able to log onto the survey at any time and complete it at their convenience. At the conclusion of the data collection, the researcher
downloaded the results into a data file and then transferred the data into a data analysis program.

3.5.4 Data Analysis

The survey data from phase two of this mixed-methods study was analyzed through multiple regression analysis. This was the most appropriate statistical test for this research study, because it was investigating the effects of more than two independent variables on a dependent variable (McClendon, 1994). As a result of this analysis, the researcher was able to identify what independent variables predicted the self-reported implementation of the TSCI principles.

CONCLUSION

The proposed study utilized a mixed-methods design, specifically the sequential exploratory strategy, to investigate the experience of TSCI-trained school counselors in their second year of professional practice and their perception of barriers and contributing factors to their ability to implement their training. This was completed through qualitative interviews of graduates of The Ohio State University school counseling program who were in their second year of professional practice. Furthermore, the research study used a snowball sample of graduates of the original six TSCI institutions to investigate predictors of TSCI training implementation. This was done through a multiple regression analysis. As the SES suggests, this study relied on the first phase of this research study involving qualitative data collection to inform the second phase, a quantitative data collection process. As a result of this mixed methods design, this study created both an intimate and generalizable understanding of the professional experiences of second year
school counselors from TSCI-based training programs and their ability to implement their training into their practice.
This chapter presents an analysis of this mixed-methods research study. In accordance with the sequential exploratory strategy, this study was composed of an initial qualitative and subsequent quantitative study (Creswell, 2003). The first phase of the study consisted of a qualitative study involving eight graduates of The Ohio State University school counseling program. The participants, all professional school counselors in their second year of licensure, were interviewed about their experiences as school counseling professionals. The second phase of the study was a quantitative survey utilizing a survey developed from the codes and themes of the interview data. School counseling professionals who graduated between 2000-2005 from one of the original six TSCI training institutions (California State University-Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, and West Georgia State University) comprised the population. In addition to the data from the interviews and survey, a demographic summary of the participants will also be discussed for each phase of this mixed-methods research study.

This data was collected to address the following research questions:

1. What is the experience of TSCI-trained school counselors in their second year of professional practice?
2. What do TSCI-trained school counselors in their second year of professional experience identify as barriers to the implementation of training principles into professional practice?

3. What do TSCI-trained school counselors in their second year of professional experience identify as factors that increase the likelihood of TSCI training principles being implemented into professional practice?

4. To what degree do demographic, work place, and training variables predict the self-reported level of implementation of the TSCI principles into practice?

4.1 Phase One: Qualitative Research Study

The following segments of this chapter will present a discussion of the data from the first phase of this research study; a qualitative study of the professional experiences of graduates of The Ohio State University school counseling program who are currently in their second year of their professional school counseling practice. The demographic characteristics of the participants of this phase of the research will be discussed followed by a presentation of the emerging themes from the data. The data from this phase of the research study will address the following research questions:

1. What is the experience of TSCI-trained school counselors in their second year of professional practice?

2. What do TSCI-trained school counselors in their second year of professional experience identify as barriers to the implementation of training principles into professional practice?
3. What do TSCI-trained school counselors in their second year of professional experience identify as factors that increase the likelihood of TSCI training principles being implemented into professional practice?

The data will be presented in the order of the research questions addressed.

4.1.1 Phase One: Research Participants

The participants were recruited from a population of 22 graduates of The Ohio State University school counseling training program’s class of 2005. Out of the 22 graduates, 16 email addresses were collected from old program records and previous personal communication with the researcher. Four rounds of emails were sent to the group of potential participants (See Appendix B). In the event that someone responded, the researcher requested other known current email addresses of eligible participants. Out of the 16 people emailed to participate in the interviews, four were not employed as school counselors and were no longer considered as candidates for participation. Four additional people did not respond. From the initial list of 16 potential participants, eight (50%) voluntarily consented to participate in the research.

4.1.2 Demographic Data

This section will present the demographic data on the school counselors who participated in the initial qualitative phase of the research study. The demographic data was collected through an initial survey administered at the beginning of each interview and consisted of questions about age, gender, race/ethnicity, academic history, professional school licensure/employment, and professional organization/development participation (See Appendix D). Where tables are used, percentages were rounded to the nearest whole percent, therefore not all categories totaled 100 percent.
The average age of participants in the first phase of the research was 28 years old (std. dev. = 9.08). In addition, the average participant was a Caucasian female with 0.25 years (std. dev. = 5.26) of teaching experience, currently in the second year of professional school counseling practice as one of several school counselors in a suburban elementary school. Furthermore, the average participant was also engaged in more than one professional organization and multiple professional development activities. A demographic summary of the sex, race, education and teaching experience of the participants is provided in Table 4.1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>%</th>
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<tbody>
<tr>
<td>Sex</td>
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<td></td>
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<td>Female</td>
<td>6</td>
<td>75%</td>
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<tr>
<td>Male</td>
<td>2</td>
<td>25%</td>
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<td>Race</td>
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<td>Hispanic/Latin-American</td>
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<td>13%</td>
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<tr>
<td>Highest level of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's degree</td>
<td>7</td>
<td>88%</td>
</tr>
<tr>
<td>Doctoral candidate</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Teaching experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>88%</td>
</tr>
</tbody>
</table>

Table 4.1: Gender, Race, and Educational and Teaching History of Phase One Research Participants.

The current school counseling employment scenarios for each of the participants is presented in Table 4.2. Within this group, many were employed in suburban schools and worked on teams of more than one school counselor per school.
<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current school location</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Suburban</em></td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td><em>Private</em></td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td><em>Urban</em></td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Current school type</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Elementary school</em></td>
<td>3</td>
<td>38%</td>
</tr>
<tr>
<td><em>Middle school</em></td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td><em>High school</em></td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td><em>K-8</em></td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Current SC scenario (all full-time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>1 of several SC in 1 building</em></td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td><em>1 of several SC in more than 1 building</em></td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td><em>Only SC in 1 building</em></td>
<td>2</td>
<td>25%</td>
</tr>
</tbody>
</table>

SC=School Counselor(s)

Table 4.2: Current Employment Scenario of Phase One Research Participants.

The interview participants were also engaged in a variety of professional organizations and professional development activities. Of the entire sample, 75% were involved in at least one professional organization and 100% were involved in at least one professional development activity. This information is detailed in Table 4.3.
<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional organization membership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State SC Association</td>
<td>3</td>
<td>38%</td>
</tr>
<tr>
<td>American SC Association</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>State Middle School Education Association</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>National Education Association</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>State Association for College Admissions Counselors</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>National Association for College Admissions Counseling</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>The College Board</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Professional development participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference attendance (local, state, or national)</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>Professional development presentations</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Local/district training</td>
<td>3</td>
<td>38%</td>
</tr>
<tr>
<td>Conference presentations (local, state, or national)</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>Read professional literature</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>College/university visitation</td>
<td>2</td>
<td>25%</td>
</tr>
</tbody>
</table>

Table 4.3: Professional Organization and Development Participation of Phase One Research Participants.

4.1.3 Phase One: Data Analysis Process

After the interviews were completed, the researcher transcribed the data and conducted a three-phase coding process with the help of a research team. The research team was an important element of ensuring trustworthiness in this study (Lincoln & Guba, 1985). The research team benefited from a variety of perspectives in helping to analyze the data, identify themes within the participants’ voices, and build the themes into theory. The research team, consisting of three people including the author, used the grounded theory approach to analyze the data and identify themes as they emerged from the data (Charmaz, 2000). To systematically build theory, the research team followed
three phases of coding: an initial open coding phase, followed by subsequent axial and selective coding phases (Strauss & Corbin, 1998).

Through each phase of the analysis, the research team followed a structured pattern to assist with thorough, accurate, organized, and efficient coding. First, the author coded the data using the margins of the interview transcripts to assign tags or labels to segments of text. After coding, the author developed and/or revised a codebook (See Appendix I). The codebook organized and contained definitions of the identified codes. For each round of coding, the transcripts and the most current codebook were compiled, organized, and delivered to the research team to analyze, review, and edit. During these group reviews, research team participants were provided with instructions and the necessary materials to confirm and/or challenge the author’s codes, to identify overlooked data, and to recommend new codes (See Appendix J). The research team was allowed no less than two weeks to perform the reviews. Following the reviews, the research team convened to discuss the findings, analyzed the data collectively, and continued the process of theory development. This process was performed for the open, axial, and selective phases of coding. As this process was repeated, themes and theory emerged from the data, which were used in each subsequent round of qualitative data analysis until the analysis was completed.

4.2 The Experiences of Second-Year TSCI-Trained School Counselors

The first research question sought to understand the experiences of TSCI-trained school counseling professionals in their second year of professional practice. A qualitative and rich exploration of this topic had yet to be addressed in the professional literature. Many themes emerged from the data about the experiences of TSCI program
graduates: (a) as newly hired school counselors, the participants experienced a professional identity crisis where they encountered situations requiring them to decide between performing the role of the school counselor presented in their training and the role of the school counselor expected in their school/district, which often did not match one another, (b) despite the crisis, the participants implemented their training into their practice in a variety of ways, (c) participants experienced feelings of isolation, and (d) despite receiving support, such as mentoring, supervision, and evaluation, this did little to encourage the implementation of their training into their new school environments because this support promoted the status quo rather than innovation.

4.2.1 “Now It’s Time To Do It For Real”—Professional Identity Crisis

As the interview progressed participants recounted their experiences as new school counseling professionals, one theme that emerged was the lack of awareness that existed within the professional education community about the role of the school counselor promoted by the TSCI. Instead, participants were met by professionals who expected school counselors to fulfill a role defined by and limited to duties largely removed from student achievement and focused on non-counseling and non-academic activities. Participant E described the experience:

I was met with a lot of traditional faculty and administrators that had expectations as to what counselors should be doing that…did not align with the Transformed School Counseling Initiative. So I think that was a huge challenge for me right away…having all of this wonderful training from [my graduate program]…but unfortunately they weren’t buying it. It didn’t seem like they knew a lot about the TSCI…or that they saw
counselors as being a leader and being an integral part of the staff…some people I interviewed with just saw the counselor as being a scheduler (one who puts together student schedules or builds a master schedule), a test coordinator, responsible for a lot of clerical work.

As new members of the professional community, the interview participants found themselves needing to choose between two different counseling identities; the role promoted by the TSCI and the role expected of them.

There were a variety of reactions for this crisis. In hindsight, some participants believed that the role of the school counselor promoted by TSCI was unrealistic leading to an acceptance of the traditional school counseling role. Participant B captured this sentiment by saying, “I have just come to accept that if I’m going to be in this district then this is what I’m going to do… it’s terrible, but it’s just an acceptance of this is the way it is and you have to work with what you have.” The scarcity of time forced participants to confront this identity crisis and choose between duties such as implementing group counseling programs and completing district paperwork. In a school climate where staff terminations were frequent, Participant C described a sense of pressure to put district needs first:

They’re cutting people like crazy just to make the school system float and there are certain things you have to do…and other things kind of come…you know, “we’d really like to have a divorce group, but if we don’t have it, kids will still survive. But if I don’t turn this report in, then [the district] won’t.
The professional identity crisis presented itself differently to another participant. On Participant D’s first day of work, she entered her office and found a single note from the preceding school counselor at her school who had since retired, which read “last year I taught about careers and feelings.” This note represented the entirety of the direction she received regarding her new role. Despite a training program which stressed leadership and change in the field of school counseling, as a new professional, the interview participants admitted both needing and seeking some direction from veteran professionals to help them understand the professional landscape they had entered. Faced with no reference point for the role of the school counselor that had come before, Participant D found herself talking through the scenario:

I was faced with the question of do I do what’s been status quo in my district? Like the counselor before me left a note that said she talked about feelings and careers, so do I just pick a topic and start doing lessons about them? Or do I bring into play what I learned, which at the forefront requires a lot more work…and really develop an organized and accountable counseling program? So that was a little bit overwhelming to me at first. Then I just kind of talked myself through it: “you’ve done this before and now it’s time to do it for real.”

4.2.2 Implementing TSCI Principles

Like Participant D, the interview participants described their ability to “do it for real” and implement the TSCI principles into their professional practice. Through the interview data, the principles of the TSCI (advocacy, leadership, counseling, teaming and
collaboration, and data usage and assessment) emerged as characteristics of the work they did in their schools and districts. The following are summaries of those descriptions.

4.2.3 “I want to help them feel heard”—Implementing advocacy

At the heart of the TSCI is the mission to close the achievement gap between wealthy/middle income students and low-income/minority students. To accomplish this task, disadvantaged students needed partners in education to help them receive equal access to resources and opportunities for success. For school counselors, advocacy skills are the tools needed to help students’ voices get heard and needs get met.

The interview participants implemented advocacy skills in a variety of instances. For example, Participant A discussed how advocacy helped students communicate needs and learn how to communicate more effectively with teachers. Participant A her role as a model:

One way I like to advocate is that if a student comes in with a concern, then I never just want to go in and take care of it for them. But I do want to advocate for them in the sense that I want to help them be heard…I will often work with students on approaching a teacher on their own or setting up a meeting where the two of us will sit down with the teacher or another student. Or if they are concerned about something at home—coming up with a plan with them where I can help them with that interaction with a parent.

Two participants worked in urban environments where schools had fewer resources than more wealthy districts. These diminished resources included things like food and clothing, funds to attract and support useful human resources, or other health
care needs. Often in these situations, if some of the general wellness needs were not met, subsequent student learning was difficult. Participant B was employed in a large urban district and encountered an instance such as this involving appropriate student eye glasses. Participant B used her advocacy skills to first identify the need and then arranged two field trips to a community resource where 152 students obtained free glasses.

TSCI literature also described advocacy as providing “experiences and exposures that will broaden students’ career awareness and knowledge” (Education Trust, 1997). In working with low-income and minority students, providing exposure and contact with colleges and universities can help the pursuit of higher education become a more familiar and realistic option after high school graduation. Participant F described her experience working with low-income students who needed a school professional with advocacy skills and a bit of creativity to help students explore colleges and universities across the country:

I think that where TSCI counselors need to be most proactive in the urban setting and in environments where the funding is lacking…For our students who are very needy…[we] let them know about their college options, talk to them about financial aid options, [and we] also get on the phone and talk to some of these highly competitive colleges…[and then] help [the student] apply…Probably one of the things I’m happiest about is last week I was able to help a student—3 colleges—Haverford, Wesleyan, and Vassar worked together to fly one of our students out to visit all 3 of those campuses.
These examples demonstrated how the participants took the message of advocacy from their training programs and brought it to their professional practice, helped students develop a voice, obtained tools necessary for learning, and gained experiences that helped students look toward futures in college.

4.2.4 Showing “what a school counselor should be doing”—Implementing leadership

As the TSCI is relatively new to the school counseling training landscape, the image of school counseling that graduates take to their new jobs was a very new concept to districts and schools. The education environment has been described as resistant to change (Lambie & Williamson, 2004). For that reason, graduates of TSCI training programs are equipped with leadership skills to help modify the role of the school counselor to reflect the image of a professional integrated within the school environment to positively impact academic, personal/social, and career growth in students.

The themes from the interview data confirmed that in many instances, the participants’ work environments needed a more organized, proactive, and focused school counseling role. To address this need, leadership was used to implement prevention plans and comprehensive school counseling programs, and to build district-wide organization of the school counseling role. For example, Participant C used leadership to develop a relationship with a new district-level director of counseling services. Through this relationship, Participant C helped develop a crisis intervention plan, which the district did not currently have in place.

In more than one instance, the participants discussed their role in their school or district adopting and developing a comprehensive school counseling program. These counseling programs are not only stressed throughout their training program as the
foundation of a school counselor’s work, but they are also a classic example of school counselor leadership. Participant D recounted her district’s decision to adopt a comprehensive school counseling program and her perceived level of preparedness and comfort with the large task. Participant D attributed her ability to move through the program development process to her TSCI-based training. While both developing a comprehensive school counseling program alongside addressing the current needs of a school proved to be a significant work load, the importance of the process to the future effectiveness of the school counselor’s role was clear to Participant D and worth the effort.

Another aspect of leadership expressed by participants included involvement in the development of the school counselor’s role in a school/district. As previously described, research participants identified a difference between the role of the school counselor taught in their graduate training program and the role expected in their school and district. Participants noticed the importance of job descriptions and evaluation tools in shaping what is expected by the district. To address these influential factors, Participant E utilized leadership skills by joining the committee responsible for creating the evaluation tool and job description for school counselors in the district. Participant E described the experience:

The district created this evaluation committee in order to tweak the evaluation process for not only teachers in the district, but then also for non-instructional staff including school counselors. So I volunteered to be a part of the committee in order to speak on behalf of the district school counselors…in order to adopt an evaluation tool. The evaluation tool that
was in place previous years is very archaic and not applicable toward school counseling at all…As part of adopting the comprehensive program for the district, I also helped create a job description for middle school counselors…so the district and the board would have a better idea as to what a school counselor should be doing.

These examples demonstrated how participants employed leadership skills to create preventative programming for students and to lay a more secure foundation to help change the school counseling role to be more reflective of the TSCI vision.

4.2.5 “It’s what I do most”—Implementing counseling

Counseling is one of the hallmarks of the school counseling position, but it has also been one thing that school counselors had moved away from (Brown et al., 2004; Burnham & Jackson, 2000; House & Hayes, 2002; Lambie & Williamson, 2004). The use of individual, group counseling, and classroom guidance, however, has proven to be a useful means of helping students improve their academic achievement and personal/social and career development (Brigman & Campbell, 2003; Campbell & Brigman, 2005; Prout & Prout, 1998, Webb et al., 2005; Whiston & Sexton, 1998). The participants reported their success in making counseling services an important part of their school counseling practice as new professionals.

Individual counseling was performed the most frequently out of all types of counseling services by the participants. Group counseling services were also provided for a variety of needs including, but not limited to, grief, welcoming new students, and mentoring minority students. Classroom guidance was also performed quite frequently to address topics such as depression awareness, career exploration, the stages of grief, and
bullying awareness. Participant C was able to establish a regular classroom guidance schedule with different grades in an elementary school setting. However, an interesting conflict in some of the interview data concerned the access to classrooms at different grade levels. In particular, elementary school counselors and high school counselors both perceived the other environment to be more accommodating to providing opportunities to school counselors to conduct classroom guidance.

4.2.6 “I’m able to bring people together”—Implementing teaming and collaboration

Teaming and collaboration was promoted as an important skill for school counselors to help provide more specialized and comprehensive interventions to students. Interview participants developed collaborative relationships and avenues of communication across a variety of school professionals and family and community resources. For example, the majority of the participants worked on some type of interdisciplinary team in their school. In many instances, these teams dealt with special education students and Individualized Education Plans. Participant A described an experience on one of these teams to address students at risk for retention:

We collaborate with each team across each grade level and now we are going through potential retention. We don’t like to retain students, but we at least put red flags on them and when we meet with each team, we talk through each student and what the concerns are and what we can do to make sure they get through the rest of the year.

Participant H was involved in a similar scenario where the work done through an interdisciplinary team became the foundation for academic interventions in the entire school:
I coordinate the multidisciplinary team here and we call it the Student Support Team… I’m able to bring together all of these people in the building to discuss these cases that weren’t successful in the past with interventions that we’ve done and through that, I’ve been able to create an intervention pyramid that the whole entire school follows now. So through [the team] we’ve been able to determine the process for addressing academic issues, which was pretty major for us. A lot of that, again, comes from the leadership, through advocacy, through collaborating and consulting with different people in the building. That was a lot of fun to see come about and now we’re using forms that are based on the pyramid and we discuss it at faculty meetings, they discuss it at their professional learning community meetings. It’s been a lot of fun.

4.2.7 “We need to utilize the results”—Implementing data and assessment

Previous research on the principles of the TSCI by Perusse et al. indicated that school counselors and administrators viewed the use of data and assessment to inform school-wide planning as one of the least important principles (2004). This sentiment was not shared by several of the participants during the interview phase. In particular, the use of data was seen as an important means of prevention, justification, and direction for a variety of situations. For example, Participant C was involved in transitioning middle school students to the high school. In this instance, academic data was used to identify struggling students for preventative academic interventions at the high school level.

The importance of data was realized by Participant D in relation to mentoring a group for male African-American elementary students. Some parents found the group
offensive and an example of their children being unnecessarily separated from the group.

To help justify the importance of the group, Participant D collected data about the group members’ academic and behavioral performances at school. This data was used as a means to communicate with families about the work being done within the school to assist the students in their early academic development.

At the high school level, Participant F took advantage of the multitude of data produced through the administration of Preliminary Scholastic Aptitude Test (PSAT) to help provide direction to academic curriculum. While the time and energy required to organize and to administer a test like the PSAT represents a duty that the school counselors are trying to distance themselves from, Participant F was able to maximize the situation to the advantage of the students:

I have been able to take all the data that College Board and PSAT gives us and manipulate it and then give it to the administrative team and the curriculum council to say, “look, I looked at the scores and 40% of our students are not getting these 3 questions in math right—freshmen, sophomore, and junior year. What are we not hitting in our curriculum?” So I actually utilize test results in an aggregate way, which most counselors don’t even have time to do…If we’re going to be taking these tests, we need to be utilizing the results.

4.2.8 “It’s Kind of a Lonely Position”—Professional Isolation

Another aspect of the early professional experience of the participants in the school counseling role was a sense of isolation. Many factors contributed to the isolation ranging from the simple to the complex. For example, the basic structure of the school
day provided down time to teachers and school counselors at different times. For example, lunch is often a time when teachers are able to get a break during the day and school counselors are able to meet with students without disrupting their time in class.

Other participants commented that the low numbers of school counselors compared to other school staff provided very few people to turn to for support. For school counselors trained to value teaming and collaboration, not having school counselors easily accessible was both a shock and a challenge. Rather than stepping into the next classroom as teachers may when they are seeking collaboration, some participants needed to call school counselors at other buildings, email former classmates, or find time out of school to connect with another school counselor who could relate to the TSCI-based school counseling vision. Participant G also found the demands as a school counselor to be emotionally draining, particularly without a readily available support network:

Everyone needs something. People are constantly needy as far as parents, students, teachers, administration; everyone that comes into your office has some sort of complaint or issue. Unfortunately, few and far between are the bright sunshine, so you have to learn how to create that sunshine for yourself, because that can be very disheartening for a new counselor...just sometimes the amount of emotional needs of some students can be so overwhelming and how do you go about, you know, maintaining yourself?

Political isolation among participants also emerged from the data, referring to the lack of influence that the participants felt in advocating for change for the school counseling position in their respective schools and districts. In addition to having a
scarcity of like-minded school counseling professionals to team with toward change, participants also felt like their voice was drowned out by the overwhelming volume coming from a large teacher group. Participant C described her experience:

As a counselor you may be the only one in the building. It’s kind of a lonely position. Not all the time. But sometimes you feel like, “I’m just tired of advocating for counselors,” because as teachers, they have 4 fourth grade teachers in the building advocating for their grade. So as a counselor, you’re like, “I’m the only one in the building. If I don’t speak up for myself, no one else might.”

4.2.9 “I Get Supervised When Something Is Going Wrong”—Support Forces Assimilation

As new school counselors, professional support from experienced school professionals was welcomed by many of the participants. Many districts have induction, mentoring, or evaluation processes in place to help new professionals become acclimated to the school, district, and professional environment. From the interview data, several themes emerged from the descriptions of the support networks experienced by the participants.

First, participants did not describe their experiences with induction, mentoring, supervision, and evaluation processes as geared toward the specific needs of novice school counselors. For example, some participants were employed in districts that paired new and experienced professionals together to answer questions and to familiarize new professionals with district policies, procedures, and norms. In some cases, participants were paired with professionals without school counseling experience. In addition, the
curriculum that accompanied these mentoring and induction experiences was often described as a way of transmitting district or school norms. In regards to school counselor evaluation, almost every participant reported being evaluated on the same standards used for teachers. Using these types of measures to evaluate the work of school counselors did little to recognize the appropriate duties that they should be doing, let alone the TSCI principles. The one exception to this form of evaluation was Participant E who joined a district committee to create a new evaluation tool for school counselors.

One of the most significant themes that emerged from the interview data was that the participants gave very little recognition to how the early professional support from their school or district helped them implement their training. Ideally, support for new TSCI professionals would help them plan the implementation of their training and skills. However, there was little awareness of the TSCI by professionals supervising the participants. The lack of professionals familiar with the TSCI currently working within school system was a frustrating part of the early professional experience. Participant G reflected on her experience:

The difficulty was [my supervisor] didn’t come from a similar program, so she didn’t really understand the concept behind a lot of [what I was trying to do]. So I didn’t seek her support on some initiatives just because that’s not how she was trained. It wasn’t what she viewed the role of the school counselor as being. So…she was supportive on some things where on other things it was more of, “we don’t have time necessarily….that’s not what our role is.”
As new professionals, participants described a sense of isolation and a desire for direction. However, an interesting observation was that all of the support offered to the new school counselors encouraged them to maintain the status quo. One participant described the perception that the purpose of the mentoring relationship was to “learn how things are done in the district.” In some instances, participants received attention from superiors in more reactive scenarios. Participant B recognized that the most attention was provided reactively: “Basically, I get supervised when something is going wrong.” There were no instances where a participant was able to discuss in depth how the support offered to them as a new professional helped them implement the TSCI principles into practice.

4.3 Barriers to the Implementation of TSCI Training Principles

The second research sought to understand what TSCI-trained school counselors in their second year of professional experience identify as barriers to the implementation of training principles into professional practice. The participants expressed both a clear understanding of the role of the school counselor promoted by the TSCI and a desire to actualize that vision in their own work. However, as participants described their experiences as professional school counselors, they discussed barriers associated with the early professional experience and the school environment which prevented them implementing some aspects of their TSCI training. Specifically, the following barriers emerged from the data: (a) the learning curve associated with being a new professional, (b) a self-perceived lack of credibility in comparison to colleagues, (c) navigating school and/or district political networks, (d) a fear of termination, and (e) the restrictive nature of the job description.
4.3.1 “I Feel Like I’m Behind and Having to Catch Up”—The Learning Curve and Credibility

An interesting barrier which restricted the initial implementation of TSCI principles into a school environment was the environment itself. As new professionals eager to implement their training, participants described a sense of wading through their new working environment by having to acclimate themselves with the resources required to do their job. This learning curve, or the time necessary to become proficient with these resources, disrupted the implementation of TSCI training principles because it impacted the participants’ efficiency, organization, and collegial relationships.

According to the participants, this learning curve was somewhat a consequence of attending a TSCI-based training program. As the TSCI intends to move away from school counselors being involved with traditional and clerical school counseling duties, the participants had little experience or access to resources such as scheduling databases and standardized test materials during coursework, practicum, and internship experiences. However, as the participants suggested, the TSCI vision of the role of the school counselor does not match the reality of the duties that are still expected of school counselors in the jobs accepted by recent graduates. Participant A captured the frustration of the learning curve by describing the experience of working with standardized test materials; something she had little contact with as a school counselors in training:

The whole notion of testing was just foreign to me. We certainly weren’t taught about it in our program. I can’t even describe to you the amount of time that goes in to organizing and the logistics and what you need to be aware of and security. It’s just all these things. We were sorting and
organizing one day. I think it was our eighth day doing this before testing had even started and I just started crying, because I was feeling so incompetent. I felt like my co-counselor was having to re-explain to me everything he had re-explained to me a year ago…you’re on information overload, because not only are you trying to implement the things you learned, but you’re also learning about pieces and aspects that you never talked about or have experienced before.

Another aspect of the learning curve that disrupted the implementation of the TSCI training was the time and energy needed to develop familiarity with a new district and school as a new employee. In addition to learning the rules, protocol, and organizational structure of a new working environment, participants also needed to develop relationships with hundreds of students, coworkers, and families. Building this familiarity is vital to the work of school counselors; however, it can take a lot of time to develop trust and communication. For school counselors who value teaming and collaboration, the time and energy necessary to build the collaborative networks seemed like it slowed them down. Participant A captured the experience of attempting to transform a profession while also becoming acclimated to their work environment: “I feel like I’m behind and having to catch up. So that, I guess, does get in the way [of implementing my training], because I am having to learn from [the new experiences] while I’m also trying to stay ahead.”

The participants also discussed their lack of credibility as another barrier to the implementation of the TSCI principles. After a graduate training experience priming and encouraging them to be change agents, leaders, and student advocates, participants
perceived that they were still viewed as merely novices by others in the educational community. Due to this, leading and creating change was sometimes difficult, because others were not willing to follow them. Furthermore, the participants perceived that an aggressive and assertive new employee was not always accepted by veteran colleagues.

As one participant said:

> When you walk into a place, you don’t want to walk in with all of these suggestions. In my personal opinion, what works best is that you figure out the structures of how things are working…but you’re not going to make a huge big change as a new person right away, because you don’t necessarily know what you’re getting into and I think you piss a lot of people off…And once someone knows you for a year, I also think they’re more willing to say, “this person is a hard worker. This person has really good suggestions”…So I feel like at the end of this year, I’m going to have more bargaining power.

4.3.2 “The Political Tightrope”

Very similar to the barrier of personal credibility was the emerging barrier of navigating the political network in districts and schools. A prominent theme in the interview data was that the success of a school counselor is often dependent on his/her ability to develop support for an initiative. Participant G noted this because “[school counselors from TSCI-based programs] are going to have a lot of resistance to the way that you have been trained.” Whether it was gaining more access to students in order to do classroom guidance, or implementing a school-wide prevention program, “it’s kind of hard to initiate something new without support from your colleagues,” said Participant G.
Without question, the political importance of the principal and vice principal were identified as critical to successful implementation of the TSCI principles. “They set the tone for the entire building,” said Participant A. However, despite the value of gaining administrators’ support, participants also noted the negative implications of a heavy presence of solely administrator support. For instance, if a school counselor is developing support for a school-wide bullying prevention program, a school counselor is advised to harvest support for the program outside of the counselors and administrators. If no other support exists among teachers, then there is a risk that the proposed program could be perceived as a directive thrust onto a school staff. This situation is one to avoid, because a school counselor does not want to be perceived as one who takes away from instructional time and curriculum plans. The support of an entire building staff and/or politically powerful people is needed for program success. Participant H recounted how a sense of the political sentiment of a building staff must be considered in creating changes to the school counselor’s role and initiating programming:

I seek [the principal’s] approval when necessary. If it looks like we might have a rough time getting in the classrooms [then I will], but for the most part I just go directly to teachers…I let him know that I’ll be the one who’s putting it out there and asking teachers, and he doesn’t have to announce it or put it out there in a meeting…So…we pick and choose when we use his open support and when we don’t.

4.3.3 “Fire at Will”—The Fear of Termination

Participants cited a self-perceived threat of termination as another barrier to the implementation of their training principles. Participants described a hesitancy to speak
up, push for change, or criticize the current performance of their school or district early in their professional careers, because they had the impression that they could be terminated by an administrator or supervisor. As Participant B said, “I don’t want to be disrespectful. He can just click and point and fire me at will. That’s how our system is here. You have to be in the system for 4 years to be tenured.” Others echoed hesitancy as new professionals to act as assertively as they would if they were tenured professionals.

Several aspects of this theme require discussion. First, some participants had the impression that their administrator could almost immediately terminate them, which suggests that some participants lacked a thorough understanding of their contract or district union. Furthermore, the participants gave the impression that an assertive or vocal young professional was not always well received by some veteran professionals. To some extent, assertiveness is perceived to be a negative professional characteristic. This resistance to assertiveness may run contrary to the TSCI training which encourages people to lead and create change. The implication of this is that some TSCI-trained school counselors may defer to veterans or not push for change until they have been rewarded with job security.

4.3.4 “School Counselors Are An Open Position”—Working Within the Job Description

The most commonly identified barrier to the implementation of TSCI training principles into practice was the limitations placed on school counselors by a district or school job description. Participants frequently discussed the time and role restrictions placed on them by job descriptions that assigned duties, such as lunch duty, bus/traffic duty, scheduling, and standardized test administration. For example, Participant G estimated that at least 50% of her time was spent completing scheduling duties. Dealing
with these types of non-counseling duties in addition to an often overwhelming amount of more appropriate counseling duties created the perception of an almost insurmountable workload.

One of the most frustrating aspects of this barrier was that often the non-counseling duties needed to be completed before the most appropriate school counseling duties to ensure that the school remained operational. For example, schedules need to be built and students need to take standardized tests while the implementation of a grief group is not considered essential. Furthermore, as non-counseling and counseling duties compete for time within a school counselor’s job description, legal and ethical dilemmas conflict as well. Participant A described the frustration of attending to test security regulations in the midst of student crises:

I think my biggest frustration is when we’re asked to do [non-counseling duties]…and then we can’t be with a student. I mean, I remember having to once turn away a student who was in tears, because I was the only one there who had the right to be responsible for the tests that had to be secured in this one room and she wasn’t allowed to be in there with me.

One participant described how a district removed primary counseling duties from the school counselors and placed them with lower-paid and unlicensed school staff. As Participant C described, school counselors primarily performed scheduling duties and college admissions counseling while other staff (still referred to as counselors) performed group counseling duties despite being unlicensed and inexperienced. Participant C provided a snapshot description of one of these unlicensed staff members:
One that is very well known in the district—he had a son who was killed by a drunk driver, so he left his business profession to come and talk to parents and work with kids to teach them a better way…so he had a business background. There’s no school specific requirement to have them be the [other] counselors, and there’s some strife in our district over that—how the people who are actual trained counselors and went through a counseling program and got a Masters degree are not the ones actually doing the counseling…Some people are upset, because some people got into the counseling profession—especially the younger ones—to do the counseling and then when they get out in the world, [they’re] not counseling. I’m doing scheduling.

Participants perceived that the job descriptions assigned roles and duties to school counselors primarily as a result of tradition. “This is what the counselor’s always been and this is who they will always be,” said Participant G. Furthermore, school counselors were also described as a “catch all” by participants; a position that lacked a clear definition or a direction. “School counselors are an open position in our district,” was the message Participant B heard from a colleague. The tradition and role stagnation described by the participants echoed the words of Lambie and Williamson (2004) who identified the “inertia” that often takes hold of school systems, which makes them difficult to change. As new professionals, the participants found that tradition and history hard to work against.
4.4 Contributing Factors to the Implementation of TSCI Training Principles

In contrast to the phenomenon that acted as barriers to the implementation of TSCI principles into practice, themes of contributing factors to the implementation of training emerged from the data. In general, these themes involved identifying sources of support and developing comfort within new professional roles. In particular, the participants identified having a collection of allies and resources available to them to provide support. Also, the participants identified the importance of experiences in their graduate training internships, which closely mimicked the specific challenges they experienced as new professionals as important to their ability to implement training.

4.4.1 “It’s 99% of the Game”—The Importance of Allies

Deeply ingrained in the belief system of the TSCI is the importance of school counselors working with other professionals to build collaborative and supportive teams. According to the interview data, the value of teaming and collaboration is not just in coordinating specialized skills to address student needs, but it is also in gaining support for the transition toward a school counseling role reflective of the TSCI principles.

Participant A elaborated on this importance:

I think that our training in graduate school was phenomenal in the sense that we were able to learn what is possible, get some great ideas about how to make it possible, and also I think we learned how to collaborate with other people, which is important, because you’re never going to get anywhere if you can’t get those people to be players on your team…There is so much that we learned that if I did not have the support of this building, then there is no way that I could ever have done as much as I did.
When it comes to targeting quality allies in a school environment, the participants unanimously identified the principal as the most important source of support. Even further, developing a shared belief system or a mutual agreement about the appropriate role and duties of the school counselor as the foundation of the school counselor/administrator relationship is ideal. With this shared belief, administrators were able to help remove non-counseling duties from school counselor workloads, such as scheduling. This shared belief also helped relocate school counselors within a closer proximity to administrators, school psychologists, and other professionals whose collaboration is important to creating comprehensive interventions.

In addition to the support of administrators, participants identified the importance of support from any experienced professionals as critical to the implementation of their training. For some, the supportive resource was not always a school counselor. What mattered most was that the supportive professional was easy to contact and that participants felt comfortable asking them questions. “If I had to give advice to a new first-year person, I would say, ‘find someone in the district that has been there and that you feel comfortable with and you can talk to and ask them questions about anything,’” said Participant C.

4.4.2 The Benefit of Resources

Similar to having allies in the building, having an abundance of resources in a building to turn to for support was valuable to implementing graduate training principles. The data contained references to resources based in the present and past, providing interesting insight into where new school counseling professionals draw strength. For example, technology was referenced as helping with issues like course planning and
delivering lessons. Human resources were also recognized as extremely beneficial; especially when one additional school counselor can cut the size of a caseload by hundreds. Having a variety of student services personnel (e.g. nurse, social worker, speech pathologist, school psychologist, etc.) was also recognized as an asset to a school environment, because it allowed for more students to receive more specialized assistance from more personnel. On more than one occasion, participants also identified the importance of graduate training resources to the implementation of their graduate training. Participants noted the usefulness of textbooks, journal articles, and presentation notes as a few examples of resources that were drawn from to help participants implement the TSCI principles.

4.4.3 Providing “Realistic Situations”—Internship Experiences

Translate to Professional Experiences

As new school counselors begin their careers, all of their initial professional experiences are only comparable to their training experiences. For some, the TSCI-based training experience was not viewed as realistic in hindsight. Specifically, they discussed their initial belief that implementing their training would be either easier or more readily accepted by veteran school professionals. PF experienced “a loss of morale when [I graduated] and [realized] that that it is a long haul—it’s very difficult to implement—as a counselor. We’re prepared for that, but not under realistic situations.”

Those participants who perceived their internship experiences to be realistic reported a sense of preparedness to handle initial intimidation, isolation, and anxiety early in their professional school counseling career. Realistic internship experiences were described as providing independence from supervisors to identify and address problems
and to negotiate relationships with school personnel. The alternative to these experiences would be an internship supervisor who acted as a buffer between a graduate student and the internship site personnel.

Participant H spoke at length about the perceived benefits of his graduate experience where he was the only intern in his building. The independence of that experience allowed him chances to work on a variety of topics and to build relationships with teachers and the principal at his internship site. The process of entering a building as a new school counselor and going through the alliance building process was very useful as Participant H entered his job, because he felt more prepared for moving through the political network of a school building. Participant H elaborated on his transition:

Coming in, I knew that people would have ideas about me without knowing me and there is also a history with the position. So it was just figuring out what people expected from me and…what is my place in the school. I knew from my internship that there is a definite place and things that I could go into and things that I could talk about and couldn’t talk about…So I wouldn’t make too big of a movement early on, but it helped me build a good relationship early on.

4.5 Phase One: Conclusion

The first phase of this research study has provided an invaluable and rare look into the personal experiences of new school counseling professionals who are attempting to transform the role of school counselors while simultaneously growing into their role as a school professional. Themes emerged from the interview data describing the experience of second-year school counseling professionals who graduated from The Ohio State
University school counseling training program. In addition, phenomena that act as barriers and contributing factors to the implementation of TSCI training principles into professional practice emerged from the interview data. The qualitative data set the foundation for the quantitative study, which makes up the second phase of this research study.

4.6 Phase Two: Quantitative Research Study

The following sections of this chapter will present a discussion of the data from the second phase of this research study; a quantitative study of the factors that predict the self-reported implementation of the TSCI principles into the professional practice of school counselors trained at the original six TSCI institutions. The data from this portion of the study will address the following research question:

1. To what degree do demographic, work place, and training variables predict the self-reported level of implementation of the TSCI principles into practice?

The information contained in each part of the survey and the subsequent data collected from it will be presented in the following several sections. Frequency and descriptive data for the demographic, work environment, and principle implementation questions will be discussed. Following this presentation, six separate multiple regression models developed to address the research question will be presented. The six models address the implementation of each TSCI principle and a composite implementation of the TSCI.

4.6.1 Phase Two: Research Participants

As a result of the recruitment process, 106 graduates of the original six TSCI institutions voluntarily consented to participate in the study for a response rate of 46%. To gather an understanding of the demographic distribution of the participants, several
questions were included in the survey about the participants’ educational background, race, sex, and the school from which they received their school counseling training. The data regarding this information is presented in Table 4.4.
<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Education Degree Achieved</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Graduate School</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>47</td>
<td>44.3%</td>
</tr>
<tr>
<td>Master's Degree Plus Additional Credits</td>
<td>33</td>
<td>31.1%</td>
</tr>
<tr>
<td>Some Doctoral School</td>
<td>7</td>
<td>6.6%</td>
</tr>
<tr>
<td>Doctoral Degree</td>
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<td>0.9%</td>
</tr>
<tr>
<td>Other</td>
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<td>1.9%</td>
</tr>
<tr>
<td>No Answer</td>
<td>14</td>
<td>13.2%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
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<td></td>
</tr>
<tr>
<td>African-American</td>
<td>9</td>
<td>8.5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>61</td>
<td>57.5%</td>
</tr>
<tr>
<td>Hispanic/Latin-American</td>
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<td>12.3%</td>
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<tr>
<td>Middle Eastern</td>
<td>4</td>
<td>3.8%</td>
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<tr>
<td>Multi-racial</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>No Answer</td>
<td>15</td>
<td>14.2%</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>73</td>
<td>68.9%</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>17.0%</td>
</tr>
<tr>
<td>No Answer</td>
<td>15</td>
<td>14.2%</td>
</tr>
<tr>
<td><strong>Graduate Program Attended</strong></td>
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<td></td>
</tr>
<tr>
<td>California State University-Northridge</td>
<td>25</td>
<td>23.6%</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>11</td>
<td>10.4%</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>15</td>
<td>14.2%</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>21</td>
<td>19.8%</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>18</td>
<td>17.0%</td>
</tr>
<tr>
<td>West Georgia State University</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>No Answer</td>
<td>15</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

Table 4.4: Highest Educational Degree, Race, Sex, and Graduate Program Attendance of Phase Two Research Participants.
The demographic data showed that the mode for highest educational degree achieved was Master’s degree. Caucasian/white was the most common race of the participants, but many other racial groups were represented at least once. Females represented the majority of the respondents. With the exception of West Georgia State University, the six original graduate programs were represented rather evenly by the survey participants.

Additional demographic data was available regarding participant age and professional experience. The descriptive data regarding these variables is presented in Table 4.5.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Age</th>
<th>Teaching Experience</th>
<th>PSC Experience</th>
<th>Outside Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>92.00</td>
<td>89.00</td>
<td>92.00</td>
<td>88.00</td>
</tr>
<tr>
<td>Mean</td>
<td>35.43</td>
<td>3.73</td>
<td>3.85</td>
<td>5.44</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>0.95</td>
<td>0.56</td>
<td>0.32</td>
<td>0.68</td>
</tr>
<tr>
<td>Median</td>
<td>32.50</td>
<td>0.00</td>
<td>3.00</td>
<td>2.50</td>
</tr>
<tr>
<td>Mode</td>
<td>27.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Std. Dev.</td>
<td>9.08</td>
<td>5.26</td>
<td>3.06</td>
<td>6.35</td>
</tr>
<tr>
<td>Variance</td>
<td>82.53</td>
<td>27.65</td>
<td>9.38</td>
<td>40.30</td>
</tr>
<tr>
<td>Range</td>
<td>35.00</td>
<td>19.00</td>
<td>19.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Min.</td>
<td>24.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Max.</td>
<td>59.00</td>
<td>19.00</td>
<td>19.00</td>
<td>25.00</td>
</tr>
</tbody>
</table>

Table 4.5: Age, Teaching Experience, Professional School Counseling Experience, and Outside Professional Work Experience of Phase Two Research Participants.

The average participant in this study was 35.43 years old (std. dev. = 9.08) and had been a school counselor for 3.85 years (std. dev. = 0.32). In addition, the average respondent
had 3.73 years ($s = 5.26$) of teaching experience and 5.44 years ($s = 6.35$) of outside work experience.

Data was also collected regarding the work environments where the participants practice school counseling. Specifically, information was collected about the type of school, the grade level of the school, and whether or not the participant was supervised by someone with professional school counseling experience. The frequency data for these variables is presented in Table 4.6.

<table>
<thead>
<tr>
<th>Variable</th>
<th>No.</th>
<th>%</th>
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<tbody>
<tr>
<td><strong>Current School Environment</strong></td>
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<tr>
<td>Rural</td>
<td>20</td>
<td>18.87%</td>
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<tr>
<td>Suburban</td>
<td>29</td>
<td>27.36%</td>
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<tr>
<td>Urban</td>
<td>40</td>
<td>37.74%</td>
</tr>
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<td>No Answer</td>
<td>17</td>
<td>16.04%</td>
</tr>
<tr>
<td><strong>Current School Type</strong></td>
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<td></td>
</tr>
<tr>
<td>Elementary School (Grades K-5)</td>
<td>17</td>
<td>16.04%</td>
</tr>
<tr>
<td>Middle School (Grades 6-8)</td>
<td>13</td>
<td>12.26%</td>
</tr>
<tr>
<td>High School (Grades 9-12)</td>
<td>55</td>
<td>51.89%</td>
</tr>
<tr>
<td>Grades K-8</td>
<td>4</td>
<td>3.77%</td>
</tr>
<tr>
<td>Grades K-12</td>
<td>1</td>
<td>0.94%</td>
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<tr>
<td>No Answer</td>
<td>16</td>
<td>15.09%</td>
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<tr>
<td><strong>Supervisor Has PSC Experience</strong></td>
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<tr>
<td>Yes</td>
<td>39</td>
<td>36.79%</td>
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<tr>
<td>No Answer</td>
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<td>13.21%</td>
</tr>
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</table>

Table 4.6: Current School Environment, School Type, and Supervisor Experience of Phase Two Research Participants.
Additional data was collected regarding the current job environment of the participants, such as the size of the participants’ caseload, the number of buildings that each participant worked in, the number of school counselors on each participants building team, and the amount in dollars of the participants’ annual school counseling budget. The descriptive data for these variables is presented in Table 4.7.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Caseload</th>
<th>No. of Buildings</th>
<th>Team Size</th>
<th>Budget (in dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>90.00</td>
<td>90.00</td>
<td>90.00</td>
<td>90.00</td>
</tr>
<tr>
<td>Mean</td>
<td>420.48</td>
<td>1.20</td>
<td>2.72</td>
<td>1954.09</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>16.38</td>
<td>0.11</td>
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<tr>
<td>Median</td>
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<td>1.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Mode</td>
<td>400.00</td>
<td>1.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Std. Dev.</td>
<td>155.40</td>
<td>1.04</td>
<td>2.52</td>
<td>8740.99</td>
</tr>
<tr>
<td>Variance</td>
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<td>1.08</td>
<td>6.36</td>
<td>76404856.82</td>
</tr>
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<td>Range</td>
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<td>10.00</td>
<td>67000.00</td>
</tr>
<tr>
<td>Min.</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Max.</td>
<td>957.00</td>
<td>10.00</td>
<td>10.00</td>
<td>67000.00</td>
</tr>
</tbody>
</table>

Table 4.7: Caseload Size, Number of Supervision Meetings, Number of Buildings, School Counseling Team Size, and Annual School Counseling Budget of Phase Two Research Participants.

4.7 Phase Two: Survey Frequencies and Descriptive Statistics

The survey collected data on the participants’ self-reported ability to implement the TSCI principles. Questions stemmed from a review of the literature and the data from the initial qualitative phase of the research study. Participants were asked to assess the impact that identified barriers and contributing factors had on their ability to implement
their training. The following segments will discuss the results of the survey and present a series of multiple regression analyses predicting the implementation of the overall TSCI principles and each individual principle.

4.7.1 Barriers and Contributing Factors

From the qualitative data, several themes highlighted barriers and contributing factors to the implementation of the TSCI principles into professional practice. The barriers that emerged were (a) navigating the political structure of the workplace, (b) the perceived level of credibility, (c) the threat of termination, and (d) the limiting power of the job description. The contributing factors that emerged from the data were (a) the importance of allies, (b) exposure and experience with school staff during graduate internship, and (c) the accessibility of resources as a professional.

To explore the importance of each of these barriers and contributing factors, participants were asked to rate the degree to which the barriers prevented their ability to implement the role of the school counselor promoted by their respective graduate training program (1 = Never Prevents, 2 = Rarely Prevents, 3 = Often Prevents, 4 = Always Prevents). For the contributing factors, participants were asked to rate the degree to which each factor helped their ability to implement the role of the school counselor promoted by their respective graduate training program (1 = Never Helps, 2 = Rarely Helps, 3 = Often Helps, 4 = Always Helps). The responses are presented in Table 4.8 and Table 4.9 respectively.
Table 4.8: Perceptions of Barriers on the Ability to Implement the Role of the School Counselor Promoted by the TSCI Graduate Training Programs by Phase Two Research Participants (Frequency and Percentage).

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Never Prevents</th>
<th>Rarely Prevents</th>
<th>Often Prevents</th>
<th>Always Prevents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Network</td>
<td>16 (15.24%)</td>
<td>57 (54.29%)</td>
<td>30 (28.57%)</td>
<td>2 (1.90%)</td>
</tr>
<tr>
<td>Professional Credibility</td>
<td>48 (45.71%)</td>
<td>38 (36.19%)</td>
<td>16 (15.24%)</td>
<td>3 (2.86%)</td>
</tr>
<tr>
<td>Threat of Termination</td>
<td>72 (68.57%)</td>
<td>23 (21.90%)</td>
<td>7 (6.67%)</td>
<td>3 (2.86%)</td>
</tr>
<tr>
<td>Job Description</td>
<td>28 (27.18%)</td>
<td>53 (51.46%)</td>
<td>21 (20.39%)</td>
<td>1 (0.97%)</td>
</tr>
</tbody>
</table>

The data regarding the barriers showed that at least 69% of participants found each barrier to rarely prevent or never prevent their ability to implement the role of the school counselor promoted by the graduate training program. However, 28.57% of the participants perceived that navigating the political network in their school/district often prevented the implementation of the role of the school counselor. Also, 20.39% of participants perceived their job description often prevented them implementing the role of the school counselor suggested by their graduate training program.

The data regarding the contributing factors supported the themes that emerged from the qualitative data. For example, over half (58.10%) of the participants perceived
that having allies, a contributing factor, always helped them implement the role of the school counselor promoted by their respective graduate training program. Also, 79.61% of the participants perceived that exposure to staff during their internship either often or always helped their ability to implement the role of the school counselor. Finally, 85.72% of the participants perceived that having resources either often or always helped their ability to implement their training.

<table>
<thead>
<tr>
<th>Contributing Factor</th>
<th>Never Helps</th>
<th>Rarely Helps</th>
<th>Often Helps</th>
<th>Always Helps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allies</td>
<td>0</td>
<td>10</td>
<td>34</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>(0.00%)</td>
<td>(9.52%)</td>
<td>(32.38%)</td>
<td>(58.10%)</td>
</tr>
<tr>
<td>Int. Staff Exposure</td>
<td>6</td>
<td>15</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>(5.83%)</td>
<td>(14.56%)</td>
<td>(40.78%)</td>
<td>(38.83%)</td>
</tr>
<tr>
<td>Resource Accessibility</td>
<td>3</td>
<td>12</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>(2.86%)</td>
<td>(11.43%)</td>
<td>(38.10%)</td>
<td>(47.62%)</td>
</tr>
</tbody>
</table>

Table 4.9: Perceptions of Contributing Factors on the Ability to Implement the Role of the School Counselor Promoted by the TSCI Graduate Training Programs by Phase Two Research Participants (Frequency and Percentage).

4.7.2 TSCI Principle Implementation

Participants were asked to indicate the frequency with which they implemented each of the roles and duties listed in Table 4.10. Participants reported whether they Never, Rarely, Often, or Always implemented each of the above roles and duties.
(1 = Never, 2 = Rarely, 3 = Often, 4 = Always). Each participant’s responses were averaged to create principle composite average scores for each TSCI principle with a minimum of 1.00 and a maximum of 4.00. For example, if a participant reported he/she always implemented the four roles and duties listed under counseling, then he/she would have an average counseling score of 4.00. The average score was used to retain as many participants in the analysis as possible. Any participant who provided a response for at least 3 out of 4 of the roles and duties had a principle composite average calculated. Had the sum of each participant’s score been used, then any participant with missing data would have been excluded from the analysis. A total TSCI composite score was also calculated by taking the average of the principle composite scores. For example, if a participant reported he/she never implemented any of the roles and duties for all of the TSCI principles, he/she would have a TSCI composite score of 1.00. The descriptive statistics for the participants’ principle and TSCI composite scores are listed in Table 4.10.
Of the TSCI principles, Teaming and Collaboration had the highest composite average with a score of 3.18 (std. dev. = 0.52). The principle with the next highest composite average in descending order was Advocacy ($\bar{x} = 3.06$, std. dev. = 0.55), Counseling ($\bar{x} = 3.01$, std. dev. = 0.56), Data Usage and Assessment ($\bar{x} = 2.80$, std. dev. = 0.61), and Leadership ($\bar{x} = 2.44$, std. dev. = 0.53). Overall, the participants had a TSCI composite average of 2.90 (std. dev. = 0.44) out of 4.00.

4.8 Phase Two: Multiple Regression Analysis

Predictors of the implementation of each TSCI principle and the overall TSCI, represented by each TSCI principle composite score and the TSCI composite score respectively, were investigated in the second phase of this research study. Specifically, the effect that demographic data (represented by age, years of teaching experience, years of professional school counseling experience, years of non-educational professional work
experience, sex, race, and highest level of education achieved), work place data (represented by professional background of supervisor, number of annual supervision meetings, size of caseload, number of buildings placed in, size of school counseling team, annual school counseling budget, type of school environment, grade level of school, accessibility to current staff, administration, students, and parents, level of shared belief with principal), and training data (represented by accessibility to staff, administration, students, and parents during internship, and training institution attended) has on self-reported ability to implement each of the TSCI principles and the overall TSCI was researched.

In order to use as much data as possible, small categories of variables were combined. For example, in the school grade level variable, respondents who worked in K-8 schools and K-12 schools were combined into an “other” category. Similarly, in the race variable, Middle Eastern, Multiracial, and Asian were combined into an “other” category. The one participant who attended West Georgia State University was excluded from the regression analyses, because the creation of an “other” university category was not useful.

Several of the variables were created into dummy variables. In particular dummy variables were used with supervisor school counseling experience (reference category: No School Counseling Experience), school environment (reference category: Urban), school type (reference category: High School), graduate training program (reference category: California State University-Northridge), sex (reference category: female), race (reference category: Caucasian/White), and highest level of education achieved (reference category: Master’s degree). In the following subsections of this chapter, the
zero-order correlations and regression models will be presented for each TSCI principle and the overall TSCI. In the discussion of these statistics, Gay and Airasian (2003) are referenced to define low \((r < 0.35)\), moderate \((0.35 \leq r \leq 0.65)\), and high \((r > 0.65)\) correlations.

An initial linear regression model was run with every independent variable entered into the equation. The model produced no significant predictors. Therefore, a blocked-forward procedure was used to identify variables that significantly predicted the dependent variable in question. Models were built through a series of trials where groups of independent variables were entered sequentially into the regression equation. These groups were composed of variables related to a specific theme, such as supervision, caseload and resources, school environment, school grade level, current staff accessibility, internship stakeholder accessibility, level of shared belief, participant experience, training institution, sex, race, and highest educational degree achieved. After each trial, significant \((p < .05)\) independent variables from each group were kept in the equation while variables that were not significant \((p > .05)\) were removed. This process was repeated for each group of variables until the groups were exhausted and only significant independent variables remained.

4.8.1 Predicting Advocacy

The zero-order correlations and descriptive statistics are listed in table 4.11.
Table 4.11: Zero-Order Correlations for Advocacy.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Advocacy</th>
<th>Current Admin.</th>
<th>Int. Staff</th>
<th>Int. Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Admin.</td>
<td>0.248*</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int. Staff</td>
<td>-0.040</td>
<td>0.218*</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Int. Admin.</td>
<td>0.186</td>
<td>0.179</td>
<td>0.565**</td>
<td>1.000</td>
</tr>
</tbody>
</table>

*p < .05, two-tailed

**p < .01, two-tailed

The correlation coefficients suggested a positive and low relationship \((r = 0.248, p < .05)\) between advocacy implementation and current accessibility to administration and between accessibility to staff during internship and current accessibility to administration \((r = 0.218, p < .05)\). A moderate positive correlation existed between access to both administration and staff during internship \((r = 0.565, p < .01)\); however, the condition indices and the variance-decomposition proportions were not high enough to signal the threat of multicollinearity (Belsey, Kuh, and Welsch, 1980). This same scenario applied to all instances of moderate correlations in each of the regressions to be reported.

The results of the regression model for Advocacy are listed in Table 4.12. Holding all independent variables at 0, the average school counselor will have an advocacy implementation score of 2.51 out of 4.00. For every 1-unit change in a participant’s perceived access to their current administration, their self-reported ability to implement Advocacy increases 0.206 points (5.15%) \((p < .05)\). A similar change in a participant’s perceived access to the staff and administration during their internship experience, leads to a 0.209-point (5.22%) \((p < .05)\) and 0.186-point (4.65%) \((p < .05)\)
self-reported increase in Advocacy implementation respectively. The Beta weights showed that access to administration during internship was the strongest predictor of the self-reported implementation of advocacy ($\beta = 0.286$). Following administration access during internship, staff access during internship ($\beta = 0.256$) and access to administration at current job ($\beta = 0.252$) were the next strongest predictors. The adjusted $R^2$ indicated that only 9.6% of the variation in Advocacy implementation was accounted for by the model.
Table 4.12: Regression Summary of Access to Current Administration, Access to Staff During Internship, and Access to Administration During Internship on Advocacy Implementation.

<table>
<thead>
<tr>
<th></th>
<th>b</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.510</td>
<td>0.361</td>
</tr>
<tr>
<td>Current Admin.</td>
<td>0.206*</td>
<td>0.252</td>
</tr>
<tr>
<td></td>
<td>0.084</td>
<td></td>
</tr>
<tr>
<td>Int. Staff</td>
<td>0.209*</td>
<td>0.256</td>
</tr>
<tr>
<td></td>
<td>0.100</td>
<td></td>
</tr>
<tr>
<td>Int. Admin.</td>
<td>0.186*</td>
<td>0.286</td>
</tr>
<tr>
<td></td>
<td>0.079</td>
<td></td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.096</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>91.000</td>
<td></td>
</tr>
<tr>
<td>s.e.e.</td>
<td>0.521</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

4.8.2 Implementing Leadership

The zero-order correlations and descriptive statistics are listed in Table 4.13. The correlation coefficients showed low positive correlations between self-reported leadership implementation and access to current administration ($r = 0.310, p < .01$),
<table>
<thead>
<tr>
<th>Variable</th>
<th>Leadership</th>
<th>Caseload</th>
<th>Current Admin.</th>
<th>Age</th>
<th>PSC Experience</th>
<th>Georgia</th>
<th>Ohio State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caseload</td>
<td>-0.192</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Admin.</td>
<td>0.310**</td>
<td>-0.059</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>-0.075</td>
<td>-0.076</td>
<td>0.124</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.265*</td>
<td>-0.008</td>
<td>0.202</td>
<td>0.567**</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>0.205</td>
<td>0.222*</td>
<td>-0.105</td>
<td>0.020</td>
<td>0.210</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Ohio State</td>
<td>0.314**</td>
<td>-0.023</td>
<td>0.207</td>
<td>-0.237*</td>
<td>-0.116</td>
<td>-0.177</td>
<td>1.000</td>
</tr>
</tbody>
</table>

*p < .05, two-tailed

**p < .01, two-tailed

Table 4.13: Zero-Order Correlations for Leadership.
graduation from The Ohio State University \((r = 0.314, p < .01)\), and professional school counseling experience \((r = 0.265, p < .05)\). Age and years of professional school counseling experience were moderately positively correlated \((r = 0.567, p < .01)\).

The results of the regression model for leadership implementation are listed in Table 4.14. Holding all independent variables at 0, the average school counselor will have a leadership implementation score of 2.316 out of 4.00. For every additional student that is added to a caseload the self-reported ability to implement Advocacy decreases 0.001 points (.00025%) \((p < .01)\). To make that figure more understandable, for every 100 students added to a caseload, a school counselor’s ability to implement leadership decreases 2.5%. A similarly small negative effect was noticed in the slope for age. For every five-year increase in age, the self reported ability to implement leadership decreases 0.075 (1.9%) \((p < .05)\). By comparison, larger changes were associated with graduation from the University of Georgia and The Ohio State University. Specifically, graduates of those schools had 11.1% \((p < .01)\) and 9.5% \((p < .01)\) respectively higher self-reported levels of leadership implementation than graduates from California State University-Northridge.

Years of professional school counseling experience was the strongest predictor of the leadership implementation by the respondents \((\beta = 0.336)\). Proceeding school counseling experience, graduation from The Ohio State University \((\beta = 0.288)\) and graduation from the University of Georgia \((\beta = 0.270)\) were the next strongest predictors. The adjusted \(R^2\) indicated that 32.6% of the variation in leadership implementation was accounted for by the model.
<table>
<thead>
<tr>
<th></th>
<th>b</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(s.e.)</td>
<td>Beta</td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.316</td>
<td>-0.248</td>
</tr>
<tr>
<td></td>
<td>0.340</td>
<td>0.228</td>
</tr>
<tr>
<td>Caseload</td>
<td>-0.001**</td>
<td>-0.248</td>
</tr>
<tr>
<td></td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Current Admin.</td>
<td>0.179**</td>
<td>0.228</td>
</tr>
<tr>
<td></td>
<td>0.072</td>
<td>0.228</td>
</tr>
<tr>
<td>Age</td>
<td>-0.015*</td>
<td>-0.250</td>
</tr>
<tr>
<td></td>
<td>0.006</td>
<td>0.250</td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.058**</td>
<td>0.336</td>
</tr>
<tr>
<td></td>
<td>0.019</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>0.452**</td>
<td>0.270</td>
</tr>
<tr>
<td></td>
<td>0.158</td>
<td>0.270</td>
</tr>
<tr>
<td>Ohio State</td>
<td>0.380**</td>
<td>0.288</td>
</tr>
<tr>
<td></td>
<td>0.123</td>
<td>0.288</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.326</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>90.000</td>
<td></td>
</tr>
<tr>
<td>s.e.e.</td>
<td>0.435</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

**p < .01

Table 4.14: Regression Summary of Size of Caseload, Access to Current Administration, Age, Years of Professional School Counseling Experience, and Graduation from the University of Georgia and The Ohio State University on Leadership Implementation.
4.8.3 Implementing Counseling

The zero-order correlations and descriptive statistics for the self-reported implementation of counseling are presented in Table 4.15.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Counseling</th>
<th>Elementary</th>
<th>Int. Parent</th>
<th>Age</th>
<th>PSC Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>0.335*</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int. Parent</td>
<td>-0.186</td>
<td>0.152</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>-0.176</td>
<td>-0.035</td>
<td>0.127</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.035</td>
<td>-0.142</td>
<td>-0.014</td>
<td>0.570*</td>
<td>1.000</td>
</tr>
</tbody>
</table>

*p < .01, two-tailed

Table 4.15: Zero-Order Correlations for Counseling.

The data indicated that employment at an elementary school had a low positive correlation ($r = 0.335, p < .01$) with the self-reported ability to implement counseling. As with leadership, age and years of professional school counseling experience yielded a moderate positive correlation ($r = 0.570, p < .01$).

The results of the regression model for Counseling are listed in Table 4.16. Holding all independent variables at 0, the average school counselor will have a counseling implementation score of 3.683 out of 4.00. Compared to those working in high schools, school counselors at the elementary level had 0.568 (14.2%) ($p < .01$) higher self-reported counseling composite averages. For every additional year of school counseling experience the self-reported ability to implement counseling increases 0.045 points (1.1%) ($p < .05$).

Employment in an elementary school was the strongest predictor of counseling implementation by the respondents ($\beta = 0.392$). Following elementary school
employment, age ($\beta = 0.275$) and years of school counseling experience ($\beta = 0.244$) were the next strongest predictors. The adjusted $R^2$ indicated that 19.1% of the variation in counseling implementation was accounted for by the model.

<table>
<thead>
<tr>
<th></th>
<th>b (s.e.)</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.683</td>
<td>0.263</td>
</tr>
<tr>
<td>Elementary</td>
<td>0.568**</td>
<td>0.392</td>
</tr>
<tr>
<td></td>
<td>0.140</td>
<td></td>
</tr>
<tr>
<td>Int. Parent</td>
<td>-0.144*</td>
<td>0.207</td>
</tr>
<tr>
<td></td>
<td>0.067</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>-0.017*</td>
<td>0.275</td>
</tr>
<tr>
<td></td>
<td>0.007</td>
<td></td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.045*</td>
<td>0.244</td>
</tr>
<tr>
<td></td>
<td>0.022</td>
<td></td>
</tr>
<tr>
<td>Adjusted $R^2$</td>
<td>0.191</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>92.000</td>
<td></td>
</tr>
<tr>
<td>s.e.e.</td>
<td>0.510</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.16: Regression Summary of Elementary School Employment, Access to Parents During Internship, Age, and Years of Professional School Counseling Experience on Counseling Implementation.

4.8.4 Implementing Teaming and Collaboration

The zero-order correlations and descriptive statistics for the self-reported implementation of teaming and collaboration are presented in Table 4.17.
Variable  | Teaming  | Shared Belief  | Age  | PSC Experience
---|---|---|---|---
Teaming  | 1.000 | | | |
Shared Belief  | 0.278* | 1.000 | | |
Age  | -0.140 | -0.030 | 1.000 | |
PSC Experience  | 0.151 | 0.171 | 0.570* | 1.000 |

*p < .01, two-tailed

Table 4.17: Zero-Order Correlations for Teaming and Collaboration.

The correlation data indicated a low positive correlation between the self-reported implementation of teaming and collaboration and the level of shared belief between a school counselor and an administrator (r = 0.278, p < .01). As in previous correlation data, years of professional school counseling experience and age were moderately correlated (p < .01).

The results of the regression model for teaming and collaboration are listed in Table 4.18.
Table 4.18: Regression Summary of Level of Shared Belief About the School Counseling Role Between the School Counselor and Administrator, Age, and Years of Professional School Counseling Experience on Teaming and Collaboration Implementation.

Holding all independent variables at 0, the average school counselor will have a teaming and collaboration composite score of 3.156 out of 4.00. A 1-point increase in level of shared belief creates a 0.134-point increase (3.35%) \( p < .05 \) in the self-reported ability to implement teaming and collaboration. For every additional year of school counseling experience the self-reported ability to implement counseling increases 0.047 points (1.1%) \( p < .05 \). Age had a smaller but still positive effect on the ability to implement teaming and collaboration with every year of age increase leading to a .425% \( p < .05 \) increase in teaming and collaboration. Out of the three independent variables in the model, age was the strongest predictor of teaming and collaboration implementation \( \beta = 0.292 \), followed by years of school counseling experience \( \beta = 0.279 \) and level of shared belief \( \beta = 0.222 \) were the next strongest predictors.
The adjusted $R^2$ indicated that 11.5% of the variation in teaming and collaboration implementation was accounted for by the model.

4.8.5 Implementing Data Usage and Assessment

The zero-order correlations and descriptive statistics for the self-reported implementation of data usage and assessment are presented in Table 4.19.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Data</th>
<th>Age</th>
<th>PSC Experience</th>
<th>Int. Admin.</th>
<th>Ohio State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>0.119</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.183</td>
<td>0.570**</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int. Admin.</td>
<td>0.322**</td>
<td>0.075</td>
<td>0.046</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Ohio State</td>
<td>0.222*</td>
<td>-0.227*</td>
<td>-0.110</td>
<td>-0.095</td>
<td>1.000</td>
</tr>
</tbody>
</table>

*p < .05, two-tailed

**p < .01, two-tailed

Table 4.19: Zero-Order Correlations for Data Usage and Assessment.

Several low positive correlations with data usage and assessment implementation are listed in the Table 4.19, such as access to administrators during internship ($r = 0.322, p < .01$) and graduation from The Ohio State University ($r = 0.222, p < .01$). Two other independent variables were significantly correlated with age: years of professional school counseling experience ($r = 0.570, p < .01$) and graduation from The Ohio State University ($r = -0.227, p < .05$).

The results of the regression model for data usage and assessment are listed in Table 4.20.
Table 4.20: Regression Summary of Age, Years of Professional School Counseling Experience, Access to Administration During Internship and Graduation From The Ohio State University on Implementation of Data Usage and Assessment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>b</th>
<th>s.e.</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.442</td>
<td>0.307</td>
<td>0.301</td>
</tr>
<tr>
<td>Age</td>
<td>0.020</td>
<td>0.008</td>
<td>0.301</td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.073</td>
<td>0.022</td>
<td>0.364</td>
</tr>
<tr>
<td>Int. Admin.</td>
<td>0.256</td>
<td>0.068</td>
<td>0.349</td>
</tr>
<tr>
<td>Ohio State</td>
<td>0.351</td>
<td>0.146</td>
<td>0.228</td>
</tr>
</tbody>
</table>

Adjusted $R^2$ 0.232
N 92,000
s.e.e 0.539

*p< .05
**p < .01

Holding all independent variables at 0, the average school counselor will have a data usage and assessment composite score of 2.442 out of 4.00. Years of professional school counseling experience, the strongest predictor ($\beta = 0.364$), creates a 1.8% ($p < .01$) increase in the self-reported implementation of data usage and assessment for every year of experience gained. Graduates from The Ohio State University had 0.351 (8.76%) ($p < .05$) higher self-reported data usage and assessment composite scores than those from the California State University-Northridge. The adjusted $R^2$ indicated that 23.2% of the variation in data usage and assessment was accounted for by the model.
4.8.6 Implementing TSCI

The zero-order correlations and descriptive statistics for the self-reported implementation of the TSCI are presented in Table 4.21. The correlations showed two significant positive relationships between the self-reported implementation of the TSCI and caseload size ($r = 0.219, p < .05$) and access to administrators during internship ($r = 0.231, p < .05$).
<table>
<thead>
<tr>
<th>Variable</th>
<th>TSCI</th>
<th>Caseload</th>
<th>Int. Admin.</th>
<th>Int. Parents</th>
<th>Age</th>
<th>PSC Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSCI</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caseload</td>
<td>0.219*</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int. Admin.</td>
<td>0.231*</td>
<td>-0.171</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int. Parents</td>
<td>0.077</td>
<td>-0.276**</td>
<td>0.475**</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>0.152</td>
<td>-0.076</td>
<td>0.077</td>
<td>0.115</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.186</td>
<td>-0.008</td>
<td>0.045</td>
<td>-0.025</td>
<td>0.567**</td>
<td>1.000</td>
</tr>
</tbody>
</table>

*p < .05, two-tailed  
**p < .01, two-tailed

Table 4.21: Zero-Order Correlations for TSCI.
The results of the regression model for data usage and assessment are listed in Table 4.22.

<table>
<thead>
<tr>
<th></th>
<th>b (s.e.)</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.541</td>
<td>0.278</td>
</tr>
<tr>
<td>Caseload</td>
<td>0.001**</td>
<td>0.258</td>
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<tr>
<td></td>
<td>0.000</td>
<td></td>
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<tr>
<td>Int. Admin.</td>
<td>0.166**</td>
<td>0.314</td>
</tr>
<tr>
<td></td>
<td>0.056</td>
<td></td>
</tr>
<tr>
<td>Int. Parents</td>
<td>-0.136*</td>
<td>0.244</td>
</tr>
<tr>
<td></td>
<td>0.061</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>0.019**</td>
<td>0.384</td>
</tr>
<tr>
<td></td>
<td>0.006</td>
<td></td>
</tr>
<tr>
<td>PSC Experience</td>
<td>0.055**</td>
<td>0.381</td>
</tr>
<tr>
<td></td>
<td>0.016</td>
<td></td>
</tr>
</tbody>
</table>

Adjusted $R^2$ 0.234
N 90.000
s.e.e. 0.392

*p < .05
**p < .01

Table 4.22: Regression Summary of Size of Caseload, Access to Administration During Internship, Access to Parents During Internship, Age, and Years of Professional School Counseling Experience on TSCI Implementation.

Holding all independent variables at 0, the average school counselor will have a TSCI composite score of 3.541 out of 4.00. For every one unit increase in self-perceived access to administration during internship, participants reported a 0.166-point increase (4.15%) (p < .01) in the self-reported ability to implement the TSCI. Age and years of professional school counseling experience both had positive effects on TSCI implementation. For every year in age, participants reported a 0.475% increase (p < .01)
in ability to implement the TSCI. For every year of professional school counseling experience, participants reported a 1.37% increase ($p < .01$) in the self-reported ability to implement the TSCI. In descending order, age ($\beta = 0.384$), years of professional school counseling experience ($\beta = 0.381$), and access to administrators during internship ($\beta = 0.314$) were the strongest predictors of TSCI implementation. The adjusted $R^2$ indicated that 23.4% of the variation in self-reported implementation of the TSCI was accounted for by the model.

CONCLUSION

The results of this chapter presented the data from both phases of this mixed-method research study. The first phase of the study was composed of qualitative interviews, which presented themes regarding the experiences of second-year school counselors who graduated from The Ohio State University. In addition to insight on their experience, the qualitative data also presented themes, which emerged from the data describing the perceived barriers and contributing factors to the implementation of the TSCI principles into professional practice. The second phase of the study was a quantitative survey driven by data from the initial research phase. Multiple regressions were used to build models predicting the implementation of each TSCI principle and the overall TSCI into professional practice. The next chapter will discuss the implications of the data as it relates to school counselors, counselor educators, and researchers.
INTRODUCTION

This chapter presents the implications of this mixed-methods research study of the experiences of TSCI-trained school counselors and their ability to implement the principles of their graduate training at TSCI-based institutions. The results and analysis of the mixed methods study were discussed in the previous chapter. In this chapter, the study’s limitations and implications will be presented as they relate to school counselors, counselor educators, and researchers.

5.1 Study Limitations

Despite the usefulness of the data from this study, every research project has its limitations which restrict the methodology or data in some capacity. This research study was no exception. In particular, the limitations of this study included (a) issues related to sampling, (b) a lack of a shared curriculum across training programs, (c) measurement of the dependent variable, and (d) the manner in which some variables were defined or operationalized. A discussion of these limitations will now be presented.

With research focused on such a specific and relatively small population, the generalizability of this study was limited by sampling issues. To begin, access to the entire population of eligible participants was restricted for a variety of reasons. None of the graduate programs investigated in this research study were able to provide complete
or accurate contact lists of former graduates. While this is understandable as individuals change professions and locations and are therefore harder to follow, being able to assess graduates and obtain their feedback as professionals could prove invaluable as graduate training programs conduct formative evaluations of their ability to train school counselors. School counseling training programs also need to have methods of contacting former students as a requirement for CACREP accreditation (CACREP, 2006).

Sample size is important as it helps to increase the reliability of data and the power of a study. If a research study is not able to obtain a large enough sample size to reach an acceptable level of power, then the study runs the risk of inaccurately drawing conclusions from the data. Krejcie and Morgan (1970) recommended a sample size of 144 for a population with N=230, which was the number of valid email addresses obtained for this study. Tabachnick and Fidell (1996) recommended a sample size for multiple regressions as 50 + 8p, where p represents the number of predictor variables. This study fell short of both of those recommendations (n=106). However, the sample size obtained for this study was believed to be as large as possible in spite of the restricted access to the population.

Erickson (1979) discussed that respondent-driven sampling techniques like snowball sampling, used in both phases of this mixed methods study, take away the randomness that is traditionally valued in the research community. Bias exists in these instances, Erickson suggested, because respondents are normally cooperative or are energized about talking about their experiences. However, Erickson also suggested that isolated and eligible participants who are not linked with the social network are not included. Had a more extensive list of contact information been available to the
researcher, the ability to perform a random sample would have been greater. Nevertheless, because this population was truly hidden, snowball sampling was the best sampling technique to use in this study.

While the training institutions represented by the study’s participants were all TSCI institutions, little is understood about the level of consistency between the programs. The potential for each program to provide a unique curriculum and encourage unique experiences and assignments for its students compared to other TSCI training programs is great. This probable inconsistently raises a threat of internal validity. Future research around this topic could benefit from interviewing graduates from a variety of TSCI programs to determine if the early professional experiences of OSU graduates are shared by graduates from other schools. This comparison of the experiences of graduates from different training programs can set the foundation for a survey representative of all of the programs.

The conceptualization of the dependent variable presented another limitation to this study. The available research contained little about the assessment of school counselor leadership, advocacy, or collaborative skills. In addition, no tools or instruments are available through the Education Trust or TSCI to evaluate the level of implementation of the TSCI principles. Therefore, the roles and duties selected to represent the implementation of each TSCI principle was drawn from available literature. However, echoing the concern of consistency across training programs, the extent to which each of those roles and duties is promoted, taught, and evaluated through the graduate training experience is unknown for every university. Developing more concise and universally shared evaluative standards to be shared by the TSCI institutions would
be useful in developing a more valid and reliable tool to assess the implementation of the TSCI principles into practice. The survey used in this study represents the first step toward developing such an instrument.

5.2 Implications for School Counselors

The mixed-methods study provided insight into actions that school counselors can take to implement their graduate training in their role as professional school counselors. The voices of the interview participants and the quantitative data provided direction to school counseling professionals from TSCI-based institutions. By applying the results of this study, school counselors can continue to work for change and sustain themselves professionally amidst barriers to implementation. As a result of the data from this study, school counselors are encouraged to (a) build supportive networks, (b) create alliances with politically important individuals in their school or district, and (c) develop a shared belief about the role of the school counselor with administrators.

5.2.1 Building Supportive Networks

New school counseling professionals described a sense of loneliness and isolation as new professionals. Despite the fact that they had recently graduated from a school counseling training program and earned a license recognizing them as qualified and competent professionals, these school counselors still expressed a desire to have a supportive network guide them in the early years of their professional career. This sentiment is similar to the developmental progress of new school counselors described by Nelson and Johnson (1999). Therefore, the importance of supportive networks for new school counseling professions is justified.
In addition to supportive networks that are convenient and readily accessible in the workplace, TSCI-trained school counselors should be encouraged to maintain supportive networks with other TSCI-trained professionals. Some participants described a sense of frustration due to a lack of connection with other professionals who understood the mission of the TSCI and its vision of the role of the school counselor. Maintaining support networks with other TSCI-associated professionals can help alleviate frustration described by some participants in the first phase of the study. In addition, these TSCI-specific supports can help develop strategies to continue to implement the TSCI principles into practice. To arrange and maintain these relationships, school counselors need to explore modes of communication that are readily accessible and that can allow information to be transmitted in a variety of formats. For example, email listservs can not only help people stay in casual contact, but they can also allow individuals to send articles, information, presentations, internet links, and other information sources to a large amount of professionals.

5.2.2 Building Alliances

School counselors must also become more skilled in building alliances with school stakeholders and school professionals. This implication arose from data presented in both phases of the study. Alliances were presented as a contributing factor to the implementation of TSCI principles. Alliance building also represents one’s ability to effectively navigate the political network or a school/district, which emerged as a potential barrier to implementing TSCI principles. Furthermore, the significance of the level of access to administration in current jobs and the level of shared belief about the
role of the school counselor to the implementation of advocacy, leadership, and teaming and collaboration highlights the need for these alliance building skills.

Of particular importance to research participants in the first phase of the study was developing alliances with the school administrator. Research participants identified administrators as one of the most influential people in their ability to implement their training. In order to develop these alliances, school counselors need to become more proficient in alliance building skills and better prepared to identify what goals are most valued by administrators. By understanding what administrators think is important, school counselors can create connections between the implementation of the TSCI principles and progress toward those goals. For example, if an administrator is interested in improving attendance rates and lowering discipline referrals, school counselors should be prepared to discuss and demonstrate through data how a counseling group could help achieve those goals.

Outside of the administrator, school counselors are encouraged to also build alliances with other politically influential individuals within the school building. Many TSCI-trained school counselors found themselves bringing a new concept of the role of the school counselor to their work environments and subsequently new duties as well. Implementing new programs, interventions, and initiatives requires the acceptance, energy, and enthusiasm of the entire school staff. With the help of politically important alliances throughout a school or district, advocating for the change in a school counselor’s role can become a shared task rather than be shouldered by a lone school counselor. Furthermore, phase one data noted that school counselors need support from
non-administrators to prevent changes in the school counseling program from being credited to administrative directives.

5.2.3 Developing Shared Belief Systems

Throughout the qualitative data, the value of a shared belief, or the level of agreement about the role of the school counselor, between the school counselor and the administrator was described. This theme was reinforced through the survey data as well when the level of shared belief was identified as a significant predictor of a school counselor’s ability to implement teaming and collaboration into professional practice. The responsibility for developing a shared belief about the role of the school counselor is an implication for school counselors because Dollarhide, Smith, and Lemberger (2007) identified the influence that school counselors have in that process. Dollarhide et al. (2001) studied administrators recognized by school counseling organizations for their support of school counselors. When interviewed about their belief system about the role of the school counselor, these administrators attributed much of their beliefs to the work and modeling of previous school counselors with whom they worked.

School counselors should receive the results of this study and Dollarhide et al.’s (2007) research as motivation to become agents of change in influencing major political figures in the school environment and how those individuals conceptualize the appropriate role of the school counselor. This research supports the need for school counselors to communicate the changing role of the school counselors to current school professionals and teach people how school counselors can positively impact all students’ achievement and development. Of the TSCI principles, implementing leadership and
teaming and collaboration can be instrumental in the transmission of the role of the school counselor reflective of the vision of the TSCI.

5.3 Implications for Counselor Educators

Data from both phases of this study have implications for counselor educators. In particular, the data suggests that (a) training programs need to maintain contact with graduates, (b) consideration needs to be made toward the types of experiences being encouraged for school counselors-in-training, (c) new criteria should be taken into account when evaluating admission candidates and populations for continuing education, (d) and the manner in which graduates are supported early in their professional school counseling careers. The adoption of these implications by counselor educators and programs can represent a step toward proactive and preventative preparation of school counselors in training for the challenges they will face as TSCI-trained professionals.

5.3.1 Monitor Program Graduates

From the experience of one researcher, the first implication for school counseling training programs is to ensure that they have the means to track their graduates in order to continually assess their progress in the professional work place. No school counseling training programs were able to provide complete or accurate databases of their program graduates. Not only is this type of information a requirement for CACREP accreditation, but it is also a valuable source of information for training programs to continually survey and communicate with in order to improve the experiences of current school counselors-in-training. Through this improved record keeping, it also helps the TSCI build and maintain a database of graduates, which it can use to begin evaluative research of school counselors trained under the TSCI philosophy.
5.3.2 Reconsidering Internship Experiences

Data in both phases of the study confirmed the importance of the school counselor and administrator relationship. This data confirmed literature discussed in previous chapters of this study. However, this study cast new insight on the importance of the school counselor/administrator relationship during the internship experience. In three of the regression models, the access to an administrator during internship positively predicted the self-reported implementation of advocacy, data usage and assessment, and the TSCI overall. These statistics are supported by the qualitative data which provided insight into the value of this training exposure to school counselors. In particular, the participants noted that when they had to forge relationships and negotiations with administrators during their internship, they felt more prepared to do the same when they began their professional work, which can be critical in implementing their training.

This data should encourage counselor educators to reconsider the types of experiences and assignments they required for school counselors-in-training. For example, this data highlights the need for assignments that put school counselors-in-training in direct contact with school administrators. Ideally, these encounters should be done independently, so that the student can experience the relationship building and negotiation process. This new focus on administrator contact will also require counselor educators to identify internship sites where building administrators are open to spending time with graduate students.

This data also has implications for site supervisors who monitor the day-to-day interactions of school counselors-in-training during internship. Supervisors should be encouraged to remove any buffering tactics that are employed to remove interaction with
administrators. For example, rather than arranging for school counseling interns to conduct classroom guidance, supervisors should allow interns to approach administrators and staff to communicate the importance of the intervention and to arrange for presentation opportunities. While supervisors may perform the negotiation process for school counseling interns to help expedite the process and create more opportunities for direct contact with students, they need to be aware of the valuable process and experience they are removing from interns by involving themselves in the process.

Continuing with implications for the internship experiences, counselor educators should also consider the impact that internship arrangements have on school counselors-in-training’s ability to implement the TSCI principles upon professional employment. The data suggests that when school counseling interns are placed together in a group at a common internship site, there exists the chance for interns to become dependent on one another rather than learning to team and collaborate with the larger school community and working independently. Participants mentioned that internship sites where they grew accustomed to working collaboratively with other school counselors-in-training established an unrealistic expectation that a similarly collaborative environment would await them at the beginning of their professional employment. On the contrary, participants reported a sense of isolation no matter if they were the only school counselor in a school or if they were working on a team of eight school counselors.

Another implication for the types of training experiences that school counselors-in-training receive involves the inclusion of supervision courses during Masters training. The absence of supervision courses has been documented in the professional literature, and the results of this study continue to reinforce the lack of a role that supervision or any
other type of support mechanism plays in school counselors implementing their training. (Dollarhide & Miller, 2006; Nelson & Johnson, 1999). Phase one research participants lacked an awareness of what post-graduate supervision should look like and how it could contribute to their continued develop as school counselors. By including supervision training in Masters curriculum, school counselors could become better consumers of supervision during their professional experience. While more steps would need to be taken to improve the supervision provided to school counselors, this step could help raise the awareness of school counselors.

5.3.3 Rethinking Target Populations for Education

Both phases of research produced data that has implications for counselor educators in considering candidates for graduate training admission and continuing education. The sense of isolation and the need for initiative and an ability to work independently as reported by the first research phase participants should serve as a recommendation to counselor educators in their recruitment of future school counselors. In particular, they are advised to consider ability to work independently as a positive characteristic and potentially critical in implementing training upon professional employment.

Counselor educators should also take note of the fact that professional school counseling experience was identified as a positive predictor of the implementation of all of the dependent variables except for advocacy. While this outcome leads to more research questions, it also signifies an interesting implication for counseling educators when considering targets for professional development and continuing education. While graduate training programs will continue to produce new professionals, the apparent
importance of school counseling experience in implementing the TSCI principles should encourage counselor educators to provide TSCI-based training and professional education to school counselors already practicing in schools. Counselor educators should develop relationships with professional counseling organizations and school districts, because they will help bring training regarding the TSCI principles to great numbers of school counselors. Furthermore, experienced school counselors may be better able to put the TSCI principles into practice as they may have established credibility and progressed through the professional learning curve and the political networks of their school/district, which were identified barriers to the implementation of the TSCI principles.

5.3.4 Support for New School Counseling Professionals

Another powerful message from this study’s data is that counselor educators must realize that training school counselors does not end at graduation from a Masters program. Instead, counselor educators must not only prepare school counselors-in-training for the challenges that they will encounter as new professionals, but should also take responsibility for arranging post-graduate support. A lot of insight can be taken from this study that counselor educators can use to proactively prepare school counselors for the challenges that await them as new professionals. For example, the importance of support, the availability of resources, and the relationship with administrators all emerged as important factors in the implementation of the TSCI principles. This data should be presented to school counselors-in-training as criteria to be considered throughout their job search. As much as the TSCI seeks to transform school counseling and to work in struggling school environments, school counselors-in-training should be encouraged to put themselves in employment situations that will set themselves up for the successful
implementation of the TSCI principles. The data from this study can help school counseling job candidates identify potentially positive work environments.

Furthermore, counselor educators should consider the means by which they will offer continued support to recent graduates once they enter the professional work environment. This study’s data highlighted the fact that new school counseling professionals are not necessarily encouraged to implement their graduate training. Therefore, counselor educators should consider themselves a viable source of the support that was described as so important in the early professional experience by the phase one participants. Several methods for support include post-graduate newsletters, listservs, and online communities. Through this support, TSCI graduates could connect with other professionals and counselor educators who share a similar vision of the role of the school counselor and obtain assistance on how to approach challenges encountered in their new work environments.

5.4 Implications for Educational Administrators

Another group of professionals impacted by the implications of this study are educational administrators. Their availability to, relationships with, and support of school counselors was identified through both phases of this study and echoed in previous literature as well. From this study, administrators should consider (a) a reform of support mechanisms and (b) their role in transforming school counseling.

5.4.1 Reforming Support Mechanisms

The data from this mixed-methods study did not confirm any type of support mechanism (e.g. supervision, induction, mentoring, and evaluation) for new professionals as helpful in implementing the principles of the TSCI. Rather, the qualitative data suggested that support mechanisms encouraged new professional school counselors to conform to the traditional and expected role of the school counselor in the school/district in which they were employed. If the support new school counseling professionals are seeking and receiving is in fact working against the role envisioned by the TSCI, it puts their ability to implement their training in jeopardy.
Therefore, it behooves school districts and administrators to evaluate and redesign the goals and tasks of these support mechanisms. Early professional support mechanisms, such as induction, mentoring, and supervision should not only prepare new professionals for the challenges they will encounter and familiarize them with rules and regulations, but it should also help new school counselors develop implementation plans for incorporating their training in their new environments. The transformation of these support mechanisms should involve collaboration with school counselors, counselor educators, and district leadership. Furthermore, this type of transformation will require a commitment from school districts to embrace the role of the school counselor promoted by the TSCI and identify ways to support its permeation throughout the school culture. This type of change is undoubtedly a long-term and intricate process, but also appropriate for educational administrators to undertake in the best interest of students.

5.4.2 Administrator’s Role in Transforming School Counseling

One of the biggest challenges for educational administrators within the process to transform school counseling is to identify new ways to deal with factors that restrict school counselors from currently actualizing the role of the school counselor envisioned by the TSCI. Specifically, the issue at hand involves transforming the role of the school counselor amidst resource and time scarcity in schools which often results in school counselors being asked to perform various non-counseling duties. This issue was highlighted not only in Kirchner and Setchfield’s study (2005), but also in the data from the first phase of this study that discussed the restrictive nature of school counselor job descriptions, which are often reflective of years of tradition. If education administrators are truly committed to redefining the role of the school counselor, then it will most likely
require a redistribution of roles and duties currently assigned to many school personnel. Redistributing these roles and duties, justifying these changes, and maintaining the support of the school team are critical issues that must be addressed for this transition to occur.

5.5 Implications for Researchers

This research study was the first to investigate the transition experience of school counselors from their graduate training to professional practice. With that brought both new understanding and lessons learned to help propel this area of study into the future. An analysis of these breakthroughs will serve researchers of this and similar topics well. The implications of this study for researchers include (a) the continued research and evaluation of the TSCI, (b) exploration of new independent variables associated with the implementation of the TSCI principles into professional practice, (c) the value of mixed-methods design in school counseling research, and (d) the continued exploration of supervision’s impact on school counseling.

5.5.1 Need for Further TSCI Research

As this study gained a better understanding of school counselors trained at TSCI-based institutions, more research is needed to evaluate the effect of TSCI-trained school counselors on the academic, personal, social, and career development of students. The literature review summarized the limited available research on this topic and also reviewed studies involving the TSCI principles in isolation. However, researchers should address the extent to which graduate training models effect student achievement and development once the school counselors in training become professionals. Research highlighting the value of TSCI-trained school counselors in improving student
achievement and development can justify further research on the TSCI as a viable training philosophy. Furthermore, research comparing the impact of TSCI-trained school counselors versus non-TSCI-trained school counselors is critical in exploring the TSCI as a training philosophy. An initiative like the TSCI which has required an abundance of time, energy, and money needs to be held to some level of accountability that, to this point, has been nonexistent.

5.5.2 Exploring Additional Independent Variables That Predict Implementation

While this study uncovered factors involved in the implementation of the TSCI principles into professional practice, additional research is needed to uncover more independent variables to help predict training implementation. The independent variables selected for this study were taken from both the available literature and qualitative data collected in the first phase of this mixed-method study. The regression analyses were run to identify significant variables, which predicted the implementation of each TSCI principle and the overall TSCI. However, no model produced an $R^2$ that explained greater than 32.6% of the variance of the dependent variable. This indicates that other independent variables not included in this study could account for the unexplained variance.

Lehr and Sumarah (2002) produced the only available literature that resembled this study. Many of the variables and topics identified as important to the implementation of the comprehensive school counseling programs were explored in this study. However, both studies, which explored predictors of a change in the role of the school counselor, did not address anything related to the personality of a school counselor. Furthermore, specific types of assignments and experiences required by graduate training programs
were not explored as possible predictors to TSCI principle implementation. These and other unexplored factors are worthy of exploration in the continued research on this phenomenon.

5.5.3 Need for Mixed-Method Design in School Counseling Research

This study highlights the value of and need for additional mixed-method design studies in school counseling research. Few mixed-method design studies are currently available in the school counseling literature. Furthermore, the initial phase of this study provided one of the few qualitative explorations of the school counseling experience and one of the only descriptions of the transition experience of school counselors from training to professional practice in the entire body of literature. Within this one study, a variety of implications have been identified for school counselors, counselor educators, and educational administrators. This feedback can be used in reforming many aspects of the school counseling profession. Continued qualitative exploration could provide additional insight and recommendations to improve the school counseling field and the TSCI. Additionally, the quantitative phase of the mixed-method design helped explore the school counselor transition experience phenomenon on a larger scale. For a topic with a small literature base, mixed-method design’s strength is its ability to fulfill a need for detailed understanding of the phenomenon and generalizable results that can be applied to a larger population. School counseling researchers should consider mixed-method design as a worthy option in the future study of the profession.

5.5.4 Further Exploration of Supervision’s Impact on School Counselors

As was mentioned in the literature review, some independent variables such as supervision lacked a firm research base and could have caused problems in the data
collection. Both the frequency of annual supervision meetings and the professional school counseling experience of supervisors were not identified as significant contributors to any of the TSCI principles or the overall TSCI. This lack of significance contradicts some other available research regarding the perceived value of supervision to school counselors (Baggerly & Osborn, 2006; McMahon & Patton, 2001). In the case of this study, the results indicate that supervision is not a contributor to the implementation of the TSCI. However, until supervision networks are established in the professional school counseling environment that address the comprehensive needs of new school counselors and provide supervision on a consistent basis, the true impact of supervision on a school counselor’s transition to professional practice cannot be completely understood. This topic should continue to be modified by researchers as the culture of school supervision evolves.

CONCLUSION

This mixed methods study investigated the experiences of TSCI-trained professional school counselors and developed an understanding of barriers and contributing factors to and predictors of the implementation of the TSCI principles into professional practice. Implications of this study effect school counselors, counselor educators, and researchers. Specifically, school counselors are encouraged to build supportive networks, create alliances with politically important individuals in their school or district, and develop a shared belief about the role of the school counselor with administrators.

The study’s implications for counselor educators are varied and important. For example, counselor educators must develop a process for maintaining contact with
graduates to evaluate their own training program and to acquire feedback for the benefit of current school counselors-in-training. Additionally, counselor educators must provide rich internship experiences for school counselors-in-training that prepare them for the realistic challenges of early professional practice as identified in this study. Other implications include new criteria for evaluating admission candidates and populations for continuing education and the developing ways to support graduates early in their professional school counseling careers.

Major implications for educational administrators can also be drawn from this study. Specifically, administrators need to evaluate and reform support mechanisms for new school counseling professionals that encourage the implementation of TSCI principles into professional practice. In addition, educational administrators must consider their role in transforming school counseling and how they can work collaboratively to negotiate the decisions associated with such a change.

For researchers, this study highlighted a variety of areas for further investigation. In particular, the TSCI needs to be held accountable through research to determine the impact that TSCI-trained school counselors have on student achievement and development compared to non-TSCI-trained school counselors. In addition, the exploration of new independent variables associated with the implementation of the TSCI principles into professional practice is needed to further understand this phenomenon. This study also highlighted the value of mixed-method design in school counseling research and the need for the continued exploration of supervision’s impact on school counseling. By addressing the implications of this study, not only will programs be able to provide more comprehensive and quality training, but they will ideally be able to
produce school counseling professionals who can positively impact the achievement and development of all students.
LIST OF REFERENCES


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


APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL FORM AND APPLICATION

(ORIGINAL AND AMENDED VERSION)
**Principal Investigator**

- Name: Chris Wood, Ph.D.
- Phone: (614) 247-8380
- E-mail: wood.531@osu.edu
- University Title: Professor
- Department or College: Education and Human Ecology/PAES/Counselor Education
- Campus Address (room, building, street address): PAES Building 305 West 17th Ave.
- Columbus, OH 43210
- Date: 3/21/07
- Signature: [Signature]

**Co-Investigator**

- Name: Justin R. Fields, M.A.
- Phone: (614) 893-2315
- E-mail: fields.128@osu.edu
- University Status: Graduate Student
- Campus Address (room, building, street address) or Mailing Address: 1932 Aberdeen Dr.
- Columbus, OH 43220
- Date: 3/29/07
- Signature: [Signature]

**Protocol Title**

- The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice

**Source of Funding**

- For Office Use Only: Approved.
- Research has been determined to be exempt under these categories: 4.2
- Research may begin as of the date of determination listed below.
- Date of determination: 3/30/07

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

Office of Responsible Research Practices
# Application for Exemption from Review by the Institutional Review Board

**The Ohio State University, Columbus OH 43210**

## Section 1.02 Principal Investigator

<table>
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<th>Name: Chris Wood, Ph.D.</th>
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<td>Fax: (614) 292-4255</td>
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## Section 1.03 Co-Investigator

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<th>Name: Justin R. Fields, M.A.</th>
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### Protocol Title

The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice

### Source of Funding

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#### a) For Office Use Only

- **Approved.**
  - Research has been determined to be exempt under these categories: ___________________. 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.

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2) 3) Office of Responsible Research Practices

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The purpose of the Application for Exemption is two-fold: (a) to determine whether the proposed research qualifies for exemption from review and continuing oversight by an Institutional Review Board; and, if so, (b) to ensure that the informed consent process protects the rights and welfare of human subjects in research. Please respond to the following questions and provide the requested documentation.

Have all investigators completed the required web-based course in the protection of human research subjects? X Yes □ No

If No, see http://orrp.osu.edu/humansubjects/citi.cfm for more information.

EDUCATIONAL REQUIREMENTS MUST BE SATISFIED PRIOR TO SUBMITTING THE APPLICATION FOR IRB REVIEW.

Please check the categories of exemption for which you are applying. The list of categories is located at the end of this application. You may check more than one box.

EXEMPT CATEGORY: 1 X 2 □ 3 □ 4 □ 5 □ 6 □

SCREENING QUESTIONS: If you check YES to any of the questions below, your research is not exempt. Do not complete the exempt application. Submit an application to the appropriate Institutional Review Board for review.

Does any part of the research require that subjects be deceived? □ Yes X No

Will research expose human subjects to discomfort or harassment beyond levels encountered in daily life? □ Yes X No

Could disclosure of the subjects’ responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation? □ Yes X No

Will fetuses, pregnant women, human in vitro fertilization, or individuals involuntarily confined or detained in penal institutions be subjects of the study? □ Yes X No

For research proposed under category 2, will research involve surveys, interview procedures, or observation of public behavior with
individuals under the age of 18?

For research proposed under category 4, will any of the data, documents, records, pathological specimens, or diagnostic specimens be collected or come into existence after the date you apply for exemption?

Yes  X No

For research proposed under category 4, will any of the information obtained from data, documents, records, pathological specimens, or diagnostic specimens that come from private sources be recorded by the investigator in such a manner that subjects can be identified directly or through identifiers linked to the subjects?

Yes  X No

________________________________________________________________________________

IF YOU CHECKED YES TO ANY OF THE QUESTIONS ABOVE, YOUR RESEARCH IS NOT EXEMPT.

IF YOU HAVE CHECKED NO TO ALL OF THE QUESTIONS ABOVE, YOUR RESEARCH MAY BE EXEMPT. PLEASE CONTINUE WITH THE EXEMPT APPLICATION.

If you have questions about the application or review process, please contact Janet Schulte, Office of Responsible Research Practices. Phone: 688-0389 / Fax: 688-0366 / E-mail: schulte.58@osu.edu
For purposes of this application, “research” includes the recruitment of human subjects as well as data collection and analysis. None of these research activities may begin until the investigator has received a protocol number AND has received written concurrence that the proposed research is exempt. The “date of determination” on page one of this application is assigned by the Office of Responsible Research Practices; it indicates the date when research may begin.

Please describe your study clearly and completely, using a style of language that can easily be understood by someone who is not familiar with your research.

GENERAL QUESTIONS REGARDING THE PROPOSED RESEARCH

1. Describe the purpose of the research activity to be undertaken. Describe how it involves human subjects. Respond in the space provided here, or attach a research proposal and/or grant proposal containing the requested information.

   Description: (Please see attached research proposal)

2. Provide a brief description of the subjects you plan to recruit and the criteria used in the selection process. Indicate whether subjects are 18 years of age or older.

   Description: All subjects in this study will be over the age of 18. This study will have a mixed method design with 2 phases of data collection. The first phase, consisting of qualitative interviews, will use graduates of The Ohio State University Counselor Education Program who are currently in their second year of professional school counseling practice. These subjects will participate voluntarily and will give their informed consent in order to participate. They may choose to withdraw from the study at any time. The second phase of the study, consisting of an on-line quantitative survey, will use a random sample of school counseling graduates from the original six Transforming School Counseling Initiative schools (University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University). Contact information will be collected from the university program leaders and the names will be selected randomly from the information chosen. Those identified participants will be sent a link to an on-line survey. Before beginning the survey, the participants will submit their informed consent.
3. Describe how the proposed research meets the criteria for exemption from IRB review and oversight. (Refer to the criteria on the last page of this application that correspond to the category or categories you checked on the screening sheet.)

Description:
In the first phase of this two-phased mixed methods study, the researcher will examine the experiences of school counselors who are involved in their second year of school counseling practice. All participants will be asked to give their informed consent and will be allowed to withdraw from the study at any time. Participants will participate in semi-structured interviews pertaining to their experiences and perceptions that will take approximately 1 to 1.5 hours. All semi-structured interviews will be audio taped and transcribed to aid in the analysis of data. If a participant does not wish to be audio taped, they will be excluded from the research project. Member checks will also be incorporated as participants will be asked to review interview transcripts and verify their accuracy. Additionally, each participant will be given a short biographical survey to complete. In the second phase, an on-line survey will be distributed to a random sample of graduates of six school counseling graduate programs (University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University). The survey should take approximately 20 minutes and participants’ identities will be kept confidential. All participants will be asked to give their informed consent and will be allowed to withdraw from the study at any time. Because of this research design and the commonly established educational setting that the study will take place in, this research qualifies as a Category 1 study.

4. Will your subjects be recruited through schools, employers, and/or community agencies or organizations, and/or are you required to obtain permission to access data that is not publicly available? If the answer is yes, provide a letter of support from the person authorized to give you access to the subjects or to the data in question. More than one letter may be required.

☐ Does not apply.
☒ Letter(s) attached.
☐ Comments: This study will require contact information about former
graduate students at the following universities: University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University. The necessary contact information is public record; however, assistance from various university registrar and graduate program faculty is needed. Please refer to the attached letters of support from the universities mentioned above. A letter from The Ohio State University is attached. Letters from other institutions are forthcoming.

5. Describe the means you will use to obtain data. Check all boxes that apply.

- X Surveys or questionnaires distributed by mail or in person. I am attaching a copy of the instrument(s).
- X Surveys distributed through the Internet, through listservs, or through E-mail.
  I am attaching a copy of the instrument(s). Provide the Internet address:

- X Interviews. I am attaching a copy of the interview questions.
- [ ] Focus groups. I am attaching a copy of the questions that will shape the discussion.
- [ ] Observation of public behavior.
- [ ] Observation of activities in school classrooms.
- X Audiotapes. I will obtain consent from the subjects to tape their responses.
- [ ] Videotapes. I will obtain consent from the subjects to tape their activities or responses.
- [ ] Review of existing records, including databases, medical records, school records, etc. I am attaching a copy of the data collection sheet. I am recording information in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects. All of the information in the records to be reviewed exists as of the date of submission of this application.
- [ ] Tissue specimens. All of the specimens have already been collected and are “on the shelf.” I am recording information in such a manner that subjects cannot be
identified directly or through identifiers linked to the subjects.

6. Indicate the date when you plan to begin research, and the date when you anticipate that data analysis will be complete.

Begin date: 4/1/07
End date: 12/1/07

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**CONFIDENTIALITY**

- Investigators are required to protect the confidentiality of the information obtained during research, unless the subjects (a) explicitly agree to be identified or quoted, and/or (b) explicitly agree to the release of material captured on audiotapes or videotapes for use in presentations or conferences.

7. Provide a brief description of the measures you will take to protect confidentiality. Please describe how you will protect the identity of the subjects, their responses, and any data that you obtain from private records or capture on audiotape or videotape. Describe the disposition of the data and/or the tapes once the study has been completed.

**Description:** Participants will not be identified at any time during the research process. In the first phase of the research study, participants will be assigned an identification number that will help match the interview responses with the biographical survey data. This identification number will be used solely to help match data. In the second phase of the study, respondents will be tracked in order to re-test some participants for reliability purposes. All data obtained through interviews and biographical surveys will remain confidential and will only be used by the two identified investigators and the research team. Only the researcher will have records of the participants and that information will remain locked in a file cabinet in his personal home office.

---

**INFORMED CONSENT**

- In most cases, investigators are required to obtain informed consent from their subjects before collecting data. Respond to questions #8 and #9 to indicate how you will inform your subjects about the research and how you will obtain and document their consent.
- Subjects must be told what they will be asked to do if they agree to participate in research, how long it will take, and how you will protect the confidentiality of the information they provide.
- Subjects must be told that their participation is voluntary, they can refuse to answer questions that they do not wish to answer, and they can refuse
to participate or they can withdraw at any time without penalty or repercussion.

- With few exceptions, written consent of the child’s parent(s) or guardian(s) is required if subjects are under the age of 18. In addition, children 14 years of age or older should be asked to give written assent (agreement) to participate. Children younger than 13 years of age should be asked to give verbal assent (agreement) to participate.
- Provide a means for subjects to contact the investigator(s) if they have questions or concerns about the research. Make it clear to the subjects that you are affiliated with The Ohio State University.

8. What information do you plan to give to your subjects before you ask for their consent? Use a style of language that simply and clearly explains the research to your subjects. Respond in the space provided here, or attach a copy of the information you plan to provide to your subjects and/or their parents or guardians. (Note: if you use more than one method of recruitment, you may check more than one box)

X Letter(s) attached. I will give each of the subjects a copy of this letter.
X I will be contacting subjects by phone or in person. I am attaching a script that contains the information I will give them.

☐ Does not apply. My data analysis is limited to existing records or tissue specimens.

☐ Response: A letter of consent is attached that will be used to obtain the informed consent of each participant. Since the interviews will be taking place over the phone, the letter will be read as a script to each participant and their consent will be documented. The consent form will be signed and dated by the investigator. During the second phase of the study involving the on-line survey, participants will be asked to give their informed consent at the beginning of the survey in order to continue (See Research Proposal Appendix A and D).

9. How do you plan to document informed consent? Read all of the options before checking the appropriate boxes. (A sample consent form is attached to this application.)

☐ The subjects are 18 years of age or older. Before collecting data, I will ask them to sign a written consent form. I am attaching a copy of the consent form.
X The subjects are 18 years of age or older. Before collecting data, I will ask them to give verbal consent to participate in this research study.

☐ The subjects are 18 years of age or older. I am distributing a survey or
questionnaire to the subjects. They can choose whether or not they want to respond. I am requesting a waiver of written consent.

☐ The subjects are under the age of 18. I am attaching a copy of the consent form that I will use to obtain consent from their parents or guardians and

☐ Assent (agreement) from subjects who are 14 years of age or older.

☐ Some of the subjects are 18 years of age or older, and some are younger than 18.

I have checked more than one box above to reflect the methods I will use to document informed consent.

☐ Does not apply. My data analysis is limited to existing records or tissue specimens.

☐ Other. Please explain and provide justification for your request.

☐ Comments: Participants will be asked to give their informed consent over the phone during the interviews or via the on-line survey depending on the phase of the study. Consent will be documented on a consent form and on the taped interview (See Research Proposal Appendix A and D).
The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice

The Transforming School Counseling Initiative (TSCI) has attempted to redefine the role of the school counselor (Martin, 2002). Specifically, school counselors trained at TSCI-based graduate programs are taught to be student advocates, school leaders, and skilled practitioners who use counseling, teaming and collaboration, and data to positively impact the academic achievement, and personal/social and career development of all students (Martin, 2002; Sears, 1999). The professional identity promoted by TSCI training programs is not consistent with the general population of school counselors (Amatea & Clark, 2005; Perusse, Donegan, Goodnough, & Jones, 2004). For example, while TSCI-trained school counselors are encouraged to implement the TSCI principles into their regular practice, research has recognized that many school counselors perform inappropriate or noncounseling duties under a variety of inconsistent professional identities (Amatea & Clark, 2005; Burnham & Jackson, 2000; Clark & Amatea, 2004; Hardesty & Dillard, 1994; Peer, 1985; Remley & Albright, 1988).

In addition to the inconsistent professional identity, school counselors often work in what is perceived to be an unsupportive professional environment. Specifically, research suggests that administrators, who are often charged with leading and supervising school counselors, are largely unfamiliar with or untrained about how to work with school counseling services (Amatea & Clark, 2005; Lampe, 1985; MacDonald & Armstrong, 2006; Perusse et al., 2004). School counselors also work without the same rigorous supervision protocol that other mental health professionals receive after the completion of graduate training (Jackson et al., 2002). School counseling currently lacks
the resources and personnel who are trained and willing to provide quality and comprehensive supervision, which is viewed as a major deficiency in professional support (Borders & Usher, 1992; Dollarhide & Miller, 2006).

The inconsistent professional identity, lack of support from administrators, and supervision could threaten the ability for TSCI-trained school counselors to implement the TSCI-principles (i.e. leadership, advocacy, counseling, teaming and collaboration, and data usage and assessment) (Lehr & Sumarah, 2002). These threats to the implementation of the TSCI are important to school counseling and education in general, because the TSCI principles have contributed to academic achievement, and personal/social and career development in research (Aune, 1991; Brigman & Campbell, 2003; Campbell & Brigman, 2005; Dimmitt, 2003; Fitch and Marshall, 2004; Flannery et al., 2003; Lapan, Gysbers, & Petroski, 2003; Myers, 2005).

Purpose of the Study

The purpose of this study is to examine the professional experience of TSCI-trained school counselors in their second-year of professional practice. Specifically, the study will explore contributing factors and barriers to the ideal implementation of the TSCI principles into school counseling professional practice. The ideal implementation of the TSCI principles is exemplified by the use of each of the TSCI principles in practice. Using the data collected, this study will seek to understand what predicts the ideal implementation of TSCI principles into practice.

This chapter will identify and describe the study’s methodology. Specifically, this chapter will describe the purpose of the study, review the research questions, and detail
the research design, sampling procedures, data analysis, theory development, and means to establishing trustworthiness, reliability and validity.

Research Questions

This study explored the following research questions:

5. What is the experience of TSCI-trained school counselors in their second year of professional practice?

6. What predicts the ideal implementation (i.e. the use of each TSCI principle) of TSCI principles into the professional role of novice school counselors in their second year of professional experience?

7. What do TSCI-trained novice school counselors in their second year of professional experience identify as barriers to the implementation of training principles into professional practice?

8. What do TSCI-trained novice school counselors in their second year of professional experience identify as factors that increase the likelihood of TSCI training principles being implemented in or during professional practice?

Research Design

This study will explore the experiences of second-year school counselors and investigate different factors that help or hinder their ability to implement TSCI-principles from their training into their professional practice. In addition, this study will explore predictors of ideal implementation of TSCI principles into professional practice. Therefore, a mixed methods design will be warranted to address the set of research questions. Specifically, this study will apply the sequential exploratory strategy (SES) (Creswell, 2003).
The SES is the most appropriate mixed method design for this study because its goal is to better understand a phenomenon or experience (Creswell, 2003). In particular, the goal is to better understand the professional experience of TSCI-trained school counselors in their second-year of school counseling experience. The SES will be used to explore this topic in two phases; an initial qualitative phase and a second quantitative phase (Creswell, 2003). The first phase, which is qualitatively focused, will receive more emphasis than the second quantitative phase. This phase will utilize interviews with second-year school counselors who graduated from OSU’s school counseling program to collect qualitative data about their experiences as school counseling professionals. The quantitative phase of this study will involve a logistic regression analysis to help identify factors that predict the ideal implementation of TSCI principles into school counseling practice. The survey will be constructed using data and themes from the interview data from the first phase of the study and therefore, is not included in this research proposal. Data for the quantitative phase of the study will be collected from surveys of school counselors who graduated from the six initial TSCI programs. This data will allow the results to be applied beyond just graduates of the OSU counselor education program to TSCI-trained school counselors.

The qualitative data collection will be of great importance in this research study. First, qualitative inquiry will help to gather a rich perspective of the experience of second-year school counselors through interviews and the subsequent data analysis. Qualitative inquiry will also be important in this study, because there is a paucity of foundational research regarding the professional experience of TSCI-trained counselors. A search of academic journals yields no research on the impact of TSCI programs on
school counselors or the impact of graduates of TSCI-based programs on the students they eventually serve in schools.

Qualitative data collection will also be important in this study, because it is a recommended first step for studying a topic with a small research base. To develop a quality group of research, Holloway and Hosford (1983) suggested that a sequence of research phases must be completed. First, a phenomenon needs to be observed in its natural environment. Next, specific variables that are critical to the phenomenon must be identified and connected. Finally, a set of principles that explain the phenomenon will result from the previous steps. According to this proposed sequence, research that ignores a foundation of exploratory data will contribute little in the long run towards sufficiently understanding a phenomenon (Holloway & Hosford, 1983). Therefore, this research study will place a premium on gathering qualitative data that explores the experiences of this rarely studied group of school counselors.

The SES is also the most appropriate method to establish generalizability in a study with a heavy reliance on qualitative data. Qualitative data is largely criticized, because it is difficult to transfer the findings to other populations outside of the sample (Merrick, 1999). Because the SES utilizes quantitative methods that build off of the qualitative data from the first phase of the study, it is viewed as a good research design for generalizing “qualitative findings to different samples” (Creswell, 2003, p. 215). In other words, this research design was the most appropriate in order to explore a phenomenon and “expand on the qualitative findings” (Creswell, 2003, p. 216). In the case of this study, qualitative data from one sample of TSCI-trained school counselors will be expanded to a quantitative survey of a larger, more generalizable sample of TSCI-
trained school counselors. The following sections will detail the research methodology for both phases of the research study.

Phase One: Qualitative Research Methodology

Section 1.05 Sampling

One of the greatest differences between qualitative and quantitative research is the intention of generalization. With quantitative inquiry, methodology and operationalism are means to generalize collected data to a larger population (Patton, 2002). Conversely, qualitative research seeks to understand groups or people more completely. To achieve this, qualitative research employs purposeful sampling procedures. Patton (2002) elaborates on the benefits of purposeful sampling:

The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry…Studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations. (p. 230)

Hutt, Scott, and King (1983) claimed that the criteria for participating in a qualitative study were “articulateness and experience with the phenomena under study” (p. 119). Therefore, to best answer the research questions, this study will use a sample of second-year professional school counselors who graduated from The Ohio State University’s Counselor Education program. These participants will be able to address the research questions, because they all have graduated from the same TSCI-based program and will have over one year of professional school counseling experience. Therefore, they will be able to speak about their conceptualization of the role of the school counselor and
their experience trying to actualize that role in their respective school. In addition, all of
the participants will be attempting to implement the same training into their current
school counseling roles. The current number of graduates who fit this description is
approximately 25 counselors.

The researcher intends to interview members of this sample through a snowball
sampling technique. Prior to any participants involvement with the study, they will be
asked to read or will be read a recruitment letter and a letter of consent (See Appendix
A). Members of the sample will complete a brief biographical survey (See Appendix B)
and will be interviewed. In addition, participants will be asked to recommend other
school counselors from this sample that have had particularly successful or challenging
experiences in their early professional career. Through this method of sampling, the
researcher intends to interview people who can address different factors that both
contribute to and act as barriers to the implementation of the TSCI principles. This
sample size is believed to be large enough to reach the point of informational redundancy
or saturation (Creswell, 1998; Lincoln & Guba, 1985). Saturation is determined by the
same themes and data being collected through the interviews.

Section 1.06 Data Collection

Individual semi-structured interviews will be scheduled with participants from the
sample who agree to participate in the study. Lincoln and Guba (1985) described
interviews as “conversations with a purpose” (p. 268). The purpose of these interviews
will be to obtain rich information about the experiences of TSCI-trained school
counselors (Fontana and Frey, 2000). Each participant will be able to give rich
information, because they will be speaking about their own experiences. Capturing these
subjective experiences is one of the distinguishing characteristics of qualitative research (Bogden & Biklen, 1998). Qualitative research assumes that reality is constructed from the meaning that each participant takes from their experience (Bogden & Biklen, 1998). Therefore, the interviews and the subsequent data analysis, will allow the researcher to develop an understanding of that reality.

The interview questions will address the research questions and provide an opportunity for participants to describe their experiences. Some questions will be very general, asking participants to discuss their experiences. Through these questions, for example, participants may bring up factors from their experiences that acted as contributing factors or barriers to the implementation of TSCI principles into professional practice. Other questions, developed from prior research, will ask participants about their professional identity as a school counselor, the impact of their TSCI training on that identity, their relationships and experiences with administrators, and their experiences with supervision. Through these questions, data can be compared and contrasted to prior research in order to identify their relationship to the implementation of TSCI principles (See Appendix C).

Semi-structured interviews will be best suited to this study, because it will provide the benefits of both the structured and open-ended interview structures. For example, the structured interview contains a list of specific questions, developed from the previous research which each participant will be asked (Patton, 2002). Therefore, each participant will be asked the same questions and each question’s responses will be compared in order to identify themes. Elements of the unstructured interview will also be used. Specifically, the researcher will use the predetermined list of questions “to explore,
prove, and ask questions that will elucidate and illuminate that particular subject. Thus, the interviewer remains free to build a conversation within a particular subject area, to word questions spontaneously and to establish a conversational style…” (Patton, 2002, p. 343). This characteristic of unstructured interview compliments the purpose of an interpretivist study by allowing for a variety of in-depth responses, further capturing the breadth of voices, insights, and experience (Fontana & Frey, 2000; Patton, 2002).

**Section 1.07 Data Analysis**

A grounded theory approach will be used to analyze the data. Charmaz (2000) describes coding in the grounded theory approach as a “constant comparative method” (p. 515). As the title suggests, data are analyzed across a variety of categories and contexts to foster further insight. Through this ongoing data analysis and interpretation process, theories will emerge from the data that will inform the research questions (Charmaz, 2000). Using the principles of the grounded theory, inductive reasoning will be applied to the emergent themes in the data to help build theoretical frameworks (Charmaz, 2000). The theory development process will take place throughout the research process and inform the study’s data collection, coding, and analysis.

Patton (2002) described raw data as “undigested complexity or reality” (p. 463). This study will produce raw data in the form of interview transcripts, which will be transcribed verbatim from the tapes. Through data analysis and interpretation, data can be transformed into focused and meaningful themes that help to answer the research questions. The first step in analysis is the development of a coding scheme (Patton, 2002). In this study, the researcher will employ a system of open, axial, and selective coding (Strauss & Corbin, 1998).
Open coding will be the first step in the analysis of the interview data. This process involves breaking down the data in segments, such as paragraphs, sentences, or words in order to make meaning out of what each participant is saying (Strauss & Corbin, 1990). Researchers begin to make sense of the data by labeling phenomena or conceptualizing the data (Strauss & Corbin, 1990). From the subsequent list of concepts, themes are identified throughout the concepts that allow the researcher to create categories. These categories will help the researcher work more easily with the data (Strauss & Corbin, 1990).

Axial coding will be the second step in the coding process. As much as open coding is used to break down data into manageable parts, axial coding is used to put “data back together in new ways by making connections between a category and its subcategories” (Strauss & Corbin, 1990, p. 97). In other words, the concepts and categories from the open coding stage will be compared to one another through the use of paradigm models (Strauss & Corbin, 1990). The use of these models will be helpful in establishing more “density and precision” (Strauss & Corbin, 1990, p. 99).

As axial coding helps to establish categories with properties and dimensions and relationships to other categories, selective coding, the final step in the coding process, will take the axial codes to the next step. Specifically, selective coding takes the dense and rich categories and moves it towards theory development. Through this process, the data will be developed into a “picture of reality that is conceptual, comprehensible, and above all grounded” (Strauss & Corbin, 1990, p. 117).
Section 1.08  Research Team

To assist in the data analysis and to help establish trustworthiness to the study, a research team will be employed during this study (Lincoln & Guba, 1985). The research team will consist of five people including the researcher. The team will have a variety of training and professional background experiences that will be beneficial to gaining insight on the data. Of the five people on the research team, two have been employed as school counselors, two have graduated from the OSU school counselor training program, one has been a supervisor of graduate students at the OSU school counselor training program, and four have had graduate training in coding qualitative data. Therefore, each person will bring a variety of skills and perspectives to the data analysis experience that will help develop an understanding of the data.

Phase Two: Quantitative Research Methodology

Section 1.09  Sample

The goal of the second phase of this study is to gather data that represents the population of TSCI-trained school counselors. Therefore, the sample for the quantitative phase of the research study will come from the population of graduates from the original six TSCI institutions (i.e. University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University). Of the six schools that were selected to initially participate in the TSCI, all but OSU are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2006). As detailed in the 2001 standards Section VI.C.3 and 4, CACREP-accredited programs, they
must maintain records of their graduates to assist in ongoing program evaluation (CACREP 2001 Standards).

The research will solicit the directors of the program for records of contact information of graduates since 1999, the first year that the TSCI was implemented at each school. At the present time, the exact population size of graduates from these programs is unknown. However, with that information from the program directors, the researcher will be able to determine an appropriate sample size that will be representative of the population of TSCI-trained school counselors using the research of Krejcie and Morgan (1970). When the appropriate sample size is determined, the researcher will use a random sample of the population to survey (Moore & McCabe, 2006). Letters of support from school officials are attached while others are forthcoming (See attached letters).

Section 1.10 Data Collection

As the SES suggests, qualitative data will be used to inform the quantitative data collection process. With the help of the research team, the researcher will identify themes and factors that the interview subjects report are critical to the implementation of TSCI principles in school counseling practice. These factors will then be converted into a survey questions that will become data for the logistic regression analysis. For example, if a theme emerges from the interview data that suggests a positive relationship with a principal is important to the implementation of TSCI principles, then a survey question would be created asking participants to rate the nature of their relationship with their principal on a Likert scale. In this instance, each number would have a value associated with it (e.g. very positive, somewhat positive, etc.). When the survey is ready for distribution, the survey will be distributed to the random sample of TSCI graduates from
the six original TSCI schools via an electronic survey tool. As the survey is dependent on the qualitative data, the survey is not able to be attached to this proposal.

In addition to the survey, an instrument will be included to measure the dependent variable; the ability for each participant to implement TSCI principles into their professional school counseling practice. Participants will be asked to provide written descriptions about how they have been able to incorporate the five TSCI principles (advocacy, leadership, counseling, teaming and collaboration, and data usage and assessment) into their school counseling practice. To evaluate the written responses, the researcher and the research team will agree upon characteristics or themes required for a response to be an acceptable example of each TSCI principle in practice. The researcher and the team will use the available literature about the TSCI to inform them about indicators of acceptable examples of each TSCI principle. A participant who is able to give an acceptable example of how each TSCI principle is used in their practice will be identified as having ideally implementing the TSCI into practice.

Confidentiality. The identities of participants will remain confidential throughout the research process. Each participant will be given a pseudonym by the researcher and the matching identities will be kept in a codebook that will only be accessible to the researcher. In addition, the institutions and identities of the survey participants will remain confidential and anonymous to everyone but the researcher. The researcher will only need to know the identities of the participants in order to contact them via email to administer the survey and also to retest a small portion of the sample.
Section 1.11  Data Analysis

The survey data from phase two of the study will be analyzed through logistic regression, because the dependent variable, the implementation of TSCI principles, will be a dichotomous dependent variable. In other words, participants will be evaluated to have either ideally or not ideally implemented the principles into practice. Participants who have ideally implemented the principles will be able to describe how they have implemented each principle during the survey. These responses will then be judged by the research team. Prior to this evaluation, the research team will be apprised of how each principle is defined by the research and they will perform sample evaluations to make sure each team member is consistent in his/her evaluation.

Pampel (2000), states that logistic regression is the “data analytic tool of choice when the equation to be estimated has a dichotomous dependent variable” (p. v). Logistic regression will transform the data from the survey into a regression formula and associating numeric odds with each factor taken from the qualitative interview and incorporated into the survey. For example, if teaching experience was identified as an important factor to the implementation of the TSCI principles, a logistic regression would provide results, such as “a school counselor with previous experience as a teacher is three times as likely as a school counselor without previous teaching experience to implement the TSCI principles into practice.”
Study Time Line

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<tr>
<td>3/07</td>
<td>IRB approval, material collection, research preparation</td>
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<tr>
<td>4/07-6/07</td>
<td>Phase 1—qualitative data collection, analysis, and quantitative survey development</td>
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<tr>
<td>6/07-9/07</td>
<td>Continued data analysis, chapter refinement</td>
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<tr>
<td>9/07-10/07</td>
<td>Phase 2—quantitative data collection, analysis</td>
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<tr>
<td>10/07-11/07</td>
<td>Chapter refinement</td>
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<tr>
<td>12/07</td>
<td>Dissertation defense</td>
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Conclusion

The proposed study will utilize a mixed methods design to investigate the experience of TSCI-trained school counselors in their second year of professional practice. Furthermore, this design will also aim to identify contributing factors and barriers to the implantation of the TSCI-principles into professional practice. As the SES suggests, this study will rely on the first phase of this research study involving qualitative data collection to inform the second phase, a quantitative data collection process. As a result of this mixed methods design, this study will create both an intimate and generalizable understanding of the early professional experiences of second year school counselors from TSCI-based training programs and their ability to implement their training into their practice.
References


Dear Ohio State School Counseling Graduate:

You are being asked to participate in a research project conducted by Dr. Chris Wood, Assistant Professor of Counselor Education at The Ohio State University and Justin Fields, Doctoral Candidate of Counselor Education at The Ohio State University. The study is entitled “The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice.” The study seeks to understand the experience of second-year school counselors. Specifically, the research study aims to investigate your experience as a TSCI-trained school counselor and your ability to implement your training into your professional practice. We would like to set up an opportunity to interview you to learn about your experience.

Your participation in this research is strictly voluntary. The extent of your participation will include providing your informed consent to participate, completing a brief biographical survey, partaking in a semi-structured audio taped interview, and participating in the pilot version of a survey. The audio taped interview between you and the researcher will be transcribed in order to assist the analysis of data and will remain confidential. If you wish to participate in the research as it has been described, please sign the attached consent form and return it in the self-addressed stamped envelope to: Dr. Chris Wood, 456 PAES Building 305 West 17th Ave., Columbus, Ohio 43210. Upon receipt of your consent form, you will be contacted to schedule an interview.

It is important that you understand that at any time, you may withdraw from this research study. If you have any questions, please contact Justin Fields, M.A. (email: fields.128@osu.edu phone: 614-893-2315) or Chris Wood, Ph.D. N.C.S.C. (wood.531@osu.edu phone: 614-247-8380).

You will be provided with a copy of this letter and a copy of the signed letter of consent, if you choose to participate in this study.

Sincerely,

Chris Wood, Ph.D., N.C.S.C. Justin R. Fields, M.A.
I consent to participating in research entitled: “The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice.”

Chris Wood, Ph.D., N.C.S.C., Principal Investigator, or his authorized representative, Justin R. Fields, M.A. 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 the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Furthermore, I understand that I am free to withdraw consent at any time and 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:

(Principal Investigator or his/her authorized representative)
Biographical Survey

Please take a moment to answer some questions about you, your career and your school. This data will not be used to track you individually. Rather, it will be used as another way to analyze the data.

What is your gender? ____ Male ____ Female

What is your age? __________

What is your highest educational degree? ____________________________

Major field of study: ______________________________________________

Do you hold a license or certification as a school counselor? ____ Yes ____ No

Do you hold a license or certification as a teacher? ____ Yes ____ No

If you have been a teacher, how many years did you teach? __________

How long have you been a practicing school counselor? _______________

Which of the following scenarios best describes your work situation: I work…

____ full time as one of several school counselors in my school.
____ full time as the only school counselor in my building.
____ full time as a school counselor, and my time is divided among several schools.
____ part time as a school counselor and part time as a teacher/administrator.
____ part time as a school counselor, with no other responsibilities in the school.
____ I am not currently working as a school counselor.

What was your major area of concentration during your school counselor training (check all that apply)

____ Elementary
____ Middle
____ High School
____ K-12
____ Not applicable

At what level do you currently work as a school counselor? (check all that apply)

____ Elementary
____ Middle
____ High School
____ Not applicable (I am not currently working as a school counselor.)
Where is your school located? (check all that apply)

____ Suburban
____ Rural
____ Urban
____ Other

What percentage of the students in your school is on:

____ Free lunch
____ Reduced lunch

What is your race? ____ African-American ____ Asian-American ____ Caucasian
____ Hispanic America ____ Other (Please specify:________________________)

What professional organizations or associations do you belong to (check all that
apply):

____ Your state’s school counseling association
____ Your state’s counseling association
____ American School Counseling Association
____ American Counseling Association
____ Other (Please list:____________________________________________)

Please use any space below to briefly describe or list the school counseling-focused
professional development that you participate in. (For example: reading literature,
conference attendance, presentations, etc.)
Phase 1: Interview Questions

1. Please describe the philosophy of your graduate training program.

2. Please tell me about your experiences so far as a professional school counselor.

3. What are some examples of your ability to implement your graduate training into your professional practice?

4. Please describe your experiences transitioning from graduate training to professional practice.

5. Describe your relationship with your administrator.

6. Describe any supervision experiences that you have had.

7. What do you perceive to be helpful in implementing your graduate training into your professional practice?

8. What do you perceive acts as a barrier to you implementing your graduate training into your professional practice?
Dear Ohio State School Counseling Graduate:

You are being asked to participate in a research project conducted by Dr. Chris Wood, Assistant Professor of Counselor Education at The Ohio State University and Justin Fields, Doctoral Candidate of Counselor Education at The Ohio State University. The study is entitled “The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice.” The study seeks to understand the experiences of second-year school counselors. Specifically, the research study aims to investigate your experience as a TSCI-trained school counselor and your ability to implement your training into your professional practice.

Your participation in this research is strictly voluntary. The extent of your participation will include providing your informed consent to participate, completing an on-line survey. There is a small population of participants who will be asked to retake the survey for reliability purposes. The results of your survey will be compiled and analyzed along with the data other participants provide. Your data will remain confidential at all times. If you wish to participate in the research as it has been described, please sign the attached consent form and return it in the self-addressed stamped envelope to: Dr. Chris Wood, 456 PAES Building, 305 West 17th Ave., Columbus, Ohio 43210. Upon receipt of your consent form, you will be contacted to schedule an interview.

It is important that you understand that at any time, you may withdraw from this research study. If you have any questions, please contact Justin Fields, M.A. (email: fields.128@osu.edu phone: 614-459-2503) or Chris Wood, Ph.D. N.C.S.C. (wood.531@osu.edu phone: 614-247-8380).

You will be provided with a copy of this letter and a copy of the signed letter of consent, if you choose to participate in this study.

Sincerely,

Chris Wood, Ph.D., N.C.S.C.       Justin R. Fields, M.A.
Section 1.15 CONSENT FOR PARTICIPATION IN RESEARCH

I consent to participating in research entitled: “The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice.”

Chris Wood, Ph.D., N.C.S.C., Principal Investigator, or his authorized representative, Justin R. Fields, M.A. 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 the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Furthermore, I understand that I am free to withdraw consent at any time and 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: ____________________________

(Principal Investigator or his/her authorized representative)

HS-027E Consent for Participation in Exempt Research
### Title Page - Application for Exemption

**From Review by the Institutional Review Board**
The Ohio State University, Columbus OH 43210

**Principal Investigator**
- **Name:** Chris Wood, Ph.D.
- **Phone:** (614) 247-8380

**University Title:**
- [ ] Professor
- [ ] Associate Professor
- [X] Assistant Professor
- [ ] Instructor
- [ ] Other. Please specify.

**Department or College:** Education and Human Ecology/PABS/Counselor Education

**Campus Address (room, building, street address):**
456 PABS Building
305 West 17th Ave.
Columbus, OH 43210

**Signature:** [Signature]

**Date:** [Date]

**Co-Investigator**
- **Name:** Justin R. Fields, M.A.
- **Phone:** (614) 893-2315

**University Status:**
- [ ] Faculty
- [ ] Staff
- [X] Graduate Student
- [ ] Undergraduate Student
- [ ] Other. Please specify.

**Campus Address (room, building, street address) or Mailing Address:**
1832 Aberdeen Dr.
Columbus, OH 43220

**Signature:** [Signature]

**Date:** [Date]

**Protocol Title:**
The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles into Practice

**Source of Funding**

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**For Office Use Only**

- [X] Approved.
- [ ] Disapproved.

**Research has been determined to be exempt under these categories:**

**Research may begin as of the date of determination listed below.**

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

**Date of determination:** 9/27/07

**Signature:** [Signature]

Office of Responsible Research Practices
<table>
<thead>
<tr>
<th>Section 1.16  Principal Investigator</th>
<th>Name: Chris Wood, Ph.D.</th>
<th>Phone: (614) 247-8380</th>
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<td>Section 1.17  Co-Investigator</td>
<td>Name: Justin R. Fields, M.A.</td>
<td>Phone: (614) 893-2315</td>
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### Protocol Title
The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice

### Source of Funding

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#### a) For Office Use Only

- **Approved.**
  - Research has been determined to be exempt under these categories: _____________________. 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.

<table>
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2) 3) Office of Responsible Research Practices
The purpose of the Application for Exemption is two-fold: (a) to determine whether the proposed research qualifies for exemption from review and continuing oversight by an Institutional Review Board; and, if so, (b) to ensure that the informed consent process protects the rights and welfare of human subjects in research. Please respond to the following questions and provide the requested documentation.

Have all investigators completed the required web-based course in the protection of human research subjects? X Yes ☐ No

If No, see [http://orrp.osu.edu/humansubjects/citi.cfm](http://orrp.osu.edu/humansubjects/citi.cfm) for more information.

EDUCATIONAL REQUIREMENTS MUST BE SATISFIED PRIOR TO SUBMITTING THE APPLICATION FOR IRB REVIEW.

Please check the categories of exemption for which you are applying. The list of categories is located at the end of this application. You may check more than one box.

EXEMPT CATEGORY: 1 X 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

SCREENING QUESTIONS: If you check YES to any of the questions below, your research is not exempt. Do not complete the exempt application. Submit an application to the appropriate Institutional Review Board for review.

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<th>Question</th>
<th>Yes</th>
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<tr>
<td>Does any part of the research require that subjects be deceived?</td>
<td>☐</td>
<td>X No</td>
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<tr>
<td>Will research expose human subjects to discomfort or harassment beyond levels encountered in daily life?</td>
<td>☐ Yes</td>
<td>X No</td>
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<tr>
<td>Could disclosure of the subjects’ responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation?</td>
<td>☐ Yes</td>
<td>X No</td>
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<td>Will fetuses, pregnant women, human in vitro fertilization, or individuals involuntarily confined or detained in penal institutions be subjects of the study?</td>
<td>☐ Yes</td>
<td>X No</td>
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<tr>
<td>For research proposed under category 2, will research involve surveys, interview procedures, or observation of public behavior with</td>
<td>☐ Yes</td>
<td>X No</td>
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individuals under the age of 18?

For research proposed under category 4, will any of the data, documents, records, pathological specimens, or diagnostic specimens be collected or come into existence after the date you apply for exemption?

For research proposed under category 4, will any of the information obtained from data, documents, records, pathological specimens, or diagnostic specimens that come from private sources be recorded by the investigator in such a manner that subjects can be identified directly or through identifiers linked to the subjects?

☐ Yes  X No

IF YOU CHECKED YES TO ANY OF THE QUESTIONS ABOVE, YOUR RESEARCH IS NOT EXEMPT.

IF YOU HAVE CHECKED NO TO ALL OF THE QUESTIONS ABOVE, YOUR RESEARCH MAY BE EXEMPT. PLEASE CONTINUE WITH THE EXEMPT APPLICATION.

If you have questions about the application or review process, please contact Janet Schulte, Office of Responsible Research Practices. Phone: 688-0389 / Fax: 688-0366 / E-mail: schulte.58@osu.edu
For purposes of this application, “research” includes the recruitment of human subjects as well as data collection and analysis. None of these research activities may begin until the investigator has received a protocol number AND has received written concurrence that the proposed research is exempt. The “date of determination” on page one of this application is assigned by the Office of Responsible Research Practices; it indicates the date when research may begin.

Please describe your study clearly and completely, using a style of language that can easily be understood by someone who is not familiar with your research.

**GENERAL QUESTIONS REGARDING THE PROPOSED RESEARCH**

1. **Describe the purpose of the research activity to be undertaken. Describe how it involves human subjects. Respond in the space provided here, or attach a research proposal and/or grant proposal containing the requested information.**

   **Description:** (Please see attached research proposal)

2. **Provide a brief description of the subjects you plan to recruit and the criteria used in the selection process. Indicate whether subjects are 18 years of age or older.**

   **Description:** All subjects in this study will be over the age of 18. This study will have a mixed method design with 2 phases of data collection. The first phase, consisting of qualitative interviews, will use graduates of The Ohio State University Counselor Education Program who are currently in their second year of professional school counseling practice. These subjects will participate voluntarily and will give their informed consent in order to participate. They may choose to withdraw from the study at any time. The second phase of the study, consisting of an on-line quantitative survey, will survey school counseling graduates from the original six Transforming School Counseling Initiative schools (University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University). Contact information will be collected from the university program leaders and participants will be encouraged to forward the survey link to other graduates. This will be done to help contact as many eligible participants as possible. Those identified participants will be sent a link to an on-line survey.
Before beginning the survey, the participants will acknowledge their informed consent (See Research Proposal Appendix A and D).

3. Describe how the proposed research meets the criteria for exemption from IRB review and oversight. (Refer to the criteria on the last page of this application that correspond to the category or categories you checked on the screening sheet.)

Description:
In the first phase of this two-phased mixed methods study, the researcher will examine the experiences of school counselors who are involved in their second year of school counseling practice. All participants will be asked to give their informed consent and will be allowed to withdraw from the study at any time. Participants will participate in semi-structured interviews pertaining to their experiences and perceptions that will take approximately 1 to 1.5 hours. All semi-structured interviews will be audio taped and transcribed to aid in the analysis of data. If a participant does not wish to be audio taped, they will be excluded from the research project. Member checks will also be incorporated as participants will be asked to review interview transcripts and verify their accuracy. Additionally, each participant will be given a short biographical survey to complete. In the second phase, an on-line survey will be distributed to graduates of six school counseling graduate programs (University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University). The survey should take approximately 10 minutes and participants’ identities will be kept confidential. All participants will acknowledge their informed consent and will be allowed to withdraw from the study at any time. Because of this research design and the commonly established educational setting that the study will take place in, this research qualifies as a Category 1 study.

4. Will your subjects be recruited through schools, employers, and/or community agencies or organizations, and/or are you required to obtain permission to access data that is not publicly available? If the answer is yes, provide a letter of support from the person authorized to give you access to the subjects or to the data in question. More than one letter may be required.

☐ Does not apply.
X Letter(s) attached.
Comments: This study will require contact information about former graduate students at the following universities: University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University. The necessary contact information is public record; however, assistance from various graduate program faculty is needed.

5. Describe the means you will use to obtain data. Check all boxes that apply.

☐ Surveys or questionnaires distributed by mail or in person. I am attaching a copy of the instrument(s).

☐ Surveys distributed through the Internet, through listservs, or through E-mail.

I am attaching a copy of the instrument(s). Provide the Internet address:

☐ Interviews. I am attaching a copy of the interview questions.

☐ Focus groups. I am attaching a copy of the questions that will shape the discussion.

☐ Observation of public behavior.

☐ Observation of activities in school classrooms.

☐ Audiotapes. I will obtain consent from the subjects to tape their responses.

☐ Videotapes. I will obtain consent from the subjects to tape their activities or responses.

☐ Review of existing records, including databases, medical records, school records, etc. I am attaching a copy of the data collection sheet. I am recording information in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects. All of the information in the records to be reviewed exists as of the date of submission of this application.

☐ Tissue specimens. All of the specimens have already been collected and are “on the shelf.” I am recording information in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

6. Indicate the date when you plan to begin research, and the date when you
anticipate that data analysis will be complete.

Begin date: 4/1/07  
End date: 12/1/07

CONFIDENTIALITY

- Investigators are required to protect the confidentiality of the information obtained during research, unless the subjects (a) explicitly agree to be identified or quoted, and/or (b) explicitly agree to the release of material captured on audiotapes or videotapes for use in presentations or conferences.

7. Provide a brief description of the measures you will take to protect confidentiality. Please describe how you will protect the identity of the subjects, their responses, and any data that you obtain from private records or capture on audiotape or videotape. Describe the disposition of the data and/or the tapes once the study has been completed.

Description: Participants will not be identified at any time during the research process. In the first phase of the research study, participants will be assigned an identification number that will help match the interview responses with the biographical survey data. This identification number will be used solely to help match data. In the second phase of the study, respondents will be tracked in order to keep data organized. All data obtained through interviews and biographical surveys will remain confidential and will only be used by the two identified investigators and the research team. Only the researcher will have records of the participants and that information will remain locked in a file cabinet in his personal home office.

INFORMED CONSENT

- In most cases, investigators are required to obtain informed consent from their subjects before collecting data. Respond to questions #8 and #9 to indicate how you will inform your subjects about the research and how you will obtain and document their consent.
- Subjects must be told what they will be asked to do if they agree to participate in research, how long it will take, and how you will protect the confidentiality of the information they provide.
- Subjects must be told that their participation is voluntary, they can refuse to answer questions that they do not wish to answer, and they can refuse to participate or they can withdraw at any time without penalty or repercussion.
- With few exceptions, written consent of the child’s parent(s) or
guardian(s) is required if subjects are under the age of 18. In addition, children 14 years of age or older should be asked to give written assent (agreement) to participate. Children younger than 13 years of age should be asked to give verbal assent (agreement) to participate.

- Provide a means for subjects to contact the investigator(s) if they have questions or concerns about the research. Make it clear to the subjects that you are affiliated with The Ohio State University.

8. What information do you plan to give to your subjects before you ask for their consent? Use a style of language that simply and clearly explains the research to your subjects. Respond in the space provided here, or attach a copy of the information you plan to provide to your subjects and/or their parents or guardians. (Note: if you use more than one method of recruitment, you may check more than one box)

   X Letter(s) attached. I will give each of the subjects a copy of this letter.
   X I will be contacting subjects by phone or in person. I am attaching a script that contains the information I will give them.
   □ Does not apply. My data analysis is limited to existing records or tissue specimens.

   Response: A letter of consent is attached that will be used to obtain the informed consent of each participant in the first phase of the study. Since the interviews will be taking place over the phone, the letter will be read as a script to each participant and their consent will be documented. The consent form will be signed and dated by the investigator. During the second phase of the study involving the on-line survey, participants will be asked to acknowledge their informed consent at the beginning of the survey in order to continue (See Research Proposal Appendix A and D).

9. How do you plan to document informed consent? Read all of the options before checking the appropriate boxes. (A sample consent form is attached to this application.)

   □ The subjects are 18 years of age or older. Before collecting data, I will ask them to sign a written consent form. I am attaching a copy of the consent form.
   X The subjects are 18 years of age or older. Before collecting data, I will ask them to give verbal consent to participate in this research study.
   □ The subjects are 18 years of age or older. I am distributing a survey or questionnaire to the subjects. They can choose whether or not they want to
respond. I am requesting a waiver of written consent.

☐ The subjects are under the age of 18. I am attaching a copy of the consent form that I will use to obtain consent from their parents or guardians and

   assent (agreement) from subjects who are 14 years of age or older.

☐ Some of the subjects are 18 years of age or older, and some are younger than 18.

   I have checked more than one box above to reflect the methods I will use to

   document informed consent.

☐ Does not apply. My data analysis is limited to existing records or tissue specimens.

☐ Other. Please explain and provide justification for your request.

☐ Comments: Participants will be asked to give their informed consent over the phone during the interviews or via the on-line survey depending on the phase of the study. Consent will be documented on a consent form and on the taped interview (See Research Proposal Appendix A and D).
The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice

The Transforming School Counseling Initiative (TSCI) has attempted to redefine the role of the school counselor (Martin, 2002). Specifically, school counselors trained at TSCI-based graduate programs are taught to be student advocates, school leaders, and skilled practitioners who use counseling, teaming and collaboration, and data to positively impact the academic achievement, and personal/social and career development of all students (Martin, 2002; Sears, 1999). The professional identity promoted by TSCI training programs is not consistent with the general population of school counselors (Amatea & Clark, 2005; Perusse, Donegan, Goodnough, & Jones, 2004). For example, while TSCI-trained school counselors are encouraged to implement the TSCI principles into their regular practice, research has recognized that many school counselors perform inappropriate or noncounseling duties under a variety of inconsistent professional identities (Amatea & Clark, 2005; Burnham & Jackson, 2000; Clark & Amatea, 2004; Hardesty & Dillard, 1994; Peer, 1985; Remley & Albright, 1988).

In addition to the inconsistent professional identity, school counselors often work in what is perceived to be an unsupportive professional environment. Specifically, research suggests that administrators, who are often charged with leading and supervising school counselors, are largely unfamiliar with or untrained about how to work with school counseling services (Amatea & Clark, 2005; Lampe, 1985; MacDonald & Armstrong, 2006; Perusse et al., 2004). School counselors also work without the same rigorous supervision protocol that other mental health professionals receive after the completion of graduate training (Jackson et al., 2002). School counseling currently lacks
the resources and personnel who are trained and willing to provide quality and comprehensive supervision, which is viewed as a major deficiency in professional support (Borders & Usher, 1992; Dollarhide & Miller, 2006).

The inconsistent professional identity, lack of support from administrators, and supervision could threaten the ability for TSCI-trained school counselors to implement the TSCI-principles (i.e. leadership, advocacy, counseling, teaming and collaboration, and data usage and assessment) (Lehr & Sumarah, 2002). These threats to the implementation of the TSCI are important to school counseling and education in general, because the TSCI principles have contributed to academic achievement, and personal/social and career development in research (Aune, 1991; Brigman & Campbell, 2003; Campbell & Brigman, 2005; Dimmitt, 2003; Fitch and Marshall, 2004; Flannery et al., 2003; Lapan, Gysbers, & Petroski, 2003; Myers, 2005).

Purpose of the Study

The purpose of this study is to examine the professional experience of TSCI-trained school counselors in their second-year of professional practice. Specifically, the study will explore contributing factors and barriers to the ideal implementation of the TSCI principles into school counseling professional practice. The ideal implementation of the TSCI principles is exemplified by the use of each of the TSCI principles in practice. Using the data collected, this study will seek to understand what predicts the ideal implementation of TSCI principles into practice.
Research Questions

This study explored the following research questions:

1. What is the experience of TSCI-trained school counselors in their second year of professional practice?
2. To what degree do demographic, work place, and training variables predict the self-reported level of implementation of the TSCI principles into practice?
3. What do TSCI-trained novice school counselors in their second year of professional experience identify as barriers to the implementation of training principles into professional practice?
4. What do TSCI-trained novice school counselors in their second year of professional experience identify as factors that increase the likelihood of TSCI training principles being implemented in or during professional practice?

Research Design

This study will explore the experiences of second-year school counselors and investigate different factors that help or hinder their ability to implement TSCI-principles from their training into their professional practice. In addition, this study will explore predictors of ideal implementation of TSCI principles into professional practice. Therefore, a mixed methods design will be warranted to address the set of research questions. Specifically, this study will apply the sequential exploratory strategy (SES) (Creswell, 2003).

The SES is the most appropriate mixed method design for this study because its goal is to better understand a phenomenon or experience (Creswell, 2003). In particular, the goal is to better understand the professional experience of TSCI-trained school
counselors in their second-year of school counseling experience. The SES will be used to explore this topic in two phases; an initial qualitative phase and a second quantitative phase (Creswell, 2003). The first phase, which is qualitatively focused, will receive more emphasis than the second quantitative phase. This phase will utilize interviews with second-year school counselors who graduated from OSU’s school counseling program to collect qualitative data about their experiences as school counseling professionals. The quantitative phase of this study will involve a logistic regression analysis to help identify factors that predict the ideal implementation of TSCI principles into school counseling practice. The survey will be constructed using data and themes from the interview data from the first phase of the study and therefore, is not included in this research proposal. Data for the quantitative phase of the study will be collected from surveys of school counselors who graduated from the six initial TSCI programs. This data will allow the results to be applied beyond just graduates of the OSU counselor education program to TSCI-trained school counselors.

The qualitative data collection will be of great importance in this research study. First, qualitative inquiry will help to gather a rich perspective of the experience of second-year school counselors through interviews and the subsequent data analysis. Qualitative inquiry will also be important in this study, because there is a paucity of foundational research regarding the professional experience of TSCI-trained counselors. A search of academic journals yields no research on the impact of TSCI programs on school counselors or the impact of graduates of TSCI-based programs on the students they eventually serve in schools.
Qualitative data collection will also be important in this study, because it is a recommended first step for studying a topic with a small research base. To develop a quality group of research, Holloway and Hosford (1983) suggested that a sequence of research phases must be completed. First, a phenomenon needs to be observed in its natural environment. Next, specific variables that are critical to the phenomenon must be identified and connected. Finally, a set of principles that explain the phenomenon will result from the previous steps. According to this proposed sequence, research that ignores a foundation of exploratory data will contribute little in the long run towards sufficiently understanding a phenomenon (Holloway & Hosford, 1983). Therefore, this research study will place a premium on gathering qualitative data that explores the experiences of this rarely studied group of school counselors.

The SES is also the most appropriate method to establish generalizability in a study with a heavy reliance on qualitative data. Qualitative data is largely criticized, because it is difficult to transfer the findings to other populations outside of the sample (Merrick, 1999). Because the SES utilizes quantitative methods that build off of the qualitative data from the first phase of the study, it is viewed as a good research design for generalizing “qualitative findings to different samples” (Creswell, 2003, p. 215). In other words, this research design was the most appropriate in order to explore a phenomenon and “expand on the qualitative findings” (Creswell, 2003, p. 216). In the case of this study, qualitative data from one sample of TSCI-trained school counselors will be expanded to a quantitative survey of a larger, more generalizeable sample of TSCI-trained school counselors. The following sections will detail the research methodology for both phases of the research study.
Phase One: Qualitative Research Methodology

Section 1.19 Sampling

One of the greatest differences between qualitative and quantitative research is the intention of generalization. With quantitative inquiry, methodology and operationalism are means to generalize collected data to a larger population (Patton, 2002). Conversely, qualitative research seeks to understand groups or people more completely. To achieve this, qualitative research employs purposeful sampling procedures. Patton (2002) elaborates on the benefits of purposeful sampling:

The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry…Studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations. (p. 230)

Hutt, Scott, and King (1983) claimed that the criteria for participating in a qualitative study were “articulateness and experience with the phenomena under study” (p. 119). Therefore, to best answer the research questions, this study will use a sample of second-year professional school counselors who graduated from The Ohio State University’s Counselor Education program. These participants will be able to address the research questions, because they all have graduated from the same TSCI-based program and will have over one year of professional school counseling experience. Therefore, they will be able to speak about their conceptualization of the role of the school counselor and their experience trying to actualize that role in their respective school. In addition, all of the participants will be attempting to implement the same training into their current
school counseling roles. The current number of graduates who fit this description is approximately 25 counselors.

The researcher intends to interview members of this sample through a snowball sampling technique. Prior to any participants' involvement with the study, they will be asked to read or will be read a recruitment letter and a letter of consent (See Appendix A). Members of the sample will complete a brief biographical survey (See Appendix B) and will be interviewed. In addition, participants will be asked to recommend other school counselors from this sample that have had particularly successful or challenging experiences in their early professional career. Through this method of sampling, the researcher intends to interview people who can address different factors that both contribute to and act as barriers to the implementation of the TSCI principles. This sample size is believed to be large enough to reach the point of informational redundancy or saturation (Creswell, 1998; Lincoln & Guba, 1985). Saturation is determined by the same themes and data being collected through the interviews.

Section 1.20 Data Collection

Individual semi-structured interviews will be scheduled with participants from the sample who agree to participate in the study. Lincoln and Guba (1985) described interviews as “conversations with a purpose” (p. 268). The purpose of these interviews will be to obtain rich information about the experiences of TSCI-trained school counselors (Fontana and Frey, 2000). Each participant will be able to give rich information, because they will be speaking about their own experiences. Capturing these subjective experiences is one of the distinguishing characteristics of qualitative research (Bogden & Biklen, 1998). Qualitative research assumes that reality is constructed from
the meaning that each participant takes from their experience (Bogden & Biklen, 1998). Therefore, the interviews and the subsequent data analysis, will allow the researcher to develop an understanding of that reality.

The interview questions will address the research questions and provide an opportunity for participants to describe their experiences. Some questions will be very general, asking participants to discuss their experiences. Through these questions, for example, participants may bring up factors from their experiences that acted as contributing factors or barriers to the implementation of TSCI principles into professional practice. Other questions, developed from prior research, will ask participants about their professional identity as a school counselor, the impact of their TSCI training on that identity, their relationships and experiences with administrators, and their experiences with supervision. Through these questions, data can be compared and contrasted to prior research in order to identify their relationship to the implementation of TSCI principles (See Appendix C).

Semi-structured interviews will be best suited to this study, because it will provide the benefits of both the structured and open-ended interview structures. For example, the structured interview contains a list of specific questions, developed from the previous research which each participant will be asked (Patton, 2002). Therefore, each participant will be asked the same questions and each question’s responses will be compared in order to identify themes. Elements of the unstructured interview will also be used. Specifically, the researcher will use the predetermined list of questions “to explore, prove, and ask questions that will elucidate and illuminate that particular subject. Thus, the interviewer remains free to build a conversation within a particular subject area, to
word questions spontaneously and to establish a conversational style…” (Patton, 2002, p. 343). This characteristic of unstructured interview compliments the purpose of an interpretivist study by allowing for a variety of in-depth responses, further capturing the breadth of voices, insights, and experience (Fontana & Frey, 2000; Patton, 2002).

Section 1.21 Data Analysis

A grounded theory approach will be used to analyze the data. Charmaz (2000) describes coding in the grounded theory approach as a “constant comparative method” (p. 515). As the title suggests, data are analyzed across a variety of categories and contexts to foster further insight. Through this ongoing data analysis and interpretation process, theories will emerge from the data that will inform the research questions (Charmaz, 2000). Using the principles of the grounded theory, inductive reasoning will be applied to the emergent themes in the data to help build theoretical frameworks (Charmaz, 2000). The theory development process will take place throughout the research process and inform the study’s data collection, coding, and analysis.

Patton (2002) described raw data as “undigested complexity or reality” (p. 463). This study will produce raw data in the form of interview transcripts, which will be transcribed verbatim from the tapes. Through data analysis and interpretation, data can be transformed into focused and meaningful themes that help to answer the research questions. The first step in analysis is the development of a coding scheme (Patton, 2002). In this study, the researcher will employ a system of open, axial, and selective coding (Strauss & Corbin, 1998).

Open coding will be the first step in the analysis of the interview data. This process involves breaking down the data in segments, such as paragraphs, sentences, or
words in order to make meaning out of what each participant is saying (Strauss & Corbin, 1990). Researchers begin to make sense of the data by labeling phenomena or conceptualizing the data (Strauss & Corbin, 1990). From the subsequent list of concepts, themes are identified throughout the concepts that allow the researcher to create categories. These categories will help the researcher work more easily with the data (Strauss & Corbin, 1990).

Axial coding will be the second step in the coding process. As much as open coding is used to break down data into manageable parts, axial coding is used to put “data back together in new ways by making connections between a category and its subcategories” (Strauss & Corbin, 1990, p. 97). In other words, the concepts and categories from the open coding stage will be compared to one another through the use of paradigm models (Strauss & Corbin, 1990). The use of these models will be helpful in establishing more “density and precision” (Strauss & Corbin, 1990, p. 99).

As axial coding helps to establish categories with properties and dimensions and relationships to other categories, selective coding, the final step in the coding process, will take the axial codes to the next step. Specifically, selective coding takes the dense and rich categories and moves it towards theory development. Through this process, the data will be developed into a “picture of reality that is conceptual, comprehensible, and above all grounded” (Strauss & Corbin, 1990, p. 117).

**Section 1.22  Research Team**

To assist in the data analysis and to help establish trustworthiness to the study, a research team will be employed during this study (Lincoln & Guba, 1985). The research team will consist of five people including the researcher. The team will have a variety of
training and professional background experiences that will be beneficial to gaining insight on the data. Of the five people on the research team, two have been employed as school counselors, two have graduated from the OSU school counselor training program, one has been a supervisor of graduate students at the OSU school counselor training program, and four have had graduate training in coding qualitative data. Therefore, each person will bring a variety of skills and perspectives to the data analysis experience that will help develop an understanding of the data.

Phase Two: Quantitative Research Methodology

Section 1.23 Sample

The goal of the second phase of this study is to gather data that represents the population of TSCI-trained school counselors. Therefore, the sample for the quantitative phase of the research study will come from the population of graduates from the original six TSCI institutions (i.e. University of California at Northridge, Indiana State University, West Georgia State University, the University of Georgia, the University of North Florida, and The Ohio State University). Of the six schools that were selected to initially participate in the TSCI, all but OSU are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2006). As detailed in the 2001 standards Section VI.C.3 and 4, CACREP-accredited programs, they must maintain records of their graduates to assist in ongoing program evaluation (CACREP 2001 Standards).

The research will solicit the directors of the program for records of contact information of graduates between and including the years 2000-2005. At the present time, the exact population size of graduates from these programs is unknown. However, with
that information from the program directors, the researcher will be able to determine an appropriate sample size that will be representative of the population of TSCI-trained school counselors using the research of Krejcie and Morgan (1970). The researcher will email the eligible students using the information provided by each institution. Because students may maintain more up to date email addresses than the universities, the participants will be asked to forward the survey information to other eligible school counselors. A series of emails will be sent to the eligible participants to encourage their participation in the study (See Appendix E).

Section 1.24  Data Collection

As the SES suggests, qualitative data will be used to inform the quantitative data collection process. With the help of the research team, the researcher will identify themes and factors that the interview subjects report are critical to the implementation of TSCI principles in school counseling practice. These factors will then be converted into a survey questions that will become data for a regression analysis. For example, if a theme emerges from the interview data that suggests a positive relationship with a principal is important to the implementation of TSCI principles, then a survey question would be created asking participants to rate the nature of their relationship with their principal on a Likert scale. In this instance, each number would have a value associated with it (e.g. very positive, somewhat positive, etc.). When the survey is ready for distribution, the survey will be distributed to the eligible participants from the six original TSCI schools via an electronic survey tool (See Appendix D).
Confidentiality. The identities of participants will remain confidential throughout the research process. Participant data will be kept together to aid with data analysis. The researcher will be the only person with access to the email addresses of the participants.

Section 1.25 Data Analysis

The survey data from phase two of the study will be analyzed through a regression analysis. The data will be able to help assess how each independent variable contributes to a school counselor’s ability to implement the role of the school counselor promoted during his/her graduate training.

Study Time Line

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<thead>
<tr>
<th>Date</th>
<th>Actions</th>
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<tbody>
<tr>
<td>3/07</td>
<td>IRB approval, material collection, research preparation</td>
</tr>
<tr>
<td>4/07-6/07</td>
<td>Phase 1—qualitative data collection, analysis, and quantitative survey development</td>
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<tr>
<td>6/07-9/07</td>
<td>Continued data analysis, chapter refinement</td>
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<tr>
<td>9/07-10/07</td>
<td>Phase 2—quantitative data collection, analysis</td>
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<tr>
<td>10/07-11/07</td>
<td>Chapter refinement</td>
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<td>12/07</td>
<td>Dissertation defense</td>
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Conclusion

The proposed study will utilize a mixed methods design to investigate the experience of TSCI-trained school counselors in their second year of professional practice. Furthermore, this design will also aim to identify contributing factors and barriers to the implantation of the TSCI-principles into professional practice. As the SES suggests, this study will rely on the first phase of this research study involving qualitative data collection to inform the second phase, a quantitative data collection process. As a
result of this mixed methods design, this study will create both an intimate and
generalizable understanding of the early professional experiences of second year school
counselors from TSCI-based training programs and their ability to implement their
training into their practice.
References


Dear Ohio State School Counseling Graduate:

You are being asked to participate in a research project conducted by Dr. Chris Wood, Assistant Professor of Counselor Education at The Ohio State University and Justin Fields, Doctoral Candidate of Counselor Education at The Ohio State University. The study is entitled “The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice.” The study seeks to understand the experience of second-year school counselors. Specifically, the research study aims to investigate your experience as a TSCI-trained school counselor and your ability to implement your training into your professional practice. We would like to set up an opportunity to interview you to learn about your experience.

Your participation in this research is strictly voluntary. The extent of your participation will include providing your informed consent to participate, completing a brief biographical survey, partaking in a semi-structured audio taped interview, and participating in the pilot version of a survey. The audio taped interview between you and the researcher will be transcribed in order to assist the analysis of data and will remain confidential. If you wish to participate in the research as it has been described, please sign the attached consent form and return it in the self-addressed stamped envelope to: Dr. Chris Wood, 456 PAES Building 305 West 17th Ave., Columbus, Ohio 43210. Upon receipt of your consent form, you will be contacted to schedule an interview.

It is important that you understand that at any time, you may withdraw from this research study. If you have any questions, please contact Justin Fields, M.A. (email: fields.128@osu.edu phone: 614-893-2315) or Chris Wood, Ph.D. N.C.S.C. (wood.531@osu.edu phone: 614-247-8380).

You will be provided with a copy of this letter and a copy of the signed letter of consent, if you choose to participate in this study.

Sincerely,

Chris Wood, Ph.D., N.C.S.C.  Justin R. Fields, M.A.
CONSENT FOR PARTICIPATION IN RESEARCH

I consent to participating in research entitled: “The Experiences of TSCI-Trained School Counselors and Factors and Barriers to Implementing TSCI Principles Into Practice.”

Chris Wood, Ph.D., N.C.S.C., Principal Investigator, or his authorized representative, Justin R. Fields, M.A. 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 the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Furthermore, I understand that I am free to withdraw consent at any time and 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: ___________________________________

(Principal Investigator or his/her authorized representative)

Signed:

_________________________________

(Participant)

HS-027E Consent for Participation in Exempt Research
Biographical Survey

Please take a moment to answer some questions about you, your career and your school. This data will not be used to track you individually. Rather, it will be used as another way to analyze the data.

What is your gender? ____ Male ____ Female What is your age? __________

What is your highest educational degree? ________________________________

Major field of study: ________________________________________________

Do you hold a license or certification as a school counselor? ____ Yes ____ No

Do you hold a license or certification as a teacher? ____ Yes ____ No

If you have been a teacher, how many years did you teach? _________

How long have you been a practicing school counselor? _________________

Which of the following scenarios best describes your work situation: I work…

____ full time as one of several school counselors in my school.
____ full time as the only school counselor in my building.
____ full time as a school counselor, and my time is divided among several schools.
____ part time as a school counselor and part time as a teacher/administrator.
____ part time as a school counselor, with no other responsibilities in the school.
____ I am not currently working as a school counselor.

What was your major area of concentration during your school counselor training (check all that apply)

____ Elementary
____ Middle
____ High School
____ K-12
____ Not applicable

At what level do you currently work as a school counselor? (check all that apply)

____ Elementary
____ Middle
____ High School
____ Not applicable (I am not currently working as a school counselor.)
Where is your school located? (check all that apply)
   ___ Suburban
   ___ Rural
   ___ Urban
   ___ Other

What percentage of the students in your school is on:
   ___ Free lunch
   ___ Reduced lunch

What is your race? ___ African-American ___ Asian-American ___ Caucasian
   ___ Hispanic America ___ Other (Please specify: __________________________)

What professional organizations or associations do you belong to (check all that apply):
   ___ Your state’s school counseling association
   ___ Your state’s counseling association
   ___ American School Counseling Association
   ___ American Counseling Association
   ___ Other (Please list: ______________________________________)

Please use any space below to briefly describe or list the school counseling-focused professional development that you participate in. (For example: reading literature, conference attendance, presentations, etc.)
Phase 1: Interview Questions

9. Please describe the philosophy of your graduate training program.

10. Please tell me about your experiences so far as a professional school counselor.

11. What are some examples of your ability to implement your graduate training into your professional practice?

12. Please describe your experiences transitioning from graduate training to professional practice.

13. Describe your relationship with your administrator.

14. Describe any supervision experiences that you have had.

15. What do you perceive to be helpful in implementing your graduate training into your professional practice?

16. What do you perceive acts as a barrier to you implementing your graduate training into your professional practice?
1. Consent for Participation In Research

This survey seeks to understand factors related to your ability to implement the role of the school counselor promoted by your graduate training program at a Transforming School Counseling Initiative Institution (California State University, Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, or West Georgia State University). Participants in this study should have graduated from one of the previously mentioned school counselor training programs between or including the years 2000-2005. If you are receiving this survey link and know the current email address of another school counselor who fits the criteria for participation (attended one of the schools listed above and graduated between the years of 2000-2005), please forward them this email. Participants are asked to only complete the survey once. Your participation is voluntary. It should take approximately 5-10 minutes to complete this survey. You are free to withdraw consent at any time and to discontinue participation in the study.

The identities of all participants will be kept confidential. The information being collected is strictly for research and data analysis purposes.

This study is being conducted by Justin R. Fields, doctoral candidate at The Ohio State University. If you have any questions regarding the purpose or results of this study, please conduct Justin Fields (fields.128@osu.edu) or Dr. Chris Wood (wood.531@osu.edu), principal investigator.

By continuing to the next page of the survey, you are acknowledging that you have read and fully understand this statement of consent.

When you get to the end of the survey and click on the "Done" button, do not use the "back" buttons in your web browser to go back through the survey. This could create errors in the data you enter. Instead, please close the browser window.

2. Training Program Role Implementation

As you answer the following questions, please reflect on your career thusfar as a professional school counselor.

1. EXAMPLE (Do not answer)
Rate the degree to which the following factors impede your ability to implement the role of the school counselor promoted in your graduate training program into your job as a school counselor.

Assigned non-counseling duties (e.g. bus duty, lunch duty, hall duty):

<table>
<thead>
<tr>
<th>Never Impedes</th>
<th>Rarely Impedes</th>
<th>Often Impedes</th>
<th>Always Impedes</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

EXAMPLE DESCRIPTION
After considering your career thusfar as a school counselor, if these types of non-counseling duties have never been assigned to you or have never impeded your ability to implement the role of the school counselor promoted by your graduate training program, then you would select "Never Impedes."

2. Rate the degree to which the following factors prevent your ability to implement the role of the school counselor promoted by your graduate training program:

Navigating the political network of your building/district:

<table>
<thead>
<tr>
<th>Never Prevents</th>
<th>Rarely Prevents</th>
<th>Often Prevents</th>
<th>Always Prevents</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
The threat of punishment and/or termination by my building or district administration:  
Your perceived level of professional credibility:  
Your role as a school counselor as detailed by your job description:

3. Rate the degree to which the following help your ability to implement the role of the school counselor promoted by your graduate training program:

<table>
<thead>
<tr>
<th>Having allies in the school building:</th>
<th>Never Helps</th>
<th>Rarely Helps</th>
<th>Often Helps</th>
<th>Always Helps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to staff and administration during internship:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility to resources (e.g., technology, money, support staff, materials):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. School Counseling Questions

Please reflect on your career thusfar as you answer the following questions.

4. Please identify the frequency with which you have been able to conduct the following activities/duties/roles during your career as a professional school counselor:

<table>
<thead>
<tr>
<th>Conducted a presentation at a local, state, or national counseling conference</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
<th>Always</th>
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<tr>
<td>Advocated for student experiences and exposures that will broaden students' career awareness and knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used data to document your time and/or activities as a school counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated on a multidisciplinary team in your district or school building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducted classroom guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducted group counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborated with school and community resources to establish new support systems for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implemented a new comprehensive school counseling program or revised an existing comprehensive school counseling program in your district or school building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used data to determine the effectiveness of an intervention you conducted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocated for a group of marginalized students in your district or school building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performed individual counseling with a student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used data to identify a need for an intervention or program in your district or school building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. School Placement Information

Please take a few moments to answer the following questions as they relate to your current job as a professional school counselor.

5. Are you supervised by another professional with school counseling experience?

- [ ] Yes
- [ ] No

6. Please enter the appropriate number for each of the following. If you are answering for multiple school buildings, please enter an average and round to the nearest whole number.

- Number of times you meet with a supervisor annually
- Number of students on your caseload
- Number of school buildings you work in
- Number of school counselors you work with at each placement
- Amount (in dollars) of your annual department budget
7. What type of environment best describes the school where you work?
- Rural
- Suburban
- Urban
- Private

8. Which choice below best describes the school where you work?
- Elementary School (Grades K-6)
- Middle School (Grades 6-8)
- High School (Grades 9-12)
- Grades K-8
- Grades K-12

9. Please identify the level of accessibility you believe exists with the following groups at your current job placement...

<table>
<thead>
<tr>
<th>Staff (teachers, nurses, social workers, etc.)</th>
<th>None</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Please identify the level of contact that you had with the following groups during your internship experience in your graduate training program...

<table>
<thead>
<tr>
<th>Staff (teachers, nurses, social workers, etc.)</th>
<th>None</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td></td>
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</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How would you rate the level of shared belief between you and your administrator on the role of the school counselor (i.e. the level to which you and your administrator agree on the role of the school counselor should be and how that looks in action)?
- No Shared Belief
- Low
- Medium
- High
5. Demographic Information

Please take a few moments to answer the following questions about you and your personal history

12. Enter the appropriate number into each box below to provide information as it relates to you:

- Your age: 
- Years of teaching experience: 
- Years of professional school counseling experience: 
- Years of professional work experience outside of education:

13. Please select the university where you completed your graduate training in school counseling:

- California State University, Northridge
- University of Georgia
- Indiana State University
- University of North Florida
- The Ohio State University
- West Georgia State University

14. Please identify your sex:

- Female
- Male

15. Please select the choice below that best describes you:

- African-American
- Asian/Pacific Islander
- Caucasian/White
- Hispanic/Latin-American
- Middle Eastern
- Multi-racial
- Other

16. Please select the most appropriate choice that describes your highest
educational degree:

- Bachelor's Degree
- Some Graduate School Experience
- Master's Degree
- Master's Degree Plus Additional Credits
- Some Doctoral School Experience
- Doctoral Degree
- Professional Degree (M.D., J.D., etc.)
- Other

6. Conclusion

Thank you for completing this survey. If you would like more information about the questions in this survey or the purpose of this survey, please contact Justin Fields (fields.128@osu.edu), doctoral candidate in counselor education, or Dr. Chris Wood (wood.531@osu.edu), principal investigator.

In order to help with the distribution of this survey, the researchers kindly ask you to forward the email link which you received for this survey to other former classmates from your graduate training program who graduated between the years 2000-2005. Thank you again for your participation and support. This concludes your participation in this study.
The following are the content of the emails that will be sent to eligible participants in this study. There will be a series of four emails.

Email 1

Dear School Counselor,

Within the next several days, you will receive a request to complete a brief online survey. I am mailing it to you in an effort to learn how school counselor who were trained at a Transforming School Counseling Initiative (TSCI) institutions (California State University, Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, and West Georgia State University) are able to implement their training into their practice as professional school counselors.

The survey is being conducted to better inform school counselors, counselor educators, and school administrators about the role of the school counselor and the training that prepares them to impact academic achievement and personal, social, and career development.

I would greatly appreciate your taking the few minutes necessary to complete the survey. In addition, please forward this email to any other school counselors you know who graduated from one of the TSCI institutions listed above between or including the years 2000-2005.

Thank you in advance for your help.

Sincerely,
Justin R. Fields
Doctoral Candidate
The Ohio State University
Email 2

Dear School Counselor,

Please follow the link below that is being sent to school counselors who graduated from Transforming School Counseling Initiative institutions (California State University, Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, and West Georgia State University) between or including the years 2000-2005. It concerns issues related to implementing the role of the school counselor promoted during your graduate training. I appreciate your help in addressing these issues.

Please forward this email to any other school counselors you know who graduated from one of the TSCI institutions listed above between or including the years 2000-2005.

Sincerely,
Justin R. Fields
Doctoral Candidate
The Ohio State University

Email 3

Dear School Counselor,

Several days ago, a survey was sent to you seeking information about your experience as a professional school counselor trained at a Transforming School Counseling Initiative institution (California State University, Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, and West Georgia State University).

If you have already completed and returned the survey, please accept my sincere thanks. If not, please follow the link below to the survey and complete it today. I am especially grateful for your help because I believe that your response will be very useful to school counselors, counselor educators, and school administrators in helping to train school counselors and positively influence students.

Please forward this email to any other school counselors you know who graduated from one of the TSCI institutions listed above between or including the years 2000-2005.

Sincerely,
Justin R. Fields
Doctoral Candidate
The Ohio State University
Dear School Counselor,

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If you have already completed and returned the survey, please accept my sincere thanks. If not, please follow the link below to the survey and complete it today. This study is being conducted so that school counselors like you can provide feedback about your experiences and your training. With your data, a lot can be learned to help improve the future training of school counselors and the experiences of school students. The study’s usefulness depends on receiving as many responses as possible. I greatly appreciate your participation.

Please forward this email to any other school counselors you know who graduated from one of the TSCI institutions listed above between or including the years 2000-2005.

Sincerely,
Justin R. Fields
Doctoral Candidate
The Ohio State University
APPENDIX B

RECRUITMENT LETTER FOR PHASE ONE RESEARCH PARTICIPATION
Dear Ohio State School Counseling Graduate:

You are being asked to participate in a research project conducted by Dr. Chris Wood, Assistant Professor of Counselor Education at The Ohio State University and Justin Fields, Doctoral Candidate of Counselor Education at The Ohio State University. The study is entitled “Implementing the Transforming School Counseling Initiative Into Practice: The Experience of TSCI-Trained Professional School Counselors.” The study seeks to understand the experience of second-year school counselors. Specifically, the research study aims to investigate your experience as a TSCI-trained school counselor and your ability to implement your training into your professional practice. We would like to set up an opportunity to interview you to learn about your experience.

Your participation in this research is strictly voluntary. The extent of your participation will include providing your informed consent to participate, completing a brief biographical survey, and partaking in a semi-structured audio taped interview. The audio taped interview between you and the researcher will be transcribed in order to assist the analysis of data and will remain confidential. If you wish to participate in the research as it has been described, please respond back to Justin Fields. Upon receipt of your response, you will be contacted to schedule an interview. At the time of the interview, a consent form will be reviewed and provided for your agreement and signature.

It is important that you understand that at any time, you may withdraw from this research study. If you have any questions, please contact Justin Fields, M.A. (email: [email])
You will be provided with a copy of this email and a copy of the signed letter of consent, if you choose to participate in this study.

Sincerely,
Justin Fields
Section 1.28 CONSENT FOR PARTICIPATION IN RESEARCH

I consent to participating in research entitled: “Implementing the Transforming School Counseling Initiative Into Practice: The Experience of TSCI-Trained Professional School Counselors.”

Chris Wood, Ph.D., N.C.S.C., Principal Investigator, or his authorized representative, Justin R. Fields, M.A. 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 the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Furthermore, I understand that I am free to withdraw consent at any time and 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: ___________________________

(Principal Investigator or his/her authorized representative)
APPENDIX D

DEMOGRAPHIC SURVEY FOR PHASE ONE RESEARCH PARTICIPANTS
DEMOGRAPHIC SURVEY

What is your gender? ____ Male ____ Female  What is your age? __________

What is your highest educational degree? __________________________________

Major field of study: ________________________________________________

Do you hold a license or certification as a school counselor? ____ Yes ____ No

Do you hold a license or certification as a teacher? ____ Yes ____ No

If you have been a teacher, how many years did you teach? __________

How long have you been a practicing school counselor? ________________

Which of the following scenarios best describes your work situation: I work...
____ full time as one of several school counselors in my school.
____ full time as the only school counselor in my building.
____ full time as a school counselor, and my time is divided among several
  schools.
____ part time as a school counselor and part time as a teacher/administrator.
____ part time as a school counselor, with no other responsibilities in the school.
____ I am not currently working as a school counselor.

What was your major area of concentration during your school counselor training
(check all that apply)
____ Elementary
____ Middle
____ High School
____ K-12
____ Not applicable

At what level do you currently work as a school counselor? (check all that apply)
____ Elementary
____ Middle
____ High School
____ Not applicable (I am not currently working as a school counselor.)
Where is your school located? (check all that apply)
   ___Suburban
   ___Rural
   ___Urban
   ___Other

What percentage of the students in your school is on:
   ___Free lunch
   ___Reduced lunch

What is your race? ___African-American ___Asian-American ___Caucasian
   ___Hispanic America ___Other (Please specify:________________________)

What professional organizations or associations do you belong to (check all that apply):
   ___Your state’s school counseling association
   ___Your state’s counseling association
   ___American School Counseling Association
   ___American Counseling Association
   ___Other (Please list:____________________________________________)

Please use any space below to briefly describe or list the school counseling-focused professional development that you participate in. (For example: reading literature, conference attendance, presentations, etc.)
PHASE 1: INTERVIEW QUESTIONS

1. Please describe the philosophy of your graduate training program.

2. Please tell me about your experiences so far as a professional school counselor.

3. What are some examples of your ability to implement your graduate training into your professional practice?

4. Please describe your experiences transitioning from graduate training to professional practice.

5. Describe your relationship with your administrator.

6. Describe any supervision experiences that you have had.

7. What do you perceive to be helpful in implementing your graduate training into your professional practice?

8. What do you perceive acts as a barrier to you implementing your graduate training into your professional practice?
APPENDIX F

DESCRIPTIONS OF RESEARCH TEAM MEMBERS
DESCRIPTION OF RESEARCH TEAM PARTICIPANTS

Research Team Participant 1 (Justin R. Fields)

This participant is a Caucasian male school counselor in his first year of professional practice in a large urban high school. In addition, the participant is a doctoral candidate at The Ohio State University in Counselor Education. He has served as a supervisor of internship sites for two years as a part of his doctoral coursework. This participant has also had coursework in quantitative and qualitative research methodologies.

Research Team Participant 2

This participant is a Caucasian female school counselor in her first year as a professional school counselor at an urban high school. She is a doctoral candidate at The Ohio State University in Counselor Education with experience supervising school counseling interns totaling two years. She has completed coursework in quantitative and qualitative research methodologies.

Research Team Participant 3

This participant is a Caucasian female in her second year of doctoral coursework in Counselor Education at The Ohio State University. Part of her coursework has included classes in qualitative methodologies. She currently serves as a supervisor of school counseling interns. In addition, she has served as a school counselor for two years in elementary settings.
APPENDIX G

RECRUITMENT EMAILS FOR PARTICIPATION IN

PHASE TWO OF RESEARCH STUDY
Email 1

Dear School Counselor,

Within the next several days, you will receive a request to complete a brief online survey. I am mailing it to you in an effort to learn how school counselors who were trained at Transforming School Counseling Initiative (TSCI) institutions (California State University-Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, and West Georgia State University) are able to implement their training into their practice as professional school counselors.

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In addition, please forward this email to any other school counselors you know who graduated from one of the TSCI institutions listed above between or including the years 2000-2005. This will help reach as many participants as possible.

Thank you in advance for your help.

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Doctoral Candidate
The Ohio State University
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Survey Link (please click):

http://www.surveymonkey.com/s.aspx?sm=UtH5hQjx2BBAq3ys3mC6tA_3d_3d

Please forward this email to any other school counselors you know who graduated from one of the TSCI institutions listed above between or including the years 2000-2005.

Sincerely,
Justin R. Fields
Doctoral Candidate
The Ohio State University
Email 3

Dear School Counselor,

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Survey Link (please click):

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Sincerely,
Justin R. Fields
Doctoral Candidate
The Ohio State University
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Survey Link (please click):

http://www.surveymonkey.com/s.aspx?sm=UtH5hQjx2BBAq3ys3mC6tA_3d_3d

Please forward this email to any other school counselors you know who graduated from one of the TSCI institutions listed above between or including the years 2000-2005.

Sincerely,
Justin R. Fields
Doctoral Candidate
The Ohio State University
APPENDIX H

ELECTRONIC SURVEY FOR PHASE TWO OF RESEARCH STUDY
1. Consent for Participation In Research

This survey seeks to understand factors related to your ability to implement the role of the school counselor promoted by your graduate training program at a Transforming School Counseling Initiative Institution (California State University, Northridge, University of Georgia, Indiana State University, University of North Florida, The Ohio State University, or West Georgia State University). Participants in this study should have graduated from one of the previously mentioned school counselor training programs between or including the years 2000-2005. If you are receiving this survey link and know the current email address of another school counselor who fits the criteria for participation (attended one of the schools listed above and graduated between the years of 2000-2005), please forward them this email. Participants are asked to only complete the survey once. Your participation is voluntary. It should take approximately 5-10 minutes to complete this survey. You are free to withdraw consent at any time and to discontinue participation in the study.

The identities of all participants will be kept confidential. The information being collected is strictly for research and data analysis purposes.

This study is being conducted by Justin R. Fields, doctoral candidate at The Ohio State University. If you have any questions regarding the purpose or results of this study, please conduct Justin Fields (fields.128@osu.edu) or Dr. Chris Wood (wood.531@osu.edu), the principal investigator.

By continuing to the next page of the survey, you are acknowledging that you have read and fully understand this statement of consent.

When you get to the end of the survey and click on the "Done" button, do not use the "back" buttons in your web browser to go back through the survey. This could create errors in the data you enter. Instead, please close the browser window.

2. Training Program Role Implementation

As you answer the following questions, please reflect on your career thusfar as a professional school counselor.

1. EXAMPLE (Do not answer)
Rate the degree to which the following factors impede your ability to implement the role of the school counselor promoted in your graduate training program into your job as a school counselor.

Assigned non-counseling duties (e.g. bus duty, lunch duty, hall duty):

<table>
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<th>Never Impedes</th>
<th>Rarely Impedes</th>
<th>Often Impedes</th>
<th>Always Impedes</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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EXAMPLE DESCRIPTION
After considering your career thusfar as a school counselor, if these types of non-counseling duties have never been assigned to you or have never impeded your ability to implement the role of the school counselor promoted by your graduate training program, then you would select "Never Impedes."

2. Rate the degree to which the following factors prevent your ability to implement the role of the school counselor promoted by your graduate training program:

Navigating the political network of your building/district:

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<th>Never Prevents</th>
<th>Rarely Prevents</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. Rate the degree to which the following help your ability to implement the role of the school counselor promoted by your graduate training program:

<table>
<thead>
<tr>
<th>Having allies in the school building:</th>
<th>Never Helps</th>
<th>Rarely Helps</th>
<th>Often Helps</th>
<th>Always Helps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to staff and administration during internship:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility to resources (e.g. technology, money, support staff, materials):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. School Counseling Questions

Please reflect on your career thusfar as you answer the following questions.

### 4. Please identify the frequency with which you have been able to conduct the following activities/duties/roles during your career as a professional school counselor:

<table>
<thead>
<tr>
<th>Conducted a presentation at a local, state, or national counseling conference</th>
<th>Never</th>
<th>Rarely</th>
<th>Often</th>
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<tr>
<td>Advocated for student experiences and exposures that will broaden students' career awareness and knowledge</td>
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</tr>
<tr>
<td>Used data to document your time and/or activities as a school counselor</td>
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<tr>
<td>Participated on a multidisciplinary team in your district or school building</td>
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<tr>
<td>Conducted classroom guidance</td>
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<tr>
<td>Conducted group counseling</td>
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<tr>
<td>Collaborated with school and community resources to establish new support systems for students</td>
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<tr>
<td>Implemented a new comprehensive school counseling program or revised an existing comprehensive school counseling program in your district or school building</td>
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<tr>
<td>Used data to determine the effectiveness of an intervention you conducted</td>
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<tr>
<td>Advocated for a group of marginalized students in your district or school building</td>
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<tr>
<td>Performed individual counseling with a student</td>
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<tr>
<td>Used data to identify a need for an intervention or program in your district or school building</td>
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</table>
Advocated for access to support and rigorous academic preparation for all students
Implemented a prevention program in your district or school building to address a problematic behavior or issue
Worked with parents to address student needs
Arranged for students to develop relationships with building professionals intending to help students reach academic success
Assessed building barriers that impeded learning, inclusion and/or academic success for students
Implemented a workshop or activity for students intended to increase student achievement
Obtained or identified resources for low-income and/or minority students in your district or school building to help meet their academic, personal, social, or career development needs
Collaborated with school staff to develop programs and team approaches to assist with student academic, social/emotional, and career development

### 4. School Placement Information

Please take a few moments to answer the following questions as they relate to your current job as a professional school counselor.

### 5. Are you supervised by another professional with school counseling experience?

- Yes
- No

### 6. Please enter the appropriate number for each of the following. If you are answering for multiple school buildings, please enter an average and round to the nearest whole number.

Number of times you meet with a supervisor annually
Number of students on your caseload
Number of school buildings you work in
Number of school counselors you work with at each placement
Amount (in dollars) of your annual department budget

277
7. What type of environment best describes the school where you work?

- Rural
- Suburban
- Urban
- Private

8. Which choice below best describes the school where you work?

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

9. Please identify the level of accessibility you believe exists with the following groups at your current job placement...

<table>
<thead>
<tr>
<th>Staff (teachers, nurses, social workers, etc.)</th>
<th>None</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
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<tbody>
<tr>
<td>Administrators</td>
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<td>Students</td>
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<tr>
<td>Parents</td>
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10. Please identify the level of contact that you had with the following groups during your internship experience in your graduate training program...

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<tr>
<th>Staff (teachers, nurses, social workers, etc.)</th>
<th>None</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
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<td>Parents</td>
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</table>

11. How would you rate the level of shared belief between you and your administrator on the role of the school counselor (i.e. the level to which you and your administrator agree on the role of the school counselor should be and how that looks in action)?

- No Shared Belief
- Low
- Medium
- High
5. Demographic Information

Please take a few moments to answer the following questions about you and your personal history.

12. Enter the appropriate number into each box below to provide information as it relates to you:

Your age: 

Years of teaching experience: 

Years of professional school counseling experience: 

Years of professional work experience outside of education: 

13. Please select the university where you completed your graduate training in school counseling:

- California State University, Northridge
- University of Georgia
- Indiana State University
- University of North Florida
- The Ohio State University
- West Georgia State University

14. Please identify your sex:

- Female
- Male

15. Please select the choice below that best describes you:

- African-American
- Asian/Pacific Islander
- Caucasian/White
- Hispanic/Latin-American
- Middle Eastern
- Multi-racial
- Other

16. Please select the most appropriate choice that describes your highest
6. Conclusion

Thank you for completing this survey. If you would like more information about the questions in this survey or the purpose of this survey, please contact Justin Fields (fields.128@osu.edu), doctoral candidate in counselor education, or Dr. Chris Wood (wood.531@osu.edu), principal investigator.

In order to help with the distribution of this survey, the researchers kindly ask you to forward the email link which you received for this survey to other former classmates from your graduate training program who graduated between the years 2000-2005. Thank you again for your participation and support. This concludes your participation in this study.
APPENDIX I

CODEBOOK FOR PHASE ONE OF RESEARCH STUDY
Code Book

Below are the revised categories and subcategories from the interview transcripts. These have emerged from the voices of the participants and the collective input of the research team.

**Research Question 1.** What is the experience of TSCI-trained school counselors in their second year of professional practice?

- **Incorporate TSCI Training Into Practice:** School counselors are able to incorporate the TSCI principles (advocacy, leadership, counseling, teaming/collaboration, and data/assessment) into their practice as professional school counselors
  - Advocacy (**ADVOC**): Identifying unmet needs and taking actions to change the circumstances that contribute to the problem or inequity.
  - Leadership (**LEAD**): Actions by a school counselor to enhance his/her position within a school as important to the identified goals of the school or organization, such as building relationships with important stakeholders or developing a comprehensive school counseling program.
  - Counseling (**COUN**): Individual and/or group counseling, and/or classroom guidance
  - Teaming/Collaboration (**T&C**): Interaction between a school counselor and parents, administrators, school faculty, community resources, academic institutions, etc. in order to develop or execute programming and interventions for the betterment of all students.
Data Usage/Assessment (DATA): The use of data by a school counselor to assess the needs or identity the barriers to success for a group or institution and the ability to monitor the progress or impact made by a program or intervention regarding identified variables.

- Training Shortcomings: School counselors experience problems or emotional strain in their job due to perceived deficiency in their training program.
  - Professional Skill Deficiency (PSD): School counselor lacked specific knowledge or skills required by their position or job description that they reported not being taught in their training program.
  - Inaccurate Depiction of Profession (INACC): School counselors perceived the image of the profession taught in training program as inaccurate to the profession in their workplace. For example, school counselors believed that they would be able to implement their training more easily based on their training programs; however, they found it very difficult to do so when they were employed.

- Unique School Counseling Professional Identity (VIEWTSCI): School counselors perceive their school counseling professional identity to be different or unique within their district and/or school. Specifically, they believe the role of the school counselor should reflect the TSCI principles taught in their graduate training. In addition, they believe they approach their jobs with a more comprehensive focus (aiming to address academic, personal/social, and career
issues), a collaborative philosophy, and the sense they are better prepared to address modern student needs.

- Early Professional Experience Emotions: School counselors reported a variety of emotions during their experience transitioning from graduate training into their first 2 years of professional practice.
  - Intimidated (INTIM): School counselors reported feeling intimidated during their early career by other professionals. This resulted in them being less vocal about various issues. In some instances, they refrained from suggesting things that reflected their training. Some of this intimidation was attributed to the school counselors feeling less credible than other professionals due to their young age or lack of experience in a building or in the professional community.
  - Frustration (FRUST): School counselors reported feeling frustrated at certain times during their early professional career. Sometimes this was attributed to not being able to things they believed were more appropriate for school counselors to perform.
  - Isolated (ISO): School counselors were either the only school counselor in the building or did not experience the same quality of relationships that other professionals in the building did. This could be attributed to work schedules, office set up, duties, etc.
• Satisfaction (**SAT**): School counselors reported feeling very satisfied and happy with their job. They enjoyed their students, colleagues, and role. They believed they were in the right career for them.

• Supervision/Mentoring/Evaluation: School counselors reported getting various types of supervision, mentoring, induction, evaluation, etc. While each of these terms is very distinct in the literature, the participants could not distinguish between them and referred to them all collectively. The experiences all had similar characteristics…

  o Non-School Counselor Focused (**NONSCFOC**): The experience was not always conducted by a school counselor or by a person with a school counseling background. In addition, the protocol or agenda for the experience was often not focused on developing as a school counselor. Instead, it covered general district information or was similar to experiences of every other new employee in their respective district.

  o Unsupportive of TSCI (**UNSUPPTSCI**): Curriculum or the new professional experience did not contribute to the acclimation of a TSCI-trained school counselor to the school/district. In addition, it did not focus on assisting a TSCI-trained school counselor in changing the culture around school counseling.

  o Reactive (**REACT**): The experience often followed an irregular schedule—occurring only when the new professional had questions or when the new professional had done something wrong. Also, the
experience may have taken place around significant events that required extra assistance

- Beneficial (BEN): School counselors reported their relationship and/or experience with his/her supervisor/mentor/evaluator was beneficial and helped them with their transition from graduate training to professional work.

- New Job Challenges: School counselors identified challenges that were a part of their new professional experiences.
  - Accepting Ownership of the Position (OWN): School counselor accepting responsibility for the position and the tasks associated with it.
  - Locating support (LOCSUP): Identifying colleagues or other people who could provide support
  - Continued development (CONTDEV): New school counselors recalled feeling like they were still learning and developing as counselors into the beginning of their professional careers.
  - Create value (VAL): New school counselors felt pressure to create a perception of value to other professionals. They needed to show others that they were capable and contributing positively to the school. However, people hold different definitions of what constituted positive contributions.
  - Professional Identity Crisis (IDCRIS): School counselors felt pressure to mediate between the role of the school counselor promoted by their
graduate training program and the traditional role of the school counselor in their respective schools.
Research Question 2. What do TSCI-trained novice school counselors in their second year of professional experience identify as barriers to the implementation of training principles into professional practice?

- Other Professional Perceptions Conflict with TSCI (PERCEPNONTSCI): School counselors reported an inability to do things in accordance with their training due to issues related to their roles are viewed by other people in the education community. In many of these cases, people expect school counselors to fulfill more clerical and administrative duties as opposed to incorporating themselves into the learning process. In other cases, school counselors worked with professionals who expressed a lack of familiarity with school counselors in general. In some cases, these perceptions held by other professionals were born from previous personal experiences.

- Environmental Acclimation (ENVIRACCLIM): School counselors reported barriers that were largely associated with their transition into a new environment. For example, there were learning curves associated with new duties, using new resources, developing personal organization and management styles, and becoming familiar with new buildings and colleagues.

- School/District Specific Characteristics: Participants identified barriers that were unique to their respective school/district.
o Resource Scarcity (RESSCARC): Schools or districts lacked resources that were perceived to be helpful in implementing the TSCI principles. These resources ranged from the material (money, supplies, etc.) to human resources (more school counselors).

o School/District Bureaucracy (BUR): The size of the school district and the political and bureaucratic pathways school counselors had to navigate in order to get information, communicate, or make change were too great and made progress difficult.

o Caseload Characteristics (CASELOADBAR): The characteristics of the school counselor’s caseload made attending to the students difficult. For example, school counselors may have worked in a very large building, had very large numbers of students to attend to, been assigned to multiple school buildings, or been assigned to certain grades that did not lend themselves to certain counseling experiences. One participant suggested that higher grade students required more scheduling and college preparation time which took away from other counseling opportunities.

o Crises (CRISIS): Certain crises arise in buildings which disrupt the normal course of the day and intended plans for meeting with students or groups.

o Low accessibility with students (LOWACC): The culture of a school restricts school counselor’s access to students. For example, teachers may be very protective of the time they have in class with students.
• Restraint of job description (JOBDESC): School counselors reported being restricted in some way by their job description. For example, the job description required them to do non-counseling duties which took time away from their ability to implement more activities reflective of their training.

• Negative Individual Perceptions: Perceptions held by members of the school community that disrupted the school counselor’s ability to develop relationships and/or credibility and to implement training.
  o No teaching experience (NOTEAEXP): Not having teaching experience was perceived to have a negative impact by new professionals. In particular, they perceived that a lack of teaching experience put them under question by some professionals. In addition, a lack of teaching experience reflected on their lack of experience in the school environment.
  o Strong Affiliation With Administrator (AFFILADM): Having a perceived strong affiliation with the school administrator was a negative quality for the school counselor in some instances. In some instances this perception created barriers between the counselor and the staff, because the staff viewed the school counselor as part of the administration. Also, there were instances where the staff perceived the administrator as aligned with the school counselor and telling other staff members to do things for the counselor (as opposed to the staff genuinely wanting to be a part of a program).
• Low Professional Support (LOWPROFSUPP): Sensed that there was not a lot of readily available support in their building and/or district to help them become established in their building or to help them implement their training.

• Administrator-Related Issues: Specific issues related to a school counselor’s administrator that negatively impacted the school counselor’s ability to implement his/her training.
  o Administrator Personality (ADMINPERSON): The personality of the administrator is such that the school counselor was unable to build a relationship and work well together.
  o Power Differential (PWRDIFF): The difference in hierarchical position between school and/or district staff impeded professionals’ comfort level and their ability to communicate or push for change. For example, the school counselor was afraid to raise too many issues (rock the boat) due to the fear of termination. Similarly, the school counselors perceived administrators to be pressured by the district to meet certain expectations rather than make positive changes in the school counseling program’s favor.
  o Lack of Shared Belief (LACKSHRDBEL3): Administrator and the school counselor do not share similar beliefs about what issues need to be addressed in the school and/or the appropriate role of the school counselor in the school environment.
Research Question 3. What do TSCI-trained novice school counselors in their second year of professional experience identify as factors that increase the likelihood of TSCI training principles being implemented in or during professional practice?

- Allies (ALLY): School counselors noted the importance of professionals in the school/district who they considered to be allies. In particular, school counselors noted that good allies were people who had experience in the school/district, were school counselors, and shared their belief system about the appropriate role of the school counselor. Also, school counselors noted the benefit of feeling like they were a part of a supportive network and environment.

- Supportive Administrator: School counselors identified the importance of a supportive administrator to the school counselor’s ability to implement his/her training.
  
  – Individual Support (INDIVSUPP): Administrator provided support to the school counselor by listening to them, providing help when needed, remaining accessible for collaboration, placing their office in close proximity to the school counselor’s office, encouraging ideas, and providing freedom to the school counselor to accomplish their professional goals.
  
  – Program Support (PROGSUPP): Administrator provided support to the school counseling program by supplying resources, endorsing their role publicly to staff and families, attending school counseling programming,
removing non-counseling duties from the school counselor’s workload, defending school counseling programming, valuing the role of the school counselor, and being open to changes in the role of the school counselor toward a closer resemblance to the role of the school counselor promoted by the training program.

- Shared Belief System (SHRDBEL): Administrator holding a shared belief with the school counselor about the appropriate and most effective role of the school counselor.

- Relevant Internship Experience: School counselors noted their experience in intern situations prepared them nicely for experiences and challenges they faced early in their professional careers.
  - Freedom (INTERNFREED): School counselors recounted having a lot of freedom in their internship experiences. This prepared them for the independence and isolation that many experienced as new professionals. The contrast to this would be an intern who is micromanaged and given a lot of direction.
  - Exposure to Administrators (INTERNADMIN): School counselors recounted gaining a lot of experience interacting with administrators during their time as interns. They noted this as good preparation for when they needed to confront an administrator or advocate to them about particular needed changes.
• School/District Specific Characteristics: Characteristics about a particular school/district that contributed positively to a school counselor’s ability to implement his/her training.

  o Human Resources (HUMRES): The number of pupil services staff (nurses, social workers, community counselors, specialists, etc.), particularly school counselors, positively impacted a school counselor’s ability to implement training.

  o Grade (GRAD): School counselors perceived that certain grades allowed themselves greater access to students or required specific duties that allowed them to work with students in comparison to other grades. For example, some school counselors perceive elementary grades to be more accessible to school counselors.

  o Positive Professional Perception (POSPROFREP): Schools cultures that had a positive perception of school counselors were a helpful force in the school counselor implementing his/her role. This may have been attributed to the work of previous counselors.

  o Access to Teachers (TEACHACCESS): School cultures that allowed school counselors to easily meet and collaborate with teachers were viewed positively.

• School Counselor Characteristics: Characteristics that were a part of the individual school counselor that contributed positively to the implementation of training principles.
- Assertiveness (ASSERT): A school counselor’s level of assertiveness in addressing situations, pushing for changes, confronting problems, etc. was viewed as helpful by participants.

- Ability to Create Positive Situations (POSIT): School counselors reported their ability to make non-ideal situations work to their advantage. For example, if a school counselor has lunch duty, he/she uses that as a time to connect with students in the lunch room, distribute information, etc. as opposed to simply watching the lunch room for disruption.

- Teaching Experience (TEACHEXP): School counselors perceived teaching experience to be a helpful factor in implementing their training. In particular, they believed the experience better prepared them for things like classroom guidance and comfort in the school environment.

- Access to TSCI Resources (TSCIACC): School counselor seeks insight, help, and support from TSCI-based resources (handouts, notes, textbooks, articles, etc.) to help them in their professional practice.

- Involvement in the School Community: School counselors noted that involvement in the school community positively impacted their ability to implement their training.

- Contact With Staff (STAFFCONTACT): School counselors are seen regularly in the school environment and are involved with professionals through committees around the school and district.
o Regular Meetings with School Counselors (REGMEET): Meeting with school counselors from same school or district on a regular basis.

o Involvement with Non-Counseling Duties (NONSCD): Involvement in non-counseling duties helped other staff see the school counselor among the school community or as a staff member on a similar level.

• Communication (COMM): School counselors valued communication with a variety of school professionals, such as pupil services staff, teachers, administration, parents, etc. Most importantly, the school counselor constantly communicates who he/she is, what their role is, their availability for collaboration, etc. Also, the school counselor consistently promotes their intention to implement the TSCI principles in their work beginning in the job interview and continuing through their career.
APPENDIX J

EXAMPLE OF RESEARCH TEAM CODING

INSTRUCTIONS AND MATERIALS FOR

PHASE ONE OF RESEARCH 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, Justin Fields, or other members of the 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:_____________
Dear Research Team Member,

Thank you very much for agreeing to help with this phase of my research project. I anticipate that your help will add greatly to the quality of the research. I have attempted to organize your materials and this process in a way that will allow us to move through this process effectively and efficiently. One of the strengths of qualitative research is its ability to capture ideas and feelings and experiences in a moment. Our ability to move through this data efficiently will help us identify themes as close to the when the data was collected and the actual experience as possible.

This first phase of my research study will lead into a second phase of research focused on quantitative data collection. The goal of this first phase is to analyze the qualitative data and identify the emerging themes from the interview transcripts. The themes will take the shape of categories and subcategories.

I have provided in this packet a confidentiality agreement that you must sign, instructions on how you can proceed, a copy of the current code book, a sheet for additional codes and notes that you can use to give back to me, and a copy of the interview transcripts from this study.
I have already begun the process of coding and provided you with my work so far in the code book and the codes in the margins of the transcripts. I would like the following help from you:

- Please review the code book and the transcripts to become familiar with the data.
- After you feel comfortable with the data, please read through the transcripts and note the codes that I have attached to particular sections of text. It may be useful for you to take the code book out of this packet so that you can easily refer to it while you read.
- Use the additional paper I have provided to verify my coding so far. If you agree with the codes I have assigned, then please leave the pages unmarked and indicate that in a note. If you find sections of data that you believe to be improperly coded or missing codes, or if you believe you have found a new code, please indicate it on the sheet.
- Save the materials. I would like to schedule a meeting with you to review your notes and move forward to the next stage of coding between July 23-27. I will send an email soon to check on your availability.
- Should you have any questions about anything in this packet, please do not hesitate to contact me at XXX-XXX-XXXX.

Thank you very much for your assistance,
Coding Sheet

Please use the following grid to make notes of any changes to the codes in the transcriptions. You may recommend passages to be recoded or even identify new themes and codes that emerge from the data. Please be as specific as possible. There is room for notes at the bottom of the page.

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<th>Participant</th>
<th>Page Number</th>
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<th>Notes</th>
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