

Teacher Perceptions of School Counselor Effectiveness

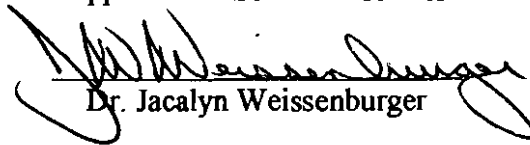
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ABSTRACT

A clear understanding of the school counselor's exact responsibilities has been sought for years. Most recently, the American School Counselor Association (ASCA) has attempted to provide counselors and other school personnel with more precise guidelines as to what tasks are within the school counselor's training and job description. However, even with a national, comprehensive model of school guidance counseling, perceptions of school counselor's responsibilities and effectiveness are greatly debated.

This research was conducted to determine teacher perceptions of the role of the school counselor in Wisconsin and to offer recommendations to school counselors regarding best practices in serving students while engaging in a dual role. A total of 33 teachers responded. A modified version of the *Classroom Teacher Survey of School Counselor Effectiveness* (Beesley, 2004) was used to evaluate teacher perceptions.

Results indicated the teachers' overall adequacy ratings were not affected by the number of additional responsibilities held by the school counselor. The only outcomes that were statistically significant were supervision and substituting for others. Results indicated teachers whose school counselors had two or more additional responsibilities rated their counselor higher in supervision and substituting for others than did those teachers whose counselor had no or only one additional responsibility. Future research is needed to examine the links between multiple roles and school counselor effectiveness.

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Chapter I: Introduction

School counselors have played an integral role within the school setting since the early 1900s (Gysbers, 2001). However, their exact function and responsibilities within the academic arena have been long debated. Numerous studies have reported that various school personnel, such as administrators and students, and even counselors themselves, are typically uncertain about school counselors' duties throughout the school day (Amatea & Clark, 2005; Fitch, Newby, Ballestero, & Marshall, 2001; Kirchner & Setchfield, 2005; Lieberman, 2004; Monteiro-Leitner, et al., 2006; Zalaquett, 2005). In an attempt to clarify the ambiguity surrounding school counselors' roles, the American School Counselor Association (ASCA) has begun teaching and implementing a national, comprehensive model of school guidance counseling. The model focuses on meeting the needs of all students, not just those who have been most successful or least successful in the classroom (C. Johnson, personal communication, September 10, 2007).

When guidance counseling was first initiated in the schools, teachers performed the role of school counselor. A counselor serving in roles outside of the classroom setting was not of great concern. Teachers were expected to prepare students to enter the workforce and ensure that both the school environment and work environment were safe places to learn and develop (Whiston, 2002). Today, although there are more concrete guidelines and standards in place, many school personnel expect counselors to accept dual roles as administrative assistants, programmers, and record keepers (Lieberman, 2004). Others serve as administrators, lead after school clubs, and facilitate programs that prepare students to transition from one grade level to the next. In addition, with more

counselors serving in a dual role, the line between job responsibility and ethical responsibility in both roles is blurred, thus warranting further investigation.

Although little research exists regarding the potential impact of a school counselor serving a dual role as athletic coach, existing research on teachers who serve in a dual role as coach suggests that often both roles are not given the same amount of attention throughout the day. For example, past research (Millslagle & Morley, 2004) has demonstrated that in a dual role situation, a teacher's coaching responsibilities may take precedence over her/his teaching responsibilities. When this occurs, the authors referred to it as retreatism behavior. Among physical education teachers, Millslagle and Morley (2004) found that only 40% of those surveyed did not experience any type of role conflict between their teaching responsibilities and coaching responsibilities. The researchers reported that during the competitive sports season, the percentage of teacher/coaches who devoted more time to teaching dropped to 34% (from 72% in the off season). In the Millslagle and Morley (2004) study, teacher/coaches who experienced role conflict were more motivated, demonstrated more effort and enthusiasm toward, and found more enjoyment in their coaching role as opposed to their teaching role. Results also indicated that, in many schools, the ability to hire a teacher may hinge on the ability to offer a coaching position.

Emphasizing the coaching role over the teaching role has a number of implications. If a teacher or counselor holds greater regard for a student's athletic career and not her/his academic success, the student may be encouraged to enroll in less rigorous courses to concentrate on the demands of the sport (Figone, 1994). Teachers may also earn the reputation of being apathetic toward students because they are more

concerned with pleasing someone like the athletic director; and, in that process, lose the respect of fellow colleagues. When professional relationships are jeopardized as a result of the conflict between departmental objectives and coaching values, role definition within each position is even more necessary (Figone, 1994).

Although some research has been conducted in this area with other educators, there is no published literature exploring the affects of coaching on the school counselor role. Therefore, further research is needed to explore whether school counselors who serve in a dual role are perceived as being less effective in their counseling duties.

The issues and challenges faced by the youth of today are more complex than in years past. Recent school tragedies have caused schools to be on higher alert when it comes to the safety of all students, and the roles of both teacher and school counselor can be transformed in that process. In answering the question of how the dual roles of school counselors can fit into the new comprehensive approach to school counseling, it is important to examine several aspects. First, an accurate understanding about how the counselor's role has changed over time is essential. As noted by Gysbers (2001), teachers served as the first counselors when schools focused on giving students the opportunity to gain vocational skills. Beginning in the early 1990s, not only were these teachers expected to teach, but they also held such responsibilities as record keeping and advising, attending meetings, shelving library books on careers, teaching lessons on occupations, and conferring with parents (C. Johnson, personal communication, September 10, 2007). As economic and social circumstances have changed, so too has the counselor's role. Currently, the emphasis of school counseling is on the whole student, and there has been a shift toward providing more direct services to students with expanded emphases on

their social and emotional development to prepare them most effectively and accommodate for the increasingly complex problems in today's society (Akos & Galassi, 2004).

A second area of further exploration includes gaining a more accurate understanding of how teachers perceive the job responsibilities and role of the school counselor. The American School Counseling Association (ASCA) adopted specific standards for all school counselors to follow, yet role definition seems to be a constant struggle (Paisley & McMahon, 2001). The challenge of defining specific duties for the school counselor is apparent in that, while national standards provide a helpful framework and foundation (Sabella, 2006), each school may adhere to its own model of school counseling, its own policies, and its own expectations regarding the purpose of a school counselor (Herr, 2002). Thus, a clear understanding of job expectations is necessary.

A third and final area which must be examined when considering the impact of dual roles in school counseling is time spent on *guidance-related* activities versus coaching activities, including a brief discussion of the co-existence of the school counselor/coach relationship. Among a school counselor's many responsibilities is the provision of small-group and individual guidance to students. However, as role conflict and ambiguity continue to challenge counselors, many professionals find themselves performing tasks that are not part of their job description. According to Agresta (2004), most counselors desire to spend more time facilitating group or individual counseling services to students, although advisement and scheduling may not take up the majority of their day. The question then remains, "Is adding activities unrelated to counseling onto an

already growing list of responsibilities what is best for school counselors in their role as student advocates?”

Consequently, the key to counselor success in performing a dual role is defining the responsibilities of each role. Evidence that this has been accomplished will come when the needs of all students are met in a way that reflects each student’s value. To demonstrate that counselors still have many improvements to make in striving to reach this goal, this study will explore teachers’ perceptions of school counselors’ effectiveness when counselors function in a dual role.

Statement of the Problem

Some educators may question the professional commitment of school counselors when the counselor serves in a dual role. In many schools, the ability to hire an educator may hinge on the school’s ability to offer her/him a coaching position (Millslagle & Morley, 2004) or the individual’s willingness to accept additional responsibilities outside of counseling. But, due to the potential role conflicts, teachers may perceive that counselors who function in the dual role are not effective in carrying out their counseling responsibilities.

Purpose of Study

This study has two purposes: 1) to assess teacher perceptions of the role of the school counselor as determined by a self-developed questionnaire, and 2) to offer recommendations to school counselors regarding best practices in serving students while engaging in a dual role. Data were collected through a questionnaire given to high school English teachers randomly selected from a database provided by the Wisconsin Department of Public Instruction (DPI) in the spring of 2008.

Research Objectives

This study has four primary research objectives:

- 1) To determine teacher perceptions of the effectiveness of school counseling practice in Wisconsin.
- 2) To determine teacher perceptions of the amount of time high school counselors spend on specific school counseling services each week.
- 3) To determine whether teacher perceptions of their school counselor's effectiveness are associated with their school counselor's number of additional responsibilities.
- 4) To determine teachers' overall satisfaction with the services provided by the school counselor.

Definition of Terms

There are three terms which must be more clearly defined to provide the reader with optimal understanding of this study. They are:

Counselor Effectiveness – How well an individual performs her/his professional counseling duties as determined by the ASCA national standards, as well as those standards and policies put in place by her/his school system.

Dual Role – The combination of two clearly different positions within the school setting, each having its own job description and responsibilities, but performed by a single professional.

Retreatism Behavior – The idea that in a dual role situation, a teacher's coaching responsibilities may take precedence over her/his teaching responsibilities.

Chapter II: Literature Review

Introduction

This chapter will investigate three primary factors that can contribute to teachers' negative perceptions of counselor performance when the school counselor has additional responsibilities. The first factor is a critical analysis of the history and evolution of the school counseling profession. The second factor is an investigation into how teachers view the role and responsibilities of the school counselor. The third and final factor is an in-depth look at the amount of time counselors spend on guidance-related activities versus other activities, including coaching.

School Counseling Past, Present, and Future

When vocational guidance was the focus of school counseling programs in the early 1900s, defining the counselor's role was a relatively uncomplicated task. Although most school counselors also served as teachers, the dual role conflict was not of great concern at that time. In addition to teaching, the counselor's primary responsibilities included preparing students to enter the workforce and ensuring that children's school and work environments were safe places for children to learn and develop (Whiston, 2002).

Much has been transformed in the school counseling profession throughout the years. While many of the changes promise a brighter future for today's students, counselors continue to face enormous challenges regarding their role definition and job responsibilities (Paisley & McMahon, 2001). One challenge is that many teachers often do not understand the function of the school counselor within the educational setting (Paisley & McMahon, 2001).

The twenty-first century has brought with it a great many advances in the school counseling profession. Unfortunately, even with the implementation of national standards to clarify counselor responsibilities and make job expectations more consistent nationwide, many school administrators determine counselor tasks by the needs of a particular school (Fitch, Newby, Ballesteros, & Marshall, 2001). With budget cuts also placing increased demands on school personnel, it is increasingly common for teachers, including school counselors, to serve in other capacities such as an athletic coach (Staffo, 1992) or other roles (Fitch, Newby, Ballesteros, & Marshall, 2001). The resulting dual role has the potential to create conflict as teachers develop negative perceptions of counselor performance.

The role and function of the school counselor has long been debated by professionals and researchers alike. When neither is clearly defined, counselors find themselves performing tasks outside of their job description. As such, students may not receive the services necessary for their success (Ballard & Muratroyd, 1999, as cited in Lieberman, 2004). While steps have been taken to more clearly define the role of a school counselor, research suggests that much discrepancy remains between counselors' actual job responsibilities and those job responsibilities put in place through national standards (Sink & Yillik-Downer, 2001, as cited in Monteiro-Leitner, et al., 2006). Gysbers and Henderson (2000) (as cited in Monteiro-Leitner, Asner-Self, Milde, Leitner, & Skelton, 2006) reported that counselors often find themselves engrossed in clerical duties or performing disciplinary actions, which often are thought of as administrators' responsibilities. Asking counselors to take on a leadership role in either activity takes away from one-on-one, direct contact with students. In addition, Fitch and colleagues

(2001) found that, especially at the high school level, counselors are expected to handle student scheduling, a task not promoted by the American School Counselor Association's (ASCA) national model. Other *non-guidance* related activities not congruent with ASCA may include teaching, coaching, or club advisement (C. Johnson, personal communication, November 26, 2007).

Past research also indicates that many people view the teacher/coaching role in a negative light because of its potential to generate inconsistencies between professional status, personal values, professional values, and attitudes (Carpenter, 1996; Potrac & Ramalli, 1999; Morford, 1996; as cited in Millslagle & Morley, 2004). As role conflict is most likely to occur during a sports season, a decrease in involvement in professional organizations and decreased commitment to the teaching role can be most evident (Millslagle & Morley, 2004). Therefore, it is clear that the counselor/coaching role can be a cause for concern if counselor performance is perceived to decline. It is not clear if past findings regarding the relationship of the counselor/coach dual role mirror the perceptions of teachers in the schools today.

History and Evolution of the School Counseling Profession

To gain a comprehensive understanding of teachers' perceptions of the relationship between the counselor/coach role and counselor performance, attention must first be given to how the school counseling profession has evolved. The school counseling profession has transformed to meet the dynamic needs of an ever-changing society (Akos & Galassi, 2004).

The school counseling profession came into being in the early 1900s as a result of events that occurred outside the school setting. These events included the Industrial

Revolution, immigration, and concerns about child labor (Herr, 2002). In response to the changing conditions of the rest of the world, vocational guidance arose in the schools. Its focus was singular in nature, with preparing students to enter the workforce as the primary emphasis (Gysbers, 2001). However, executing vocational guidance programs in the schools created many more responsibilities for classroom teachers.

During the 1900s, in addition to managing their own classrooms, teachers also took on counseling duties with no additional training and no supplemental income (Ginn, 1924, as cited in Gysbers & Henderson, 2001). However, because career choices were viewed as a critical piece of decision making and development of youth in education, it was necessary to identify an individual to provide these services. According to Gysbers (2001), vocational guidance served as a means for students to view their skills, abilities, ambitions, resources, and limitations in light of possible career paths. It also meant that teachers were expected to teach classroom lessons on careers, obtain work certificates for students, find jobs for students, and confer with parents about their student's progress, all while maintaining a classroom (C. Johnson, personal communication, September 10, 2007). Since the beginning, school counselors have struggled to fulfill dual roles in meeting students' academic needs as well as fulfilling their occupational goals (Whiston, 2002).

The 1920s and 1930s brought a shift in focus for the school counseling profession. The pendulum began to swing from vocational guidance and careers, to a more prominent focus on educational guidance and the personal and educational issues students were facing (Gysbers & Henderson, 2001). In addition, models of guidance

began to include a mental health component. Rudy 1965 (as cited in Gysbers, 2001), in his book *Schools in an Age of Mass Culture*, summarized the shift by saying:

Up to 1930 . . . not much progress had been made in differentiating this function [personal counseling] from the preexisting programs of vocational and educational guidance. After that date, more and more of a separation appeared as guidance workers in the high schools became aware of increasingly large numbers of students who were troubled by personal problems involving hostility to authority, sex relationships, unfortunate home situations, and financial stringencies. (p. 25)

Thus, complex problems confronting youth have been noticed for over 70 years, but what has made addressing these issues more complicated is the reality that school counselors have never had the freedom to focus on a single problem (Whiston, 2002). In addition, it was not until almost 1960, with the passage of the National Defense Education Act, that schools were given the money and opportunity to hire more school counselors to more adequately serve an increasingly diverse student population (Baker, 2001). The 1960s was also a time in which the school counseling profession encountered another shift in focus to fall under the category of “pupil services” offered within a school (Gysbers & Henderson, 2001). At that time, both individual and group guidance were offered by school counselors, as well as evaluative services and consultative services with parents and teachers (Stripling & Lane 1996, as cited in Gysbers, 2001).

By the 1970s, it became apparent that the role of the school counselor needed to be more clearly defined. Questions began to surface about the best model for implementing these services for students. To expect such commitment from an individual

not qualified to carry out these duties was not feasible; thus, the position of school counselor was created (Gysbers & Henderson, 2001). The responsibilities of this position addressed the career, personal-social, and academic development of students (Gysbers, 2001) and called for more accountability and evaluation (Gysbers & Henderson, 2001).

As a result of this shift, the 1980s and 1990s brought forth the development of various models intended to guide school counselors in determining their day-to-day job responsibilities. One model developed by Myrick (1997) (as cited in Gysbers, 2001) called for all students to be included in a guidance program that provided curriculum that was well-planned, organized in a sequential manner, and could also be flexible in order to help the greatest number of students. A second model developed by Johnson and Johnson (1991) (as cited in Gysbers, 2001) advocated for students to acquire specific knowledge that would help them be successful in school, while also preparing them for life beyond high school. However, even with these professional advancements, one problem consistently surfaced. These models failed to address all students. Only those at the top of the class (college-bound students) or those in danger of dropping out of school caught the attention of the school counselor (Herr, 2002).

Recognizing that the time school counselors spend completing *non-guidance* activities can interfere with their ability to effectively help students (Fitch et al., 2001), ASCA developed standards and created a national model for school counselor practice in 2003. Its goals and objectives for the school counselor were more clearly defined than in past years (Lieberman, 2004). If implemented as intended, it was thought that school counselors should have adequate time in their day to focus on areas of guidance

curriculum, individual planning, responsive services, and collaboration with system support (C. Johnson, personal communication, September 10, 2007).

According to House and Martin (1998), closing the achievement gap between poor minority students and those of higher socioeconomic status would be more feasible if counselors did not spend as much time consumed with *non-guidance*-related activities. In addition, counselors would be viewed as leaders when it came to school and community involvement because they would be expected to address student issues while also assessing the needs of each student and the school as a whole (Burnham & Jackson, 2000). For that reason, the current ASCA model also holds counselors to a new level of accountability because students making changes to better their lives is often used as a measure of the school counselor's success (Paisley & Hayes, 2003; Sabella, 2006).

Clearly, the school counselor's role has endured significant changes since the early 1900s as the profession has transformed to better serve all students. Role conflict has existed from the time school counseling was initially instituted in the schools. Consequently, attempts to clarify job responsibilities in preparing future counselors to make a difference in the lives of students continue today. As its evolution progresses, the focus of school counseling will ensure that each student is valued and her/his career, academic, and personal/social issues are adequately addressed.

Educators' Perceptions of the Job Responsibilities, Effectiveness, and Role of the School Counselor

Past research (Cole, 1991; Homburger, 1991; Remley & Albright, 1988; Snyder & Daly, 1993; as cited in Burnham & Jackson, 2000) indicated that the role of the school counselor has been in question for years. School personnel (from administrators,

principals, teachers, to counselors themselves) and even parents have different views about how a counselor's time and skills are best utilized from day to day. What is evident is that counselors' job satisfaction is strongly related to the amount of support given by the principal and other administrative staff (Pérusse, et al., 2004).

One study, conducted by Beesley (2004), found that a stratified sample of 300 teachers from across the southwestern United States believed that counselors' strengths were most clearly seen and best utilized when there were more opportunities to perform classroom guidance lessons, facilitate individual counseling or group counseling sessions, provide consultative/collaborative activities, and work with special education services to meet the needs of all students.

Other research by Zalaquett (2005) examined 500 principals' perceptions of the role of the elementary school counselor in the state of Florida. Specific variables of study included: the principals' satisfaction with the school counselors' performance; their perceptions of the counselors' ability to impact students' lives; their perceptions of overall effectiveness in working with students, teachers, and parents; and their perceptions of the school counselors' role in upholding a positive school environment. Results indicated that support from other school personnel appeared to be a key component to counselor job satisfaction, as 89% of elementary school principals would "most definitely" or "probably" recommend that a friend or a child become a school counselor (Zalaquett, 2005). On the other hand, working for a principal who expects the school counselor to maintain a heavy focus on administrative tasks, thereby taking time away from direct contact with students, can result in more counselors looking for alternative careers (Monteiro-Leitner, Asner-Self, Milde, Leitner, & Skelton, 2006).

Regardless of counselor job satisfaction, teachers' perceptions of the counselors' role may influence the tasks school counselors engage in on a daily basis.

The need for role clarity of the school counselor's job responsibilities among other school personnel is critically important because administrators, teachers, and counselors collaborate with one another to provide a safe and positive environment for all students (Bemak, 2000). It seems, nonetheless, that even with standards and guidelines in place, much confusion remains. According to Bemak (2000), when school administrators expect counselors to focus their attention on *non-guidance* related activities, the administrators hurt the school counselors' relationships with youth and impede school counselors' opportunities to connect with parents and the community at large (Bemak, 2000).

Beale and McCay (2001) made several suggestions to school administrators looking to hire a school counselor regarding the specific characteristics that every good school counselor should possess. Included in this list of qualities are, among others: the ability to articulate the counselor role in advocating for all students; the desire to contribute to curriculum development; an understanding of the counselor role in discipline; and leadership qualities that can be transferred from the school environment to positively impact the entire community. While all of these appear to be important traits to consider when hiring a school counselor to be part of an educational team within the school, what happens when administrators and principals do not have a clear understanding of the counselor's function and contributions to the school?

Tasks such as scheduling, clerical work, and being involved in disciplinary action do not fall under what the ASCA national model refers to as *guidance activities*.

counselors at the elementary school, middle school, and high school had given these tests to students, regardless of whether they had been formally trained (Pérusse et al., 2004).

It is obvious that those job responsibilities most often approved by principals are also those deemed inappropriate by the national standards. Coy (1999) (as cited in Pérusse, et al., 2004) concluded that:

The school counselor has the skills and knowledge for providing counseling, coordination, guidance and referrals within the total framework of the educational system. To ask these individuals to use their skills and knowledge simply to make schedule changes and test is a misuse of their education. (p. 7)

Administrators' apparent confusion about the school counselor role can only be remedied if counselors themselves have a comprehensive understanding of appropriate and inappropriate job responsibilities. According to House and Martin (1998), knowing where to draw the line and how to say "no" when *non-guidance* related tasks are requested will give school counselors the opportunity to define their own roles so that principals have a better understanding of the important contributions of the school counselor. Role clarity will also free up more time in a counselor's schedule and decrease stress levels (Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005), thereby allowing for greater emphasis on students' academic, career, and personal/social growth.

Time Spent on Guidance-Related Activities versus Other Activities

According to the ASCA national model for school counseling (2003), elementary school counselors should spend 35-45% of their time on guidance curriculum (including: classroom activities, group activities, interdisciplinary curriculum development, parent workshops); 5-10% on individual student planning (including: individual or small group

assessment, individual or small group advisement); 30-40% on responsive services (including: consultation, individual and small group counseling, crisis counseling, referrals, peer facilitation); and 10-15% on system support (including: professional development, consultation, collaboration, and teaming, program management, and operation). ASCA recommends middle school counselors spend 25-35% of their time on guidance curriculum; 15-25% on individual student planning; 30-40% on responsive services; and 10-15% on system support. Further, according to ASCA, high school counselors should spend 15-25% of their time on guidance curriculum; 25-35% on individual student planning; 25-35% on responsive services; and 15-20% on system support. Unfortunately, it has been found that the ASCA recommendations on time allocations are likely to be quite different from the actual time school counselors invest in certain aspects of their day (ASCA).

Monteiro-Leitner and colleagues (2006) found that the responsive services aspect of the school counselor's job, specifically, consultation, took up more time than they imagined. However, school counselors were satisfied with the amount of time they spent facilitating individual or group guidance activities, averaging 17.5 hours to 18.5 hours per week. Monteiro-Leitner and colleagues (2006) also found that school counselors expressed a desire to spend more time on connecting with teachers, staff, and parents. Further, some counselors communicated concern because administrative tasks took up as many as 35 hours per week.

The Co-Existence of the School Counselor/Coach Relationship

Little research exists regarding the impact of school counselor/coach dual role. Nonetheless, much can be inferred from past research about the teacher/coach

relationship. While studying the effects of retreatism behavior, Millslagle and Morley (2004) looked at the impact of coaching on teachers' professional involvement, perceived commitment to both roles, and job perception. They found that teachers/coaches were more likely to attend local and state conferences as opposed to regional, national, or international teaching and coaching conferences. Of those teacher/coaches who went to professional conferences at the state and national levels, more attended coaching conferences than teaching conferences. Regarding perceived commitment, this same study reported that effort toward teaching went from 57% during the off season to 22% during the sports season.

Chu (1981) (as cited in Figone, 1994) found that male teachers spent 23.6 hours per week on coaching preparation activities during the off season of a sport. During coaching season, the number of hours male teachers devoted to teaching and coaching combined were nearly tripled at 65.3 hours per week.

A number of studies have shown that job satisfaction can be tied to the coaching role. In separate studies, Chu (1980) and Segrave (1980) (as cited in Figone, 1994) found that approximately 63% of teachers-in-training preferred their coaching role over their teaching role. In a third study, Millslagle and Morley (2004) stated that 39% of participants said that the coaching role and the teaching role were equally satisfying. But, an even greater number (i.e., 43%) reported that coaching was more satisfying than teaching. Only 18% of those surveyed indicated that teaching was more satisfying than coaching.

There are perceived benefits of the dual role relationship, as job security and the opportunity to make more informal connections with students may be appealing to some

(Figone, 1994). Coaching may also be one way for counselors to relieve stress. With budget cuts looming, the need for one person to fulfill duties of both roles may be desired by the school system (Staffo, 1992).

On the other hand, because counseling and coaching are two separate jobs, with each having its own expectations, the resulting conflict may not be easily solved. Many coaching educators think that their performance on the athletic field is more likely than their performance in the classroom to jeopardize their career (Figone, 1994). Thus, more time and energy may be devoted to coaching (Coakley, 1990, as cited in Figone, 1994). The increased attention given to athletics over other job responsibilities raises a necessary question: "If school personnel already have misconceptions about the role and function of a school counselor, how does the added responsibility of counselor/coach, or another role, further impact teachers' perceptions of the counselor's effectiveness with students?" As such, further research is needed to explore the impact of dual roles on educators' perceptions of school counselor performance.

Chapter III: Methodology

Introduction

This chapter includes an explanation of how the sample was selected, a description of the sample from which the data was collected, the procedure for determining what data was used, and how the data was obtained. This chapter concludes with the methods used for analyzing the statistical data.

Subject Selection and Description

The perceptions of teachers regarding the effectiveness of school counseling services are important to provide further direction in the field. All participants in this study were high school English teachers who taught 10th-12th grade English classes at various high schools throughout the state of Wisconsin. One hundred teachers were randomly selected to participate in this study from a list of high school English teachers provided by the Wisconsin Department of Public Instruction (DPI).

Instrumentation

The questionnaire for this study (see Appendix B) was a modified version of the *Classroom Teacher Survey of School Counselor Effectiveness* developed by Dr. Denise Beesley (2004) at the University of Oklahoma. The original version of the instrument did not meet the specific needs of this study; thus, modifications were made. The final measure consisted of five items, each containing subcategories requiring additional response. One item required teachers to rate the adequacy of specific counseling services using a 6-point Likert scale ranging from 1 (extremely inadequate) to 6 (extremely adequate). Another item asked teachers to consider the amount of time each week that high school counselors spend performing specific counseling tasks. Finally, teachers

responded by answering a question related to other duties that the high school counselor in their building performed in addition to counseling. Demographic information (e.g., gender, ethnicity, work setting, years of teaching experience, grades taught, etc.) was also collected.

Data Collection Procedures

Questionnaires were sent to randomly selected high school English teachers throughout the state of Wisconsin in spring of 2008. Since no names or other identifying information were used on the questionnaire, anonymity was protected. Further, since envelopes were coded to allow for follow-up mailings, the envelopes were destroyed upon completion of the follow-up mailings to protect the identity of individual respondents.

Data Analysis

A total of 33 questionnaires were returned. After questionnaires were returned, all appropriate descriptive statistics were utilized to analyze the data. For research objective number one, each counselor duty was rated on a scale from 1 to 6, with 1 being “extremely inadequate” and 6 being “extremely adequate.” Teacher responses regarding the effectiveness of school counseling services in their school were computed by determining the mean ratings, with a mean score of 3 or above considered “adequate.”

For research objective number two, each counselor duty was rated on a scale from 1 to 6, with 1 being “0-2 Hours” and 6 being “15 or more Hours.” For research objective number three, independent sample *t*-test analyses were used to determine whether teacher perceptions of school counselor effectiveness were different when a school counselor had additional responsibilities. The two groups used for comparison were: 1) counselors with

zero or one additional responsibilities, and 2) counselors with two to five additional responsibilities. All tests were two-tailed, with alpha set at 0.05.

Finally, to answer research objective four, a mean rating score was computed to determine the overall level of satisfaction endorsed by the respondent. The scale ranged from 1 to 6, with 1 being “extremely dissatisfied” and 6 being “extremely satisfied.”

Chapter IV: Results

Introduction

This chapter reports the results of this study. Demographic information is also presented. A discussion of the research findings and future recommendations is presented in the subsequent chapter.

Demographic Information

A total of 33 teachers responded to the questionnaire. This return represents a response rate of 33%. In general, the responses to the teacher demographic items indicate that the majority of teachers were Caucasian and female. Of the 11 male teachers, 8 obtained a master's degree. Twenty of 22 female teachers indicated their level of education. Of those 20 female teachers, 9 (45%) obtained a master's degree. The respondents' years of teaching experience ranged from 0-5 years to over 30 years, with the largest group (27%) having 6 to 10 years of experience. A more detailed list of teacher demographic information is depicted in Table 1.

Adequacy Scores

Teacher perceptions of the school counselor's effectiveness in delivering services deemed *most important* for student success were analyzed. The mean and standard deviation of each counselor duty as perceived by teachers are reported in Table 2. Based on their mean scores, academic/career/college prep ($M = 4.97$, $SD = 1.10$), testing/interpretation ($M = 4.96$, $SD = 0.77$), and individual counseling ($M = 4.77$, $SD = 1.07$) had the highest rankings. In those areas considered to be *guidance activities* under the ASCA national model, staff development ($M = 3.17$, $SD = 1.69$) and community referrals ($M = 3.75$, $SD = 1.82$) received the lowest rankings. Substituting for others

(specifically the secretary, principal, school nurse, or a teacher) ($M = 3.23$, $SD = 2.13$) and public relations ($M = 3.63$, $SD = 1.77$) also received low rankings based on their mean adequacy ratings.

Results also indicated that in the area of academic/career/college prep, 28 of 32 (87.5%) teachers believed that the counselor in their school performs this responsibility adequately. In the area of testing/interpretation, 22 of 23 (96%) teachers indicated that the counselor in their school performs this responsibility adequately. With respect to individual counseling, 24 of 26 (92%) teachers rated their school counselor as performing this responsibility adequately.

More teachers seemed to be dissatisfied with the role of the school counselor in the areas of staff development and community referrals. Only 11 of 24 (46%) teachers believed that the school counselor in their building performed duties related to staff development at an adequate level. In the area of community referrals, only 6 of 12 (50%) teachers believed that the school counselor executed this responsibility in an adequate manner.

Perceptions of How School Counselors Should Spend Their Time Each Week

Teacher perceptions of the amount of time that high school counselors spend on various tasks each week were analyzed through comparing teacher ratings. Table 3 displays the percentage of teachers who responded to how their high school counselors spent a certain number of hours providing a given counseling service each week. Teachers believed counselors spend the most time each week in three areas: 1) individual counseling, 2) crisis intervention/prevention, and, 3) group counseling.

Results indicated that ($n = 32$) 34% believed that high school counselors spent between 9 and 11 hours each week on individual counseling. In the area of crisis intervention/prevention, 59% ($n = 32$) thought that their high school counselors spent between 3 and 8 hours delivering this service to students each week. When it comes to group counseling, 66% ($n = 32$) indicated that their high school counselors spent between 3 and 8 hours providing this type of counseling service to students each week. In addition, 10 of 31 teachers responded that their high school counselors spent between 3 and 8 hours each week substituting for other personnel in their school such as teachers, principals, or other administrators.

Perceptions of School Counselor Effectiveness as Related to Additional Responsibilities

The overall mean adequacy ratings were not influenced by the number of additional responsibilities held by the school counselor. Teachers whose school counselors had two or more additional responsibilities ($M = 4.53$, $SD = 0.99$) did not have different overall adequacy ratings than those teachers who reported their counselors had zero or one additional responsibilities ($M = 4.15$, $SD = 1.19$), $t(30) = -0.96$, $p = 0.345$.

Further, adequacy group comparisons for each specific counseling responsibility were not significant except for in the areas of supervision and substituting for others (refer to Table 4). In the area of supervision, teachers whose school counselors had two or more additional responsibilities rated their counselor higher in supervision effectiveness than did those teachers whose counselor had zero or one additional responsibilities ($t(8.31) = -3.43$, $p = .008$). The same was true in the area of supervising for others. Teachers whose school counselors had two or more additional responsibilities

rated their counselor as being more effective at substituting for others than did those teachers whose counselor had zero or one additional responsibility ($t(11) = -5.58, p = .000$).

Overall Satisfaction of Services Provided by the School Counselor

In general, teachers responded that they were satisfied with the services provided by the school counselor in their building ($M = 4.61, SD = 1.25$). On a scale from 1 to 6, the most frequent response regarding teachers' overall satisfaction with counseling services provided to students was 5, or "somewhat satisfied."

Chapter V: Discussion

Introduction

This chapter will include a discussion of the results from the *Teacher Survey of School Counselor Effectiveness*. This chapter will then address possible limitations of the study and identify areas of further research. The chapter will conclude by providing recommendations to future school counselors regarding best practices in serving students while engaging in a dual role.

Summary of Results

Numerous studies have reported that various school personnel, such as administrators and students, and even counselors themselves, are typically uncertain about school counselors' duties throughout the school day (Amatea & Clark, 2005; Fitch, Newby, Ballester, & Marshall, 2001; Kirchner & Setchfield, 2005; Lieberman, 2004; Monteiro-Leitner, et al., 2006; Zalaquett, 2005). The challenge of defining specific duties for the school counselor is apparent in that, while national standards provide a helpful framework and foundation (Sabella, 2006), each school may adhere to its own model of school counseling, its own policies, and its own expectations regarding the purpose of a school counselor (Herr, 2002). Thus, a clear understanding of job expectations is necessary.

The need for role clarity of the school counselor's job responsibilities among other school personnel is critically important because administrators, teachers, and counselors collaborate with one another to provide a safe and positive environment for all students (Bemak, 2000). It seems, nonetheless, that even with standards and guidelines in place, much confusion remains. According to Bemak (2000), when school administrators

expect counselors to focus their attention on *non-guidance* related activities, the administrators hurt the school counselors' relationships with youth, thereby impeding school counselors' opportunities to connect with parents and the community at large (Bemak, 2000). In addition, in answering the question of how the dual roles of school counselors can fit into the new comprehensive approach to school counseling, it is important to examine teachers' perceptions of how adequately the school counselor in their building provides the necessary services to students, teachers' perceptions of how school counselors should spend their time each week, and teachers' perceptions of school counselor effectiveness as related to additional responsibilities.

The results of this study illustrated that these teacher responses regarding the effectiveness of their school counselors' services in their school were adequate. All computed scores were at or above the mean average of 3 for "adequate;" however, some individual responses indicated some level of inadequacy with each service provided by the school counselor. Based on their mean scores, the areas of academic/career/college preparation, testing/interpretation, and individual counseling had the highest rankings. In areas considered *guidance activities* under the ASCA national model, staff development and community referrals received the lowest rankings. The areas of substituting for others (specifically the secretary, principal, school nurse, or a teacher) and public relations, responsibilities defined as *non-guidance activities* by the ASCA national model, also received low rankings based on their mean ratings.

Results also indicated that in the area of academic/career/college prep 88% of teachers believed that the counselor in their school performs this responsibility adequately. In the area of testing/interpretation, 96% of teachers said that the counselor in

their school performs this responsibility adequately. With respect to individual counseling 92% of teachers thought that the counselor in their school performs this responsibility adequately.

More teachers seemed to be dissatisfied with the role of the school counselor in the areas of staff development and community referrals. About 46% of teachers believed that the school counselor in their building performs duties related to staff development at an adequate level. In the area of community referrals, 50% of teachers believed that the school counselor executed this responsibility in an adequate manner.

Teacher perceptions of the amount of time their high school counselors spend on various tasks each week were analyzed through comparing teacher ratings. The three areas where teachers believed counselors spent the most time each week were: individual counseling, crisis intervention/prevention, and group counseling. According to ASCA (2003), high school counselors should spend 15-25% of their time on guidance curriculum; 25-35% on individual student planning; 25-35% on responsive services; and 15-20% on system support. Unfortunately, it has been found that the recommended time spent on certain activities is likely to be quite different from the actual time school counselors invest in certain aspects of their day (ASCA, 2003).

Monteiro-Leitner and colleagues (2006) found that the responsive services aspect of the school counselor's job, specifically, consultation, took up more time than they imagined. However, school counselors were satisfied with the amount of time they spent facilitating individual or group guidance activities, averaging 17.5 hours to 18.5 hours per week. This same study also found that school counselors expressed a desire for more time spent connecting with teachers, staff, and parents. Further, some counselors

communicated concern because administrative tasks took up as many as 35 hours per week.

Compared to the results of Monteiro-Leitner, et al. (2006), this study's findings indicated that Wisconsin school counselors were perceived to spend less time performing individual counseling and group counseling services. While Monteiro-Leitner and colleagues found school counselors devoted between 17.5 to 18.5 hours a week toward individual or group counseling services, these results suggest that most high school counselors (56%) in Wisconsin devote only 6 to 11 hours a week to individual counseling, and most (75%) spend 5 or less hours a week engaged in group counseling services. These differences are interesting and suggest that the provision of school counseling services may differ from region to region and from level to level.

The overall mean adequacy rating was not influenced the number of additional responsibilities held by the school counselor. Teachers whose school counselors had two or more additional responsibilities did not have different overall adequacy ratings than those teachers who reported their counselors to have zero or one additional responsibilities, except in the areas of supervision and substituting for others. While both of these areas contain duties defined as *non-guidance activities* by the ASCA national model, teachers whose school counselors had two or more additional responsibilities rated their counselor higher in those responsibilities than did those teachers whose counselor had zero or one additional responsibilities. These results could be explained by the fact that teachers of counselors who engage in multiple responsibilities see their counselors in a variety of roles. Therefore, it is plausible that counselors with additional

responsibilities would be viewed as more capable of performing duties like supervision and substituting for others.

Furthermore, the results of this study indicated that while some school counselors may be performing duties in alignment with those standards set in place by ASCA, there are counselors who are perceived to engage in *non-guidance* related activities. For example, 32% of teachers responded that high school counselors spend between 3 and 8 hours each week supervising for other personnel in their school such as teachers, principals, or other administrators. Other results found that 9% of teachers believed that school counselors spend between 3 and 5 hours each week substituting for other school personnel.

According to ASCA, school counselors are not to spend any time teaching classes when teachers are absent or assisting with duties in the principal's office. Supervising study halls is also a duty that ASCA deems as inappropriate for school counselors. The differences in the results of this study and the recommendations put forth by ASCA can be simply explained. Teachers may not be fully aware of the role and responsibilities of the school counselor. Because it is common for a school counselor to have additional responsibilities outside of counseling in Wisconsin, counselors may be assigned responsibilities based on a school's needs rather than by ASCA's recommendations.

Limitations of Study

A limitation of this study is that the number of school counselors currently working in the dual role may have limited the number of responses. In addition, these results may only represent trends in Wisconsin. With the small sample size, the generalizability of this study's results to other parts of the country is not possible.

Further, because only English teachers were surveyed, results excluded the opinions of other high school teachers (e.g., social studies, math, science, or physical education teachers). Including a teaching field such as physical education, where teachers could be more predominantly male, may have produced different results.

In addition, with a small sample size, it is difficult to predict whether or not significant results occurred by chance. It is true that specific adequacy group comparisons for each counseling responsibility were not significant except in two areas: supervision and substituting for others. However, it was not determined whether those counselors who were rated more adequate in the area of supervision for others and substitution for others actually performed those responsibilities. Lastly, the researcher did not perform validity or reliability checks on the questionnaire. As a result, the results should be confirmed through replication.

Areas of Future Research

From the results of this study, further questions were raised. A survey could be given to teachers to determine what they truly know about the role and responsibilities of the school counselor. A larger sample would also provide a clearer understanding as to whether or not these significant results occurred by chance. Surveying teachers from a variety of discipline areas may also yield different results, and it could be more feasible to compare groups based on subject area or gender.

Recommendations for Future School Counselors

From the literature review and results of the survey, it is essential that future school counselors take the necessary time to educate other school personnel regarding the role of the school counselor. Specific areas of focus may include the mission and vision

of the school counseling department as well as a more detailed explanation of the services that are being provided to students. Focusing on a comprehensive program that addresses the needs of every student is also vitally important.

Summary of Study

This research was conducted to determine teacher perceptions of the role of the school counselor in Wisconsin and to offer recommendations to school counselors regarding best practices in serving students while engaging in a dual role. A total of 33 teachers responded. A modified version of the *Classroom Teacher Survey of School Counselor Effectiveness* (Beesley, 2004) was used to evaluate teacher perceptions.

Results indicated the teachers' overall adequacy ratings were not affected by the number of additional responsibilities held by the school counselor. The only outcomes that were statistically significant were supervision and substituting for others. Results indicated teachers whose school counselors had two or more additional responsibilities rated their counselor higher in supervision and substituting for others than did those teachers whose counselor had no or only one additional responsibility. Future research is needed to examine the links between multiple roles and school counselor effectiveness.

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Appendix A

Table 1
Teacher Demographics

| Item | Male | | Female | |
|---------------------|----------|------|----------|------|
| | <i>n</i> | % | <i>n</i> | % |
| Gender | 11 | 33.3 | 22 | 66.7 |
| Ethnicity | | | | |
| White/Caucasian | 9 | 29.0 | 22 | 71.0 |
| Non-White | 0 | 0 | 0 | 0 |
| Highest Degree Held | 11 | 35.5 | 20 | 64.5 |
| B.A./B.S. Degree | 3 | 9.7 | 11 | 35.5 |
| M.A./M.S. Degree | 8 | 25.8 | 9 | 29.0 |
| Years of Teaching | 11 | 33.3 | 22 | 66.7 |
| Experience | | | | |
| 0-5 | 1 | 3.0 | 1 | 3.0 |
| 6-10 | 3 | 9.1 | 6 | 18.2 |
| 11-15 | 1 | 3.0 | 3 | 9.1 |
| 16-20 | 1 | 3.0 | 2 | 6.1 |
| 21-25 | 2 | 6.1 | 2 | 6.1 |
| 26-30 | 2 | 6.1 | 2 | 6.1 |
| 30+ | 1 | 3.0 | 6 | 18.2 |

Appendix B

Table 2

Teachers' Perceptions of School Counselor Effectiveness by Activity

| Area of Competency | Mean Adequacy Rating (<i>SD</i>) |
|--------------------------------------|------------------------------------|
| Academic/Career/College Prep | 4.97 (1.10) |
| Testing/Interpretation | 4.96 (0.77) |
| Individual Counseling | 4.77 (1.07) |
| Scheduling/Enrollment | 4.70 (1.32) |
| Supervision | 4.20 (1.47) |
| Crisis Intervention/Prevention | 4.10 (1.62) |
| Parent Education/Family Consultation | 4.05 (1.40) |
| 504 Plans/Special Education Plans | 4.00 (1.86) |
| Classroom Presentations | 3.85 (1.62) |
| Group Counseling | 3.76 (1.68) |
| Community Referrals | 3.75 (1.82) |
| Public Relations | 3.63 (1.77) |
| Substituting for Others | 3.23 (2.13) |
| Staff Development | 3.17 (1.69) |

Note. Valid N ranges from 12 (Community Referrals) to 32 (Academic/Career/College Prep). See Appendix F for the original item order.

Appendix C

Table 3

Teachers' Perceptions of How Their School Counselors Should Spend Their Time Each Week

| Hours/Week | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15 + |
|-------------------------|-----|------|-----|------|-------|------|
| Area of Service | | | | | | |
| Individual Counseling | 3% | 9.4% | 22% | 34% | 6% | 25% |
| Group Counseling | 22% | 53% | 13% | 9% | 3% | |
| Crisis Interv/Prev | 28% | 31% | 28% | 3% | 6% | 3% |
| Classroom Presentations | 53% | 31% | 16% | | | |
| Testing/Interpretation | 58% | 32% | 7% | 3% | | |
| Acad/Career/Coll Prep | 3% | 36% | 29% | 19% | 13% | |
| Community Referrals | 65% | 29% | 3% | 3% | | |
| Public Relations | 69% | 25% | 6% | | | |
| Parent Ed/Fam. Consult | 44% | 34% | 13% | 9% | | |
| Staff Development | 81% | 16% | | 3% | | |
| 504/Special Ed Plans | 56% | 28% | 6% | 9% | | |
| Scheduling/Enrollment | 28% | 38% | 25% | 9% | | |
| Supervision | 68% | 29% | 3% | | | |
| Substituting | 91% | 9% | | | | |

Note. Valid N ranges from 31 to 32. Numbers may not add up exactly to 100, due to rounding.

Appendix D

Table 4

Mean Differences of Adequacy Ratings by Number of Additional Responsibilities

| Responsibility | Zero or One Additional Responsibility | Two or More Additional Responsibilities | <i>t</i> | <i>df</i> | <i>p</i> |
|--------------------|---|---|----------|-----------|----------|
| | Mean (<i>SD</i>) | Mean (<i>SD</i>) | | | |
| Ind. Coun. | 4.79 (0.89) | 4.75 (1.29) | 0.08 | 24 | 0.934 |
| Grp. Coun. | 3.33 (1.66) | 4.25 (1.67) | -1.13 | 15 | 0.275 |
| CrisisInt./Prvent. | 4.25 (1.42) | 3.88 (1.96) | 0.50 | 18 | 0.625 |
| Class. Present | 3.43 (1.74) | 4.33 (1.37) | -1.45 | 24 | 0.159 |
| Test./Inter. | 4.86 (0.86) | 5.11 (0.60) | -0.77 | 21 | 0.451 |
| Aca/Car/ColPrep. | 4.89 (1.13) | 5.07 (1.07) | -0.46 | 30 | 0.647 |
| Comm. Ref. | 3.40 (2.07) | 3.83 (1.84) | -0.37 | 9 | 0.721 |
| Public Relations | 3.13 (1.96) | 4.00 (1.61) | -1.07 | 17 | 0.301 |
| Par Ed./Fam Con. | 3.82 (1.25) | 4.33 (1.58) | -0.82 | 18 | 0.426 |
| Staff Develop. | 2.86 (1.66) | 3.60 (1.71) | -1.07 | 22 | 0.297 |
| 504/Spc Edu. Plns | 3.55 (2.02) | 4.63 (1.51) | -1.27 | 17 | 0.220 |
| Schedule/Enroll | 4.65 (1.32) | 4.77 (1.36) | -0.25 | 28 | 0.806 |
| Supervise | 2.86 (1.46) | 4.92 (0.86) | -3.43* | 8.31 | 0.008 |
| Substitute | 1.33 (0.52) | 4.86 (1.46) | -5.58* | 11 | 0.000 |

Note. * $p < 0.05$

Appendix A: Informed Consent

Dear Teacher,

The perceptions of teachers regarding the effectiveness of school counseling services are important to provide further direction in the field. As such, you have been randomly selected to participate in this study from a list of high school teachers provided by the Wisconsin Department of Public Instruction (DPI). By completing this survey, you will help me, a School Counseling graduate student at the University of Wisconsin-Stout, gain a better understanding of educators' current ideas about the school counselor's roles/responsibilities and how those correspond with teachers' expectations and the American School Counselor Association's (ASCA) National Standards.

By returning this survey, you are giving your informed consent to voluntarily participate in this research study. The survey is expected to take **five minutes** to complete. Since you will not put your name on the survey or provide any other identifying information, your individual responses will remain anonymous, although envelopes will be coded to allow for follow-up mailings. After all follow-up mailings are concluded, all coding information will be destroyed.

There are no perceived risks in completing the survey, but you have the right to refuse participation or withdraw participation at any time without any adverse consequences to you. The information you provide will be used to provide insight and recommendations as to how school counselors can better serve all students. If you choose to participate in this study, please place the completed survey in the enclosed envelope addressed to Dr. Jacalyn Weissenburger, Associate Professor, at the University of Wisconsin-Stout.

This study has been reviewed and approved by the University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study, please contact the Investigator or Advisor listed below. If you have any questions, concerns, or reports regarding your rights as a research participant, please contact UW-Stout's IRB Administrator.

Investigator:

Jessica Lepak
Graduate Student
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E-mail: lepakj@uwstout.edu

Advisor:

Dr. Jacalyn Weissenburger
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Thank you for your interest, time, and participation!

Appendix B: Teacher Survey of School Counselor Effectiveness

In responding to items #1, #3, and #4, please think about the school counselor in your building. If your school employs more than one counselor, please answer the questions while thinking about the counselor with whom you are most familiar.

1. Indicate how adequately the school counselor in your school provides the following services by circling the appropriate response:

| | extremely inadequate | somewhat inadequate | slightly inadequate | slightly adequate | somewhat adequate | extremely adequate | I don't know | not applicable |
|--|-------------------------|------------------------|------------------------|----------------------|----------------------|-----------------------|-----------------|-------------------|
| Individual Counseling | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Group Counseling | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Crisis Intervention/Prevention | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Classroom Presentations | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Testing/Interpretation | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Academic/Career/ College Preparation | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Community Referrals | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Public Relations | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Parent Education/ Family Consultation | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Staff Development | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| 504 Plans/ Special Education Plans | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Scheduling/Enrollment | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Supervision | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |
| Substituting for Other Staff | 1 | 2 | 3 | 4 | 5 | 6 | 1 DK | N/A |

2. How many hours do you think a high school counselor should spend on the following areas each week? Circle the appropriate response:

| | | | | | | |
|--|-----|-----|-----|------|-------|-----|
| Individual Counseling | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Group Counseling | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Crisis Intervention/Prevention | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Classroom Presentations | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Testing/Interpretation | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Academic/Career/ College Preparation | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Community Referrals | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Public Relations | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Parent Education/ Family Consultation | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Staff Development | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| 504 Plans/ Special Education Plans | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Scheduling/Enrollment | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Supervision | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |
| Substituting for Other Staff | 0-2 | 3-5 | 6-8 | 9-11 | 12-14 | 15+ |

3. In addition to counseling, the school counselor in my building has the following responsibilities (check all that apply):

- a) Coaching: _____ e) Supervision (check all that apply): _____
_____ Study Hall _____ Hall Duty _____ Other: _____
b) Administrative duties: _____ _____ Bus Duty _____ Lunch Duty
c) Club advisement: _____ f) Substituting for others (check all that apply): _____
_____ Secretary _____ Principal _____ Other: _____
d) Teaching: _____ _____ Nurse _____ Teacher
g) Other (please specify): _____

4. In responding to the following two items, please provide the appropriate demographic information as it pertains to the school counselor:

- a) Gender: _____ b) Race/Ethnicity: _____

5. In responding to the following ten items, please provide the appropriate demographic information as it pertains to you:

- a) Gender: _____ b) Race/Ethnicity: _____ c) Educational level/Highest degree held: _____
d) Years taught (please circle): 0-5 6-10 11-15 16-20 21-25 26-30 30+ e) County of employment: _____
f) Geographical setting of your school (please circle): rural urban suburban
g) Number of students who attend your high school (please circle):
More than 800 students 400-800 students Less than 400 students
h) Number of counselors in your building (circle appropriate response): 1 2 3 4 More
i) Grade levels you currently teach (circle all that apply): 9 10 11 12 Other: _____
j) Overall, I am _____ (circle one) with the services provided by the counselor in my school.
1 2 3 4 5 6
extremely dissatisfied somewhat dissatisfied slightly dissatisfied slightly satisfied somewhat satisfied extremely satisfied

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!!