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Advocates for the school counseling profession have called for school counselors to become leaders in their schools (e.g., Bemak, 2000; Campbell & Dahir, 1997; House & Sears, 2002). However, evidence suggests that school counselors are not getting enough leadership training within their graduate programs. Rather, "on the job" experiences may be the primary means by which school counselors develop leadership as part of their profession identities (Janson, 2009; Mason & McMahon, 2009; Shillingford & Lambie, 2010; Young, Dollarhide, & Baughman, 2015). A few researchers have examined specific interventions on pre-service school counselors' leadership skill development (Briggs, Staton, & Gilligan, 2009; Michel et al., 2018). However, scholarship has been not focused on introducing students to school counseling leadership. Recent scholarship suggests that an examination of training practices around school counseling leadership remains a need (Kneale, Young, & Dollarhide, 2018).

The purpose of this study was to explore the effectiveness of an extended training intervention for school counseling leadership practice in an introductory school counseling course. Experiential learning theory (ELT) (Kolb, 1984) served as the instructor's pedagogical foundation. The ten-week intervention was assessed through a pretest-posttest design. Variables related to participants' ($n = 12$) perceived frequency of leadership practice and school counseling self-efficacy were measured, along with multiple assessments of students' thoughts about school counseling leadership. Participants also provided feedback through a rating system about the educational

experiences offered.   Results indicated notable changes with respect to all variables

measured. A discussion follows with suggestions for school counselor educators and

future research on training school counselor leaders.

PREPARING SCHOOL COUNSELOR LEADERS: AN INTERVENTION STUDY

WITH FIRST-YEAR SCHOOL COUNSELING STUDENTS

by

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CHAPTER I

INTRODUCTION

Leadership in K-12 schooling has undergone a metamorphosis in response to the educational reforms of the last thirty years (Cohen, Spillane, & Peurach, 2018). This history of reform necessarily has led to changes in the roles of school leaders. Principals are often seen as the key change agents – the prime movers of change in schools who bring about change through their perceived "heroic" efforts (Spillane, 2005, p. 144). Principals might function in a more visible leadership role; however, actual practice, Spillane continued, involves collaboration with other school personnel. Researchers (e.g., Holloway, Nielsen, & Saltmarsh, 2018; Spillane, Healey, & Parise, 2009) thus have given increasing focus to how school personnel embrace collaborative leadership practices to bring about systemic change within their schools, with a great deal of thought given to a distributed leadership perspective (e.g., Spillane, Halverson, & Diamond, 2001; Suppovitz & Riggin, 2012).

Similarly, advocates for the school counseling profession have called for school counselors to adapt their roles to prioritize collaboration with other educators (Bemak, 2000; Campbell & Dahir, 1997; House & Sears, 2002). More specifically, House and Sears (2002) stated that school counselors should move beyond their roles as "helper-responders" to "become proactive leaders and advocates for the success of all students"(p. 154). McMahon, Mason, and Paisley (2009) identified leadership as a key component of

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a school counselor's professional identity, so much so that the school counselor relies on leadership as the "prerequisite for the employment of essential skills" (p. 117). Advocacy on behalf of a group of marginalized students, for example, may require involving other school personnel (e.g., teachers, administrators) first to help them understand the nature of the marginalization from a counseling perspective, and then work toward a more global, systemic change in schooling practices. Much of the literature on reforming the professional identities of school counselors – embedded in the landscape of educational reform – would point to the inclusion of school counselors in the collaborative leadership practices of school personnel.

Reflecting the calls to adapt school counselors' roles, current national guidelines (ASCA, 2012; CACREP, 2016) for school counseling curricula clearly spell out the need for promoting school counseling leadership as part of the training program. The ASCA National Model (2012) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Standards echo the calls for training reform previously mentioned. The presence of leadership in the ASCA National Model becomes apparent upon reading the first few pages. The model has four components (i.e., foundation, management, delivery, and accountability) to go along with four themes, the first of which is "leadership" (ASCA, 2012). Leadership also reverberates in the other three themes of advocacy, systemic change, and collaboration. Just as leadership permeates throughout the ASCA National Model, so too does it appear in the CACREP Standards. In the description of the necessary contextual dimensions, leadership stands out in the first bullet as well as advocacy for students and systems change agent

(CACREP, 2016). The guidelines present in both the ASCA National Model and the

CACREP Standards reflect the importance of school counseling leadership and its weight

within a curriculum for school counseling training programs.

However, some have argued school counselors might be struggling to take on a

leadership role in this changing landscape. Researchers have captured the current

perspectives of school counselors on leadership and uncovered deficiencies in leadership

practice. Janson (2009), positing that models and behaviors for school counseling

leadership are presently conceptual in nature, looked to practicing school counselors to

understand more concretely how school counselors actually exhibit leadership behaviors.

Using Q methodology, he looked for school counselors' subjective perspectives on their

leadership behaviors. He delineated four different roles and implied that school

counselors have different strengths in different styles of leadership. He found school

counselors most prominently displayed strong interpersonal skills and attitudes rooted in

their own values and principles – skills and attitudes, one might argue, that may come

naturally to school counselors as a result of their dispositions and training (Borders &

Shoffner, 2003). Interestingly, only three of the 49 participants fit the role which

described school counselors as a leader in reform and systemic change. Janson (2009)

also noted that participants had an average of 8.3 years of school counseling experience,

which suggests participants had not learned to become change agents in their school

through extensive experience as school counselors. Similarly, Mason and McMahon

(2009) gave *The Leadership Practices Inventory Self Instrument* (LPI) to practicing

school counselors and also made a note on school counselor experience: more

school counselors and also made a note on school counselor experience: more experienced school counselors self-reported higher scores on leadership practices than their younger counterparts. Taken together, these findings suggest school counselors must learn leadership through "on the job" training, although there is no guarantee this training will yield successful outcomes. Indeed, new school counselors may have uncertainty about how to begin practicing leadership. As Dollarhide, Gibson, and Saginak (2008) discovered, first and second year school counselors may not even receive adequate leadership training to begin establishing a leadership identity in their first jobs.

More recently, researchers have yielded similar portraits of school counselor leadership practice. Young, Dollarhide, and Baughman (2015) examined how practicing school counselors described leadership. Five major themes emerged from the data produced by open-ended survey questions: leadership attributes, relationship attributes, communication and collaboration, exemplary program design, and advocacy. The authors surmised that these findings correlate well with existing literature on leadership; however, only 20% of the responses fell into the communication and collaboration theme, with the focus instead on leadership and relational attributes (59% of the total responses fell into these two themes) (Young et al., 2015). The prevalence of attributes in the response data suggested that qualities of leaders mattered more to practicing school counselors than their demonstrations of leadership skill and practice. Spillane (2005) had offered a similar note about school leaders in general: the "what" of leadership (i.e., role and function) seemed more important to observers than the "how" (i.e., leadership practices). Shillingford and Lambie (2010) also found, using the LPI and the School

Counseling Activity Rating Scale (SCARS), that their sample of practicing school counselors did not engage consistently in the leadership practices of inspiring others to share the vision of the counseling program nor consistently confront obstacles to the program. Thus, across several decades of research, despite the consistent calls for school counselor leadership, school counselors continue to practice leadership in limited ways. The data collected in these studies identify not only how practicing school counselors conceptualize their leadership roles but also offer insight into what is missing in their leadership practices. Again, training practices of school counselors comes under scrutiny, particularly with leadership and implementing a school counseling program – essential elements of the ASCA National Model (ASCA, 2012).

The data presented in the aforementioned studies suggests that school counselors largely view leadership *primarily* in terms of the behaviors that they perform naturally or have developed tangentially from their training programs or in practice. Lewis and Borunda (2006) used their own experiences to highlight the need for school counselors to serve as change agents in their school communities due to the needs expressed by those in the communities. Although they presented their stories as informal case studies, their message resonated clearly: school counselors "must" adopt clear leadership roles, which include collaborating with others in the school community; working with data to understand, meet, and advocate for student needs; and holding themselves accountable through measurements of their impact on all students. In short, school counselors can no longer serve as "handmaidens to school administrators" (Lewis & Borunda, 2006, p. 407).

Therefore, I would assert that counselor educators need to ensure that pre-service school counselors understand the importance of cultivating their nascent professional identities with leadership firmly in mind, beginning as early in their training programs as possible. Some barriers may inhibit this approach. For example, in discussing reform of school counselors' professional identities, Bemak (2000) did not shy away from highlighting the need for counselor educators to improve their practices. Counselor educators, by his estimation, have neglected training school counselors in collaboration and instead have focused mostly on clinical practices, which he claimed is out of touch with the demanding caseloads many school counselors in public education face. Others (House & Sears, 2002; McMahon et al., 2009) similarly have suggested that counselor educators should examine their own beliefs about the roles of school counselors, discuss the need for changing practices, and implement actions that would foster change. Among the changes they recommended, curricular modifications stood out, especially using more interactive teaching, modeling leadership, using data to inform decisions and the efficacy of practices, developing relationships with school systems in the local community, and sharing their experiences with students in how they developed their own leadership identity (House & Sears, 2002; McMahon et al., 2009). The implication here is that there is a level of intentionality and self-disclosure of a counselor educator's leadership beliefs and roles that might be missing from students' educational experience, a perspective that the authors deduced stemmed from a lack of self-belief in counselor educators' own leadership capacity (McMahon et al., 2009). Several other authors (e.g., Dollarhide, 2003; Mason & McMahon, 2009; Shillingford & Lambie, 2010) also have suggested

integrating more curricular attention to developing students' school counseling leadership. Therefore, problems seem to exist around both what is being taught and who is teaching it.

School counseling leadership training materials are available, including models conceptualizing the school counselor leader. Dollarhide (2003) defined effective leaders as those who understand the specific context underlying a problem and ably use what they learn about that context to arrive strategically at a solution. For school counselor leaders, these problems may include advocating for students and their own roles in a school (e.g., avoiding clerical work), promoting school reform, and starting collaborations with other school personnel. Dollarhide (2003) indicated that an organization (in this case, the school) has four contexts (or frames – the terms are used interchangeably) from which a leader can view a situation. In their seminal work on The Four Frame Model, Bolman and Deal (2017) (first edition published in 1991) provided succinct and comprehensive descriptions of the frames in general, while Dollarhide (2003) appropriately linked school counseling situations to each frame. The *structural frame* concerns the roles and responsibilities of the individuals in the organization and the dividing of efforts to maximize performance (e.g., building a comprehensive school counseling program) (Bolman & Deal, 2017). The *human resource frame* involves supporting and empowering those in the organization through interpersonal relationships (e.g., working in collaborative, self-managing teams). The *political frame* concerns the negotiation of resources and power (e.g., negotiating control of the agenda for a meeting), and the *symbolic frame* involves the use of symbols (e.g., rituals, stories) to inspire others

(e.g., referencing the meaning embedded a school motto) (Bolman & Deal, 2017; Dollarhide, 2003). The frames provide leaders with "mental maps" through which they can decipher appropriate action.

Drawing from this model, some researchers have contributed important findings regarding training efforts with practicing school counselors. Dollarhide et al. (2008) conducted a year-long phenomenological study of five first and second year practicing school counselors and their efforts to engage in leadership endeavors in their respective schools. Because participants did not acknowledge any degree of leadership training, the authors provided the participants with an article on school counseling leadership (i.e., Dollarhide, 2003) and helped them establish and work toward their leadership goals. The research team asked participants to rate themselves as leaders and give an assessment of how they felt before and after their leadership endeavors and provide feedback on their experiences (Dollarhide et al., 2008). Three of the five participants reported that they benefited from the experience. The authors acknowledged that their support of the participants' leadership efforts (here, through consultation and mentorship) promoted growth in the participants' leadership capacities. These findings suggest leadership can be taught to school counselors, but once again highlight concerns over the effectiveness – if not the existence – of training practices for pre-service school counselors.

Training in using data has been linked to training in leadership practice as well (Young, Gonzales, Owen, & Heltzer, 2014). Leadership also helps to promote and fulfill of the goals and vision the school counseling program (ASCA, 2012). Using school data helps to maintain the accountability of the counseling program (Dahir & Stone, 2009;

Sink, 2009). Documented successes of practicing school counselors' leadership efforts reveal data's strong influence in garnering principals' support and meeting outcomes (e.g., Ryan, Kaffenberger, & Carroll, 2011; Young et al., 2013). Data then become an inextricable part of training in leadership.

However, empirical research into best practices for training school counselor leaders has been minimal. To date, researchers in only two studies have examined specific interventions to promote pre-service school counselors' leadership skill development (Briggs, Staton, & Gilligan, 2009; Michel, Lorelle, & Atkins, 2018). However, each study relied solely on qualitative interviews with participants post-graduation, asking students' opinions about the educational experience some weeks (Michel et al., 2018) or years (Briggs et al., 2009) later. In one study, participants referenced a desire to have learned more about certain practices earlier, particularly interprofessional collaboration, before taking part in the intervention (Briggs et al., 2009). These participants' requests for earlier introduction to leadership practices suggest that leadership training infused in an introductory school counseling course would provide students a solid knowledge base that they then would be able to put into practice in internship, especially if the training included experiential activities that allowed practice of leadership behaviors. Other authors (McMahon et al., 2009; Young et al., 2014) have referenced programmatic efforts to teach leadership but offered no empirical data.

In sum, the research evidence presented thus far not only places importance on the topic of leadership in the school counseling curriculum of training programs, but also brings into question how counselor educators teach it in those programs. It would appear

that "on the job" experiences contribute primarily to school counselors developing their conceptualization and practice of leadership (Dollarhide et al., 2008; Mason & McMahon, 2009). The need for leadership training is firmly established in current professional (ASCA, 2012) and programmatic (CACREP, 2016) standards. As a result, researchers have suggested that counselor educators need to address leadership practices with greater emphasis in their curriculum (e.g., Bryan & Holcomb-McCoy, 2007; House & Sears, 2002; Janson, 2009; Shillingford & Lambie, 2010), yet *how* leadership training occurs has yet to be thoroughly investigated. In fact, Kneale, Young, and Dollarhide (2018) recently stated the issue emphatically: "little guidance exists about how to train [students] to identify their leadership characteristics, cultivate their leadership skills, or measure the impact of their change agent practices" (p. 1). The focus of this study will be to substantiate that "guidance" within an introductory school counseling course.

Purpose of the Study

Because such weight has been given to the topic of school counseling leadership, yet research on leadership training practices has been limited, the purpose of this study is to explore how students in an introductory school counseling course develop their understanding of leadership. To accomplish this, students over the course of the semester will report their perceived frequency of leadership practice, self-efficacy beliefs for performing certain school counseling-related practices, and their thoughts on school counseling leadership. Tracking these data will allow for an opportunity to assess students' changes in reported leadership practice, self-efficacy, and thoughts about school counseling leadership, as well as identify class experiences that contributed to those

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changes. In short, students will have actual practice in specific leadership practices related to collaboration, advocacy, and systemic change within classroom experiences. They also will have the opportunity to process how leadership practices can influence change through an observation practicum in a local school. Experiential learning theory (ELT) (Kolb, 1984), cited in Association of Counselor Education and Supervision's (ACES) guide on best teaching practices for adult learners (ACES Teaching Initiative Task Force, 2016), will serve as the instructor's pedagogical foundation for this conceptualization of learning and approach to teaching. To explore how school counseling students learn leadership, a pretest-posttest design will be used. Participants will be selected through a convenience sample from the introductory school counseling course for which the researcher will serve as the primary instructor. Additionally, following the principles of action research (Creswell, 2015), data analysis will include steps to reform teaching practices during the semester to more appropriately meet the identified needs of students.

Research Questions

To follow through with these intentions, the following research questions will be investigated in this study:

Research Question 1 (RQ 1): What are the reported leadership behaviors of students in an introductory school counseling course at the beginning and end of the semester, and how do those reported leadership behaviors change by the end of the semester?

Research Question 2 (RQ 2): What is the reported self-efficacy regarding school counseling leadership practice of students in an introductory school counseling course at

the beginning and end of the semester, and how does that self-efficacy change by the end of the intervention?

Research Question 3 (RQ 3): What thoughts do students have about leadership at four different points in the intervention? How do the qualities of the thoughts differ among the different time points?

Research Question 4 (RQ 4): What educational experiences do students identify as most helpful to their learning at four different points during the intervention?

Need for the Study

First and foremost, the study will offer insight into best practices for training school counselors. Equipped with knowledge of and experience with specific leadership practices, students will enter the profession with a clearer sense of how to lead through collaboration, advocacy, and systemic change. Moreover, the topic of leadership has taken on a growing level of importance in school counselors' professional identity, as presented most notably in the ASCA National Model and CACREP standards (ASCA, 2012; CACREP, 2016). Emphasizing leadership early in school counselors' training provides students foundational knowledge upon which they can build (Ambrose et al., 2010). They would then be able to test their ideas more effectively in internship and in future practice.

Definition of Terms

School counseling leadership refers to school counselors' ability to influence the direction of others' actions toward positive change for all school stakeholders (e.g., students, teachers) (Bolman & Deal, 2018; Dollarhide, 2003; Janson et al., 2009).

School counseling leadership practices refer to actions taken by school counselors that increase the effectiveness and scope of their overall endeavors (ASCA, 2012; Dollarhide, 2003; Kouzes & Posner, 1988; Young & Bryan, 2015). For the purposes of this study, leadership practices will be measured by the Leadership Practices Inventory (LPI) (Kouzes & Posner, 2005).

School counseling self-efficacy refers to school counselors' beliefs in their ability to perform specific practices as school counselors (Bodenhorn & Skaggs, 2005). For the purposes of this study, school counseling self-efficacy will be measured by the *School Counseling Self-Efficacy Scale* (SCSE) (Bodenhorn & Skaggs, 2004).

Educational experiences refer to the activities in which students participate within the intervention. For the purposes of this study, educational experiences will be evaluated through a combination of students' ratings and class discussion, captured by my field notes.

CHAPTER II

REVIEW OF THE LITERATURE

School Counseling Leadership

As researchers who have studied publication trends in the school counseling field have noted, the topic of school counseling leadership has garnered increased interest (Erford, Gigurere, Glenn, & Ciarlone, 2014). Indeed, leadership has been linked with exemplary school counseling practice. Militello, Carey, Dimmitt, Lee, and Schweid (2009), having interviewed various school personnel about school counseling practice within exemplary schools, found that school counselors were leaders in these schools: they participated in leadership committees by the principals' recommendations, contributed to new teacher-mentor programs, and promoted their programs through leadership (Militello et al., 2009). Evidence like this shows why school counseling leadership has acquired more attention.

In this section, I will briefly address the background from which leadership emerged as a key theme in the history of school counseling. After providing the key aspects of school counseling leadership, relying on the ASCA National Model (ASCA, 2012), I will then shift focus to the broader dimensions of leadership in K-12 school through a distributed leadership perspective. With the principal as a central leader in the school, I will give special attention to the school counselor-principal relationship. Next, I will connect how the school counselor leader plays an important leadership role in the

overall K-12 leadership through the emphasis on accountability and using data. Finally, I will provide a synopsis of important empirical research on school counseling leadership and discuss the need for continued development of training practices.

Calls for Reform

History and background. K-12 schooling in the United States, as Cohen, Spillane, and Peurach (2017) have recently surveyed, has changed dramatically in recent history. With the advent of standards-based educational reform, by the mid-1990's student performance became the new benchmark for holding schools accountable. Standards-based reform had wide-ranging implications for school districts that had not previously consistently held schools accountable (Cohen et al., 2017). Within these reforms, many school leaders and educators have struggled to adapt to the increased pressure and the changing environmental factors that influence their schools (e.g., increased cultural and economic diversity within student populations) (Cohen et al., 2017; McKenzie & Locke, 2014).

School counselors began to respond to these educational reforms in both their own standards and writings to their professional base. Bemak (2000), also calling for reform to the professional identity of school counselors, echoed the need for school counselor leadership. Illustrating this reform in professional identity, he emphasized the use of the term "school counselor" and not "guidance counselor." Historically, school counseling has its roots in "vocational guidance" of the early 1900s, yet school counseling branched out from this in the mid-1900's to encompass more direct counseling services and further in the late 1900's to involve more consulting and coordinating

services (e.g., working with teachers and other specialists on Individual Education Plans for students) (Lambie & Williamson, 2004). The use of "school counselor" instead of "guidance counselor," as a representation of professional identity, reflected for Bemak (2000) "a shift in thinking and movement towards the future professional school counselor rather than the historical vocational guidance counselor" (p. 323). Gysbers (2001), surveying the history of school guidance programs, noted that the "guidance counselors" of the past had singular roles in schools. However, school counselors of the present, he observed, are faced with multiple roles and often lack clear purpose and goals.

While the 21st century brought questions about school counselors' roles in the changing landscape of education, several school counselors took actions to make appropriate changes. Campbell and Dahir (1997) wrote national standards for school counselors that reflected school counselors' place in the standards movement, clarified school counselors' purpose in the schools, and outlined the basis of a comprehensive school counseling program. The emergence of the ASCA National Model (2012), with its first editions in 2003 and 2005, helped to refine the foundation of a comprehensive school counseling program. The model has since been adopted by many states and school districts across the United States (ASCA, 2012). Both the national standards and the ASCA model gave school counselors clarity around their role in schools – a role in which leadership stands out as central.

School Counseling Leadership in the ASCA National Model

As defined earlier, school counseling leadership is broadly defined here as school counselors' ability to influence other educators' actions toward positive change for all

school stakeholders (e.g., students, teachers) (Bolman & Deal, 2018; Dollarhide, 2003; Janson et al., 2009). The ASCA National Model (ASCA, 2012) provides a foundation from which to understand school counseling leadership in practice and its central role in a school counselor's professional identity. The model has four components (foundation, management, delivery, and accountability) to go along with four themes, the first of which is leadership (ASCA, 2012). The authors of the model proposed that school counselor leadership "supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges of role inconsistency" (p. 1). The role of the school counselor leader becomes even more complex later in the model, as it is asserted that leadership is instrumental to each of the model's aforementioned components. School counselors as leaders need to develop and align the program's missions with that of the school (foundation), create equitable services for all students (management), impact global change in the school community through collaboration and consultation with other school personnel (delivery), and use data to hold the school counselor and program accountable (accountability).

Leadership permeates throughout the other three themes within the model: advocacy, collaboration, and systemic change. In fact, as will become evident, parsing each theme out into categories distinct from the other is not the intent of this section. Instead, one can see the interconnections among each theme and how leadership plays a central role. In short, if advocacy, collaboration, and systemic change are likened to parts of a car engine, then leadership would be the fuel that runs that engine. Villares and

Dimmit (2017) surveyed an expert panel and presented an updated list (2015) of priorities from that produced by Dimitt et al. (2005) ten years earlier. Although researching best practices for school counseling remained the top priority, the panel also rated several research questions related to themes of collaboration, advocacy, and partnerships highly. Enhancing school counselors' leadership skills also ranked highly and earned a higher spot on the priority list from its previous one in the earlier study. Given each theme's importance and its relation to leadership, I will detail each theme within the model to illuminate how these themes work together with leadership and support with references to additional research.

Advocacy. As advocates within the school, school counselors seek to bolster student achievement and ensure students' needs – academic, career, and social/emotional – are being addressed (ASCA, 2012). The authors of the model posit that advocacy happens on micro- and macro-levels. Examples of micro-level advocacy include identifying allies or serving as a voice within an advisory council to help address a specific student need. Examples of macro-level advocacy include working with the community or promoting legislative change to heighten awareness on a broader level (ASCA, 2012). Advocacy requires "a willingness to take risks but not to the extent of crossing ethical boundaries" (Young & Kneale, 2013, p. 56). Collaborating with other stakeholders and, on the macro-level, promoting systemic change serve as essential parts of these examples.

Leadership also takes on an important role in promoting successful acts of advocacy. Singh, Urbano, Haston, and McMahon (2010) explored how 16 school

counselors served as advocates within their schools. Among the themes discussed in the

qualitative study, "using political savvy" and "building intentional relationships" emerged

as two that illustrate leadership practices in action (pp. 138-139). Political savvy

included understanding the appropriate time and place to have difficult conversations

with other stakeholders. Participants also commented that building positive relationships

with other school personnel was essential to advocacy. These categories connect to the

influence school counselor leaders should possess in initiating advocacy efforts. Amatea

and West-Olatunji (2007) also discussed how school counselors can serve as "cultural

brokers" in high poverty schools by partnering with teachers and students' families.

  Collaboration. Bemak (2000) cited a greater need for collaboration with other

school personnel, families, and the community (e.g., mental health agencies, social

services). In this way, he referenced, school counselors are not employees isolated in a

relegated position, but leaders of a comprehensive program who work with others to help

solve the increasingly complex problems plaguing students and schools. Within the

ASCA model, school counselors collaborate with various stakeholders in a plethora of

ways (ASCA, 2012). The authors of the model outlined several categories of

collaboration (pp. 6-7). Interprofessional collaboration denotes school counselors' work

with teachers, administrators, social workers, and other school personnel. Youth centered

collaboration places students as experts and partners in the process, while parent and

family-centered collaborations hold those parties as experts and partners. Community

collaborative efforts extend the reach of the school counselors to organizations such as

faith-based groups and social service agencies.

Scholarship on school-family-community partnership illustrates collaboration at work and school counseling leadership's role within it. Bryan and Holcomb-McCoy (2007) defined school-family-community partnerships as "collaborative relationships in which school professionals partner with family and community members and community-based organizations, including businesses, churches, libraries, and social service agencies, to implement programs and activities to help students succeed" (p. 441). They surveyed 235 participants who represented the three levels of schooling (elementary, middle, and high schools) and a wealth of experience (46% of participants had six to ten years of school counseling experience) to discover what factors promoted school counselor involvement in these partnerships. The researchers' findings promoted the importance of a positive collaborative climate, and the researchers suggested that school counselors become leaders to facilitate this environment. Bryan, Young, Griffin, and Holcomb-McCoy (2018) linked leadership practices to school-family-community partnerships and found that all leadership dimensions identified (i.e., the five dimensions from Bryan & Young, 2015) moderately correlated with self-efficacy about partnerships. Kim, Fletcher, and Bryan (2018) provided further suggestions for how school counselors can involve parents through a parent empowerment model. Implementing a school-family-community partnership for increasing Latino student achievement, Betters-Bubon and Shulz (2018) found systemic collaboration-related leadership skills to be essential to sustaining the program. Thus, leadership would appear to prove essential to having confidence in collaborative efforts as evidenced by school counselors' participation in school-family-partnerships.

Systemic change. Because schools are systems, school counselors must identity what systemic barriers impact student achievement in order to bring about lasting changes (ASCA, 2012). School counselors, the authors asserted, have access to a diverse set of data about their respective schools (e.g., achievement and attendance data). Systemic change results in equity for all through broad policy changes and changes in people's overall attitudes toward an important issue. Some typical results of systemic change may include increased graduation and attendance rates and decreased suspension rates (ASCA, 2012).

School counseling leadership teams (SCLTs), a collaborative model instituted at the state level, serves as one example of school counselors engendering systemic change. Kaffenberger, Murphy, and Bemak (2006) chronicled the achievements of an SCLT in Virginia. The team helped to pass new standards for school counseling in the state and developed a series of workshops for practicing school counselors for implementing the ASCA model, among other accomplishments. The SCLT influenced those in power at the state level to institute and support wide-ranging change. Others have studied systemic variables that prevent delivery of certain school counseling services. Shillingford, Oh, and Finnell (2018) examined how systemic variables affect school counselors' ability to improve students' of color access to science, math, engineering, and math (STEM) career development opportunities. The systemic barriers they discovered include prevailing perceptions regarding students' of color exposure to STEM-related careers (i.e., as one school counselor phrased, "'If you haven't seen anybody that looks like you doing something, you may not think you can do it'" [p. 6]), language barriers between parents

and school counselors, and parents' lack of knowledge of school counselors' roles. Although the previous study on STEM opportunities reveals school counselors' challenge in creating systemic change, another study offers a look into successful systemic change efforts that have occurred. Midgett, Doumas, and Johnston (2018) studied a school-based bullying prevention intervention that a school counselor was trained to administer to elementary students. The program as implemented placed school counselors as leaders for change, as they were in charge of each phase within the program. Tracking school counselors' implementation of the full program, the researchers found that students "reported an increase in perceived knowledge of bullying, knowledge of the [intervention] strategies, and confidence to intervene from baseline to posttraining" (p. 6). This bullying prevention program depicts school counselors using leadership skills to create systemic change as they meet their students' social and emotional needs.

School Counselor Leadership Practices

Examining the extent to which school counselors implement leadership behaviors described in the ASCA National Model (ASCA, 2012) leaves the observer with some important questions. At one time, empirical research on school counseling-specific leadership practices was lacking (Mason & McMahon, 2009). However, more recently, empirical research has revealed school counseling-specific leadership practices of practitioners. Janson (2009), using Q-methodology, studied leadership behaviors among high school counselors. He discovered school counselor participants had four viewpoints of leadership behaviors: Self-Focused and Reflective Exemplar (focused on inner values and principles, influence others), Ancillary School Counseling Program Manager

(focused on administrative details and interacting with others in meaningful ways; not challenging others' thinking), Engaging Systems Change Agent (focused on impacting larger systems, not individual focused like the previous two), and Empathetic Resource Broker (all about providing resources to others). Findings revealed that participants highly valued collaboration with other educators, which applied to all four viewpoints. However, participants gave lower ratings to statements that involved systemic practices, such as making other educators aware of what they do within the school and using data to improve student performance (Janson, 2009). As discussed earlier, practices related to using data and advocating for and participating in systemic change are staples of the ASCA National Model (ASCA, 2012), thus tied to implementing a comprehensive school counseling program. Other researchers have also suggested that practicing school counselors struggle to address programmatic issues explicit in the ASCA National Model (Mason & McMahon, 2009; Shillingford & Lambie, 2010).

More recent scholarship has been devoted to outlining specific school counselor leadership practices. Seeing the need for research on specific school counseling leadership practices, Young and Bryan (2015) created the School Counseling Leadership Survey (SCLS). They normed this instrument with practicing school counselors, which other authors claimed was lacking for the LPI (Mason & McMahon, 2009), a measure typically used in school counselor leadership research. Factor analysis of the SCLS items revealed five themes for leadership practice: interpersonal influence, systemic collaboration, resourceful problem solving, professional efficacy, and social justice advocacy (Young & Bryan, 2015). Interpersonal influence concerns school counselors'

ability to work with others in the school to influence action. Systemic collaboration deals with programmatic service and how school counselors acquire buy-in from educators to support school counseling initiatives. Resourceful problem solving reflects a multidimension understanding of leadership, with the authors making a specific reference to the distributed leadership perspective (Janson et al., 2009) and its importance to school counselors (Young & Bryan, 2015). Professional efficacy refers to school counselors' confidence in their ability to collaborate with others and transform their environment in positive ways. Social justice advocacy involves school counselors challenging the inequities present in schools and working with students to overcome those barriers. Furthermore, the authors illustrated how these five factors equate with important elements of the LPI (minus the resourceful problem-solving factor) and the ASCA National Model (Young & Bryan, 2015).

Young, Dollarhide, and Baughman (2015) brought additional qualitative data to the understanding of school counselor leadership practices. Surveying a large sample of ASCA members, the researchers, in addition to using the SCLS, gave participants open-ended statements regarding characteristics of a school counseling leader. The traits they discovered fit into five themes: Leadership Attributes, Relationship Attributes, Communication and Collaboration, Exemplary Program Design, and Advocacy (Young et al., 2015). These themes, the authors asserted, correlated strong with the other ASCA National Model themes (i.e., advocacy, collaboration, and systemic change). Some researchers have also begun using the SCLS with practicing school counselors. For example, to address one aspect within their study, Harris, Hockaday, and McCall (2018)

used the SCLS to help examine school counselors' leadership practices working with Black female students. The authors found that participants scored highest on the Interpersonal Influence scale and lowest on the Systemic Collaboration scale. The latter finding leads to one crucial element of school counselors' leadership practice in school systems: the principal-school counselor relationship.

Leadership in K-12 Schooling

The principal-school counselor relationship often dictates the leadership role school counselors have in schools, and perceptions of that role may differ between the school counselor and principal (Amatea & Clark, 2005; Fitch, Newby, Ballestero, & Marshall, 2001; Dahir & Stone, 2010; Janson, 2009). This section will detail how distributed leadership functions in K-12 schools and illustrate the importance of the principal-school counselor relationship through empirical studies.

The distributed leadership perspective in K-12 schooling. The demands of educational reform forced school leaders to consider new avenues of practice. In the vein of divergent thinking, Spillane (2005) challenged the idea of the "charismatic" individual leader who dominated people's perceptions of effective leadership (p. 143). The focus of scholarship, he argued, has remained on roles and has neglected leaders' daily practices. These practices in which multiple school stakeholders partake define the central idea of distributed leadership (Spillane, 2005). Distributed leadership has roots in the concepts of distributed cognition and activity theory which asserts that individuals' thoughts are determined largely by the situation in which they are embedded (Spillane, Halverson, & Diamond, 2001). The distributed perspective concerns the tasks of leadership both on the

macro (organizational) and micro (daily) levels (Spillane, Halverson, & Diamond, 2004).

It also, following from its theoretical underpinnings, views leadership practice as the

result of "product of the interactions of school leaders, followers, and their situation"

(Spillane, 2005, p. 144). From this viewpoint, multiple leaders in the school share

leadership interdependently, in which multiple people's actions work separately yet

harmoniously toward a desired outcome. In this way, leadership tasks are "stretched

over" the practices of several people (Spillane et al., 2004, p. 16). In essence, a

distributed perspective of leadership acknowledges the activities taken by multiple

individuals to produce outcomes in schools.

The application of a distributed leadership perspective to schooling has yielded

mixed results. One of the earliest studies (School of Education and Social Policy, 2010)

showed how this perspective can be applied as a lens through which others can

understand school leadership. The Distributed Leadership Project, a four-year

longitudinal study that explored relations of leadership practice and teacher's work in

several elementary public schools, provided initial empirical support for distributed

leadership (School of Education and Social Policy, 2010; Spillane, 2005). Citing an

example from the original study, Spillane (2005) described the interactions between a

literacy coordinator, a teacher, and a principal to assess the effectiveness of instruction.

The principal and literacy coordinator met to determine needs for improvement, while the

literacy coordinator and the teacher gathered to discuss appropriate actions for change.

The interactions among the three parties produced the outcomes, and each provided

valuable input to improve instructional approaches. Other researchers also have found

empirical support for the distributive perspective in practice within schools (e.g., Suppovitz & Riggin, 2012; Suppovitz & Tognatta, 2013), though some have still questioned the amount of empirical support for it (Harris & DeFlaminis, 2016).

Although some have pointed to the natural occurrence of distributed leadership in K-12 schools, other examples of initiatives rooted in distributed leadership research stir caution in observers. Holloway et al. (2018) interviewed mentor teachers to explore how they responded to their position as a designated school leader. Each of the interviewees had participated in a prescribed distributed leadership program. Researchers found that mentor teachers, after having functioned in mentor roles for a time, experienced tension in decision-making (e.g., perceived inability to influence professional development agendas) and role confusion (e.g., conflict between being a mentor and evaluator) (Holloway et al., 2018). In another study, teachers working within a distributed perspective reported a distaste for dealing with conflict and structural challenges (e.g., leaving campus for district meetings) (McKenzie & Locke, 2014). Spillane (2005) advised against prescription, asserting clearly that distributed leadership "is not a blueprint for effective leadership nor a prescription for how leadership should be practiced," but rather "a conceptual or diagnostic tool for thinking about leadership" (p. 149). Harris and DeFlaminis (2016) echoed this point, adding that not only should school leaders not embrace distributed leadership as a model, but they should also not take from it that everyone should lead. The distributed leadership perspective would appear to serve best as a view for understanding leadership practices in a complex system, not for prescribing behaviors.

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Militello and Janson (2007) explored data related to the principal and school counselor's working relationship from the vantage point of distributed leadership. Using Q methodology, the authors asked a participating sample of school counselors and principals to sort 45 opinion statements into 9 categories (i.e., each representing a place in a spectrum from least to most characteristic of the working relationship). Participants' responses fell into four significant factors, one of which clearly aligned with a distributed leadership perspective. However, this distributed leadership factor only accounted for 8% of the expressed variance (Militello & Janson, 2007). Janson et al. (2009) further articulated how school counselors can serve a more prominent role in a distributed landscape. The authors argued that, given school counselors have unique access to both formal and informal data regarding student achievement, school counselors are positioned to be leaders within schools. They provided several areas in which school counselors can use their unique position to serve as leaders within a distributed perspective: staff development (e.g., training for teachers around student needs), large group guidance (e.g., working with teachers to provide guidance lessons), and college readiness and advising (e.g., working with principals, teachers, and parents to encourage students to go to college). Key to these successful interactions is the principal-school counselor relationship, a partnership potentially beneficial to both parties (Janson et al., 2009). In sum, one can use the distributed perspective to understand how the school counselor leader can function within the school's leadership structure.

The Importance of the Principal-School Counselor Relationship

The distributed leadership perspective reflects how multiple "leaders" function to influence practices within a school; however, the principal remains the focal point of leadership in schools (Janson et al., 2009). Several researchers have commented on the school counselor-principal relationship with various findings. Some researchers have provided support that principals' perceptions of the school counselors' role are changing to align with those recommended as primary in the ASCA National Model (Amatea & Clark, 2005; Fitch, Newby, Ballestero, & Marshall, 2001). Others, however, have painted a different picture. Examining the perceptions of middle school principals in Florida, Zalaquett and Chatters (2014) were encouraged to find that principals' ideal duties for school counselors included the "direct and indirect" services described in the ASCA National Model. However, they also found that actual practices included a lot of non-counseling related clerical activities, like scheduling and participating in discipline functions. Kirchner and Setchfield (2005) also noted that principals were more likely than school counselors to endorse role statements (e.g., Assist in registration and scheduling) that were incongruent with ASCA standards.

Principal support also stands out as an important need in the findings of several empirical studies on perceptions of school counselors' roles and functions. Scarborough and Culbreth (2008) studied the discrepancies between school counselors' preferred and actual practices. These two were more likely to align, the authors concluded from the survey data, if school personnel supported their work. Dahir, Burnham, Stone, and Cobb (2010) studied further the relationship between school counselors and principals.

Although the researchers only had data from one state, they acquired a large sample ($n =$ 999) of practicing school counselors. The researchers asked participants to complete the Assessment of School Counselor Needs for Professional Development, which asked them to rate items regarding their attitudes, beliefs, and practices on a one to five Likert scale. Participants tended to rate practices involving collaboration with administrators around the counseling program's goals with a lower score ($M < 3.3$) than in other areas, indicating that participants endorsed such collaborative practices with less confidence on average (Dahir et al., 2010). The authors suggested that both school counselors and principals should work toward understanding each other's roles and practices better.

What becomes clear is that both school counselors and principals need to understand the importance of working together toward similar goals. Dollarhide, Smith, and Lemberger (2007) provided to school principals, identified as "supportive of school counselors," structured questions that sought to illuminate the critical factors that led to their supportive view. Principals appreciated school counselors' roles and functions more so through their positive work experiences with school counselors than through any other factor (e.g., graduate training, prior K-12 experience). Clemens, Milsom, and Cashwell (2009) explored how principals affect school counselors' role definitions. They found that the principal-school counselor relationship and the school counselor's use of advocacy skills regarding their roles had a significant effect on how school counselors' roles were defined. Additionally, the quality of the principal-school counselor relationship related to school counselors' use of advocacy skills (Clemens et al., 2009). Thus, in order for a school counseling program to function and thrive, school counselors

and principals should align their efforts as much as possible. The collaborative

discussion between school counselors and principals on how to do this may prove

essential to the professional identity of the school counselor (Dollarhide et al., 2007).

School counselor efforts done in collaboration with principals can yield positive

results for multiple school stakeholders. First of all, collaborations between school

counselors and principals could help principals more effectively accomplish their own

goals. Shirrell (2016) examined the challenges of working as a new principal in low-

performing schools. He discussed the roles of building trust and commitment with

teachers as an approach to mediate tensions caused by high stress yet acknowledged the

feasibility issues of this approach. Shirrell, however, did not consider how school

counselors – personnel trained to become leaders in schools – could help in that process.

In turn, principal support for school counselor-led initiatives can benefit other

stakeholders. For example, research on school-family-community partnerships

consistently points to principal support as key to successful partnerships (Bryan &

Holcomb-McCoy, 2007; Bryan et al., 2017). Young et al. (2013) outlined how principals

affect school counselors' efforts to address issues related to student achievement.

Principals can control the amount of time school counselors allocate to non-counseling

related activities, align goals of the school and the counseling program, and encourage

professional development in such inquiry practices (Young et al., 2013). Programs such

as these do not persevere without the principal's help. The principal-school counselor

relationship is an important one that can be mutually beneficial to both parties as well as

other stakeholders.

School counselors need to take responsibility for voicing concerns and advocating for their roles and professional identity, yet they may not feel equipped with how to voice them. Janson, Militello, and Kosine (2008) explored how principals and school counselors characterized their working relationship. Using Q methodology, the researchers found that 32 of the 39 participants' sorts fell into four opinion groups, with only one reflecting purposeful collaboration. They suggested that counselor educators could do more to prepare school counselors to work with principals, both through field experience and pre-service experiences (Janson et al., 2008). Counselors educators should model collaboration to their students through interdisciplinary collaboration on teaching exercises (Janson et al., 2008) – a point echoed in other implorations to counselor educators (i.e., McMahon et al., 2009).

Using Data and School Counseling Leadership

As illustrated above, working together with leaders such as principals is important to securing support for school counseling endeavors. School counselors' use of data to provide evidence for their endeavors is an integral part of all of those endeavors. In an article cited in the ASCA National Model (ASCA, 2012), Young (2012) made a case for leadership's involvement in each of the model's components: foundation, management, delivery, and accountability. As she made each connection, she articulated how data-driven practices allow school counselors to show evidence of their important work in schools. For example, within the accountability component, school counselors can use data analyses "to demonstrate the effectiveness of school counseling program interventions and to guide program improvement" (Young, 2012, p. 13). In this section, I

will explore the literature around school counselors using data while also referencing examples of school counselors using data in a leadership capacity (i.e., influencing others to action).

Several researchers have commented on school counselors' data-driven practices and their relation to leadership. Sink (2009) argued that school counselors should use data to hold themselves and their program accountable. Such data-driven practices, he contended, allow school counselors to take ownership of their leadership efforts and answer for their commitments. Other researchers have chronicled initiatives taken by school counselors that brought about positive changes through data-driven practice. Ryan, Kaffenberger, and Carroll (2011) discussed the Response to Intervention (RTI) framework, which " integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems" (p. 211). The framework details using evidenced-based practices to intervene and monitor student progress. The latter element illustrates the importance of data-driven practice, as school counselors using the framework evaluate what students need through tracking data. Ryan et al. (2011), studying one school that used the RTI framework, recorded actions taken by the school counselor. This counselor took on a leadership role to implement the RTI framework: spearheading the development of the program, presenting and advocating for the program's goals to faculty and staff, and coordinating with others how to intervene with students. School counselors used forms from faculty regarding students' progress as well as feedback on the program to make appropriate adjustments to the program. Other staff (e.g., teachers) involved with the program, on a five-point Likert scale, strongly

agreed that school counselors advocated for students, worked collaboratively with others, and provided important insight ($M > 4.53$) (Ryan et al., 2011). Examples like this show how data allow school counselor leaders to collaborate with others to benefit all students.

Young, Millard, and Kneale's (2013) description of School Counseling Collaborative Teams (SCCTs) also reveals the importance of data for school counseling leadership practices. These teams work in the recursive process to positively impact student achievement (Young et al., 2013). The process, which involves a shared mission, collaboration in collective inquiry, and a commitment to the process and the results that it produces, underscores how the team focuses intently on an issue and produces solutions. These teams can take several configurations: school SCCTs (school counselor within the school), vertical SCCTs (school counselors from feeder schools), area SCCTs (school counselors within a district or other geographic areas), and interdisciplinary SCCTs (school counselors team up with some combination of support staff or administrators) (Young et al., 2013). The authors also provided a case study of this process working successfully at the middle school level. The school counselors formed a "school SCCT" and worked together to address low performance issues among a third of the school's students in the core subjects. The school counselors developed a needs assessment to distribute to teachers and, as a result of their findings, created a 10-session small group program (Young et al., 2013). After the group was finished, the school counselors found a 33% decrease in the number of students who qualified as low-performing. Echoing ideas explicit in the distributed leadership perspective (Janson et al., 2009), this case

study highlights the group efforts of school counselors to influence change in their school (Young et al., 2013).

However, how much school counselors actually rely on data has come into question. Militello and Janson (2014) discussed the infrequency with which school counselors in urban school environments used data. To develop a picture of this phenomenon in one particular district, the authors collected data on the attitudes of 79 school counselors in the district toward which ASCA standards best reflect their actual practices (Militello & Janson, 2014). Responses were later compared to data collected through interviews of and the same sorting of ASCA standards by the district's director of guidance. Needless to say, the results showed discrepancies between the views of the school counselors and director of guidance on the use of data. The following quote from one school counselor represents the gap between the ideal and actual practices of counselors in urban settings: "'[T]here is not the time nor the resources to use data due to constant crisis intervention. Therefore it is useless to even try'" (Militello & Janson, 2014, p. 762). The authors concluded by highlighting the importance of a school counselor's disposition; that is, great school counselors are not born by accident but by years of deliberate practice and training in having the will and knowledge to use data effectively.

Training School Counselor Leaders

Researchers have discussed and examined the need for deliberate training of school counselors in leadership practices. Mason and McMahon (2009) made a case at the time that few empirical studies had been published regarding school counseling leadership. Seeking to add a study on practicing school counselors' leadership practices,

the researchers provided the *Leadership Practices Inventory* (LPI) to 305 practicing

school counselors in a southwestern state. They discovered a negative relationship

between leadership practices and graduate training on the ASCA model on two subscales

in which leadership features prominently; those with higher scores on the subscales were

more likely not to have had training in the ASCA National Model (Mason & McMahon,

2009). This finding, the authors speculated, may indicate a lack of leadership training or

only a theoretical presentation of leadership practices to graduate students. Others have

also discussed concerns with school counselors' leadership practices and programmatic

delivery. Shillingford and Lambie (2010), also using the LPI with a sample of practicing

school counselors, found that school counselors were apt to collaborate and motivate

others but not challenge them or take risks. The latter aspects, the authors argued, do not

align with influencing others to share in the vision of the counseling program – an

important point in the ASCA National Model (ASCA, 2012; Shillingford & Lambie,

2010). Additionally, Mason and McMahon (2009) found a positive correlation between

age, years of experience, and school counselors' capacity for leadership practice. More

recently, Lowe, Gibson, and Carlson (2018) found age and years of experience together

predicted leadership practice but not age alone. Mullen, Gutierrez, and Newhart (2018),

exploring the relationship between emotional intelligence, leadership self-efficacy, and

leadership experiences among practicing public-school counselors, found that

participants indicated "only a modest amount of perceived involvement in leadership

activities" (p. 8). These specific findings point to the importance of pre-service training

in leadership and the role of experience in developing school counselors' perceptions of

themselves as leaders and their willingness to become leaders. Implied in these findings as well is that the earlier school counselors can acquire leadership experience, the more apt they will be to assume those roles in schools.

Recent CACREP standards (2016) have addressed the need for training programs to promote development of leadership practice. In the description of the necessary contextual dimensions, leadership stands out in the first bullet as well as advocacy for students and systems change agent (CACREP, 2016). The authors emphasized within the standards the need for school counselors to understand their roles in "school counselor leadership and multidisciplinary teams" and "advocating for school counseling roles" (p. 33). Although the standards present a clear requirement for teaching leadership to school counselors within these standards, the authors of the standards do not provide nor intend to prescribe teaching practices for meeting these requirements (CACREP, 2016).

However, questions around leadership training persist. Kneale, Young, and Dollarhide (2018) noted that, even with updated CACREP standards, school counselors enter the field with varying levels of knowledge and confidence with leadership practices. They also stated that "little guidance exists about how to train them to identify their leadership characteristics, cultivate their leadership skills, or measure the impact of their change agent practices" (p. 1). To address continued professional development in leadership practices, Kneale et al. proposed a cohort training model for new school counseling practitioners. Their training model encourages consultation with other groups (e.g., district offices, administrative training programs) and collaboration with other professionals (e.g., principals). Continued studies such as this one and others (e.g.,

Mullen et al., 2018) seek to address practitioners' needs but only capture practicing

school counselors and their leadership experiences. Indeed, McMahon, Mason, and

Paisley (2009) had noted earlier how the focus for leadership development in scholarship

had shifted from pre-service counselors to practitioners. Questions remain, especially in

light of recently revised CACREP standards (2016), as to the leadership training pre-

service school counselors receive.

Empirical research on training school counselors in leadership is minimal but

present in the literature; two studies were located. Briggs et al. (2009) created The Girls'

Leadership Experience Camp (GLEC), a program for preadolescent girls that promoted

personal, social, and academic topics. School counselors-in-training ran the program,

which required them to use leadership skills. The GLEC intervention was rooted in

transformational leadership theory, which they conceptualized as "process leadership":

"the ability to holistically (i.e., emphasizing the whole and the interdependence of its

parts) assess and promote individuals' strengths, while providing opportunities for them

to use these abilities in developing and carrying out individual and interdependent goals"

(Briggs et al., 2009, p. 125). Before leading the program, participating graduate students

took a three-credit course entitled "Girls as Future Leaders," which involved

understanding preadolescent girls through readings and focus groups at middle schools

and becoming familiarized with the GLEC curriculum. Within the GLEC experience,

participants used leadership skills associated with the four components of the ASCA

National Model: understanding the mission behind the GLEC curriculum (foundation),

implementing the curriculum with students (delivery), and collecting feedback from

parents and other forms of data to adjust the program and judge outcomes (management and accountability). After leading preadolescent girls through the GLEC, the pre-service school counselor participants responded through interviews regarding the skills they learned. Skills that participants noted learning through the GLEC (based on the four themes of ASCA) included collaborating with others to benefit students, modeling problem solving and teamwork, and understanding cultural contexts surrounding students through using data (Briggs et al., 2009).

Later, Michel et al. (2018) conducted qualitative research on the "listen, evaluate, advocate, disseminate" (LEAD) training model for leadership skill development. This approach "teaches school counselors in training how to lead collaborative, advocacy-based, systemic change efforts" (p. 3). The LEAD model has its roots in both The Four Frame Model (Bolman & Deal, 2017; Dollarhide, 2003) and the five areas of leadership practice within the LPI (Kouzes & Posner, 2010). Students also practiced action research within the model, which, in the reported study, they completed during their school counseling internship. Using a phenomenological methodology, the authors interviewed students after had completed the LEAD training and their counseling program requirements to discuss their experiences in the LEAD training approach. They discovered three themes: "school counselors as change agents" (e.g., students became better critical thinkers and advocates for their students), "data are our friend" (e.g., students cited improved self-efficacy around using information), and "data create connection and collaboration" (e.g., students learned the importance of leader interprofessional development among school faculty). Both studies highlighted the

importance of leadership training and certain outcomes than can be achieved within training programs.

However, each of these studies had its limitations. Briggs et al. (2009) acknowledged that they interviewed students about their experience in the GLEC intervention two years after the camp. Participants also took part in this intervention closer to the beginning of their training; some noted that they might have been more effective in these roles at the end of their training. Michel et al. (2018) discussed limitations around their sample, which only included two graduating classes within one program. Although the authors provided valuable research on leadership training practices (e.g., those having experiential focus, involving students in collecting and using data), the interviews in the qualitative study focused on students' observations of their action research project – the summative assessment performed in their counseling internship. Additional research on training school counselors in leadership, especially during their introduction to school counseling, seems a logical next step.

The Four Frame Model of Leadership

Michel et al. (2018) referenced throughout their description of the LEAD intervention The Four Frame model of leadership. Leadership practices in general fall into four domains, or "frames": structural, human resource, political, and symbolic (Bolman & Deal, 2017). The Four Frame Model served for Michel et al. (2018) as a means for categorizing students' leadership activities in terms of their context (e.g., negotiating with other school stakeholders for systemic change fits into the political frame). This section details the basic elements of each of the four frames of the leadership

model. Bolman and Deal (2017) provided the basis of the framework and connected its use to managers in various environments (e.g., a manager in a corporation, a principal in a school). Dollarhide (2003) proposed the use of the framework for school counselors. Dollarhide et al. (2008) provided qualitative data to support its use with practicing school counselors, which, in addition to other sources, will provide support for the rationale for the model's use in teaching leadership.

The frames do not necessarily serve as prescriptions for how to act in certain leadership situations, but rather provide "a mental model -- a set of ideas and assumptions -- that you carry in your head to help you understand and negotiate a particular 'territory'" (Bolman & Deal, 2017, pp. 11-12). An understanding of this model allows for a "fluid expertise," an empowering sense that allows leaders to choose the best frame for a given situation (p. 13).

Structural Frame

The structural frame holds the central tenet that, within an organization, workers who have a clear sense of their roles and responsibilities will exhibit an increase in performance and a decrease in incidence of distractions related to personal issues (Bolman & Deal, 2017). The efficiency and rationality of organizational behavior stand out in this frame. Leaders provide successful structural leadership through proper coordination (e.g., action planning, standards and benchmarks), a balance of autonomy and interdependence, and the right amount of flexibility (Bolman & Deal, 2017). Change in structural leadership occurs through proper attunement to the working environment. There is also a defined relationship between task and structure, which includes how teams

operate. Bolman and Deal provided six characteristics for high quality teams: they shape purpose to a demand, likely given by a boss; translate purpose into measurable performance goals; have common commitment to working relationships; hold themselves collectively accountable.

Dollarhide (2003) equated this frame with school counselors' building of a school counseling program. Specific activities in which school counselors can engage in the structural frame include developing strategies for growing the program and increasing its effectiveness. ASCA (2012) and Mason (2010) essentially confirmed the importance of these activities to implementing a successful school counseling program. Administering to practitioners the LPI and the School Counseling Program Implementation Survey (SCPIS), Mason found a positive and significant correlation between leadership practice and program implementation.

Human Resource Frame

The human resource frame concerns the individual and group needs of employees which, Bolman and Deal (2017) argued, is a chief organizational concern. The organizational system needs to fit those needs; exploitation by both employees and the organization can cause both parties suffering. The authors referenced an example within schools, saying that teachers who solely teach to a test (i.e., exploited to meet organizational demands) become "deskilled clerks" (p. 128). Teamwork is important in this frame, with a focus on teams having autonomy and ample training to understand the team's purpose and function. This point correlates with other research on teaming in schooling (e.g., Rosenfield, Newell, & Zwolski, 2018). Change within this frame occurs

by dealing with relational problems early, arriving at a consensus on basic needs, committing to a shared direction, and remaining open to experimentation with new approaches to problem-solving (Bolman & Deal, 2017).

Dollarhide (2003) asserted that school counselors demonstrate activity within the human resource frame by making themselves accessible to others and empowering others in their endeavors. For example, school counselors operate in this frame when they work with others to embrace the vision they have for their counseling program. This also relates to leadership components within the ASCA National Model, especially concerning the publication information about the school counseling program, services offered, and outcomes related to student achievement (ASCA, 2012). Dollarhide (2003) speculated that both the structural and human resource frames involved activities that are within the traditional skill set of school counselors.

Political Frame

The scarcity of resources in schools can make decisions for school leaders difficult and unpopular (Bolman & Deal, 2017). The political frame, Bolman and Deal contended, connects to this idea and holds that groups within an organization must decide how to allocate these resources while having multiple and diverse interests. While conflict is an impediment to effectiveness in structural frame, conflict in the political frame is normal. Politics, they continued, involves power, and authority only serves as one form of power. Other forms of power include the power to control rewards, coercive power, the power of information and expertise, reputation, the power born of alliances and networks, access and control of agendas, the power of framing (i.e., control of

meaning and symbols/ideological power), and personal power (i.e., through charisma) (Bolman & Deal, 2017). Although the political ecosystem can overwhelm individuals, especially when considering public policies (e.g., *No Child Left Behind Act*), Bolman and Deal provided four steps to exercising political influence: "identify relevant relationship"; "access who might resist, why, and how strongly"; "develop, wherever possible, links with potential opponents to facilitate communication, education, or negotiation"; and "if step three fails, carefully select and implement either more subtle or more forceful methods" (pp. 208-209).

Dollarhide (2003) posited from the outset that skills within the political frame might be outside school counselors' traditional skillset. School counselors act within this frame when they negotiate with others on students' behalf or advocate for their counseling program. As such, political skills are especially relevant in advocacy and systemic change efforts (Kaffenberger et al., 2006; Singh et al., 2010). Although these skills are developed as school counselors become more aware of the power structures within the school, Dollarhide (2003) speculated that pre-service counselors may not receive training in practices associated with the political frame.

Symbolic Frame

Symbols, Bolman and Deal (2017) offered, convey socially constructed meaning. These symbols help dispel confusion and establish a culture that unites members of an organization. Ritual, ceremony, and "play" (e.g., humor) are a few examples of symbols in action; such practice can influence others and convey messages about the organization to internal and external constituents (Bolman & Deal, 2017). Leadership teams also often

build a group culture through symbols. Factors like diversity, modeling appropriate

behaviors, humor, and stories about history and values can help form a cohesive cultural

identity within a team. Change can happen when leaders accept that team building is a

"spiritual undertaking" (i.e., a serious and holistic endeavor) (p. 277).

School counselors act within the symbolic frame when they inspire others, such as

galvanizing support for a community partnership through a shared mission or modeling

behaviors that students would follow (Dollarhide, 2003). Bryan et al. (2017) suggested

that principals' beliefs affect school counselors' participation in school-family-

community partnerships. Given the aforementioned discussion on the principal-school

counselor relationship, ensuring that principal believes in the meaning of school

counseling initiatives is an important leadership task within this frame.

Rationale for Using The Four Frame Model

An undercurrent of thought in the literature on school counseling leadership

suggests the entire curriculum for school counseling programs merits a deliberate

infusion of pedagogically sound practices for teaching leadership (Bemak, 2000; Janson,

2009; House & Sears, 2002; McMahon et al., 2009). Other models (e.g., Framework for

Shared Leadership, Lambert, 2002; servant leadership, Greenleaf, Spears, Covey, &

Senge, 2002) have been used as frameworks for studies with practicing school counselors

(e.g., Young & Kneale, 2013; Harris, Hockaday, & McCall, 2018, respectively).

However, as Janson (2009) suggested, practicing school counselors should have

knowledge of multiple leadership models to discern which one works within their unique

school context. With Janson's point considered, I posit in this section that Bolman and

Deal's (2017) Four Frame Model, which has acquired empirical support related to effective leadership (e.g., Bolman & Deal, 1991; Dunford & Palmer, 1995), serves as the most relevant model for training school counselors in leadership. Reasons for the model's relevancy within an introductory course include its clear connection to the ASCA National Model (2012) and its value as shown in a study with new practicing school counselors (Dollarhide et al., 2008).

The Four Frame Model appears prominently in a section of the ASCA National Model and ASCA-related training materials on school counseling leadership (ASCA, 2012; Young & Kneale, 2013). Within the ASCA model's first three pages, the authors present a table matching leadership practices found in the ASCA model (e.g., Define program focus; Participate on school and district committees) to all four frames (ASCA, 2012). As students in this introductory course under study will read and understand the ASCA National Model as the example of a "comprehensive school counseling program," the Four Frame Model has explicit connections made to a key text in their studies.

More importantly, though, are findings regarding the Four Frame Model's use with new school counselors. Dollarhide et al. (2008), working with first and second-year school counselor practitioners, introduced The Four Frame Model to participants to help guide them through challenging leadership situations to reach their set goals. Three of the five participants had what the researchers deemed to be successful leadership experiences. The researchers discovered several factors integral to participants who enjoyed more success in their leadership practices: they had clear and focused goals, defined their own roles, took responsibility for leadership, secured support from others,

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grew from resistance, and illustrated a willingness to expand their leadership skills

(Dollarhide et al., 2008). Additionally, researchers found that participants who had

success balanced the four frames well – all the while matching their leadership practice

with their own dispositions and personalities.

Using all the frames in harmonious balance is a point that also stands out in the

original work on the model. Bolman and Deal (2017) defined a "frame" in similar terms:

"a mental model – a set of ideas and assumptions – that you carry in your head to help

you understand and negotiate a particular 'territory'" (p. 12). Creating a mental framework

allows leaders to make decisions in difficult situations. Bolman and Deal (2017) provided

the analogy of a doctor making skilled judgments in developing a diagnosis. Borders and

Brown (2005) presented Bernard's (1979) Discrimination Model and suggested its use at

both simple and complex levels.   Just as new supervisors might use this model to

understand their roles and the focus areas of supervision to plan for and approach their

supervision session, so too can a leader use the different frames to organize information

around the most appropriate frame and proceed accordingly. School counselors, even

those new to the profession, can similarly judge situations requiring leadership action and

use the four frames to guide their decisions.

To illustrate further how the four frames can guide decisions, Bolman and Deal

(2017) provided a case study involving a principal who entered a school in dire straits.

Problems ranged from prominent faculty members engaged in grave interpersonal

conflict to impending safety issues both within and outside the school. The principal felt

clueless. Viewing the complex situation that had no easy solution from different frames,

the principal was able to address each problem and create the beginnings of solutions. The Four Frame model has the same potential for giving school counselors a "clue" (i.e., a means of navigating ambiguity in situations involving leadership) to work through complicated situations in a school. In Dollarhide et al. (2008), unsuccessful participants, in contrast to successful ones, had no feeling of empowerment to address any of the issues in their school. Successful leaders, like the principal in the case study, were able to recruit others to help them in their endeavors (human resource frame). It almost appeared that unsuccessful leaders were lost in the ambiguity (as well as internal and external forms of resistance). The Four Frame Model at least provides school counselors with a map for traveling through situations fraught with ambiguity – even if they conclude that it is best not to engage the situation.

Authors have also made explicit mention to the frames. For example, Lopez and Mason (2018) linked creating lesson plans for classroom guidance to the structural leadership frame. Although other leadership models continue to be explored for use by practicing school counselors (e.g., transformational leadership, Shields, Dollarhide, & Young, 2018; multicultural leadership framework, Ratts & Greenleaf, 2018), authors with new proposals still reference The Four Frame Model as foundational. In fact, Ratts and Greenleaf (2018) relied on the Four Frame model as the foundational to their understanding of leadership, upon which they built a framework for social justice leadership. Given that The Four Frame Model remains foundational to leadership in the ASCA National Model and has proven usefulness to new school counselor leaders (i.e.,

Dollarhide et al., 2008), it was deemed the most appropriate model for introducing students to school counseling leadership.

Pedagogy and Experiential Learning Theory (ELT)

Experts in the school counseling field have considered finding the most effective approaches for training school counselor leaders to rank among the "top 20" of research priorities Villares & Dimmitt, 2017). There remains a dearth of research on school counselor leadership in general (Erford et al., 2014) and a paucity of empirical studies on training school counselor leaders (i.e., Briggs et al., 2009; Michel et al., 2018). Therefore, establishing an appropriate pedagogical foundation for leadership training is important for creating effective training practices that other educators can use and understand.

Several authors recommended "experiential" activities, or ones that resemble them, to counselor educators on training school counselors to become leaders (e.g., House & Sears, 2000; Janson, 2009). However, as Barrio Minton, Wachter Morris, and Yaites (2014) have pointed out, educators who have published research on learning or interventions often have only given a brief explanation of the underlying theory, without much connection to training interventions. The ACES Teaching Initiative Task Force (2016) also argued there is a scarcity of literature relating counselor education to specific learning theories. The lack of connection between pedagogical theory and practice speaks to the importance of clearly specifying and aligning a teaching intervention to a pedagogy with a strong empirical base. Experiential Learning Theory (ELT) fits with what the authors above referenced. Matching practice to an evidence-based pedagogy

involves more than a cursory reference in order to capture the nuances of teaching and learning to create the best outcomes (Barrio Minton et al., 2014).

In this section, I will detail the key tenets and fundamental elements of ELT. Topics include learning styles and learning environments, both of which are essential to understanding how students understand their experience in the classroom and the role setting can play within that experience. A discussion of ELT applied in counselor education and the rationale for the theory's use in this study will follow.

Key Tenets

Kolb (1984) defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 38). He qualified this definition through six characteristics of experiential learning. First, learning is best understood as a process instead of interpreting it in light of outcomes (Kolb, 1984). Those who are learning constantly refine and reshape their knowledge. Learning is grounded in experience, in which new ideas are challenged and modified as others are added. It is also necessary to resolve conflicts between opposing ways of understanding the world (i.e., acting and reflecting at the same time); as a result, one moves back and forth between the two. Learning is holistic; it occurs in all settings (e.g., the workplace and schools) and through all phases of life (e.g., adolescence and adulthood) (Kolb, 1984). Learning includes a transaction between the environment and the person (i.e., people shape the environments, and vice versa) and is thus ubiquitous. Finally, through learning, one creates knowledge that stems from a particular epistemological perspective (e.g., common sense differs from

"refined knowledge") (Kolb, 1984, p. 38). The definition of learning and characteristics of ELT provide an overview of the theory.

To explain better the process of learning alluded to in the first characteristic above, Kolb (1984) outlined the structural dimensions of the learning process. He described four adaptive modes among which transactions occur toward resolution (i.e., movement from one mode to another). Concrete experience denotes a complete involvement in a new experience. Reflective observation involves looking at the experience from multiple perspectives. Abstract conceptualization allows the learner to integrate observations into a theory. Active experimentation relates to learners trying out their "theories" to solve problems (Kolb, 1984). The learner ideally enters different modes best suited for the given situation. Adapting modes to deal with this tension and conflict laden process is paramount to achieving true growth. A learner uses different "modes" to develop fully formed knowledge.

Learning Environments

Kolb (1984) also discussed the importance of learning environments. He described several types of environments: affectively complex environments (e.g., the student experiences what it is like to be that professional), perceptually complex environments (e.g., the student is encouraged to view a topic from different perspectives), symbolically complex environments (e.g. the student has to find a correct answer), and behaviorally complex environments (e.g., the student has to apply knowledge to solve a realistic problem in a simulation). It would logically follow that the learning environment should correlate in some way to the task set for the student.

ELT in Counselor Education

The ACES Teaching Initiative Task Force (2016) cited ELT as one of several learning theories that can guide counselor educators' teaching practices. The taskforce related several examples of practice to ELT: "case studies, role plays, fishbowl exercises, Problem-Based Learning, and field work experiences" (p. 15). Studies in counselor education of pedagogical interventions reference the use of experiential activities. Briggs et al. (2009) created the GLEC to have pre-service counselors interact with students early in the program to gain experience using leadership skills, such as how to collaborate with other counselors and stakeholders and work through complex problems. Pre-service school counselors performed experientially-focused tasks such as implementing the GLEC curriculum and using assessments with preadolescent participants to make modifications to their approach. Practices like this reflected a "learn by doing" approach to training (i.e., an approach that prioritizes experience) (Briggs et al., 2009). Similarly, Michel et al. (2018) had students "learn by doing" within the LEAD model by completing an action research project in internship, thereby using leadership practices to affect change in their school internship sites. Though not focusing on leadership training specifically, Shoffner and Williamson (2000) noted how principals-in-training had limited exposure to understanding pre-service school counselors' roles. In response, the authors created a seminar in which pre-service school counselors and principals could better understand each other's roles in schools. Groups worked through case studies and vignettes within eight meetings to understand different points of view around critical issues in schools. Shoffner and Williamson's intervention not only showed ELT in

practice, but also pointed to the need for school counselors-in-training to understand how they must advocate for their role in schools with their principals (Amatea & Clark, 2005; Dollarhide et al. 2007).

Experientially-focused activities, like those in the studies above, have garnered empirical support as well. Hilcox (1991) found that 61.7 percent of studies involving ELT had successful outcomes, with "helping profession" listed as one of the academic areas characterized in this group. In a more recent edition of his book, Kolb (2015) provided an updated list of research on ELT. Studies included addressed ELT's prevalence in the field of management (e.g., Arbaugh, Dearmond, & Rau, 2013) and others that used ELT as a framework for developing instructional methods. Because of ELT's current application in the counseling field and its accepted use in the field with adult learners (ACES Teaching Initiative Task Force, 2016), ELT is an appropriate framework from which experiential training practices on leadership can be developed in an introductory school counseling course.

Additional Pedagogical Considerations

One critique levied about Kolb's articulation of ELT concerns involving the student's specific context; issues like power may affect what the learner takes from a given experience (Merriam, Caffarella, & Baumgartner, 2007). Given this, a pedagogy that rests solely on Kolb's version of ELT would ignore the important factors related to individual learners' context. Considering other sources on teaching practice provides a richer approach to meeting students' learning needs. Thus, while ELT serves as the foundation of the pedagogical intervention, other resources inform facets of the approach.

In this section, I will detail those other sources. Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) detailed seven researched principles of how learning works, drawn from the Science of Learning. Their discussion provided further guidance for developing an intervention for new school counseling students. Drawing from their teaching experiences, DeVoss and Andrews (2006) offered ideas and activities for school counselor educators training future school counselor leaders, while Young and Kneale (2013) do so for practicing school counselors. I will also discuss the importance of modeling leadership and monitoring student's self-efficacy regarding school counseling practice. Finally, I will discuss action research and its relevance in leadership training.

Seven Researched Principles for Teaching

In *How Learning Works: Seven Researched-Based Principles for Smart Teaching*, Ambrose et al. (2010) helped instructors bridge theory and practice through evidence-based research on teaching and learning. Drawing from extensive experience consulting with college instructors and their knowledge of the research, they developed and discussed seven principles of teaching and learning. Several of the principles, I contend, correlate well with ELT: "Goal-directed practice coupled with targeted feedback enhances the quality of students' learning"; "To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned"; "How students organize knowledge influence how they learn and apply what they know"; "Students prior knowledge can help or hinder learning"; and "To become self-directed learners, students must monitor and adjust their approaches to learning" (pp. 4-7). All of these principles prioritize one or more of the four modes of learning:

concrete experience, reflective observation, abstract conceptualization, and active

experimentation (Kolb, 1984). Thus, ELT matches with extensive research on learning

from a broader perspective.

However, the other principles not yet mentioned add to the ELT pedagogical

approach within this study. These principles chiefly concern the issue alluded to above

regarding the learner's specific context. First, "Students motivation determines, directs,

and sustains what they do to learn" (Ambrose et al., 2010, p. 5). The greater sense of

success that students perceive, the more likely they are to continue seeking learning

opportunities. Also, "[s]tudent's current level of development interacts with the social,

emotional, and intellectual climate of the course to impact learning" (p. 6). This principle

highlights how each student brings a unique context of personal factors into the

classroom; thus, the classroom climate can affect their learning experience positively or

negatively. Although Kolb (1984) addressed the learning environment, his postulation

related more to the learning experience than to the person of the learner. These principles

complement the pedagogical framework provided by ELT.

Additionally, the first principle that Ambrose et al. (2010) proposed addresses a

different aspect of the pedagogical approach: "Students prior knowledge can help or

hinder learning" (p. 4). This principle certainly relates to the leadership experiences

students may bring into the class, either from previous work experience or schooling.

However, this principle also implies that a foundation in knowledge of leadership (i.e.,

how school counselors practice leadership) can possibly help students as they move

toward field experiences. Following with ELT (Kolb, 1984), students can reflect on past

experiences during and after this course to continue developing their own approach to leadership.

Texts on Training School Counselor Leaders

Developing training practices from reflections on their own teaching practices, DeVoss and Andrews (2006) developed a textbook to help school counselor educators address leadership in their courses. They not only provided case studies and vignettes to help students think through common leadership situations, but also included inventories to facilitate students' reflections on their leadership practice. The Leadership Improvement Plan helps students select a mentor and develop goals and strategies for developing a leadership identity. The Leadership Practices Inventory allows students to self-report the frequency of their using skills concretely related to school counseling practices (e.g., categories on problem analysis, organizational ability). These vignettes, along with self-assessment tools within different chapters, will inform activities developed for the course.

Young and Kneale (2013) contributed a similar text, though its intended audience is practicing school counselors. As a resource published through ASCA, this text has the added benefit of expanding on how leadership is integrated into the ASCA National Model and specific practices to adopt in adhering to the model. The authors posed vertical and horizontal leadership to aid school counselors' development of their leadership capacity. Horizontal leadership concerns school counselors' leaderships efforts to make changes in their own school environments. For example, a school counselor, working together with other educators on a collaborative team to advance

school initiative, is a form of horizontal leadership. Vertical leadership, which includes horizontal leadership, denotes the leadership efforts of department heads, school counseling supervisors, and district coordinators. The authors surveyed more contemporary literature on school counseling leadership, provided synopses of leadership models (including The Four Frame Model), and included several assessment tools for school counselors to complete. These materials will also be utilized within course units.

Modeling Leadership and Interdisciplinary Partnerships

Discussing the improvement of training future school counselor leaders, McMahon et al. (2009) argued that curricular changes alone are not sufficient. Training school counselors cannot just involve "doing different things, but doing things differently" (p. 118). The authors differentiated between the two forms of "doing" by discussing the counselor educator's leadership role; namely, school counselor educators must transform their professional identities to include leadership. Practices such as mentoring and modeling were a few of their recommendations for embracing this new identity. Others have recommended similar changes to how counselor educators should approach teaching leadership. House and Sears (2002) argued that school counselor educators should form working relationships with community partners (e.g., local schools). Shoffner and Williamson (2000) – each educator in different university departments (counseling and educational leadership, respectively) – considered the premise of interdepartmental collaboration essential to helping students in each field understand the other's roles. A counselor educator who collaborates with others in such ways in essence leads by example, exhibiting the qualities of leadership explicit in the

curriculum standards (CACREP, 2016). Therefore, modeling such behaviors will be a firm consideration in this study.

Self-Efficacy and Learning

Bandura (1994) defined self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives, which "determine how people feel, think, motivate themselves, and behave" and "produce these diverse effects through…cognitive, motivational, affective, and selection processes" (p. 71). He went on to suggest a link between one's positive sense of self-efficacy and his or her level of achievement. An optimistic outlook for a person facing challenging tasks – like those involved in school counseling – leads to a greater chance for that person to take on the task and feel motivated intrinsically to do so. It is then no surprise that Larson and Daniels (1998), who surveyed the counseling self-efficacy literature available to them at that time, found a moderate relationship between counseling self-efficacy and counselor performance. Professional efficacy was established as a distinct factor in the construction of the School Counselor Leadership Survey (SCLS) (Young & Bryan, 2015). Surveying school counseling practitioners, Young et al. (2015) found qualitative support for the connection of confidence to leadership practices. Bodenhorn, Wolfe, and Airen (2010), using the School Counseling Self-Efficacy Scale (SCSE) with a sample of ASCA members, found a link between school counselors' self-efficacy and school counselors' perceptions of the achievement gap and equity with their schools. The higher the school counselors' self-efficacy scores were, the more positive the school counselors' ratings were toward addressing

achievement gap and equity issues in their schools. Thus, self-efficacy would appear to have a role in enacting leadership practices.

Several studies of students' self-efficacy offer implications for how I will investigate this variable in this study. Van Dinther, Dochy, and Segers (2011) reviewed articles related to students' self-efficacy in higher education settings. They discovered several relevant factors, in line with Bandura's (1994) theory, that increase students' self-efficacy, with enactive mastery experiences (i.e., putting students in practical and demanding situations in which they can apply knowledge) cited as the most powerful factor. This finding would support using experiential activities to increase self-efficacy. However, other researchers' findings on self-efficacy in counseling coursework offers a more tepid outlook for self-efficacy increasing in an introductory course. Lambie and Vaccaro (2011), surveying counseling doctoral students in a variety of programs at different points in their programs, studied participants' research self-efficacy and their interest in research. They discovered higher scores in research self-efficacy for participants who had been in the program longer than others. This discovery may correlate to the self-efficacy of first-year school counseling students in this introductory course. In short, students may not develop a high sense of self-efficacy for practicing leadership right away. Lambie and Vacarro (2011), however, also found a significant relationship between research self-efficacy and interest in research, with interest supported by training environmental factors. If students could, at the very least, develop a keen interest in improving their leadership practice over time, their self-efficacy may more likely increase over the duration of the entire school counseling training program.

Taken altogether, self-efficacy may not be the best indicator of effectiveness for an introductory training intervention (i.e., students self-efficacy scores might remain low at the end), especially one that does not involve actual field experience. However, as in the Lambie and Vaccaro study, tracking self-efficacy over the duration of the counseling program could prove more indicative of a program's effectiveness.

Action Research

Rowell (2005) argued for practicing school counselors to embrace more of researcher role in schools. He noted several benefits for practitioners who adopt action research: action research "build[s] community" among counselors and reduces feelings of isolation, counselors adopt a "continuous improvement orientation,"; and counselors maintain a "deep commitment to high standards of professionalism" (p. 377). Indeed, recent pleas encourage practitioners to take on a researcher role and collaborate with university professionals (Erford et al., 2014). Given that using data is integral to much of leadership practice (ASCA, 2012), introducing school counseling students to action research can serve their interests as leaders within their schools. I will describe key aspects of action research and its application to school counselors.

Key aspects. Though critiqued for its lack of resemblance to scientific inquiry, action research involves a process by which practitioners may arrive at helpful conclusions (Creswell, 2015). Rooted in Lewin's theory on experience – a theoretical underpinning of ELT as well (Kolb, 1984) – action research involves a recursive process of reflection on issues and the practitioner's own values, collecting and analyzing data, and action taken as result of findings (Creswell, 2015; McNiff & Whitehead, 2001).

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The type of change action researchers seek determines the particular classification of action research they are practicing. There are two types of action research design: practical and participatory (Creswell, 2015). Practical action research seeks to bring about changes in practice (e.g., instructional practices), while participatory action research addresses a social or community issue (e.g., culturally insensitive textbooks used in classrooms) that will lead to wider social change (Creswell, 2015). Having established a focus area and collected and analyzed data, the practical action researcher creates an action plan to bring about positive change in the work environment (Creswell, 2015; Mills, 2003). On the other hand, participatory action research seeks to emancipate individuals from disempowering situations or circumstances. This design designates the collaborative process between researcher and participants as essential, since any actions taken as a result of the inquiry directly involve and affect the participants (Creswell, 2015). Participants and researcher co-create knowledge, which comes from reflection on the lived experience (Janke, Gonzalez, Carlone, & Vetter, 2018; McNiff and Whitehead, 2001). Participatory action research can follow this process: stakeholders build a picture of the issue; researcher and participants collaboratively gather data from experiences and seek to understand it; and all parties discuss necessary actions to be taken (Creswell, 2015; Stringer, 2014). In the end, the issue – whether one of a practice- or social-orientation – determines the specific approach the action researcher would pursue.

Application to school counselors. Several authors have suggested how and why school counselors can and should take on roles in action research endeavors. Lambert (2002) described practical action research undertaken by teams. Citing several examples

of such teams in North American school systems, Lambert discussed how schools dealt with issues such as student retention. In one of Lambert's examples, a school found alternative measures to avoid retaining students and ensuring their progress (Lambert, 2002). Describing "participatory leadership," Lewis and Borunda (2006) revealed how "critical examination transforms practice" in two case studies (p. 408). In one such story, school counselors faced issues meeting student needs due to high caseloads. However, 25 percent of freshman students failed math (Lewis & Borunda, 2006). As a result, the counselors adopted a collaborative approach and, with data collected by both them and math teachers, were able first to advocate for new math teachers and later new counselors. Dahir and Stone (2009) conducted a review 175 school counselors' school improvement plans that were the result of an action research plan. The majority of school counselors in the study had plans centered on issues related to student achievement. Successful plans paid dividends for school counselors with respect to involving community stakeholders, improvement in student achievement, and promoting principal-school counselor relationship and systemic change (Dahir & Stone, 2009). Brott, Stone, and Davis, (2017) engaged in practical action research to address needs around school counseling site supervisor training. The authors developed trainings and, after collecting data from six trainings, revised their approach to be more personalized to participants. Rowell (2005) discussed sharing results of action research within the greater community (i.e., within districts or cities) through university-practitioner partnerships he and others had created.

Providing school counselors some training in the basics of action research can have ramifications for their leadership practice. Young, Gonzales, Owen, and Heltzer (2014) recommended that action research should be included in school counseling course curricula. In an introductory course in one counselor education program, students were taught "how to use data to identify achievement, attainment, and opportunity gaps" (p. 219). To do this throughout the training program, they described a data advocacy project, through which students would mine through school and district data to find an issue, discover patterns of inequity at their internship site, form achievable goals, develop intervention strategies, and reflect and assess what changed for participants (Young et al., 2014). Michel et al. (2018), advocating for the LEAD model, utilized this form of an action research project with their students. Students reported in interviews that they gained self-confidence and efficacy in understanding and using data and appreciated its value for instituting change and reporting accountability – all as a result of participating in the action research project. Training school counselors in action research can provide a valuable framework through which school counselors can bolster leadership practice with the support of data, and this will be an important aspect of the course. Additionally, this study will allow for an opportunity to model action research-related behaviors.

CHAPTER III

METHODOLOGY

Leadership has emerged as a topic essential to school counselors' training. However, a modicum of empirical research addresses methods of training school counselors to become leaders. Moreover, the existing research only provides qualitative data on students' learning experiences that followed a leadership training program after considerable lengths of time, responding to limited questions about their experience, especially around the training components they perceived were effective. The current study on introducing school counselors to leadership will add not only quantitative data to the literature, but also observations before, during, and after the intervention. Evaluating students' leadership development across a full introductory school counseling course will provide the following insights: how new school counseling students change their leadership practice within a semester through their educational experiences; how students embrace the course material to think differently about leadership; and implications for instructors' curricular and pedagogical decisions in subsequent semesters.

To evaluate for these points, I will employ a quasi-experimental pretest-posttest design. Such a design on its own would ignore several valuable opportunities for collecting and analyzing data throughout the intervention. With this point in mind, I will utilize a thought listing technique to assess how students are incorporating course

materials into their perceptions around leadership. Using a practical action research

design, I will also conduct an evaluation of the educational experiences offered and revise

the ongoing intervention as needed. Adding this component to study offers the following

benefits: giving students a voice within the intervention; allowing changes within the

semester to the intervention to happen with that input; and modeling a form of research

that will benefit students in their leadership efforts.

In this chapter, I outline the intervention, which includes an overview of lesson

plans, the syllabus for an observational practicum, and a description and rationale for an

action research-related summative assessment. The procedures section will offer details

on sampling and procedures for data collection and analysis, organized in three

subsections related to the design: pretest-posttest administration, thought listing, and the

action research-informed evaluation. An instrumentation section will cover psychometric

properties of *The Leadership Practices Inventory* (LPI), which will be used to measure

students' leadership practice, and the *School Counselor Self-Efficacy Scale* (SCSE) as

well as details about thought listing exercise and tools used to acquire student feedback.

Finally, limitations and ethical considerations to the study will be discussed.

Research Questions

Research Question 1 (RQ 1): What are the reported leadership behaviors of students of an

introductory school counseling course at the beginning and end of the semester, and how

do those reported leadership behaviors change by the end of the semester?

Research Question 2 (RQ 2): What is the reported self-efficacy regarding school

counseling leadership practice of students of an introductory school counseling course at

the beginning and end of the semester, and how does that self-efficacy change by the end of the intervention?

Research Question 3 (RQ 3): What thoughts do students have about leadership at four different points in the intervention? How do the qualities of the thoughts differ among the different time points?

Research Question 4 (RQ 4): What educational experiences do students identify as most helpful to their learning at four different points during the intervention?

Participants

School counseling students in their first school counseling course in a program in the Southeast US accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) will comprise the population under study. CACREP (2016) outlined the standards which an accredited program must offer students seeking designation as school counselors in three areas: foundations, contextual dimensions, and practice. Each area includes examples of standards that relate to leadership (CACREP, 2016). Because CACREP requires instruction for school counseling leadership, these standards help to delineate the target population.

Sample

Convenience sampling was used to select participants for this study. This method of sampling prioritizes the ease of access to the sample. Both the length of time required for the intervention (i.e., twelve weeks in the Fall semester) and the population parameters (i.e., students enrolled in first semester of CACREP school counseling program) make convenience sampling a more appropriate method. Twelve students are

currently enrolled in the introductory school counseling course (herein referred to by its university course designation, "CED 648"), for which the researcher serves as the primary instructor. Each student was invited to participate in the study. Even though convenience sampling is a non-probability method (Lavrakas, 2008), the sample is representative of the target population because CED 648 is offered within a CACREP-accredited program.

Intervention

In line with CACREP (2016) standards, one can draw logical connections between leadership and all of the topics involved in an introductory school counseling course. As such, the semester-long intervention encompassed most of classes ($n =10$) in which course content was delivered or students were assessed. The following section will broadly outline the twelve lesson plans that describe how each class incorporates leadership into addressing the day's topic. I will articulate the CACREP standards addressed, influences of school counseling leadership practice (using five factors of School Counselor Leadership Survey [SCLS]), The Four Frame Model, and Experiential Learning Theory (ELT), and descriptions of class activities and assessments. In addition to taking CED 648, students conducted fifty observational hours at a department-approved K-12 school as part of a required practicum (herein referred to as "CED 677"). I will provide a rationale for the syllabus of this course as well as appropriate reference to it within lesson plans.

Overview of the Lesson Plans

In this section, I will explicitly reference to leadership's inclusion in each lesson. The first two lessons of the course provides students with background context for the school counseling profession, in terms of the role of school counselors, their function, and the profession's development from past to present. These lessons will make no explicit reference to leadership nor will count as part of the intervention. The third lesson (Appendix A) started with an overview of the ASCA National Model (i.e., its components and themes). An explicit focus on school counseling leadership followed, with content focused on the distributed leadership perspective (Janson et al., 2009), The Four Frame Model (Bolman & Deal, 2017; Dollarhide, 2003), and school counseling leadership practices (Young & Bryan, 2015). The next five lessons (Appendices B-F) covered each component of the ASCA National Model in detail. As discussed in Chapter II, the theme of leadership can be seen in each component of the model. At this stage, students worked together in teams to address problem-laden vignettes in class. These class activities were intended to provide students with "low stakes" (i.e., they are not graded) opportunities to act upon certain leadership practices and receive feedback from the instructor. Appendices G and H depict lessons geared strictly toward collaboration and consultation, with focus on working with students with disabilities and special needs. Here, the other ASCA themes of collaboration, advocacy, and systemic change were highlighted. The latter lesson would also have students work in groups with others also in training (e.g., teachers) to discuss services for hypothetical students in case studies. I have also allotted time for class discussion around development of their action research

projects. Students considered whom their counseling efforts would address (advocacy),

whom they would involve in their action plans (collaboration), and the changes they seek

to create (systemic change). The next lesson (Appendices I) focuses on working with

principals. Students delivered a presentation to principals-in-training in the Department

of Educational Leadership on the same campus. Students collaborated and decided what

the presentation should contain regarding school counselors' roles, functions, and

responsibilities in a school. The last lesson (Appendix J) allowed for students to share

their Action Research Presentation with fellow students and receive feedback from both

the students and the instructor. All lesson plans will be published to Canvas (Instructure,

2018), the learning management system used at this university. Students will be able to

review them and any updated versions throughout the semester.

Syllabus for CED 677

CED 677 requires students to complete 50 observational hours at a local K-12

school. Given their novice status, students are prohibited from performing any direct

counseling activities with students. The course syllabus (Appendix K) outlines the

requirements that students must fulfill throughout the observation, including a checklist

of specific observations of counseling-related activities, interactions with school

personnel, and journals on particular aspects of those experiences. Divided into two

groups, students met to discuss their observations three times during the semester. A

doctoral-level graduate assistant facilitated those meetings with outlined agendas, each of

which includes questions regarding leadership.   I met with the practicum group

facilitators a week before each meeting, and together we developed the agenda and

questions for the group meeting. Copies of these agendas are presented as appendices following the intervention.

Action Research Presentation

The Action Research Presentation assignment (Appendix L) is intended as a summative assessment that allows students to incorporate their observations from practicum into research of a specific student issue. As discussed in Chapter II, using data plays an integral role in school counseling leadership practice. Having been given a chapter on action research (Creswell, 2015) and an article outlining practicing school counselor's efforts as action researchers (Mason et al., 2017), students identified an area of focus, reviewed the literature on the area, and proposed an appropriate intervention. Students also provided a list of data sources which they would seek out to support their approach and school personnel with whom they would likely collaborate. From an ELT (Kolb, 1984) perspective, this assignment gives students an opportunity to reflect on issues at work in their school site (reflective observation), to experiment with ideas (active experimentation), and create their own leadership-driven initiative (abstract conceptualization) – all within an immersive, new experience (concrete experience). Students offered a 10-minute presentation to the class and received feedback from both their peers and the instructor. Students were encouraged to share their presentation with their site supervisors; however, sharing the presentation was not be required, as dynamics between students and their sites were not always conducive to recommendations from an outside party. Discussions with students throughout the semester informed this final point.

Procedures

This section will outline the procedures for data collection and analysis for the pretest-posttest administration, the thought listing technique, and the evaluation of educational experiences offered. I will also include the rationale for these procedures.

Pretest-Posttest Administration

During the first 30 minutes of the third class, a person who has no formal (e.g., faculty advisor, practicum group facilitator) or informal (e.g., school counselor educator at same university) role in this project read scripted instructions (Appendix M) for participating in the study and informed consent (Appendix N). Students were provided information regarding the purpose of the study, descriptions of the all measures used (i.e., LPI, SCSE, thought listing, and evaluation measures), and the times and approximate duration for instrument administration. The person reading the script emphasized that participation in the study had no bearing upon the evaluation of students' work or grades in the class.

Once students have consented to participate, each student accessed a link through their Canvas accounts to access the survey instruments through Qualtrics. The first few questions sought information regarding their name and birth city (Appendix O). Participants' answers to these questions created their unique five-digit identification code. Because the questions are such that participants should give the same response each administration (e.g., pretest, posttest, future studies on leadership practice), written records of participant's identification codes were not be required. I, the principal investigator, remained blind to the identity of the person behind each response. I only

saw the identification codes for purposes of data analysis. Students will complete a

Qualtrics survey that will have items related to demographics, the SCSE, and the thought

listing technique. The LPI was taken on paper. Students wrote their identification code

on a cover page by again answering the five ID questions. In the last 30 minutes of the

final class, the thought listing exercise, the SCSE, and the LPI were administered again to

participating students.

Thought Listing

At the beginning of the third class, before the LPI and SCSE, the administrator

guided students to the thought listing exercise for establishing a baseline of perceptions

regarding school counselors as leaders. At the end of each of the remaining two

practicum group meetings (students will have already participated in one meeting to go

over expectations for the practicum), group facilitators asked students to list their

thoughts about leadership. Thought listing occurred at the end of the meeting because

students and group facilitators had discussed leadership-related issues – both directly and

indirectly – in their previous dialogue. Students will complete the thought listing an

additional time during the last 30 minutes of the final class.

Action Research and Best Learning Opportunities

I followed the same set of procedures outlined in the action research chapter given

to students (Creswell, 2015). Practical action research, which involves the study of

practices to address student learning, follows the process outlined in Chapter II: identify

an area of focus, collect data, analyze and interpret data, and develop an action plan,

which in turn leads to more data collection (Mills, 2003). This process leads to new

action plans that bring awareness to issues within the classroom that may otherwise go unnoticed. I would also offer this process has an emancipatory element more closely associated with participatory action research, as students' feedback will directly inform and possibly change aspects of the intervention.

With the focus on educational experiences students prefer, survey data collection was intended to occur at four points in the semester: at the end of the third, sixth, ninth, and final classes. These increments give time for students to experience different activities to make more informed assessments. The website Mentimeter (Mentimeter, n. d.) offers a way to acquire quick survey responses from students through their cell phones, laptops, or other internet-connected device. If a student does not have such a device, one will be provided. At the end of the four aforementioned classes, I intended to project a slide or series of slides. The slides prompted students to rate on a 1-5 scale (1 = *not at all helpful*; 5 = *very helpful*) the educational experiences offered in previous weeks on how helpful each was. Students will immediately see the mean scores for their responses to each educational experience. After responding, a series of open-ended questions will be offered that may or may not guide a discussion. I maintained field notes that will summarize my observations from the discussion. Essentially, the lesson plans I have included as appendices are "action plans." Changes made to lesson plans will be discussed with students at the beginning of the following class (i.e., the fourth, seventh, tenth, and final classes) and recorded within each lesson plan.

Instrumentation

Within this section, I will cover the instrument for collecting demographic data, the LPI, SCSE, the thought listing technique, and the Mentimeter survey slides.

Demographics. Even though the small sample prevents generalizability to the wider population, collecting demographic data on the participants has a clear purpose. To account for group differences, the researcher will ask for the following types of demographic data in an open-ended questionnaire: age, self-reported gender (informed by Westbrook & Saperstein, 2015), self-reported race and ethnicity, and undergraduate major(s) (Appendix P). Participants will respond "yes" or "no" to whether they have previous work experience and previous leadership experience. If participants answer "yes" to the prompt for previous work experience, they will have the space to report a) the field of work (e.g., education) and b) the job title or role (e.g., teacher). If participants answer "yes" to the prompt for previous leadership experience, they will have the space to report the a) the type of organization or institution in which they held a leadership role (e.g., secondary school) and b) the leadership role they held (e.g., member of leadership team for hiring new faculty). Appendix N offers a copy of the demographics questionnaire.

Leadership Practices Inventory **(LPI).** The LPI (Kouzes & Posner, 2017) (see Appendix Q) will be used as a measure of leadership behavior in this study. Kouzes and Posner (1988) originally designed the instrument to measure leadership behavior of leaders in various fields (e.g., graduate students pursuing an MBA, public and corporate managers). The LPI (Kouzes & Posner, 2017) contains 30 items that reflect different

leadership behaviors. For each, participants respond to the prompt "How frequently do I engage in the behavior described?" on a rating scale from 1-10 (e.g., 1 = *almost never*; 5 = *occasionally*; 10 = *almost always*), so that higher scores indicate a higher reported engagement in that leadership behavior. Each item represents a behavior that is categorized within five practice areas: Modeling the Way, Challenging the Process, Encouraging the Heart, Enabling Others to Act, and Inspiring Others to Act. Total scores for the entire assessment, as well as total subscale scores for each of the "five practices," are reported (Kouzes & Posner, 2012). These scores indicate how often responders perceive themselves engaging in leadership practice in general in their workplace (total score) and within each leadership practice area (subscale scores).

The LPI underwent several developmental stages. The first involved qualitative perspectives on leadership collected through case studies and interviews with managers attending professional development seminars to help the authors understand the construct of leadership. This review led to the creation of the five factors (Kouzes & Posner, 1998). These factors were also confirmed in a subsequent factor analysis (Kouzes & Posner, 1998).   Modeling the Way is characterized by a leader setting examples and planning small wins. Inspiring a Shared Vision concerns a leader's ability to envision the future and enlist the support of others. Challenging the Process involves a leader searching for opportunities and sharing and taking risks. Enabling Others to Act deals with a leader's capacity for fostering collaboration and strengthening others, while Encouraging the Heart concerns recognizing contributions and celebrating accomplishments (Kouzes & Posner, 1988). The LPI has been normed with graduate

student populations, though not specifically with school counselors (Kouzes & Posner, 1988).

As referenced in Chapter II, researchers have used the LPI with practicing school counselors (Mason & McMahon, 2009; Shillingford & Lambie, 2010). Internal reliabilities taken from larger samples, which included 708 respondents of managers and executives, ranged from .70 to .84 for the total scores. Social desirability was assessed for through the Marlowe Crowne Personal Reaction Inventory and revealed no statistically significant correlations. Additionally, in another graduate student sample, "test-retest reliability over ten days...was better than .96" (Kouzes & Posner, 1988, p. 494). Female responders were found to report more frequent practice in the Modeling the Way and Encouraging the Heart practice areas, but no significant results were found based on functional background (i.e., type of work) or ethnic background (Kouzes & Posner, 1993).

Kouzes and Posner (2002) reported that the LPI has good face validity (as indicated by feedback from responders), initial factor analysis (i.e., Kouzes & Posner, 1988), and construct validity with other sociological and psychological instruments. Carless (2001), however, recognized a lack of empirical validation of the LPI and explored its construct validity. She suggested that the LPI had poor divergent validity and cautioned against using it to focus on specific leadership behaviors. Nevertheless, Zagorsek, Stough, and Jaklic (2006) argued through their own examination of the LPI's psychometric properties that the instrument "can reasonably well identify the leadership strengths and weaknesses of the person involved...and measure their progress in

leadership ability (as a result of leadership development intervention or on-the-job learning)" (p. 189).

Several measures for leadership practice were considered for the purposes of this study, including a school counseling leadership-specific scale, the SCLS (Young & Bryan, 2015). However, the course is an introductory one and, consequently, students will not have field experience acting in a leadership capacity related to school counseling. For example, students will have no context for describing how often they implemented aspects of a comprehensive school counseling program, which is the type of behaviors measured by the SCLS. For this reason, as well as the prevalence of the LPI in school counselor research and the psychometrics associated with the measure, the LPI was chosen to measure leadership practices within this sample.

School Counseling Self-Efficacy Scale **(SCSE).** The SCSE (Appendix R) measures school counseling self-efficacy, or the confidence in performing school counseling-related behaviors (Bodenhorn & Skaggs, 2005). The 43-item measure has five subscales: Personal and Social Development (PSD), Leadership and Assessment (LA), Career and Academic Development (CAD), Collaboration and Consultation (CC), and Cultural Acceptance (CA) (Bodenhorn & Skaggs, 2005). On a scale of 1-5, participants are asked to rate their level of confidence (e.g., 1 = *not confident*; 5 = *highly confident*) for performing a specific school counseling activity (e.g., "Consult and collaborate with teachers, staff, administrators and parents to promote student success") (Bodenhorn & Skaggs, 2004), such that higher scores indicate a greater level of confidence. Because

leadership can be involved in all aspect of school counseling practice, all items will be included in the administration of the SCSE in this study (i.e., not only the LA subscale).

Bodenhorn and Skaggs (2004) provided several pertinent psychometrics for the instrument, normed on both school counseling students and practitioners. They found the instrument had appropriate internal consistency correlations, with $r > .95$ for the overall scale; each component also had high internal consistency correlations (.91 [PSD], .90 [LA], .85 [CAD], .87 [CC], and .72 [CA]). Divergent validity was supported by a correlation between the SCSE and the Social Desirability Scale (SDS) ($r = .296$), which the authors said supported the accuracy of participants' responses. Items in the SCSE also underwent a rigorous check by experts in the field for additions, deletions, and revisions. The expert panel included counselor educators and school counseling practitioners who held offices in the Association for Counselor Education and Supervision (ACES), CACREP, and one author of the ASCA National Standards. The researcher has acquired permission from the author to use the instrument.

Thought listing. The thought listing technique (Appendix S) is "an open-response method for acquiring and categorizing mental contents" through listing (Cacioppo, Von Hippel, & Ernst, 1997, p. 929). These mental contents include "the reportable consequences of a person's cognitive processes...an individual's thoughts, feelings, ideas, expectations, appraisals, and images" (p. 929). Cacioppo et al. highlighted the flexibility of the technique. No assumptions are made about participants' abilities to report thoughts nor researchers' abilities to report the relevant information about the content under study. The thought listing technique also relies solely upon the stream of

conscious thoughts of the participant in the moment (i.e., participants are not asked to recall past thoughts about a topic). Cacioppo et al. offered that the technique is particularly useful when the researcher has ideas about what dimensions under study are relevant but has no certain ideas regarding those dimensions.

One procedure Cacioppo et al. (1997) recommended involves presenting participants with a prompt after which they list their thoughts. As Cacioppo et. al. offered, this prompt can be administered before, during, or after an experience involving the idea under study. For example, Cacioppo, Glass, and Merluzzi (1979) asked participants to list thoughts about an upcoming conversation with an unfamiliar person in their study of social anxiety. In the case of the current study, the idea under study (RQ 3) is leadership and students' mental content regarding it. Thought listing will allow for insights into how students think about leadership practice and how those perceptions change over time as they encounter, react to, and process the course material. Higher scores would indicate greater consideration of the course material. Appendix S details the thought listing exercise as it appears in Qualtrics, with instructions adapted from those used by Cacioppo et al. (1979), Borders and Fong (1994), and Benet-Martínez, Lee, and Leu (2006). Students will write one thought statement in each of the boxes provided (as many as they can in the three minutes).

Before submitting participants' thought lists for review, I conducted a preliminary review to determine whether the thought statements provided in each administration can be properly rated. For example, some statements may actually contain two separate thoughts about school counseling leadership, while others might provide little context

from which to rate properly (e.g., only consist of one word). Appendix T shows the scoring rubric for the thought listing exercise. Two independent raters will be trained to be familiar with the leadership practices listed in the SCLS (Young & Bryan, 2015), which are representative of The Four Frame Model and a distributed leadership perspective. Training will include going over through the scoring rubric, discussing procedures for arriving at a consensus for each rating, and practicing through a few other examples together. Raters will use a scale from 1-5 (1 = *not at all*; 5 being *very much so*) to assess how well participants' thought statements reflect school counseling leadership practices within the SCLS. Each rater will note the leadership practice from the SCLS that the thought most clearly represents or a brief reason for not including a practice (e.g., "no leadership practice applicable"). Following calculation of inter-rater agreement, consensus will involve a meeting among the two raters and myself. We will review each rating, discuss any differences, and resolve them by vote. Benet-Martínez et al. (2006) used a similar coding system to assess for participants' cognitive complexity regarding thoughts about explaining biculturalism and achieved a high interrater reliability (ranged from .77-.99 for each criterion). Having consensus for each rating, however, is unique to this study. However, because a rater may be able to make a case for more than one school counseling leadership practice with a given thought statement, arriving at a consensus for ratings was deemed important.

Mentimeter. Mentimeter (Mentimeter, n. d.) is a website that allows survey questions to be seamlessly integrated into presentations. The authors of the website offer different types of slides with different layouts (e.g., multiple choice questions, word

clouds). For this study, I will use the "Scales" slide to allow students to rate the

educational experiences they have had in the past three weeks. Appendix U shows the

slides in their current version; however, they are subject to change based on changes to

the lesson plans throughout the semester.

Data Analysis

Data collected from the demographic survey, LPI, SCSE, thought listing, and

Mentimeter surveys will be entered into SPSS for analysis. I will describe within the

following subsections the analytical procedures used for each research question as well as

the rationale for their use.

Pretest-posttest data. To address RQ 1, overall scores for the LPI from both the

pretest and posttest administration will be organized by students' unique identification

codes. An Analysis of Variance (ANOVA) test ($p = .05$) will be conducted on the mean

scores between the pretest and posttests. If the test produces a statistically significant

result (i.e., the change in means is not equal to zero), the result would suggest that

students overall are performing leadership practices more frequently at the end of

semester than they did at the beginning. Post hoc tests will be used to examine changes

among the means of the five LPI factors (i.e., Modeling the Way, Challenging the

Process, Encouraging the Heart, Enabling Others to Act, and Inspiring Others to Act)

between the pretest and posttest scores. For example, students may have reported more

frequent leadership practice in Enabling Others to Act but no difference in Modeling the

Way. Exploratory post hoc tests using demographic data may reveal other differences

(e.g., based on gender). Familywise error rate will be used for all tests. Examining the

differences among mean scores in this way allows for inferences regarding the efficacy of the intervention.

To address RQ 2, an ANOVA test, as with the LPI, between mean scores of the pretest and posttest administration of the SCSE will also reveal how students' self-efficacy regarding leadership behaviors may or may not have changed during the intervention. Exploratory post hoc tests with demographic data included (e.g., previous leadership experience, previous work experience) may reveal other differences.

Thought listing data. To address RQ 3, a repeated measures ANOVA test will be conducted with the four groups of thought listing data (i.e., for each timepoint of the four administrations). If differences exist among the means, post hoc tests (e.g., pairwise comparisons between tests) may offer more pertinent details for where there are differences. Familywise error rate will be employed in these follow-up tests.

Educational experiences data. To address RQ 4, Mentimeter survey results will be reported in descriptive statistics through mean and total scores. Because the question under study more resembles program evaluation than research, as it solely concerns the program's effectiveness, I consulted literature on program evaluation (Heppner, Kivlighan, & Wampold, 2008). Authors in the field of program evaluation provide methods that allow field observations to complement survey data. Goodrick and Rogers (2015) described a descriptive method through which one could systematically categorize an investigator's observations in program evaluations. The purpose of this method is to bring together observations from both data sources (i.e., survey data and field notes) for comparing different data. Appendix V provides a summary matrix that includes data

sources in columns and categories of data (i.e., different types of educational experiences) in rows. The following example illustrates how the two forms of data may be compared in the matrix. For example, students may report in a Mentimeter survey a 4.7 rating on average for the helpfulness of the "flipped lecture." In the next column, a quote from field notes might complement that rating (e.g., "Students discussed how the flipped lecture allowed them to review the course content at their own pace"). The matrix will be updated after each survey administration (i.e., after the third, sixth, ninth, and final classes), as the summary matrix will help guide changes I will make to the lesson plans. At the end of the course, the matrix display will also provide an accessible description of the data for other stakeholders (e.g., students, fellow faculty).

Ethical Concern

My role as the primary researcher and instructor of the course presents not only a limitation but also an ethical concern from which to safeguard. Experimenter bias (i.e., my investments in the study as researcher and the course as instructor conflict) and participant bias (i.e., social desirability issues among students and between myself and students) may affect the results. The American Counseling Associations (ACA) Code of Ethics (2014) stipulated that researchers must ensure informed consent, clearly explain why data are being collected, and carefully consider the risks and benefits of interactions with participants. I acknowledge these ethical responsibilities and will document any abnormality within these codes within the semester.

Pilot Studies

I conducted two pilot studies in preparation for various aspects of the main study. One consisted of an expert review of the ten lesson plans that guide the intervention; the other tested the thought listing exercise. I will describe the procedures and results of each below as well as each pilot study's impact on the main study.

Expert Review of Lesson Plans

For this study, I sought expert review of lesson plans with a primary concern for feasibility and clarity of the intervention. I used the following as guiding questions in developing the plans: "If I gave these lesson plans to other school counselor educators, would the lesson plans serve as adequate guides?" First, I gave the lesson plans to one of my doctoral committee members who is a practicing counselor educator and has taught the introductory school counseling course and observation practicum at this university for the past two years. Based on her preliminary review, I developed a list of key questions to offer other expert reviewers and created a "lesson plan review packet." Appendix W shows the cover sheet attached to the lesson plan packet for the reviewers. My chair and I developed a list of other school counselor educators to contact. The list was developed based on experience teaching school counseling, experience practicing as school counselors, and current or past leadership experience.

Three other school counselor educators agreed to participate by email. Two responded with enough time for their feedback to be included in this report. Collectively, including my committee member, the three school counselor educators have an average of 8.3 years of experience teaching school counseling, have experience working with all

school levels (i.e., elementary, middle, and high), and have held counseling-related leadership positions in the past or present (e.g., president of ACA-affiliated branch, department chair, editorial board member for counseling journal).

Feedback from the expert reviewers chiefly concerned the following areas: time allotted for educational experiences within each lesson, addressing multicultural competency in each lesson, addressing levels of schooling in each lesson, developmental appropriateness of educational experiences, and appropriately matching educational experiences to the course content in each lesson. All three expert reviewers commented that the first few lessons had too much activity. Two expert reviewers suggested discussing specific topics with guest speakers that they should address. These suggestions included topics such as working in schools with students with lower socio-economic statuses and students with learning differences. One reviewer suggested posing open-ended questions to school counseling students to have them consider working in different school contexts (e.g., "What does a home visit look like in different school communities?"). Two reviewers offered feedback on developmental appropriateness of activities. One reviewer suggested bringing guest speakers who have different expertise in different levels, while another reviewer recommended grouping students in problem-solving teams by level. I could then ensure students had different exposure to working through scenarios situated in different school levels. Two reviewers commented that role plays might be too challenging for students, with one reviewer suggesting moving role plays toward the latter half of the semester. All three reviewers commented that the

action research material more appropriately belonged in the lesson on the Management component of the ASCA National Model.

As a result, I made the following decisions about or changes to the lesson plans. I have decided to keep all educational experiences listed in each lesson so as to allow for options. I will have two classes with students prior to the start of intervention, so I may have a sense of what activities might work best. I have moved all action research related materials to Lesson 7, which concerns the Management component of the ASCA National Model. Altogether, most of the feedback confirmed the overall structure and flow of the lessons and instead concerned more specific suggestions on how to plan aspects of the educational experiences (e.g., varying students' exposure to levels in problem-solving teams, seeking guest speakers with diverse experiences and discussing with them specific lecture topics).

Thought Listing Pilot

The thought listing exercise was piloted to assess the clarity of instructions, the feasibility of the Qualtrics link, and the development of a scoring rubric for training raters and to collect any other feedback. First, a committee member accessed the Qualtrics link and reported issues with the timer for responding; this was corrected, and the committee member accessed the link and found it working as intended. Then, ten second-year school counseling students who had taken the introductory school counseling course at the same institution the previous fall were invited to participate in the pilot study. Of the ten invited, eight responded that they were willing to participate. I then sent the eight participants a link through Qualtrics to complete the thought listing exercise. Seven

participants completed the survey in time for their results to be included in this report. The survey (Appendix X) contained the thought listing exercise and a brief open-ended prompt for feedback.

Participants' responses to the thought listing exercises informed aspects of the instructions in the final version and provided exemplar items for the scoring rubric. Some responses only included a word rather than a phrase or sentence (e.g., "passion," "assertive"), despite what was stated in the instructions. Therefore, the instructions were modified to emphasize participants' use of phrases and sentences. The items given also provided examples for a scoring rubric (Appendix T). For example, one thought was "Contribute to the vision of the school." This item would rate highly, as it is highly reflective of a leadership practice in the SCLS (i.e., "I know and promote my school's instructional vision") (Young & Bryan, 2015, p. 8). Another example illustrates a thought that would merit a lower score. One participant offered the following thought: "the person who sets up schedules for children." In describing more to a clerical task than leadership practice, a rater should score this written thought with a low score. In all, the responses in this pilot study provided valuable exemplars for the scoring rubric.

Comments in the feedback form also helped to identify and address issues with instructions. Two participants had concerns related to the instructions. One asked for more clarity around the presences of multiple boxes, while the other suggested making the instructions more concise. Both of these points were addressed in the final version (Appendix S). Additionally, three participants commented on the timing of the activity. Two agreed that there was enough time, while one participant added there may have been

too much time. For the final version, I decided to keep the timing at three minutes, which was consistent with other examples in the thought listing literature reviewed earlier. Other comments indicated the potential utility in the thought listing exercise. One participant commented, "It was interesting to think about separate thoughts." Another discussed how the thought listing exercise could serve as a good introduction to new students for understanding "what they think school counseling actually is" and how that might change in a semester.

With changes based on the two pilot studies implemented and IRB approval for the main study achieved, the proposal for the study was delivered to dissertation committee members and all counseling faculty members in anticipation of their review and feedback during the open dissertation proposal meeting.

CHAPTER IV

RESULTS

As stated in Chapter I, the purpose of this study is to explore how students in an introductory school counseling course develop their understanding of leadership. In this chapter, I will first provide an overview of the sample and its demographics as well as changes made to the procedures. Next, I will reveal the results from analyses related to each research question and analysis of journal documents and group discussion recordings. Finally, I will also discuss, where appropriate, differences among participants' results based on features of the sample (e.g., prior leadership experience).

Sample

All 12 students enrolled in the course during the third week agreed to participate in the study. Table 4.1 provides the demographics of the participants. Nine participants self-identified as female, and three participants self-identified as male. Reported ages ranged from 21-28 years old ($M = 23.917$). Seven participants self-identified as white, four participants as Black or African American, and one as Latino/a. Most participants reported earning an undergraduate degree in psychology ($n = 8$). One participant reported earning a degree in education. Other reported degrees included public relations, human development and family services, religion, philosophy and literature (only one participant reported more than one major). Most participants ($n = 10$) reported having prior work experience. Six participants reported experience involved in K-12 education.

Job descriptions included teaching, coaching sports, substitute teaching, and

paraprofessional work in special education. Descriptions of work experience in

universities or colleges included peer advising and admissions. All twelve participants

reported prior leadership experience. Two participants reported leadership experience

from working in education; one participant reported leadership experience in professional

work (i.e., department chair, member of leadership team), while the other reported

leadership experience at a "teacher leadership academy." Ten participants reported

leadership experience at the college or university level, which included fraternity or

sorority chapter leadership ($n = 4$), leadership in other student organizations ($n = 4$),

leadership within a sports team ($n = 3$), interfaith leadership (n = 2), and project

leadership in a research project ($n = 1$).   Six participants reported leadership experience

in both K-12 and university or college settings. Reports included additional leadership as

a student in the K-12 setting: marching band leadership ($n = 3$), student government

leadership ($n = 2$), and sports team leadership ($n = 1$). Other leadership positions

highlighted in non-education fields included shift supervision in the military ($n = 1$),

managing a summer camp ($n = 1$), and mentoring others ($n = 1$).

Table 4.1

Demographics of Participants

$N = 12$	n	%	M	SD	Range
Age					
$N = 12$			23.917	2.314	21-28

Gender		
Female	9	75
Male	3	25
Race/Ethnicity		
White	7	58.333
Black or African American	4	33.333
Latino/Latina	1	8.333
Undergraduate Majors		
Psychology	8	
Education	1	
Other	3	
Prior Work Experience		
Yes	10	
K-12	6	
College/University	2	
Other	2	
No	2	
Prior Leadership Experience		
Yes	12	
K-12	7	
College/University	10	
Both K-12 and College/University	6	
Non-education related	3	
No	0	

Changes to Procedures

Changes emerged both from the discussion with my committee after the proposal and unforeseen circumstances during the administration of the semester-long intervention.

Recommendations from Committee

My committee recommended that I include participants' practicum journals (laid out in the practicum syllabus, Appendix K) and two recordings of the practicum group meetings, which are also discussed in Appendix K. The addition of this data allows for triangulation (i.e., data that describe the same phenomenon but offer a different perspective) with findings from the LPI, SCSE, and thought listing exercise (RQs 1-3). These additions were approved by the IRB prior to the start of the study. The approach for organizing data from both journals and group recordings mirrored the one used to summarize the participants' feedback on their educational experiences: a descriptive method involving a summary matrix. Appendices AA and AB show the matrices for presenting data from analyses of the journals and group recordings. Through a comprehensive review of all journals and recordings deemed appropriate, I followed the outline provided by Goodrick and Rogers (2015), which involved clarifying the purpose of the analysis (i.e., triangulation) and deciding how to best present the data (i.e., a summary matrix in layout format). The matrix includes five categories (i.e., the five factors of the School Counseling Leadership Survey [SCLS]), example quotes illustrating observations related to the respective factor, and a summary of key themes represented among the quotes provided. I will present a summary of the themes within the chart below and discuss their connection to first three research questions in Chapter 5.

My committee also recommended that, while the ANOVA procedure may work for analyzing data from RQ1 and RQ, paired sample *t*-tests may be more appropriate

given the pretest-posttest format. Thus, this form of analysis was used for analyzing data associated with these two questions.

Unforeseen Circumstances

During the intervention, situations occurred which require an acknowledgement in this section of changed decisions regarding procedures. Due to weather, one class during the intervention was canceled (Lesson 4: ASCA National Model (Foundation), Appendix B). In lieu of meeting for class, I emailed participants and gave them feedback for completing their Personal Belief Statements on their own. The rest of the schedule remained intact. Additionally, guest speakers' responses and availabilities changed what could be accomplished within certain lessons and the order of activities. Key among the changes was the lack of parents or teachers involved in collaborative teamwork exercises (see Appendix G and H) and the addition of another guest speaker in lieu of visiting a local school (Appendix F). Instead, practiced counselors came to the class and led groups of students through vignettes based on their professional experiences working in a school system. Lesson plans were not added to Canvas, but activity descriptions were given to students for feedback purposes (see RQ 4).

Time, as expert reviewers suggested, was also a factor, so certain activities were omitted or modified due to this limitation. The presentation on Action Research was condensed and made part of a flipped lecture. Also, as part of an assignment for another class (Professional Orientation), students created advocacy projects and invited faculty and others in the counseling program to view their ideas via poster board presentations during a 'mini-conference' conducted by that class. Because each project related clearly

to issues in school counseling and had a connection to school counseling leadership (i.e., leadership), I invited students to share the projects with each other in class and discuss, as they had not previously had the opportunity to do so. This activity was added to the lesson on collaboration and consultation (Appendix H).

During the last class, participants' presentations of their action research proposals took more time than anticipated. Therefore, the procedures outlined in Chapter III for administering the posttest required modification. Participants were given paper copies of the LPI to complete and return by the end of the day, given this day was many participants' last time on campus. All twelve participants returned a written copy of the LPI within that timeframe. However, I asked participants to complete the online portion, conducted through Qualtrics, on their own. The online section contained the SCSE (RQ 2) and the fourth administration of the thought listing (RQ 3). Ten of the 12 participants completed the online portion. Despite considerations for internal validity (i.e., dropout), I will consider only the reports of those ten participants in the analysis of scores related to the SCSE but all data from the thought listing exercises.

Additionally, the fourth administration of the survey and feedback on educational experiences was not conducted. Time did not allow for its administration; however, I deemed its administration superfluous, as it related more to feedback on participants' assignments (i.e., presentations to principals-in-training and action research proposals). In Chapter V, where appropriate, I will provide salient details from field notes to capture participants' performance on these assignments.

Changes to Procedures for Thought Listing Data

The original procedure described in Chapter III for analyzing thought listing data revealed how two independent coders would rate thought statements on a 1-5 rating scale based on how closely they resembled items from the School Counseling Leadership Survey (SCLS). After organizing the thought listing data into a spreadsheet and giving it a preliminary overview, I noted several thought statements provided either consisted of only one word or a vague phrasing. Because my chair and I deemed that the data as presented would present far too many challenges for any coder, we determined that the procedure for coding the data described in Chapter III would no longer be suitable for addressing RQ3. I will describe each of the changes below in greater detail.

Adopted a "Yes-No" coding system with the SCLS factors. Following guidelines around content analysis provided by Goodrick and Rogers (2015), we clarified our purpose in analysis was to assess whether thought statements, as constituted, could represent a facet of school counseling leadership. The same framework for coding (i.e., the SCLS and its five factors) was used in this revised set of procedures. If the thought statement did represent an aspect of school counseling leadership (receiving a "YES" rating), the coder would identify which of the five factors with the SCLS (codes in parentheses) – Interpersonal Influence (IntInf), Systemic Collaboration (SC), Resourceful Problem Solving (RPS), Professional Efficacy (PE), and Social Justice Advocacy (SJA) – best matched the thought statement. A "NO" rating would match with a statement not concerning school counseling leadership in any discernible way (see Appendix Z for codebook guidelines). I formed a revised codebook (described below). As the two

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coders tested the system during pilot applications, we revised the rules for the sake of reliability and clarity and added "decision rules" around what specifics (e.g., words) would lead to inclusion and exclusion for each code. The two coders achieved the final coding by arriving at consensus, which emerged from several discussions over coding that differed from one another. Data analysis included frequencies for each of the codes (i.e., codes for the five factors and NO ratings) and variance of their appearance at different times (i.e., for each of the four administrations) and different participants.

Changed coders and added auditor. My chair and I took on the roles of coders for this exercise. This decision allowed us to focus more readily on changes to the codebook and made the coding process more efficient and reliable. An auditor was added to the process. A member of my committee agreed to serve as an auditor to assess 1) if our process has enough merit or integrity to produce meaningful results and 2) if the coding process that we used makes sense with the factors described in Young and Bryan's (2015) SCLS.

Made modifications to the original codebook. The revised codebook is show in Appendix Z. Authors of a recent publication on the SCLS (Young & Bryan, 2018) provided richer descriptions of the five factors, which were included in the codebook. Notes addressing nuances to each factor were included based on the coders' initial discussions. Additionally, descriptions of what constituted a YES or NO rating for each code were formed and added.

Analysis of the data. The scaling for the rating thoughts has shifted from an interval to a categorical one. As a result, the approach for analyzing the data has shifted.

I will present an analysis of trends related to frequencies of coding types, organized from three perspectives: total frequencies by factor, frequencies across timepoints (i.e., for each administration of the thought listing exercise), and frequencies by participant.

Data Analysis

Research Question 1

What are the reported leadership behaviors of students of an introductory school counseling course at the beginning and end of the semester, and how do those reported leadership behaviors change by the end of the semester?

All 12 participants completed paper copies of the LPI to provide both pretest and posttest reports. Table 4.3 shows the means *(M)* and standard deviations (*SD*) (pretest and posttest), the change between pretest and posttest scores (∂), the t-test score (*t*), and the p-value (*p)* of participants scores in each of the five practice areas of the LPI: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. To assess the statistical significance of change between the pretest-posttest mean scores, the paired t-test procedure (two-tailed) was used. Each test was evaluated at the $p < .05$ level. A test for normality ("straight line" test) revealed a normal distribution, and boxplots showed no apparent outliers in the dataset.

Differences between pretest-posttests. For all five practice areas in the LPI, participants showed statistically significant changes in their score reports. On average, participants had higher posttest scores in all practice areas: Model the Way ($t(11) = -4.285, p = 0.001$), Inspire a Shared Vision ($t(11) = -11.248, p = 0.000$), Challenge the Process ($t(11) = -5.640, p = 0.000$), Enable Others to Act ($t(11) = -4.010, p = 0.002$),

and Encourage the Heart (t (11) = -5.973, p = 0.000). Overall, the mean scores from

pretest to posttest for each practice area saw a notable increase, and variability (as

indicated by standard deviations) for those respective means decreased or remained

consistent from pretest to posttest. The largest increases occurred in the following

practice areas (the three largest changes from pretest to posttest): Inspire a Shared Vision

(∂ = 13.833), Challenge the Process (∂ = 11.417), and Encourage the Heart (∂ = 11.25).

Effect sizes (Cohen's d) for each practice area were large: Model the Way (d = 1.237),

Inspire a Shared Vision (d = 3.247), Challenge the Process (d = 1.628), Enable Others to

Act (d = 1.158), and Encourage the Heart (d = 1.724).

Follow-up analyses were conducted using pairwise correlations between pretest

and posttest scores for each practice area. High positive correlations would indicate a

level of consistency between participants' pretest and posttest scores. For example, a

participant who scored "high," relative to other participants' scores, within a practice area

on the pretest would have also scored "high" on the posttest. Two practice areas had

highly positive, statistically significant correlations between pretest and posttest scores:

Inspire a Shared Vision (r = 0.812, p = 0.001) and Enable the Heart (r = 0.845, p =

0.001). The pairwise correlations for the remaining three areas were not statistically

significant (p > 0.05). However, the small sample size greatly increases the chances that

outliers (e.g., a participant scored similarly on both the pretest and posttest) affect the

outcome of the correlational test.

Group differences related to gender, race/ethnicity, and prior leadership

experience. Independent t-tests (α = 0.05) conducted on groups by gender (i.e., male and

female, which were the only responses reported) were conducted on the means score changes from pretest to posttest. Results indicated no statistically significant difference among changes in pretest-posttest scores based on gender. The same tests ($\alpha = 0.05$) were conducted on groups by race/ethnicity on the means score changes from pretest to posttest. Participants who identified as "white" composed one group ($n = 7$), while those who identified as either "Black or African American" ($n = 4$) or "Latino/Latina" ($n = 1$) composed the other group ($n = 5$). No statistically significant differences emerged on the basis of race/ethnicity for mean changes in scores. Given the small sample sizes for each group, power (i.e., the opportunity for a Type II error) is a limitation for interpreting the results of these group differences.

While all participants reported some previous leadership experience, the potential for group differences was sought on basis of whether participants had K-12 leadership in their work experience ($n = 2$). However, independent t-tests also revealed no statistically significant differences between mean pretest-posttest score changes on this basis. The same caveat related to power applies as well.

Table 4.2

Scores for Leadership Practices Inventory (n = 12)

Practice Area	Pretest M	Pretest SD	Posttest M	Posttest SD	∂	t	p
Model the Way	40.5	7.598	48.5	3.03	8.0	-4.285	0.001*
Inspire a Shared Vision	32.333	6.597	46.167	3.538	13.833	-11.248	0.000*
Challenge the Process	37.333	6.065	48.75	4.938	11.417	-5.64	0.000*
Enable Others to Act	44.833	5.952	52.667	3.499	7.833	-4.01	0.002*
Encourage the Heart	37.083	11.836	48.333	8.446	11.25	-5.973	0.000*

Note. Scores for each practice area range from 6-60. *Statistically significant

Research Question 2

What is the reported self-efficacy regarding school counseling leadership practice of students of an introductory school counseling course at the beginning and end of the semester, and how does that self-efficacy change by the end of the intervention?

Ten participants completed the SCSE in both the pretest and posttest phases. Table 4.4 presents the results of paired *t*-tests (two-tailed) between the pretest and posttest. Differences between the total scores are reported as well as those among the five subscales. Each test was evaluated at the $p < .05$ level. As with the LPI dataset, a test for normality ("straight line" test) revealed a normal distribution, and boxplots showed no apparent outliers.

Differences between pretest-posttests. The paired *t*-test conducted between total SCSE scores pretest-posttest revealed a statistically significant difference ($t(9) = -4.921$, $p = 0.001$). On average, participants scored higher on the SCSE posttest than on the pretest. Each paired *t*-test for pretest-posttest subscale scores revealed similar statistically significant differences: Collaboration and Consultation (CC) ($t(9) = -9.789$, $p = 0.000$), Leadership and Assessment (LA) ($t(9) = -6.175$, $p = 0.000$), Personal and Social Development (PSD) ($t(9) = -6.970$, $p = 0.000$), Career and Academic Development (CAD) ($t(9) = -5.056$, $p = 0.001$), and Cultural Acceptance (CA) ($t(9) = -7.344$, $p = 0.000$). Again, overall, the mean scores from pretest to posttest saw a notable increase, and variability (as indicated by standard deviations) for those respective means decreased from pretest to posttest. The subscale scores that saw the largest increase was LA ($\partial = 17.8$, 87.7% increase), while the other subscales saw a more comparable range of

increase (range = 41.3%-49.5%). Effect size (Cohen's *d*) for total and subscale scores were all large: total score (*d* = 2.322), CC (*d* = 1.556), LA (*d* = 3.095), PSD (*d* = 1.953), CAD (*d* = 2.204), and CA (*d* = 1.599).

Follow-up analyses were conducted using pairwise correlations between pretest and posttest scores for both total and subscale scores. Only correlations for Leadership and Assessment scores (*r* = 0.665, *p* = 0.036) and Career and Academic Development (*r* = 0.667, *p* = 0.035). The pairwise correlations for total scores and the remaining subscale scores were not statistically significant. The same caveat for the LPI scores applies here: an outlier would have impact on a test of significance of correlations given the small sample size.

Group differences related to gender, race/ethnicity, prior work experience, and prior leadership experience. Independent *t*-tests were used to assess difference among the means of changes in scores pretest-posttest with groups by gender (male, *n* = 2; female, *n* = 8). Tests on all five subscales and total scores indicated no statistically significant differences by gender (α = 0.05). The same tests were applied to groups organized by race/ethnicity ("white," *n* = 7; "Black or African American" or "Latino/Latina," *n* = 3); no statistically significant differences were discovered.

Some participants (*n* = 5) indicated work experience in K-12 settings, while others indicated no such experiences (*n* = 5). When differences in mean change scores between pretest-posttest were assessed between these two groups, no statistically significant results emerged. The means of changes in scores for those with leadership experience in the K-12 workplace (*n* = 2) and those without (*n* = 8) also revealed no

statistically significant differences. With the small sample sizes for each group, power remains a limitation for interpreting the results from these group differences.

Table 4.3

Scores from School Counseling Self-Efficacy Scale (n = 12)

Total/Subscale Scores	Pretest M	Pretest SD	Posttest M	Posttest SD	∂	t	p
Total Score	124.1	33.5378	188.8	19.871	64.7	-4.921	0.001*
CC	34.6	9.617	48.9	4.533	14.3	-9.789	0.000*
LA	20.3	7.602	38.1	7.602	17.8	-6.175	0.000*
PSD	36.3	10.078	52.9	6.064	16.6	-6.970	0.000*
CAD	21.0	6.164	31.4	3.026	10.4	-5.056	0.001*
CA	11.9	2.885	17.5	2.173	5.6	-7.344	0.000*

Note. *Statistically significant.

Research Question 3

What thoughts do students have about leadership at four different points in the intervention? How do the qualities of the thoughts differ among the different time points?

In total, participants produced 630 thought statements that were coded by the guidelines specified in Appendix Z. After discussing interrater reliability and statements with a NO rating, I will present the frequency of the occurrence of coding from three perspectives: total frequencies by factor, frequencies across timepoints (i.e., for each administration of the thought listing exercise), and frequencies by participant. Two participants did not complete a thought list for the fourth administration; the other 10 participants completed all four listings.

Interrater reliability. Brennan and Prediger (1981) discussed appropriate and inappropriate uses of Cohen's kappa. The authors suggested it was the appropriate

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measure of interrater reliability when the data is categorical and there are fixed marginals for ratings. (i.e., there are only a certain number of possible rating outcomes). Given that the coding process met this criteria, Cohen's kappa emerged as the most appropriate measure of interrater reliability. The comparison of the two raters' coding indicated a high level of agreement ($\kappa = 0.837$).

Statements with a NO rating. According to the scoring guidelines, every thought statement a participant provided was given a rating. However, several of the statements coded NO received this rating on the basis of incompletion or, one could deduce, the participant's misunderstanding of the directions for that administration. I acknowledge this here because including all thoughts protects the integrity of the coding process. However, any interpretation of the frequency of NO coding should be taken with that caveat in mind.

Results of the audit. A committee member who identifies as school counselor educator reviewed the coding process. In summary, she noted that the coding process appeared to be clear. She also offered notes that either highlighted an ambiguity among certain thought statements or aligned with conversations between the two coders regarding consensus (P. Harris, personal communication, February 6, 2019). For some statements, more than one code might apply (e.g., "advocating for students" could be identified with Social Justice Advocacy and Professional Efficacy codes). Ambiguity existed around items that lacked enough context (e.g., how to code "knowing your school setting"). Indeed, as discussion around consensus between coders revealed, instrument items presented in the factor analysis of the SCLS would appear on the surface to inhabit

more than one factor. For example, "I know how to recognize social justice inequities," which was loaded under Resourceful Problem Solving, would seem relevant to the Social Justice Advocacy factor as well. These points are included in the "Limitations" section in Chapter V.

Total frequency. Table 4.4 shows the total frequency count in six categories: Interpersonal Influence (IntInf), Systemic Collaboration (SC), Resourceful Problem Solving (RPS), Professional Efficacy (PE), Social Justice Advocacy (SJA), and a category for thought statement that did not relate to school counseling leadership (NO). The largest grouping of thoughts belonged to the RSP coding ($n = 180$, 28.571%), with SC ($n = 119$, 18.889%) and IntInf ($n = 118$, 18.73%) as the next two most common codes. PE ($n = 94$, 14.921%) and SJA ($n = 82$, 13.016%) NO codes appeared the least frequently ($n = 37$, 5.873%).

Table 4.4

Total Frequency Counts and Percentages for All Thought List Statements

	n	*%*
IntInf	118	18.730
SC	119	18.889
RPS	180	28.571
PE	94	14.921
SJA	82	13.016
NO	37	5.873
Total	630	

Frequency by timepoints. Table 4.5 presents the composite frequency counts of coding types organized by thought listing administrations. RPS codes more than doubled from the first listing ($n = 23$, 19.328%) to second ($n = 47$, 29.56%). RPS codes appeared

at a frequency similar to the second listing in both the third ($n = 58$, 32.955%) and fourth ($n = 52$, 29.545%) administrations. SC codes experienced an opposite trend. In terms of frequency percentages, SC appeared most frequently in the first listing (n = 31, 26.05%), but among the least frequent in the fourth listing ($n = 25$, 14.205%). PE coding saw an increase in frequency from the second ($n = 19$, 13.38%; n = 19, 13.38%, respectively) to the last ($n = 29$, 16.477%, $n = 23$, 13.068%, respectively) administration, while occurrence of the SJA code decreased from the first ($n = 20$, 17.391%) to the last ($n = 23$, 13.772) administration. IntInf coding appeared at a relatively consistent frequency throughout all administrations (low: $n = 30$, 17.045% in "List 3"; high: $n = 38$, 21.591% in "List 4"). NO coding had the highest incidence in the second administration ($n = 17$, 10.692%).

Table 4.5

Frequency Counts and Percentages by Thought List Administration

	List 1		List 2		List 3		List 4	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
IntInf	21	17.647	29	18.239	30	17.045	38	21.591
SC	31	26.050	28	17.610	35	19.886	25	14.205
RPS	23	19.328	47	29.560	58	32.955	52	29.545
PE	20	16.807	19	11.950	26	14.773	29	16.477
SJA	20	16.807	19	11.950	20	11.364	23	13.068
NO	4	3.361	17	10.692	7	3.977	9	5.114

Frequency by participant. Tables 4.6 presents coding frequencies from participants' first thought list. Within the first administration, only three participants had thought statements coded in all five categories. Nine participants had at least one coding category without representation. Among those participants, the most common category

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not coded was Interpersonal Influence ($n = 4$), followed by Professional Efficacy and

Social Justice Advocacy ($n = 3$).

Table 4.6

Frequency Percentages of Coding by Participant for First Thought List

	1	2	3	4	5	6	7	8	9	10	11	12
IntInf	0	10	9.091	50	14.286	22.222	0	52.941	10	11.111	0	0
SC	62.5	20	18.182	25	28.571	44.444	25	23.529	30	11.111	22.222	0
RPS	37.5	20	45.455	0	7.143	11.111	25	5.882	40	22.222	22.222	0
PE	0	50	0	12.5	7.143	11.111	37.5	11.765	0	44.444	11.111	33.333
SJA	0	0	27.273	12.5	42.857	11.111	12.5	0	20	11.111	22.222	50
NO	0	0	0	0	0	0	0	5.882	0	0	22.222	16.667

Table 4.7 presents a composite chart of frequencies by participant for the other

three listings. All participants had thought statements represented in each of the five

categories. Additionally, five participants had no thoughts in any administration that

received a coding of NO.   Of those who did have a thought statement coded in the NO

category ($n = 7$), four participants had less than five. The most NO codes a participant

had totaled 14 among all administrations.

Table 4.7

Composite Frequency Percentages of Coding by Participant (Final Three Listings)

	1	2	3	4	5	6	7	8	9	10	11	12
IntInf	25	23.684	4.545	31.111	32.787	8	6.897	7.407	24.242	36.111	15.493	8.333
SC	30.556	5.263	18.182	2.222	16.393	16	13.793	28.395	21.212	13.889	16.901	8.333
RPS	22.222	21.053	50	15.556	27.869	36	10.345	39.506	30.303	16.667	42.254	41.667
PE	11.111	15.789	9.091	40	11.475	12	34.483	4.938	9.091	22.222	7.042	16.667
SJA	11.111	31.579	9.091	11.111	11.475	28	13.793	3.704	12.121	11.111	7.042	25
NO	0	2.632	9.091	0	0	0	20.690	16.049	3.030	0	11.268	0

Note. Participants 3 and 12 did not complete the fourth thought list administration.

Triangulation with Journal and Group Discussion Data

Given the framework for analyzing thought listing data was based on the five

factors within the SCLS, I used the same framework for examining student journals and

group discussions. Below are summaries of the themes represented in the quotes. In

Chapter V, I will discuss how the results presented here connect to results from the

analysis of the LPI, SCSE, and thought listing data.

Journals. Appendix AA offers the prompts for each of the journal entries. I will

give an overview of the two to three themes noted for each of the five factors

(Interpersonal Influence, Systemic Collaboration, Resourceful Problem Solving,

Professional Efficacy, and Social Justice Advocacy).

Interpersonal influence. I have noted three themes related to this factor from

journal quotes: creating a safe environment for stakeholders, exhibiting certain qualities

in relationships, and developing a professional identity that prioritizes interactions with

others.   The first represents quotes that discussed supporting or helping others (e.g.,

"Good leadership involves noticing areas of improvement, but allocating time and energy

where it can be most helpful"). The second theme reflected words used to describe site

supervisors, such as "patient," "kind," or "approachable." The third theme concerned

participants acknowledging that the practices related to this factor are relevant or

essential in some way to their school counseling practice (e.g., "Important to build strong

relationship with teachers").

Systemic collaboration. Three themes emerged within this factor: importance of

working with others in the community, working as part of teams, and developing beliefs

about collaborating with others. The first theme concerned participants' observations of work with school (e.g., "[My site supervisor] emphasized [the word of the month's] importance and instructed the teachers to try and implement the use of this word [responsibility] and what it means for their students' lives and classwork") and community stakeholders (e.g., "While [my site supervisor] could have led a group herself, she instead chose to collaborate with a community organization that is working on a topic she is passionate about and affects the students at [the school]"). The second theme captured comments around the variety of organized team initiatives several participants observed (e.g., "I was able to observe [the school counselor] collaborate with several members of the Instructional Team to best serve a struggling student"). The third theme dealt with beliefs participants shared about how they viewed collaboration (e.g., "Designat[ing] time for classroom support...speaks to the leadership aspect of accountability and collaboration"; "Collaboration is an important aspect of leadership, and I was glad to see how effective the cooperation and communication among all the different support staff was at [the school]").

Resourceful problem solving. Three themes capture the quotes associated with this factor: importance of using data, adapting interventions to meet students' needs, and practicing resourceful problem solving now. The first theme concerned many quotes emphasizing school counselor's use of data (e.g., "[D]ata is the concrete evidence that, not only is the school counselor valuable, but your job as the school counselor is necessary"). The second theme concerned how participants saw how they could use available resources to influence their intervention choices (e.g., "Knowing the school

population is a great resource to have for the different interventions that a school counselor might want to implement"). The final theme reflected quotes about participants' efforts that aligned with this factor (e.g., "I was able to work on creating a flier for parents, families, and guardians of seniors with information regarding Senior Night at the school"; "Since many parents are unable or unwilling to attend workshops or information nights, I have collected materials that can be sent home with students or electronically distributed").

Professional efficacy. Two themes emerged within this factor: lack of professional advocacy and need for leadership. The first theme covered ideas expressed around the lack of professional advocacy participants noted with their site supervisors (e.g., "While [my site supervisor] appreciated the feedback and was very interested, he also mentioned that he probably would not be able to change everyone's mind about the profession"). The second theme concerned participants' expressions of leadership's importance and how they intend to practice leadership (e.g., On observing a meeting on crisis interventions: "The people in the room were acting just like the children they see at schools every day. It was enlightening to be reminded of how immature some adults can be. It made me really want to set myself apart as a counselor by being a leader and an adult").

Social justice advocacy. Two themes reflected this factor: importance of advocating for students and present advocacy for students. The first theme concerned the work school counselors performed on behalf of students in specific groups (e.g., "Great counselor leaders in this district consider the demographics of the population they are

serving and advocate for underserved groups"). The second theme concerned references

to participants' actual practice of social justice advocacy work (e.g., "I visited the

school's clothing closet as well as heard of the lack of clothing in the clothing closet. As

a result, I decided I wanted to do something to not only appreciate the staff but to assist

the students at [the school] as well")

Group discussions. Appendix K provides details regarding practicum

requirements. Participants met for three practicum groups. Given that only two of the

groups concerned discussions about school counseling leadership, only the first two

group meetings were analyzed. The practicum group leaders and I discussed the agendas

for each meeting before they met with students. The first group discussion centered on

how participants saw their site supervisors as leaders. The second group discussion

concerned questions around needs participants noticed as present in their school sites and

more impressions of their site supervisors. Each group lasted approximately one hour.

These group discussions preceded the second and third administrations of the thought

listing exercise, respectively. As portrayed in Appendix AB, each of the five factor

categories has one to two themes as follows.

Interpersonal influence. Two themes emerged within this factor: site supervisors

influencing participants and observing site supervisors influencing others. The first

theme concerned how participants noted site supervisors' supporting and encouraging

them (e.g., "My counselor does advocate for me a lot...did a lot of emails for me with the

interviews...'I have some clout'"; "She makes me feel included"). The second theme

dealt with the influence participants noticed their site supervisors had with others in the

school (e.g., "She meshes very well with the population of the school"; "She's taken a leadership role in getting to know the kids...getting a sense for the kids she may need to be more hands on with").

Systemic collaboration. Two themes arose from quotes related to this factor: site supervisors engaged in the community and impediments to collaboration. The first theme concerned how participants observed supervisors collaborating with others (e.g., "He's very active in the community with the families as well...leadership in and out of the school"; "We're starting a lunch buddy [initiative]...incorporating people from the community"). The second theme represented the challenges participants discussed around collaboration in schools (e.g., "Our school doesn't have that technology [for student engagement]"; "What your principal's objectives [are]...what they you should be doing may be way different from what you hope you would be doing").

Resourceful problem solving. Two themes emerged within this factor: importance of feedback and beliefs about data's importance. The first theme revolved around several quotes concerned with feedback guiding services offered (e.g., "[The school counselors] are big on feedback...surveys given out to the students"). The second theme concerned either site supervisors reflecting beliefs about using data (e.g., "The site supervisor on using data: "I have [data] if they (stakeholders) ever ask, but I'm not going to use it"; Student's question to site supervisor: "How do you evaluate your program?" – site supervisor's response: "I don't do the whole data stuff" but does collect "needs assessment"). The third theme represented quotes that made explicit reference to leadership and delivering counseling services (e.g., "She incorporates leadership when

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she's in the classroom"; "Important part of leadership...getting that feedback and knowing what to do with it").

Professional efficacy. Two themes covered the essence of the quotes presented within this factor: creating your own role in the school and beliefs about your future role. The first theme involved participants noting how their site supervisors established a clear presence in the school (e.g., "My supervisor seems to be in some ways more the leader of the school, even than the principal is...he has been the most constant in the school") and effectively or ineffectively advocated for those roles (e.g., "It sounds like the [counselor] is just waiting for the program to fail"). The second theme concerned participants' indicated beliefs about their future school counseling practice (e.g., Regarding poor supervisory experience: "I want to have a different role"; "It's not a role I'm stepping into...it's me creating a role").

Social justice advocacy. One theme covered the quotes related to this factor: advocacy at work. Participants observed and shared how their site supervisors engaged in advocating for specific groups of students and families (e.g., On working with parents with a child with dwarfism: "She incorporated a book [about dwarfism] into her guidance lessons").

Research Question 4

What educational experiences do students identify as most helpful to their learning at three different points during the intervention?

At three different time points (TP), participants provided feedback regarding the helpfulness of educational experiences offered in class by responding to a Mentimeter

survey and giving narrative feedback. At each time point, participants first responded to the Mentimeter survey. Some slides changed from the original proposal to account for changes in the intervention or the language used to describe an educational experience (e.g., "problem-solving teamwork" was often referred to as "collaborative teaming"). After everyone had enough time to respond, participants were invited to review the results (Appendix Y) and offer any feedback. With no requirements regarding in what manner or how much feedback participants had to provide, some educational experiences garnered more attention in feedback than others.

Appendix V presents data collected at these time points in a Summary Matrix (adapted from Goodrick & Rogers, 2015). The first column (Educational Experiences) provides the name of the activity as presented on the Mentimeter slide to participants. The second column (Field Note Data) contains sample quotes from participants during the feedback sessions. The third column (Summary) offers a summary of the lessons taken from both the survey data and the narrative feedback. Any changes made to the course were presented to participants and discussed. Below, I will review the data provided for each educational experience in the Summary Matrix and discuss any changes made to the intervention. I will also provide a brief description of the activity if not self-evident or discussed in Chapter III.

Flipped lectures. Scores from the Mentimeter surveys among the three time points had little variation (range: $M = 3.2$-3.4). Participant feedback from the first time point centered on the platform and depth of content within the first flipped lecture. As a

result, the platform through which the flipped lectures were created was changed and the depth of content in each lecture more closely aligned with course readings.

Class discussions. Scores from the Mentimeter surveys among the three time points stayed consistently above an average of four (range: $M = 4.1$-4.8). Participants noted how sharing and learning from the different perspective each offered enhanced their learning. As a result, discussions were prioritized in each class meeting.

Problem-solving teams. Also referred to as "collaborative teaming," scores from the Mentimeter surveys between the two time points differed; participants rated the activity more helpful at TP 2 than they did at TP 3 ($M = 4.1$ at TP 2 and $M = 3.4$ at TP 3). Participants expressed that some vignettes and the simulated problems embedded within each varied in helpfulness. One student expressed that she did not necessarily believe she would be able to problem solve within the group; however, as the activity progressed, she realized the group's collective effort and conversation led to a suitable outcome. As the latter rating came toward the end of the intervention, no changes were made.

Icebreaker. An icebreaker activity has participants interact to become better acquainted with one another for general (e.g., knowing names) or specific purposes (This activity was done only once ($M = 3.8$ rating at TP 1). Participants indicated that it was helpful for them to think about how to incorporate icebreakers into their future practice. This activity was not conducted again.

Live lecture. Scores from the Mentimeter surveys among the three time points stayed consistently at an average of four ($M = 4$ at TP 1 and TP 3). Participants valued

the time for "elaborating" on content and certain topics. No changes were made to the approach to live lectures.

Think-pair-share. Think-pair-share is a format for structuring student discussion. Participants first think about a topic or issue individually, then with another, and finally with the entire class. Scores from the Mentimeter surveys from the one time point was relatively low compared to class discussion ratings ($M = 3.8$ compared to $M = 4.1$-4.8, respectively). Thus, class discussions took on a less structured approach and this format did not appear again.

Free association listing. In this activity, participants were shown pictures of paintings that related to aspects of The Four Frame Model of leadership. Scores from the Mentimeter surveys for this time point was moderate ($M = 3.8$). Although this activity was not replicated at another time, the reflective aspects of it (i.e., prompt participants to free associate on a given topic) was incorporated into the revised approach to flipped lectures.

Role-play. Participants role played acting as counselors and students, taking turns working together on the results of a career assessment. This activity was also done only once at TP 2 and received a relatively low rating ($M = 3.3$). Participants did not provide narrative feedback; however, my observations during the activity indicated participants did not prefer this mode of interacting. Problem-solving teamwork activities were used instead.

Reviewing class themes. This activity, not featured in the original lesson plans, emerged as an idea during the intervention. The purpose was to have participants review

and offer their own key lessons from the course. After several classes, I put on a slide

several themes from the course activities and discussions thus far (e.g., "Legacy of the

past has ramifications on the present").   Afterwards, participants would offer their own

themes. This activity was rated only once at TP 2 and received a relatively low rating (M

= 3.3). Due to time constraints, this activity was not continued.

   Guest speakers. Scores from the Mentimeter surveys between two time points

stayed consistently moderate (M = 3.7 at TP 2 and M = 3.9 at TP 3). Participants

expressed a disparity in the quality of guest speakers' presentations. Based on the

timepoint at which participants provided the feedback, I could deduce which guest

speakers they found more helpful. However, participants chose not to provide specific

details. As guest speakers were scheduled in advance, no changes were made

CHAPTER V

DISCUSSION

Toward the end of Chapter I, the following quote led into this study's purpose: "little guidance exists about how to train [students] to identify their leadership characteristics, cultivate their leadership skills, or measure the impact of their change agent practices" (Kneale, Young, and Dollarhide, 2018, p. 1). Engaged in the intervention employed in this study, students reflected on leadership, learned more about leadership practice through simulated and actual leadership exercises, and explored how they might support, and even defend, those practices. Each of the preceding points connects back to the previous quote. Within a pedagogical intervention focused on leadership, students gained experience with school counseling leadership through collaboration, advocacy, and, at the very least, an examination of how systemic change can happen (ASCA, 2012). In this chapter, I explore how students in this introductory school counseling course learned leadership through an examination of results related to each research question. I will summarize key findings, offer several implications for school counselor educators, identify limitations within the study, and provide suggestions for future research.

Summary of Findings

Below are key findings from analyses related to data for each research question. I will make references and connections to how activities within the pedagogical approach

may connect to those findings. I will also, where appropriate, reference results of the analysis of journals and group discussions to provide another perspective with the qualitative data, along with any relevant facilitator observations.

Higher Reported Frequency of Leadership Practice (RQ 1)

Overall, participants reported a much higher frequency of leadership practice at the end of the intervention as compared to the beginning. Despite a small sample size ($n = 12$), tests of significance revealed a substantial change in all five practice areas.   Large effect sizes also illustrated the degree of this change beyond the statistical significance. Even though tests of significance for correlations only proved statistically significant for two practices areas, Inspire a Shared Vision and Enable the Heart, the significant correlations speak more to the consistency of the results in these areas. Outliers within the small sample can affect a correlational test. As these results suggest a significant change in participants' perceptions of their leadership practice, I will discuss how certain class activities connected to the different LPI practice areas. Additionally, Young and Bryan (2015) connected the five factors the School Counseling Leadership Survey (SCLS) to the LPI's five practice areas in the following ways: Systemic Collaboration related most closely to Enabling Others to Act and Modeling the Way; Interpersonal Influence related most closely to Inspiring a Shared Vision and Encouraging the Heart; and both Social Justice Advocacy and Professional Efficacy related most closely to Challenging the Process. Because journal and group discussion analysis were structured around the five factors of the SCLS, I will reference the broad themes from that analysis by the previously outlined logic.

Inspire a Shared Vision. Inspiring a Shared Vision reflects practices associated with envisioning the future and enlisting the support of others (Kouzes & Posner, 1988). This area saw the greatest degree of change (qualified by both the difference between pretest-posttest mean scores and effect size) of any of the practice areas. Participants invested in activities related to this practice area through two key activities: a) developing, writing, and revisiting Personal Belief Statements and b) presenting their vision of the school counseling profession to principals-in-training. As part of the study of the Foundation component of the ASCA National Model, student wrote belief statements rooted around what they considered important to school counseling. Participants provided a future vision of how they saw themselves building relationships with students and other stakeholders through their school counseling practice. As participants presented to principals-in-training, they not only explained the role of school counselors in terms of the ASCA National Model (e.g., 80% of time should be allotted for delivery of services) but chose to work through scenarios observed from their practicum experiences in small groups. They divided themselves among the principals-in-training and, as I observed, had continual dialogue throughout the remaining time. One principal-in-training even noted that she had been a teacher for decades and did not realize school counselors were trained to fulfill these roles. Guest speakers may have also played a role in participants' perceptions of this practice area, as several visitors spoke not only to a specific topic but inspired them, as I noted as a facilitator, to practice in certain ways in their future profession. These activities and experiences stand out as relevant to the Inspire a Shared Vision practice area and may speak to the changes

observed in this practice area. In particular, this might speak to an increased efficacy around systemic practices – a noted area of deficiency in school counselors in an earlier study (Janson, 2009).

In their journals, participants noted how site supervisors contributed to safe environments and illustrated positive qualities such as patience and kindness through actions. They also indicated how their personal beliefs about school counseling grew to emphasize relationships. In group discussions, participants spoke about how their site supervisors encouraged and impacted not only the students at their sites but the participants themselves. These themes speak to participants' further understanding of the impact acts of inspiration and influence can have on others, which may speak to a change in their perceived practice of these behaviors. Additionally, some participants' actions described in their journals fall into this practice area (e.g., showing appreciation for their school sites).

Encouraging the Heart. Encouraging the Heart concerns recognizing contributions and celebrating accomplishments. This area saw the second highest degree of change and second largest effect size. Additionally, participants' scores between the pretest and posttest had a highly positive correlation, indicating consistency among the scores. Given the emphasis in activities on working together in class, participants often had to listen to each other's' ideas and, as I observed, celebrated as they came to consensus on an approach. As they developed group interventions based on observations from practicum sites, participants united around a common cause and developed interventions which they could celebrate. One activity that was added involved advocacy

projects participants completed for another class. All the projects had some connection to school counseling and were thus deemed relevant to the class. However, participants did not have the opportunity to share these projects with one another previously. After talking to participants, we decided to share these projects briefly in class. What emerged was not only an informative impromptu presentation of research but also a celebration of what participants had accomplished. Data from journals and group discussions discussed for Inspire a Shared Vision also apply to this practice area. Clearly, interpersonal influence (i.e., encouraging and supporting others) connects to Encourage the Heart. These salient experiences represent a few opportunities within the intervention in which this practice area may have been influenced.

Challenging the Process. This practice area involves practices centered on looking for opportunities and sharing and taking risks (Kouzes & Posner, 1988). This practice area saw the third highest change in mean scores from pretest to posttest and the second largest effect size. The class activities most clearly relating to this practice area concerned problem-solving teamwork and Action Research Presentation. In groups, participants developed interventions based on observations from their practicum sites. Participants experienced how to take what they had noticed as deficient at their sites and create an opportunity for positive change. Through their Action Research Presentation, participants were able to do this on a larger scale. I noted that several participants spoke with their site's principal about the project and even affected change in the school as a result of it. One school counseling student examined suspension rates of African American males in a 9th grade class. Through collaboration with her site and a reading of

literature on the topic, the student outlined a three-year plan based on restorative

practices. The school, she put forth, should aim for at least a 25% decrease in suspension

rates for this population. She reported having submitted the proposal to her site principal.

This anecdote serves as one example of participants challenging the process to engender

possible systemic change.

Participants offered several bits around leadership practice in this area in their

journals and group discussions. First, within journals, participants discussed their own

advocacy efforts to help students at their sites. For example, one participant promoted a

campaign focused on making students more aware of their social media usage.

Participants in group discussion also noted how their future roles should center on the

good of all students and a sense of agency involved in creating change. Young and

Bryan (2015) did not align Resourceful Problem Solving with any of the LPI's practice

areas. However, in journals and groups discussion participants framed using data as an

important aspect of identifying areas of need. For example, one participant noted taking

part in "data collection" with younger students: "We used a feelings card with eight

prominent emotions accompanied by pictures of the emotion and directions to point to

the image that best describes the emotion they feel about certain students in their class or

their time at school in general." All of these observations may point to how participants

noticed opportunities to act in this area and thus rated their practices differently in the

posttest for this practice area.

Enabling Others to Act and Modeling the Way. Although the remaining two practice areas – Enabling Others to Act and Modeling the Way – saw the least gains from pretest to posttest by mean scores, there was still a notable increase marked by large effect sizes. Enabling Others to Act involves practices related to fostering collaboration and strengthening others, while Modeling the Way concerns practices related to setting examples and planning small wins. Many class activities as well as the preparation of the presentation to principals-in-training involved working with others. For the latter activity, participants broke up into small groups and made "pitches" to each other on what should be included in the presentation. The groups came to consensus on the best approach. However, as a facilitator, I noted several instances where participants described challenges in collaboration. For example, one student noted how another student did not contribute as much to the group effort as other members.

Nonetheless, participants did indicate other opportunities for collaboration with others. For example, in one journal entry, a participant noted: "To promote positive school-family partnerships and encourage parent involvement, I worked on a parent education session with my site supervisor." In another journal entry, one participant indicated positive associations with collaboration: "I'm not in it alone...as there are people available to support and help me carry the responsibilities alongside me." While not a practice, per se, the previous quote illustrates a mindset that suggests a future willingness to collaborate with others in the school context. Regarding Modeling the Way, one participant offered the following in a journal: "I think [my effort to show appreciation for others] came at the right time – just before the holidays – as the students

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seemed to be a little fed up with one another and the teachers feeling similarly." This example illustrates the small – yet incredibly impactful – ways participants can lead within their schools.

It is notable that Enabling Others to Act did not stand out more relative to other practice areas, given the importance of collaboration in many of the activities within the intervention. However, several themes from journals and group discussions illustrate participants' understanding the challenges of collaboration in the school context. For example, participants noted how principals and administrators may hinder what school counselors can do within school by limiting their practices. With regard to Modeling the Way, few opportunities in class activities or in their observational practicum existed for participants to practice this concretely. In fact, journal and group discussion data may shine light on this, as several themes revealed poor examples set by site supervisors (e.g., from a group discussion, lack of professional advocacy: "It sounds like the [counselor] is just waiting for the program to fail."). These explanations may account for the smaller change in scores relative to other practice areas.

Increased School Counseling Self-Efficacy (RQ 2)

On average, participants saw a significant increase in terms of their self-efficacy from pretest to posttest on the SCSE. Tests of significance for total scores and all subscales revealed a statistically significant result. Effect sizes for the total score change and all subscales were also large. Of all the scores within this measure, however, none may reveal more about how participants perceived their confidence to act as leaders than the results for the Leadership and Assessment (LA) subscale. Pretest-posttest scores had

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a high and positive correlation to one another, indicating consistency among how participants scored for each test. More importantly, the effect size was greatest for this subscale. These results suggest that, on average, participants left the course with a higher sense of confidence for practicing leadership than they did at the start of the intervention. A review of LA items from the SCSE reveals practices related to implementing a comprehensive school counseling program, creating accountability measures, contributing to a positive school environment, and working with other stakeholders (Bodenhorn & Skaggs, 2004). Considering the focus of activities within the intervention around these areas (e.g., Action Research Presentation) and the importance of the ASCA National Model in the course curriculum, participants' reporting high scores, on average, in this area makes sense.

Participants' exposure to practical school counseling situations, such as ones at their practicum sites or in the presentation to principals-in-training, may have been a factor for the increased scores (Van Dinther et al., 2011). However, as Lambie and Vaccaro (2011) suggested too, participants' interest in school counseling may play a role in their high ratings of self-efficacy. A more definitive understanding of self-efficacy scores would come with tracking participants' self-efficacy throughout their graduate program.

Nonetheless, the self-efficacy scores may speak to a different dimension of the study. Framing much of this course with leadership required a balancing act of the standard content of an introductory course and the leadership focus. Because self-efficacy did not decrease on any subscale, this would suggest that the intervention did not appear

to interfere with the other aspects of the course curriculum. This observation may also support the notion that leadership, as put forth in the ASCA National Model, permeates each of the school counselors' core functions (e.g., delivery of services) (ASCA, 2012).

Thought Trends around School Counseling Leadership (RQ 3)

Looking at trends of frequency from several angles revealed changes in the stream-of-consciousness thoughts student had about school counseling leadership at different points in the semester. Below I will consider each of the perspectives presented in the results – trends by total frequencies, by thought listing administration (time), and by participants – and make connections to the intervention, journals and group discussions, and previously discussed results.

RPS the dominant coding. Accounting for more than a quarter of the total coding, thoughts related to Resourceful Problem Solving (RPS) appeared more often than any other thought. This finding may reflect similar findings in the LEAD training study (Michel et al., 2018). All three themes from their phenomenological approach (i.e., *school counselors as change agents*, *data are our friend*, and *data create connection and collaboration*) concern aspects of Resourceful Problem Solving as delineated in the scoring rubric (Appendix Z). Moreover, several themes within the journal and group discussions dealt with the importance of understanding and using data. Nonetheless, each coding garnered attention within participants' thoughts, and thoughts having no relationship with school counseling (NO coding) had the least frequent occurrence.

How school counselors provide services to K-12 students garnered much attention throughout the course. The authors of the ASCA National Model, upon which the entire

course is predicated, emphasized the delivery of services. They differentiated activities based on their appropriateness within the model (ASCA, 2012). This emphasis, along with the observational nature of their practicum assignments, may have contributed to higher frequency of these types of thoughts as reported by students. Moreover, the fact that participants considered the RPS type of thought most frequently speaks to the skills and practices found within a distributed leadership perspective, which is focused on practice and allocating resources appropriately among stakeholders (Janson et al., 2009; Young & Bryan, 2015).

Fluctuation of RPS, SC, and PE over time. As noted in the previous section, RPS appeared the most often. This coding also doubled after the first thought listing and continued at that rate for the remaining ones. Participants observed school counselors practicing largely in schools with high need, as reflected generally throughout journals and group discussions in multiple factor groupings. Additionally, class activities that involved problem-solving teamwork and the Action Research Presentation assignment related most closely to aspects of RPS.

Systemic Collaboration (SC) saw a drop from the first administration. As with the discussion of the frequency of practice reported with the LPI results for Enable Others to Act, participants noted the challenges of collaborations and may have looked less favorably upon this practice. Additionally, student experiences within the practicum varied as to how much exposure they had with other stakeholders, and only a few reported working with teachers and administrators.

The increase in Professional Efficacy (PE) coding from the second to fourth administration may reveal the impact of the presentation to principals-in-training. Some thought examples in the last administration included "Advocate for the self" and "Advocate for the profession." Considering the presentation was an act of advocacy for the professional role of school counselors, this presentation may have influenced students' thoughts about professional advocacy work.

Wider diversity of thoughts among participants. After the first administration, all participants had at one time or another produced thought statements representative of each coding category. This finding may address more broadly that participants were able to frame school counseling leadership from different perspectives at different times. In Chapter II, The Four Frame Model was introduced not as a prescription for how to practice leadership but as a mental model for negotiating what practices best suit a situation (Bolman & Deal, 2017; Dollarhide, 2003). That participants considered multiple aspects of leadership throughout the latter three listings may illustrate how they have adopted a multidimensional framework. Indeed, themes within the journals and group discussions covered a wide array of topics affiliated with all five SCLS factors (and, consequently, all four frames as Young and Bryan (2015) also aligned them to SCLS factors).

Helpfulness of Certain Educational Experiences (RQ 4)

In this section, I will discuss the experiences participants tended to prefer – and those they did not – as well as how the Experiential Learning Theory (ELT) framework informed those perspectives. Participants rated classroom discussions consistently as

more help educational experiences than any other surveyed. They emphasized the diversity of perspectives represented in these discussions, which would occur in most classes. This finding echoes the ways in which learners can adapt their own "theory" on a topic through reflection and experimentation (ala reflective observation and abstract conceptualization, Kolb, 1984). Understanding participants' preferences for class discussions informed later decisions with lesson plans (e.g., choosing to discuss their advocacy projects submitted for a different class). Live lectures, which appeared less frequently depending upon the particular class's activities, also received relatively high ratings. As opposed to hearing peers' perspectives, participants were able to hear mine as the facilitator and hear me "elaborate" (a word that stood out in feedback) on certain points. Live lectures allowed students to react and respond to that elaboration immediately, which also speaks to the reflective and experimenting processes outlined previously.

The latter point hits to the "flipped" side of presenting information via flipped lectures. Participants reported mixed opinions of this practice. Although the quality of feedback gained from discussions improved (i.e., participants approved of the change from the Educreations to Voicethread platform), there remained in the ratings a perceived distaste among some for flipped lecture. Two issues may be at work here: the amount of time devoted to out-of-class preparation and the loss of immediate feedback.   Moran and Milsom (2015) discussed both issues as disadvantages for using flipped lectures. Students have an increased responsibility for work outside the classroom and miss the opportunity to respond to aspects of material they may not understand. Participants in

this intervention did have readings from a textbook, additional articles, and a 30-45 minute flipped lecture to balance. Despite Voicethread providing a feature to leave comments on specific slides of the presentation, the platform by nature does not afford an instantaneous response from the facilitator. Only one student used the feature as well. Nonetheless, flipped lectures afforded us the time we spent in problem-solving teams and with guest speakers.

Problem-solving teams also garnered mixed opinions among participants; however, this disparity may be more readily attributed to differences in activities. The more positive rating came at a time after completion of a group activity in which students created group interventions based on their site observations. The less positive one came after guest speakers presented scenarios rooted in their professional practice to groups. Students then had the opportunity to discuss how they would handle the situation presented by the guest speaker, and the guest speaker then informed the students what he or she did and provided feedback on the group's decisions. The former activity had more structure and planning involved as well as a clearer connection to a major class assignment (i.e., the Action Research Presentation). Participants had also noted that certain guest speakers were more helpful than others. Despite this difference, participants reported a similar capacity for learning from others and, after participating in the activities, a greater degree in confidence for accomplishing goals. The latter point reflects the learning through active experimentation (Kolb, 1984) participants engaged in to evaluate the merits of their ideas.

Implications for School Counselor Educators

Several previous researchers have illustrated novice counselors' lack of understanding of school counseling leadership (Dollarhide et al., 2008; Mason & McMahon, 2009) and perhaps lack of leadership practice (Mullen et al., 2018). As illustrated throughout the findings, incorporating a leadership emphasis into a school counseling curriculum does not appear to come with a sacrifice to other aspects of school counseling identity. This discussion has two broad implications for school counselor educators: suggestions for facilitating student development in leadership practice and instilling values for interdisciplinary and university-school partnerships.

Finding of this study may offer school counselor educators ideas for adopting a leadership-focused framework within their own introductory school counseling courses. First, the intervention, explicitly rooted in ELT, offers ideas for how to map classroom activities to each mode of learning. Participants within this intervention observed and reflected upon about leadership practice at a school sites (reflective observation), adopted different viewpoints among their peer group after engaging in the course content (abstract conceptualization), worked in groups in simulated fashion to address problems at their sites and "try out" their ideas (active experimentation), and even experimented with leadership practice in a school (concrete experience). Although Barrio Minton et al. (2014) found studies involving pedagogical interventions were not always aligned clearly with learning theory, aspects of this intervention were planned and executed with ELT's tenets and key features in mind. School counselor educators may adapt the activities and ideas expressed within to fit their specific graduate program context.

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Many of the activities developed for this intervention speak to the values of interdepartmental collaboration and university-school partnerships. Engineering a seminar between principals and school counselors grew out of a partnership with faculty in another department. Such collaborations required planning and discussions but proved formative to all parties involved. Moreover, this interdisciplinary endeavor addressed concerns raised by many researchers around the importance of the principal-school counselor relationship (e.g., Amatea & Clark, 2005; Dollarhide et al. 2006; Young et al., 2013) and echoed other interdisciplinary efforts (Shoffner & Williamson, 2000). Participants in this study also referred to using data as an important practice, resembling findings from other studies (e.g., Michel et al., 2018). Creating curricula that espouse this value of data can address the value of university-school partnerships, which through action research projects can contribute systemic change in schools and the increased community engagement of universities (Rowell, 2005; Young et al., 2014). Modeling such values as school counselor educators may pay substantial dividends for students' professional growth.

Limitations

Several limitations exist for this study. First and foremost is one of causation. Although the results may suggest the invention contributed to changes in frequency of leadership practice, self-efficacy, and thoughts about leadership, causation cannot be determined. Given the pretest-posttest, quasi-experimental design that frames this study, proving causation is not a within the study's scope. Moreover, the sampling procedure used was convenience sampling, and the intervention occurred with only one small,

relatively heterogenous group. Participants also may have developed their ideas on school counseling leadership outside the confines of the intervention (e.g., discussing leadership in another class, participating in extracurricular leadership activities within the university).

Other such threats exist to both internal validity and reliability. The threat of maturation (i.e., changes due to the length of the semester) may have affected internal validity, while the reliance on self-report may have affected internal reliability. Social desirability also may play a role in the results of both the LPI and SCSE. The LPI does also have a "360" measure associated with it, with which other parties would rate the frequency of the participant's leadership practice. However, including this measure was deemed impractical due to the number of measures already included and the limited time we all had with one another. Power related to the assessment of group differences was also low due to the small sample size. Although participants fit sample criteria that could be generalized to a larger population (i.e., first year school counseling students in a CACREP-accredited program), their small number is still a hindrance to accepting adequate external validity.

I will also note my dual role as the facilitator and experimenter. Inhabiting this position created a potential for experimenter bias throughout the intervention. Even though I took steps throughout the planning process, especially in coordination with the Institutional Review Board, to protect participating students and data collection, I recognize that potential for my preconceived notions or beliefs to have influenced the results.

The thought listing exercise has its own specific limitations that should be enumerated. Although thought listing relies on "in the moment" thoughts, it is still a form of self-report in which students may be unwilling to participate fully. The repeated nature of the measure may also have contributed to variance among response. The coding rules also brought about other limitations. For example, only one code could be assigned per thought. Although factors in the SCLS were carefully delineated and since confirmed in further factor analysis (Young & Bryan, 2018), assigning only one code per statement may have left out other interpretations (e.g., a dual coding). Additionally, analysis of journals and group discussions were meant only for triangulation with findings. Thus, these data did not undergo the scrutiny afforded by more stringent qualitative procedures found in qualitative research.

However, it must also be stated that the study's purpose is one rooted in exploration. This study serves only as a pilot for a leadership-training approach with first year school counseling students. Nevertheless, examining participants' growth from the different angles implicit in the research questions strengthens the merit of the findings. Participants also contributed to how the intervention evolved and adapted to meet their educational needs, which lends more support for the activities in which they took part.

Suggestions for Future Research

This study offers several avenues for researchers to expand upon and investigate further areas related to school counseling leadership. Below are three suggestions for future research: student leadership development within internship, longitudinal tracking of students in their first jobs, and leadership development of school counselor educators.

In addition to these suggestions, I will also offer that any study which replicated this intervention with either more diversity among participants and their experiences or multiple groups could better address the intervention's direct impact on students' leadership development.

Continued Study during Internship Phase

How students take their initial impressions of school counseling leadership and continue to build on and adapt those impressions would contribute to knowledge around school counseling leadership development. As Kolb (1984) offered, learning is a continual process shaped by further experiences. However, with more direct practice in the school environment, researchers could explore how participants develop as leaders fully immersed in internship experiences. Applying the approach used by Dollarhide et al. (2008) with new counselors may have merit. Structured in a similar fashion to the approach in the aforementioned study, an experienced school counselor educator knowledgeable in school counseling leadership would mentor and guide participants by helping them set and accomplish leadership goals for the semester. This mentor continues to monitor those leadership goals and helps participants understand their own leadership style.

Longitudinal Research with New School Counselors

Researchers conducting studies like this one and similar ones (e.g., Michel et al., 2018) could work with previous participants to track how they begin to adapt their leadership approaches to their first school counseling jobs. The researcher could track through LPI or SCLS surveys how participants view their leadership practice. Research

like this could be compared to results from older studies (e.g., Mason & McMahon, 2009) to identify any differences in participants' outlooks on their leadership practice. This project could reveal the long-term impact of programs that emphasize leadership development.

School Counselor Educator Leadership Development

Values such as interdisciplinary and university-school partnerships are aspects of school counselor educators' own leadership. In fact, as I facilitated this intervention, I often wondered how my own approach and leadership style modeled certain practices to students. Thus, school counselor educators could explore either how a school counselor educator develops his or her leadership practice throughout a period of time (e.g., through auto-ethnographic methods) or examine how students perceive their instructor's leadership style and relate it their own leadership development.

<div align="center">

Personal Reflection

</div>

Before closing, I would be remiss not to identify ways in which I have grown as a result of participating in this study. As the primary instructor and researcher, my self-efficacy has grown in practices within each role. I feel more adept as an instructor in asking for feedback from students and, equipped with that feedback, making meaningful changes to the curriculum. I feel more confident in research practices, especially those related to designing a multifaceted study and collecting and making sense of data from a variety of sources.

I also understand how I grew as a leader in order to put aspects of these lesson plans into practice. Behind the scenes, I collaborated with personnel in another

department on campus (Educational Leadership and Cultural Foundations). I dealt with setbacks (e.g., non-response from faculty in other departments) and sought other ways to provide students simulated experiences (e.g., bringing in counselors with professional experiences in schools). Through both formal (e.g., dissertation proposal) and informal meetings (e.g., discussing my plans with other school counselor educators), I shared my vision for a curriculum that emphasized school counselor leadership development. Most importantly, I realize how I modeled each in class many of the leadership practices which I emphasized: communicating a vision for what and how we were learning about school counseling, collaborating with them as they worked independently and in small groups, and including their voices in the decision-making process. As a result, I now not only have my own "theory" of leadership but also more confidence in specific leadership skills. This point speaks to the importance of future research on school counselor educator leadership development.

Conclusion

Upon disembarking from graduate studies to practice in the field, new school counselors face a challenging transition. According to the ASCA National Model (ASCA, 2012) and other scholars, school counselors must learn to collaborate with other professionals (Bemak, 2000; Lewis & Borunda, 2006), advocate for students' needs (Singh et al., 2010), and work toward systemic change (Shillingford et al., 2018) – all the while balancing other aspects of their roles within a school. This list presents a tall order. Nevertheless, school counselor educators can prepare their students for such work through a leadership training approach. The intervention within this study, structured for

first year school counseling students in an introductory course, aimed to provide students with foundational knowledge for understanding what school counseling leadership is and how it will relate to their future practice. Results suggested that students developed their views around school counseling leadership practice. However, this study reflects only one step in leadership development. Continued focus on leadership development throughout a school counseling graduate program is necessary to help students feel exceptionally prepared to face the challenges ahead.

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APPENDIX A

LESSSON 3: SCHOOL COUNSELING LEADERSHIP

Rationale:

This unit will focus explicitly on school counseling leadership. The distributed perspective will give students an overview of how a school can have multiple "leaders" working together to create successful initiatives that support student achievement.   The Four Frame Model will be introduced as a way for students to conceptualize situations that demand leadership practice and help them to determine appropriate actions. The leadership practices found in the School Counseling Leadership survey will give students a view of daily leadership practice.

Course Objectives (with CACREP Standards):

1. Students will be introduced to school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP Standard V.G.2.a)
2. Students will be introduced to school counselor roles in school leadership and multidisciplinary teams (CACREP Standard V.G.2.d)
3. Students will learn competencies to advocate for school counseling roles (CACREP Standard V.G.2.f)
4. Students will learn qualities and styles of effective leadership in schools (CACREP Standard V.G.2.j)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

All will be addressed specifically in the lecture content and class educational experiences

Leadership Practice Areas Addressed (Kouzes & Posner, 1988):

Challenging the Process (Searching for leadership opportunities in schools and experimenting)
Enabling Others to Act (Collaboration with one another)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

All will be addressed specifically in the lecture content and class educational experiences

Educational Experiences:

Free association listing: The entire class will develop a list of the first thoughts that come to mind about leadership. Prompt: "What are the first thoughts that come to mind when you hear the word 'leadership'?"

Live lecture: The in-class lecture will cover distributed leadership, the Four Frame Model, and the five factors of the School Counselor Leadership Survey (SCLS) (Young & Bryan, 2013) and the associated school counseling leadership practices. Discussion questions within the lecture will help to assess students' comprehension of material and the clarity of the instructor's delivery of the material.

Problem-solving team (2): Dyads will be presented with a unique problem-laden scenario that frequently occurs in a school setting. Students will be asked to develop a step-by-step "plan of action" (minimum of five steps). The steps can contain any actions but should reflect The Four Frame Model and school counseling leadership practices. Students will provide a rationale for how the model and leadership practices influence their plans. Each dyad will present their scenario and plans to the class and receive feedback from everyone else. Informal assessment by the instructor will focus not on the feasibility of their plan, but rather how students are including the leadership topics discussed in the lecture in their plans.

Guest speaker: A principal of a local school will come in and discuss how leadership is "distributed" within his middle school. He will also offer how the school counselor participates in a leadership capacity at his school. Students will have the opportunity to debrief afterwards and discuss their initial reactions, thoughts, and concerns about serving as a leader in a school.

Modes of learning targeted:

Reflective observation: Students will have the opportunity to reflect on their understanding of leadership concepts through discussion questions. Students will also reflect on what the guest speaker offers.

Active experimentation: Students will have the opportunity to apply ideas related to school counseling leadership practices in the problem-laden scenario.

Abstract conceptualization: Students will have the opportunity to use their current understanding of leadership to guide their active experimentation. Listening and participating in the discussion with the guest speaker will also support and challenge their beliefs on leadership.

*Students will complete the first Mentimeter survey regarding the first three classes and discuss thoughts around learning experiences thus far.

For next class:

- Review "flipped" lecture for foundation component of ASCA National Model.
- Read Chapters 3 and 7 of Erford's *Transforming the School Counseling Profession*
- Review the "Foundation" chapter in the ASCA National Model
- Skim through websites on school counseling mindset and behaviors and ethical standards

APPENDIX B

LESSON 4: ASCA NATIONAL MODEL (FOUNDATION)

Rationale:

These lessons on the components of the ASCA National Model are not only intended to help students understand its structure and rationale, but also understand the important practices – including leadership ones – associated with each component. The Foundation component has three elements: program focus, which includes a school counselor's beliefs that influence mission and vision statements, student standards, and professional competencies. Class time will center on what students believe about student achievement and the issues important to a successful school counseling program.

Course Objectives (with CACREP Standards):

1. Students will be introduced to school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP Standard V.G.2.a)
2. Students will learn models of school counseling programs (CACREP Standard V.G.1.b)
3. Students will learn about the development of school counseling program mission statements and objectives (CACREP Standard V.G.3.a)
4. Students will learn about the design and evaluation of school counseling programs (CACREP Standard V.G.3.b)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I know and promote my school's instructional vision." (Interpersonal Influence)
"I actively work with stakeholders to implement comprehensive school counseling programs." (Systemic Collaboration)
"I can be persuasive to gain buy-in for implementation of new school counseling programs." (Systemic Collaboration)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I have a clear vision for the school counseling program." (Resourceful Problem Solving)
"I respond to social justice inequities that may affect the future of students' academic achievement" (Social Justice Advocacy)
"I ask for help when needed to advocate on behalf of students and parents." (Social Justice Advocacy)

Leadership Practice Areas Addressed (Kouzes & Posner, 1988):

Inspiring a Shared Vision (Envisioning the future)
Enabling Others to Act (Collaboration with one another)
Modeling the Way (Planning small wins)
Encouraging the Heart (Recognizing contributions)
Challenging the Process (Searching for opportunities)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Structural frame: Students will consider how the school counseling program fits within its role in the school organization.

Political frame: Students will consider the importance of negotiating resources for the sake of bolstering the school counseling program and expanding reach of impact on student wellness and achievement.

Symbolic frame: Students will consider how values and mission/vision statement can be used to send powerful messages to other school stakeholders.

Educational Experiences:

"Flipped" lecture: A presentation uploaded to Canvas will present information on the Foundation component in a narrative form through videos and text slides. Students will be able to review the information at their own pace. At the end of the presentation, several questions will be presented on the final slide to help students process the material and gather thoughts for the next class. One question will prompt students to consider how they will serve as leaders of their school counseling program.

Quiz: Students will answer questions related to content from the "flipped" lecture.

Writing workshop: Students will write and develop a "personal mission statement" (DeVoss & Andrews, 2006, pp. 59-60). Students would first write down in three columns "the roles you fill in your life," "contributions for which you would like to be remembered," and "values, characteristics, and principles represented in your contributions." From this, students will write a personal mission statement. Students will be provided a sticky poster sheet, upon which they will write their mission statements and display on the wall. Everyone will walk around the room, review the statements, and discuss their observations and their relation to their future school counseling roles. Students will be encouraged to review this statement and revise it throughout the semester, as it will be a part of the summative portfolio assignment.

Problem-solving team (4): Groups of 4 will be prompted to consider themselves school counselors in the same school counseling program. They will imagine that they

are all in their first year together and have an opportunity to create a school counseling program from scratch. They will be asked to develop mission and vision statements together and develop two goal statements. The ASCA National Model provides several charts and the SMART goal technique to guide students through this process. Each group will present their scenario and plans to the class and receive feedback from everyone else. They will be encouraged to think about their practicum sites as well to influence what they create (students may or may not have had meaningful experience at their sites at this point).

Discussion: This discussion will be related to the problem-solving activity. Prompts: "Today, you developed school counseling-specific statements with other people. Using a word or phrase, describe the experience." Once responses are collected, I will ask the group to expand on any of them or point out what they find noteworthy or puzzling. We will close with one final question: "What are the opportunities for school counselor leadership in constructing a counseling program? The challenges?"

Modes of learning targeted:

Reflective observation: Students will have the opportunity to reflect on the readings and   their understanding of concepts related to the Foundation component and relate them with what they are developing about leadership and school counseling programs.

Active experimentation: Students will have the opportunity to apply ideas related to developing a school counseling program and work with others to develop programmatic goals. Students will also develop apply their own values in a program mission statement, with the added challenge of working together with other students' values. Differences in opinions may provide opportunities and challenges.

Abstract conceptualization: Students will have the opportunity to use their current understanding of leadership to guide their active experimentation. The larger group work will also support and challenge their beliefs on collaboration.

For next class:

- Review "flipped" lecture for delivery component of ASCA National Model.
- Find one article in a peer-review journal that concerns a group intervention for helping K-12 students (consider your practicum site when choosing an intervention)
- Read Chapter 10 and 13 of Erford's *Transforming the School Counseling Profession*
- Review the "Delivery" chapter in the ASCA National Model

APPENDIX C

LESSON 5: ASCA NATIONAL MODEL (DELIVERY, PART 1)

Rationale:

Because the delivery component concerns the breadth of school counselors' daily practices, this component will be divided between two lessons. The first of the two lessons will focus on classroom guidance and individual and group counseling in schools. We will also draw connections between daily practice and leadership practices (namely, how leadership can increase the opportunities school counselors have to help students).

Course Objectives (with CACREP Standards):

1. Students will learn models of school counseling programs (CACREP Standard V.G.1.b)
2. Students will be introduced to community resources and referral sources (CACREP Standard V.G.2.k)
3. Students will learn core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (CACREP Standard V.G.3.c)
4. Students will learn techniques of personal/social counseling in school settings (CACREP Standard V.G.3.f)
5. Students will learn skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP Standard V.G.3.h)
6. Students will learn strategies for implementing and coordinating peer intervention programs (CACREP Standard V.G.3.m)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I use compassion when problem solving." (Interpersonal Influence)
"I promote positive change for all students." (Interpersonal Influence)
"I remain calm when facing difficult situations." (Interpersonal Influence)
"I maintain high expectations for all students." (Interpersonal Influence)
"I remain positive when faced with barriers that impede student success." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I know how to recognize social justice inequities." (Resourceful Problem Solving)
"I advocate for students that are marginalized." (Resourceful Problem Solving)

"I have the power to affect positive change." (Professional Efficacy)
"I am a change agent." (Professional Efficacy)

Leadership Practice Areas Addressed (Kouzes & Posner, 1988):

Enabling Others to Act (Strengthening others, particularly each other helping students)
Modeling the Way (Set the example)
Encouraging the Heart (Recognizing contributions)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Human resource frame: Students will consider how others inside (e.g., teachers) and outside the school (e.g., parents) can be recruited to help students. Teachers and other faculty have a particular role in facilitating classroom guidance. This point will be considered at the "big picture" level, as a later lesson will cover strictly collaboration and consultation.

Political frame: Students will attempt to persuade an audience that resources should be allocated toward their proposed intervention.

Educational Experiences:

"Flipped" lecture: A presentation uploaded to Canvas will present information on the history in a narrative form through videos and text slides. Students will be able to review the information at their own pace. At the end of the presentation, several questions will be presented on the final slide to help students process the material and gather thoughts for the next class. One question will prompt students to consider what role leadership plays in the daily delivery of services to students. Additionally, students will be asked to bring in one article from *Professional School Counseling* related to group counseling interventions.

Live lecture I: Lecture content will focus on brief solution-focused therapy as one delivery option for individual counseling delivery. Peer group interventions will also be discussed as one means of group counseling.

Role-play (2): Dyads will each be given a random individual counseling scenario. One student will play as a "K-12" student, while the other will role play as the school counselor. Using basic helping skills, students will practice and give each other feedback. Scenarios will be reorganized, and students will switch roles and provide feedback. The whole group will debrief once each student has taken on the counselor role.

Problem-solving team (4): Students will be tasked with developing an intervention for a specific population group (students will be grouped according to interest in elementary, middle, or high school counseling as best as possible). We will use the rubric for the   action research assignment to develop an action plan but focus more on involving other collaborators and acquiring principal approval – not gathering and analyzing data (covered in a later lesson). Along with a brief outline of the intervention, groups will argue how they would present the plan to the school's principal. The class will hear each "pitch" for the interventions and discuss the opportunities and challenges with each   presentation. Informal assessment will concern how persuasive each "pitch" is.

Modes of learning targeted:

Reflective observation: Students will have the opportunity to reflect on the readings and their understanding of concepts related to the Delivery component and relate them with what they are developing about leadership and counseling practices.

Active experimentation: In developing a group intervention, students will have the opportunity to consider how to recruit others to participate within a counseling endeavor and how to secure the necessary resources to make that endeavor fruitful.

Abstract conceptualization: Listening and participating in the group activity will support and challenge their beliefs on leadership. Reading literature on evidence-based practice will also offer them concrete ideas for the sorts of efforts they can use to create systemic change (i.e., support wellness or achievement of students).

For next class:

- Read Chapter 11 and 12 of Erford's *Transforming the School Counseling Profession*
- Review the following website on college and career readiness: https://www.cfnc.org/index.jsp

APPENDIX D

LESSON 6: ASCA NATIONAL MODEL (DELIVERY, PART 2)

Rationale:

The second of the two lessons will focus on classroom guidance and individual and group counseling in schools. We will also draw connections between daily practice and leadership practices (namely, how leadership can increase the opportunities school counselors have to help students).

Course Objectives (with CACREP Standards):

1. Students will learn models of school counseling programs (CACREP Standard V.G.1.b)
2. Students will be introduced to community resources and referral sources (CACREP Standard V.G.2.k)
3. Students will be introduced to school counselor roles in relation to college and career readiness (CACREP Standard V.G.2.c)
4. Students will learn interventions to promote academic development (CACREP Standard V.G.3.d)
5. Students will learn the use of developmentally appropriate career counseling interventions and assessments (CACREP Standard V.G.3.e)
6. Students will learn strategies to facilitate school and postsecondary transitions (CACREP Standard V.G.3.g)
7. Students will learn interventions to promote college and career readiness (CACREP Standard V.G.3.j)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I use compassion when problem solving." (Interpersonal Influence)
"I promote positive change for all students." (Interpersonal Influence)
"I remain calm when facing difficult situations." (Interpersonal Influence)
"I maintain high expectations for all students." (Interpersonal Influence)
"I remain positive when faced with barriers that impede student success." (Interpersonal Influence)
" I know and promote my school's instructional vision." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
" I search for innovative ways to improve student achievement." (Systemic Collaboration)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I know how to recognize social justice inequities." (Resourceful Problem

Solving)
"I advocate for students that are marginalized." (Resourceful Problem Solving)
"I have the power to affect positive change." (Professional Efficacy)
"I am a change agent." (Professional Efficacy)

Leadership Practice Areas Addressed (Kouzes & Posner, 1988):

Enabling Others to Act (Strengthening others, particularly each other helping students)
Modeling the Way (Set the example)
Encouraging the Heart (Recognizing contributions)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Human resource frame: Students will consider how others inside (e.g., teachers) and outside the school (e.g., parents) can be recruited to help students. Teachers and other faculty have a particular role in facilitating classroom guidance. This point will be considered at the "big picture" level, as a later lesson will cover strictly collaboration and consultation.

Political frame: With the academic component addressed in this lesson, students will be introduced to how school counselors must advocate for their role in student achievement within the faculty.

Educational Experiences:

Live lecture: Students will be introduced to resources and assessments and other resources for helping students make transitions between elementary-middle and middle-high and career/college decisions.

Role-play: Students will each be given several examples of career assessments to take for themselves. Students will take turns helping each other process the results as a school counselor might do (i.e., the one in the "student" role pretends to be in middle/high school). After each student has had a turn as "counselor," the class will gather and discuss students' big takeaways.

Guest speaker: A practicing school counselor will visit to tell students about his/her experience working with students with academic, social, and emotional issues (i.e., everything covered in both of the delivery sections). The speaker will also address "non-counseling" duties that he/she undertakes on a daily basis or has done in the past. Advocacy for roles may feature prominently in the talk – whether the school counselor has had success in advocating, has encountered challenges, or mixed results.

Discussion: To close the class, discussion prompts will focus on 1) summing up what students have learned about delivery of services ("What are your impressions of school counselor's practices thus far?") and 2) preparing for the next lessons that involve data's involvement in the Management and Accountability components ("How do school counselors prove their value within a school? How do you convince other faculty and your principal that your role is important beyond 'clerical work'?")

Modes of learning targeted:

Active experimentation: Students will have an opportunity to practice a counseling approach with use of career assessments.

Abstract conceptualization: Students will have an opportunity to integrate ideas presented by the guest speaker into their understanding of the counselor's role, including leadership possibilities.

*Students will complete second Mentimeter survey regarding the first three classes and discuss thoughts around learning experiences thus far.

For next class:

- Review "flipped" lecture on Management component of ASCA National Model
- Read Creswell (2015) chapter on action research
- Read Chapter 4 of Erford's *Transforming the School Counseling Profession*
- Review over the "Management" chapter in the ASCA National Model

APPENDIX E

LESSON 7: ASCA NATIONAL MODEL (MANGEMENT)

Rationale:

The Management and Accountability components offer us an opportunity to focus on data-driven practice. Students will have already been introduced to this practice (i.e., developing group intervention), though we saved the data part for this class. This lesson will focus on the Management component of the model, which includes tools and assessments that can be used to evaluate the school counseling program. Data play an important role in school counselors' leadership efforts, as data can support the initiatives and practices school counselor deem essential.

Course Objectives (with CACREP Standards):

1. Students will learn models of school counseling programs (CACREP Standard V.G.1.b)
2. Students will learn strategies to promote equity in student achievement and college access (CACREP Standard V.G.3.k)
3. Students will learn about the use of data to advocate for programs and students (CACREP Standard V.G.3.o)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I use compassion when problem solving." (Interpersonal Influence)
"I promote positive change for all students." (Interpersonal Influence)
"I remain calm when facing difficult situations." (Interpersonal Influence)
"I maintain high expectations for all students." (Interpersonal Influence)
"I remain positive when faced with barriers that impede student success." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I know how to recognize social justice inequities." (Resourceful Problem Solving)
"I advocate for students that are marginalized." (Resourceful Problem Solving)
"I have the power to affect positive change." (Professional Efficacy)
"I am a change agent." (Professional Efficacy)

Leadership Practice Areas Targeted (Kouzes & Posner, 1988):

Enabling Others to Act (Strengthening others, particularly each other using data)

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Modeling the Way (Set the example)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Structural frame: Students will appreciate more the role of the school counselor in managing the counseling program in the wider organizational structure of the school.

Human resource frame: Students will consider how the principal and other faculty can be shown the efficacy of school counseling practices through data. How school counselors communicate that has implications for how they might recruit support for their initiatives.

Symbolic frame: Students will consider what messages might inspire a principal to believe in the importance of their counseling program.

Educational Experiences:

"Flipped" lecture: A presentation uploaded to Canvas will present information on the Management component and action research in a narrative form through videos and text slides. Students will be able to review the information at their own pace. At the end of the presentation, several questions will be presented on the final slide to help students process the material and gather thoughts for the next class. One question will prompt students to consider what role leadership plays in the management of a school counseling program.

Quiz: Students will answer questions related to content from the "flipped" lecture.

Live lecture: First, I will review the Creswell (2015) article and review the Action Research Presentation assignment rubric. The assignments connection to leadership will also be emphasized. Lecture content will focus on the action research question that was presented as a part of this study. I will present to students 1) how I came up with the question through a literature review, 2) how I developed data collection and analysis methods, and 3) the importance of including them, the students, and others (e.g., fellow counselor educators, peers) in the process. I will close by making an explicit connection between leadership and action research.

"Think, Pair, Share": Students will have 5 minutes to read through the ASCA School Counselor Competencies (ASCA, 2012b). Next, students will be asked to develop two "top 5" lists: 1) "Which competencies do you think will be the most challenging to enact?" and 2) "What competencies do you think will be the easiest to possess?" Students will pair up first and compare their lists. Next, a larger group discuss will focus on students' observations and one direct prompt: "So how do these competencies align with what you know about leadership?"

Discussion: Students will be given details on delivering a presentation to principals-in- training regarding their roles and functions. The following prompt will be given: "Imagine you are giving a presentation to your principal on what your roles and functions in the school are. What would you choose to include in the presentation? What would consciously choose *not* to include, and why wouldn't you include it?"

Modes of learning targeted:

Reflective observation: Students will have the opportunity to reflect on the readings and their understanding of concepts related to the Management component and relate them with what they are developing about leadership and counseling practices.

Abstract conceptualization: Students will have the opportunity to consider what ideas about their practice in a school are most important for others, especially the principal, to know and understand. However, students will also be faced with the challenges of negotiating a proposal of those roles (i.e., school counselors do not have the "final say" on matters of role and function).

For next class:

- Review "flipped" lecture for accountability component of ASCA National Model.
- Read Chapters 5 and 6 of Erford's *Transforming the School Counseling Profession*
- Review over the "Management" chapter in the ASCA National Model

APPENDIX F

LESSON 8: ASCA NATIONAL MODEL (ACCOUNTABILITY)

Rationale:

Data can also be used to evaluate outcomes and measure program effectiveness. In this way, school counselors hold themselves accountable. This lesson will focus on the Accountability component of the model, which includes tools and assessments that can be used to evaluate the school counseling program. Because many of these ideas around data were discussed in the previous lesson, students will instead have the opportunity to visit another school (i.e., one that is not their site) and see what specific programs school counselors provide and how they collect data to hold themselves accountable.

Course Objectives (with CACREP Standards):

1. Students will learn models of school counseling programs (CACREP Standard V.G.1.b)
2. Students will learn strategies to promote equity in student achievement and college access (CACREP Standard V.G.3.k)
3. Students will learn about the use of data to advocate for programs and students (CACREP Standard V.G.3.o)
4. Students will learn techniques to foster collaboration and teamwork within schools (CACREP Standard V.G.3.l)
5. Students will learn strategies for implementing and coordinating peer intervention programs (CACREP Standard V.G.3.m)
6. Students will learn about the use of accountability data to inform decision making (CACREP Standard V.G.3.n)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I promote positive change for all students." (Interpersonal Influence)
"I remain positive when faced with barriers that impede student success." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I know how to recognize social justice inequities." (Resourceful Problem Solving)
"I advocate for students that are marginalized." (Resourceful Problem Solving)
"I have the power to affect positive change." (Professional Efficacy)
"I am a change agent." (Professional Efficacy)

Leadership Practice Areas Targeted (Kouzes & Posner, 1988):

Modeling the Way (Seeing others set an example)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Human resource frame: Students will again consider how the principal and other faculty can be shown the efficacy of school counseling practices through data. They will see this modeled at the school site.

Political frame: Students will consider how school counselors negotiate what they can do by proving it through accountability measures. These measures promote trust and allow counselors to advocate more ably for their roles.

Symbolic frame: Students will consider what messages might inspire a principal to believe in the importance of their counseling program.

Educational Experiences:

"Flipped" lecture: A presentation uploaded to Canvas will present information on the Management component and action research in a narrative form through videos and text slides. Students will be able to review the information at their own pace. At the end of the presentation, several questions will be presented on the final slide to help students process the material and gather thoughts for the next class. One question will prompt students to consider what role data plays in practicing leadership.

Field Trip: Instead of meeting in the usual classroom space, students will meet at a local high school. There, the class will hear from the principal and school counselor about the ways in which they hold the school and the counseling program accountable. Through this observation, students will be able to process and respond to a shared observation of a school setting (as opposed to their individual observations within their respective practicum sites).

Discussion: At the site, students will be asked to write down their immediate observations in response to the following prompts: "Compare and contrast this school to your practicum site. What new ideas do you have about using data and leadership? What hesitancies or misgivings might you have?"

Modes of learning targeted:

Reflective observation: Students will have the opportunity to reflect on their experience at the site right after the experience, specifically regarding data and leadership.

Abstract conceptualization: Students will have the opportunity to expand their personal theory on leadership by integrating their observations into statements about using data in the visited school.

For next class:

- Review "flipped" lecture for collaboration and consultation approaches
- Read Chapters 14 and 15 of Erford's *Transforming the School Counseling Profession*
- Review models for collaboration and consultation posted on Canvas

APPENDIX G

LESSON 9: COLLABORATION AND CONSULTATION (PART 1)

The next two lessons focus specifically on practices related to collaboration and consultation. The first lesson focuses on models of collaboration and consultation available to students. Before discussing applications of this model, students will complete a self-assessment in class related to relationship-oriented attitudes and behaviors. This assessment will help facilitate conversations around the models and how students would perceive using them. Leadership drives collaboration – a point that will be emphasized throughout these two lessons.

Course Objectives (with CACREP Standards):

1. Students will learn models of school-based collaboration and consultation (CACREP Standard V.G.1.d)
2. Students will be introduced to school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP Standard V.G.2.b)
3. Students will be introduced to community resources and referral sources (CACREP Standard V.G.2.k)
4. Students will learn techniques to foster collaboration and teamwork within schools (CACREP Standard V.G.3.l)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I use compassion when problem solving." (Interpersonal Influence)
"I remain calm when facing difficult situations." (Interpersonal Influence)
"I encourage my colleagues to share their new ideas." (Interpersonal Influence)
"I remain positive when faced with barriers that impede student success." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
"I can handle whatever comes my way." (Interpersonal Influence)
"I actively work with stakeholders to implement comprehensive school counseling programs." (Systemic Collaboration)
"I initiate new programs and interventions in my school/ district." (Systemic Collaboration)
"I accomplish goals that have school-wide/district impact." (Systemic Collaboration)
"I can be persuasive to gain buy-in for implementation of new school counseling programs." (Systemic Collaboration)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)

"I ask for help when needed to advocate on behalf of students and parents." (Social Justice Advocacy)

Leadership Practice Areas Targeted (Kouzes & Posner, 1988):

Inspiring a Shared Vision (Enlisting support of others)
Enabling Others to Act (Foster collaboration)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Structural frame: Students will better understand the roles other personnel inhabit within the school organization and how to relate to those individuals in their own capacities.

Human resource frame: Students will consider how to participate in collaborative relationships with a variety of school personnel and other community stakeholders.

Symbolic frame: Students will consider what messages might inspire others to collaborate with them in present and future endeavors.

Educational Experiences:

Quiz: Students will answer questions related to content from the "flipped" lecture.

"Think, Pair, Share": To help them gauge their working styles with others, students will complete a self-assessment regarding their relationship-oriented attitudes and behaviors (DeVoss & Andrews, 2006). Students will pair and discuss their strengths and weaknesses. We will then gather as a group and discuss each pair's big takeaways.

Role Play: Students (individually or in pairs, depending upon number of "parent actors") will be given a scenario involving a concerned parent. Guests will arrive to play the roles of a concerned parents in each scenario. The two parties will review the scenario in question, and students will have the opportunity to "try out" some of their ideas about collaboration and consultation. We will debrief afterwards and discuss the big takeaways. We will garner feedback as well from the "parents."

Modes of learning targeted:

Reflective observation: Students will have the opportunity to reflect on what they have heard from guest speakers and learned about themselves from the self-assessment.

Abstract conceptualization: Students will begin to develop their personal model of collaboration and consultation and adjust those ideas with what they hear from guest speakers.

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*Students will complete third Mentimeter survey regarding the first three classes and discuss thoughts around learning experiences thus far.

For next class:

- Review "flipped" lecture for collaboration and consultation approaches
- Read Chapters 16 and 17 of Erford's *Transforming the School Counseling Profession*

APPENDIX H

LESSON 10: COLLABORATION AND CONSULTATION (PART 2)

The second lesson on collaboration and consultation considers practical approaches to working with specific student populations. Students with disabilities, mental and emotional disorders, and crisis and risk situations involving students will be covered. Understanding 504 accommodations and Individual Educational Plans (IEPs) is essential to school counselors' daily practice and relevant to working with students with disabilities. Additionally, understanding necessary people to involve in crisis and risk situation (e.g., suspect student substance abuse) will also be important. This application-focused lesson will help students continue to refine how they want to collaborate with others – an important aspect of school counselor leadership.

Course Objectives (with CACREP Standards):

1. Students will learn models of school-based collaboration and consultation (CACREP Standard V.G.1.d)
2. Students will be introduced to school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP Standard V.G.2.b)
3. Students will be introduced to community resources and referral sources (CACREP Standard V.G.2.k)
4. Students will learn techniques to foster collaboration and teamwork within schools (CACREP Standard V.G.3.l)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I use compassion when problem solving." (Interpersonal Influence)
"I remain calm when facing difficult situations." (Interpersonal Influence)
"I encourage my colleagues to share their new ideas." (Interpersonal Influence)
"I remain positive when faced with barriers that impede student success." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
"I can handle whatever comes my way." (Interpersonal Influence)
"I actively work with stakeholders to implement comprehensive school counseling
programs." (Systemic Collaboration)
"I initiate new programs and interventions in my school/ district." (Systemic Collaboration)
"I accomplish goals that have school-wide/district impact." (Systemic Collaboration)

"I can be persuasive to gain buy-in for implementation of new school counseling programs." (Systemic Collaboration)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I ask for help when needed to advocate on behalf of students and parents." (Social Justice Advocacy)

Leadership Practice Areas Targeted (Kouzes & Posner, 1988):

Inspiring a Shared Vision (Enlisting support of others)
Enabling Others to Act (Foster collaboration)
Encouraging the Heart (Recognizing contributions)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Structural frame: Students will better understand the roles other personnel inhabit within the school organization and how to relate to those individuals in their own capacities.

Human resource frame: Students will consider how to participate in collaborative relationships with a variety of school personnel and other community stakeholders.

Educational Experiences:

Guest speaker(s): Doctoral students from other departments in the School of Education – Library and Information Studies (LIS), Specialized Education Services (SES), and Teacher Education and Higher Education (TEHE) – will come to the class to discuss each profession and how each has worked with school counselors in the past. This will provide students with some ideas of how collaboration and consultation happen in real situations. Speakers will be encouraged to discuss positive and negative experiences from the past with school counselors.

Problem Solving Teams (4): Guests from TEHE (master's students) will partner with students to work through problem-laden scenarios that require collaboration. Each scenario will deal with a single student facing academic and behavioral issues at school. The student will also have an IEP, for which the group must gather and determine the proper course of action to help the hypothetical student. We will all debrief after (guests included) to discuss the experience and what were the big takeaways from each future professional.

Guest speaker: A practicing school counselor will also discuss crisis management and risk assessment. The guest speaker will be encouraged to discuss how he or she had to work with others to ensure the safety and proper care for the students under duress.

Discussion: After the guest speaker finished, the class will be given the following prompts for discussion: "What is going through your mind as you hear the experiences of a counselor encountering crisis/risk situations?" "What do you consider the most challenging?" "What opportunities for leadership exist to help in these situations?"
Modes of learning targeted:

Reflective observation: Students will have the opportunity to reflect on what they have heard from guest speakers and learned about themselves from working with students in other fields.

Abstract conceptualization: Students will begin to develop their personal model of collaboration and consultation and adjust those ideas with what they hear from guests and the guest speaker.

Active experimentation: Students will get to try out their theory of collaboration with master's students from another department. This opportunity may support or challenge their initial ideas.

For next class:

- Make final preparations for group presentation to principals-in-training

APPENDIX I

LESSON 11: WORKING WITH PRINCIPALS

Rationale:

A school counselor's working relationship with the principal is paramount, both for the school counselor's daily practice and greater role in the school. Principal support can catalyze school counselors' effort to their greatest heights. This lesson will have school counseling students interact with principals-in-training in a seminar format. Having created a group presentation on what they believe are important aspects of the school counselor's role for principals to understand, the two parties will then have a chance to dialogue and understand the opportunities and challenges principals and school counselors have in leading a school.

Course Objectives (with CACREP Standards):

1. Students will learn competencies to advocate for school counseling roles (CACREP Standard V.G.2.f)
2. Students will learn qualities and styles of effective leadership in schools (CACREP Standard V.G.2.j)
3. Students will learn techniques to foster collaboration and teamwork within schools (CACREP Standard V.G.3.l)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I remain calm when facing difficult situations." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
"I actively work with stakeholders to implement comprehensive school counseling programs." (Systemic Collaboration)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I am goal oriented." (Resourceful Problem Solving)
" I have a clear vision for the school counseling program." (Resourceful Problem Solving)
"I am comfortable with change." (Resourceful Problem Solving)
" I consider myself a leader." (Professional Efficacy)
"I have confidence in my ability to lead." (Professional Efficacy)
"I have the power to affect positive change." (Professional Efficacy)
"I am a change agent." (Professional Efficacy)

Leadership Practice Areas Targeted (Kouzes & Posner, 1988):

Challenging the Process (Taking risk to approach principals about school counseling roles and encounter potential disagreements about those roles)

Enabling Others to Act (Strengthening others, particularly with how presentation is set up and responsibilities are delegated)

Modeling the Way (Set the example for principals-in-training of school counselors)

Inspiring a Shared Vision (Helping principals-in-training see the future benefits of their school counselors and enlisting their support of school counselor roles)

Encouraging the Heart (Recognizing contributions both professionals make to schools)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Structural frame: Students will understand the role of principals in the school and frame their own roles in the organization with principals, who embody most closely a "managerial" role in schools.

Human resource frame: Students will consider how to recruit the principals-in-training to their vision of the school counselor role.

Political frame: Students and principals-in-training may negotiate in discussions how much time – an important resource – can be devoted to certain activities.

Symbolic frame: Students may use the history of the school counseling profession, its standards, or other devices to inspire principals-in-training for caring about the meaningful contributions school counselors can make.

Educational Experiences:

Seminar: Students will meet in the learning space of the principals-in-training. Having prepared a presentation for the occasion, students will take a portion of the time talking about the school counseling profession, in terms of the school counselor's roles, services offered, and opportunities to help students and the school community. Following the presentation, students will intermingle with principal's-in-training and engage in small group discussions. Prompts for those discussions will include the following: "Which school counseling roles do you consider essential?" "Are there any roles that are non-essential? Why?" "What are some challenges that you foresee in collaborating together? What are some opportunities?"

Discussion: Having departed the class of principals-in-training, students will debrief on the experience: "What are your immediate takeaways from the experience?"

"What surprised you? What turned out as you expected?" "How does this affect your understanding of acting as a school counselor leader in the future?"

Modes of learning targeted:

Concrete experience: Students will have an opportunity to practice advocating for school counseling roles and responding to feedback from principals-in-training.

For next class:

- Make final preparations for Action Research Presentation

APPENDIX J

LESSON 12: ACTION RESEARCH PRESENTATIONS

Rationale:

For the majority of this class, students will present their individual action research presentations. This will give them the opportunity to synthesize what they have observed at their practicum site with much of what they have learned about leadership through their time in class. See the "Action Research Presentation Rubric" for more details.

Course Objectives (with CACREP Standards):

1. Students will learn competencies to advocate for school counseling roles (CACREP Standard V.G.2.f)
2. Students will learn techniques to foster collaboration and teamwork within schools (CACREP Standard V.G.3.l)
3. Students will learn qualities and styles of effective leadership in schools (CACREP Standard V.G.2.j)
4. Students will be introduced to community resources and referral sources (CACREP Standard V.G.2.k)
5. Students will learn techniques to foster collaboration and teamwork within schools (CACREP Standard V.G.3.l)
6. Students will learn about the use of accountability data to inform decision making (CACREP Standard V.G.3.n)
7. Students will learn about the use of data to advocate for programs and students (CACREP Standard V.G.3.o)

School Counseling Leadership Practices Addressed (Young & Bryan, 2015):

"I remain calm when facing difficult situations." (Interpersonal Influence)
"I am knowledgeable about communication styles." (Interpersonal Influence)
"I actively work with stakeholders to implement comprehensive school counseling programs." (Systemic Collaboration)
" I can be persuasive to gain buy-in for implementation of new school counseling programs." (Systemic Collaboration)
"I find resources to secure what is needed to improve service for all students." (Resourceful Problem Solving)
"I am goal oriented." (Resourceful Problem Solving)
"I have a clear vision for the school counseling program." (Resourceful Problem Solving)
"I am comfortable with change." (Resourceful Problem Solving)

"I know how to recognize social justice inequities." (Resourceful Problem Solving)

" I consider myself a leader." (Professional Efficacy)

"I have confidence in my ability to lead." (Professional Efficacy)

"I have the power to affect positive change." (Professional Efficacy)

"I am a change agent." (Professional Efficacy)

"I respond to social justice inequities that may affect the future of students' academic achievement." (Social Justice Advocacy)

"I challenge status quo to advocate for all students." (Social Justice Advocacy)

"I ask for help when needed to advocate on behalf of students and parents." (Social Justice Advocacy)

Leadership Practice Areas Targeted (Kouzes & Posner, 1988):

Challenging the Process (Taking risk to present plan to the class)

Enabling Others to Act (Displaying collaboration used to develop presentation)

Modeling the Way (Set the example for others in class for how to plan action research)

Inspiring a Shared Vision (Enlisted support of others for action plan and envision future impact of plan)

Encouraging the Heart (Recognizing contributions of each presenter through constructive feedback)

Leadership Frames Addressed (Bolman & Deal, 2017; Dollarhide, 2003):

Structural frame: Students will understand better their roles and responsibilities to address issues within the school and participate in school improvement.

Human resource frame: Students will consider how to recruit others to collaborate in their identified cause.

Political frame: Students will negotiate with various stakeholders to contribute to their action research in some capacity (e.g., through participation, sharing knowledge).

Symbolic frame: Students may a variety of symbols (e.g., mission statements, school history) to inspire others to act within the scope of their proposed action plan.

Educational Experiences:

Presentations: Students will present their action research plans based on observations from their practicum experiences. See "Action Research Presentation Rubric" for a more detailed description. The class and instructor, who will serve as a hypothetical "school faculty," will provide feedback to each presenter.

Modes of learning targeted:

Concrete experience: Students will have an opportunity to present to their classmates and gain knowledge through this immersive experience.

Abstract conceptualization: Students will have the opportunity to change their views of leadership and using data based on their classmates' presentations.

*Students will complete a final Mentimeter survey regarding the first three classes and discuss thoughts around learning experiences thus far.

APPENDIX K

PRACTICUM SYLLABUS

CED 677: Practicum in Counseling: School Certification
Fall 2018

Instructor: Joe LeBlanc, MS, LPCA, NCC   **Office:** Curry 216
Email: jjleblan@uncg.edu
Office hours: By appointment

Practicum Group Supervisors: _____ &
_____
Office Hours: By Appointment
E-mails:

Catalog Information: Required of all counselor education students who wish to be certified as public school counselors. Includes seminar classes/supervision and a minimum of fifty (50) clock hours of supervised experiences conducted in public school settings. Co-requisite: CED 648.

Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at The University of North Carolina at Greensboro is to ensure "Access to Opportunities through Teaching, Learning and Caring." This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change. Given how leadership frames much of the course content in CED 648, so too will leadership serve as a focal point in this practicum for understanding the other five areas.

Student Learning Outcomes: The purpose of this early field placement is to introduce students to the various functions of a professional school counselor and to the school context. This experience is meant to be reflective rather than hands-on; students will ***not provide counseling or advising services***. Through group supervision provided by the graduate assistant, students will examine school counseling roles and responsibilities as

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well as school policies and procedures as they are observed at their practicum sites in relation to those covered in the readings and discussed in class.

Teaching Strategies: Since this course requires students to be on site, learning outcomes will be achieved through experiential opportunities presented in their practicum sites and organized through the activities delineated in this syllabus. In addition, students will take part in group supervision, which will enable them to reflect upon their on-site experiences.

Grading: Students will receive a grade of (S)atisfactory or (U)nsatisfactory in this course. Grades will be determined based on completion of **course requirements** (listed below) as well as **professional and ethical behavior** exhibited at school placements and during supervision. The course instructor will seek input from practicum university supervisors and site hosts.

Required Materials:
Practicum Log
School Counseling Practicum Checklist
Journal

Course Requirements:
1. Practicum students will meet in groups with their group supervisor for 3 hours total during the semester to discuss and reflect on their experiences in the schools. **The first group meeting will occur on Monday, 9/17/2018.** These groups will be held in the Nicholas Vacc Counseling and Consulting Clinic and will be held on **Mondays from 11:15-12:15 PM (on dates noted on the CED 648 schedule)**. Groups will be videotaped.

2. Practicum students spend **a minimum of 50 hours** in a pre-approved school setting during the semester. Students are to observe the activities of their site supervisor as well as those of students and other school personnel. They should ***not* conduct any individual or group counseling or advising sessions**, but they may assist their site supervisors with other activities (e.g., scheduling, testing, duties) within reason, if asked.

3. Students will be required to keep a **journal** of their practicum experiences. Starting with activity 4 (below), students will need to comment on:
   (a) what they learned from the activity and
   (b) how they think that experience guides their understanding of school counselor leadership and will impact their future roles as school counselor.

Your comments on (a) and (b) for activities 4-7 are due to your practicum group supervisor by the week of 10/22; activities 8-12 are due by the week of 11/26. However, feel free to use your comments as the foundation for your discussions in group supervision.

4. Students must keep a *Practicum Log*. Logs must be turned in to your group supervisor **weekly** (or as determined by your supervisor) in order to receive credit. At the end of the semester group supervisors should also be given your *School Counseling Practicum Checklist*, which they will initial to indicate completion of each required activity.
Required Practicum Activities:
Required activities are those that must be completed and documented (**via Log = L or Journal Entry = JE**) to receive a grade of Satisfactory. Journals should be **1-page single spaced**.

1. Log a minimum of 50 hours of on-site time. *L*

2. Attend a minimum of 2 full days on site. (A full day entails arriving at the time your site host arrives, or before, and leaving when your site host leaves.) *L*

3. Attend and actively participate in all practicum group supervision meetings. *L*

4. Become involved with a significant, ongoing project of your site host's choice. *Goal – to understand how or why certain projects are prioritized and how they connect to the school's objectives or mission. JE*

5. Submit a breakdown of your school population by gender, race, and socioeconomic status (free and reduced lunch). *Goal-to know the school population of your practicum site. JE*

6. Review the counseling and main office filing system and cumulative records, any written policies (e.g., crisis management plan, registering new students), and student and parent resources (e.g., handbooks). *Goal – to examine and compare school policies with best practice recommendations. JE*

7. Complete at least 3 hours of classroom observation (with different teachers and classes) over a period of 3 separate site visits. When possible, also observe a classroom guidance lesson. *Goal – to assess aspects of effective and ineffective teaching and classroom management as well as different approaches to teaching. L & JE*

8. Interview a minimum of 5 people (other than your site host) in different roles regarding their impression of and thoughts about the role of school counselors. Include at least one administrator, one parent, one student, one teacher, and one other support specialist (e.g., psychologist, nurse, social worker, etc.). *Goal – to compare and contrast perceptions of school counselor roles and responsibilities. JE*

9. Work on something for parents such as an education session or parent newsletter. *Goal – to promote positive school-parent relationships and encourage parent involvement.* **JE**

10. Observe at least 2 individual or group counseling sessions (at least one of each, if possible) and ask the counselor to discuss his/her counseling approach. *Goal – to analyze the potential effectiveness of the counseling approach (theory + techniques) in relation to the presenting concern.* **JE**

11. Attend two different team meetings (e.g., student support team, IEP meeting, etc.). *Goal – to analyze team effectiveness, collaboration, and leadership.* **JE**

12. Do something to support and show appreciation for the school staff/faculty. *Goal – to promote positive teacher-counselor relationships.* **JE**

Suggested Practicum Activities:
Suggested activities are simply **recommended** activities that practicum students can engage in if they have extra time.

1. Observe classrooms (with prior teacher permission) and interact with students through tutoring and guidance activities if relevant. Try to observe a variety of classes for comparison (special education versus regular education, Advanced/AP versus vocational, electives/specials (e.g., music, art) versus required/core (English, math).

2. Observe and assist with special services such as at-risk programs.

3. Inquire about the school counselor's role in coordination/administrative functions such as testing, school-based committees, scheduling, IEPs, and records and files.

4. Discuss with your site supervisor how or if he/she plans and evaluates a comprehensive counseling program and individual guidance units.

5. Access the school website and note types of information available. Peruse the counseling/guidance section of the website.

6. Become familiar with available counseling materials (games, kits, career information, audio visual aids, etc.).

7. Learn methods of assessing students (e.g., behavioral observation, standardized tests) for the purposes of counseling, consulting with parents and teachers, and educational placement.

8. Observe or participate in consultations and conferences with parents, teachers, and representatives from community agencies or postsecondary schools.

9. Become involved with public relations activities such as newsletters and PTAs/PTSOs.

10. Become familiar with the structure and policies of the school such as the curriculum, extra-curricular activities, discipline procedures, etc.

11. Attend an after school event (sporting event, performance) and observe student interaction and faculty involvement/attendance.

12. Talk to school counselors about the budget allotted to them each year. How is the money spent? How much say do they have in requesting materials and resources? What (if anything) do they do to secure additional funding?

13. Talk to school counselors about professional development and travel policies (to attend conferences, visit colleges, etc.).

14. Learn the organizational structure of the school system, and how the pupil services and school counseling fits into the administration and governance of the system.

15. Become familiar with procedures for contact and referral to agencies outside the school system.

Academic Honor Code: Please make sure you follow the UNCG Academic Integrity Policy (Honor Code) for all assignments and requirements. The Academic Integrity Policy may be accessed at http://sa.uncg.edu/handbook/academic-integrity-policy/.

Accommodations: Students in need of special accommodations due to physical, learning, or mental disabilities should contact Joe as soon as possible with documentation of their special needs. Further information for students with disabilities may be found in the Student Information Booklet and online at http://ods.uncg.edu/. It is Joe's intention to provide appropriate opportunities for all students to succeed.

Attendance Policy: Students are expected to be present at their sites for all days for which they have committed. It is the responsibility of the students and site hosts to arrive at a set schedule that will permit students to complete course requirements. **By the second week of Practicum, students must inform their group supervisor of the days and times they will attend practicum during the semester.** Students also are expected to be on time for and attend all practicum group supervision sessions. Failure to attend one or more group supervision sessions will require a session to be made up by the

student. It is the discretion of the group supervisor to determine when that meeting will be made up.

Additional Requirements/Information:
Responsibilities of the Field Practicum Student

1. Be **prompt and prepared** for all practicum activities.

2. Behave in a **professional and ethical manner** at all times. Students will follow individual school policies concerning confidentiality, record-keeping, referrals, attire, etc. Students must arrive on time at the practicum site and dress in a professional manner.

3. Make sure you have **liability insurance** before going to your practicum site. This should be covered through your university fees.

4. Please note that you are not to finish at your practicum field site before **November 19.** Your minimum of 50 hours should be evenly spaced throughout the semester, and you should spend at least 2 full school days at your site. Doing so provides you with the opportunity to participate in a part of the daily and yearly cycles of a school setting. You are welcome to complete more than 50 hours if your site host agrees.

5. Complete a brief evaluation form at the end of the semester.

Responsibilities of the Site Supervisor
1. Introduce the student to the variety of services the counselor performs in the school setting.

2. Involve the practicum student in activities that are appropriate for the student's beginning skill level. Students should **NOT** be conducting counseling or advising sessions this semester. They may help with administrative tasks, but not in excess and only if these are part of your regularly assigned duties.

3. Introduce the student to the administrative structure of the school.

4. Provide opportunities for the student to complete the required activities listed above.

5. Contact the university instructor about any questions or concerns about practicum or the student.

6. Complete a brief final evaluation form at the end of the semester.

School Counseling Practicum Log

Student Name: _____

School Site: _____

Site Host/Supervisor: _____

Date: _____

<u>Please place a "*" beside required activities (see pp. 2-3)</u>

How Your Time at the Site Was Spent	Time (minutes)

School Counseling Practicum Checklist

Student Name: _____

Submit the associated journal entry or log to the group supervisor upon completion of each activity.

Activity	Date Completed	Group Supervisor Initials/Date
1. Minimum of 50 hours of on-site time		
2. Minimum of 2 full days on site		
3. Prompt attendance at all practicum meetings		
4. Assist with a major, ongoing project of the site host's choice		
5. Review counselor and office filing systems and cumulative records		
6. At least 3 hours of classroom observation over a period of 3 days		
7. Interview series		
8. Something involving parents		
9. Observe at least two individual and/or group counseling sessions		
10. Do something to support and show appreciation for the school staff/faculty		
11. Attend two team meetings		

APPENDIX L

ACTION RESEARCH PRESENTATION RUBRIC

Educators and researchers in school counseling alike agree that data play an essential role in school counseling practice. One method that school counselors can utilize to guide data-driven practice is found in action research. In addition to providing guidance to regular data-driven practice, action research can build community among school counselors, engender an improvement orientation, and help counselors remain committed to the highest standards of professionalism (Rowell, 2005).

This presentation gives students the opportunity to synthesize much of the information they have learned and practiced in class around using data with their observations from their practicum site. Having read both Creswell's (2015) chapter on action research and Mason et al.'s (2017) article on four successful practitioner action research projects, students will not carry out an action research project but rather *think through and develop* a *plan for an action research project* that they could foresee at their practicum site. The ultimate goal is to create an "action plan" that you intend to deliver to a school faculty. Below are suggested steps and requirements for the presentation as well as grading criteria:

Steps and Requirements

1. *Identify an area of focus*. Consider an issue that a specific student population faces at your site. You can use public data online about your site school to help brainstorm. Consult NC School Report Cards (https://ncreportcards.ondemand.sas.com/src/) and NC Teaching Working Conditions (https://ncteachingconditions.org/index) websites for general areas of focus. Based on your observations, refine your population and issue. For example, seeing school discipline is a problem, you want to investigate what to do for a group of 7th grade boys who continually get referred for discipline issues. **Note: It will also be important here to also consider the culture of both the population and the school.**

2. *Present and discuss the project with site supervisor.* Your site supervisor will be a valuable resource in finding a focus area at your site worth exploring. Present the scope of this project and offer that you will share your work with the site supervisor at the end of the semester.

3. *Conduct a brief review of literature on area of focus.* Exploring the literature out there on your focus area will inform what data you need to collect as well as the premise for your action plan. The presentation should include APA references with at least five (5) peer-reviewed resources. *Professional School Counseling* and *Journal of Counseling and Development* are two great resources.

4. *Identify data needed and collaborators.* Distinguishing between quantitative (e.g., numbers) and quantitative (e.g., experience) data, report the sources of the types of data you have (e.g., through public domain, your observations, or whatever your site supervisor approves and shares) and their relevance to your focus area. Additionally, consider the personnel (e.g., teachers, resource specialists) and other parties (e.g., parents, community members) with whom you would want to collaborate and/or consult. You are not required to collect data or involve others but instead plan for this hypothetically.
5. *Propose a preliminary action plan.* With what you have hypothetically (and, to some extent, we hope, actually) collected, develop an action plan. This represents the summation of all of your previous efforts as well as your proposed action (i.e., **this is what you will present to the class**). You should write with your audience in mind (i.e., the school's faculty). Imagine you are presenting your findings to the faculty. Ask yourself how you would present the material in an engaging and meaningful manner. Your action plan must contain the following elements (Mills, 2003):

- **Area of Focus Statement**: This statement summarizes your concern and the purpose of your proposed action. It should include a brief description of the school and the specific population you wish to help.
- **Define your Variables**: What are you studying (e.g., student performance, discipline)? How you are defining that variable (e.g., student performance is how well students perform on their End of Year tests)?
- **Proposed Research Question:** What are you asking? This should be your one or two questions.
- **Literature Review**: What did you find out about this issue that others are doing? What have authors written about this issue?
- **Data Collection Ideas**: What have you or do you wish to collect? From whom? Why?
- **Collaborators**: With whom have or do you wish to collaborate or consult? Why?
- **Proposed Action**: What is your current idea to address the issue? Why should the faculty and your principal consider this issue important?

Grading Criteria

Complete (5 pts.): All of the requirements listed in the steps above have been met (examples: action plan includes all components; at least 5 peer-reviewed articles used).

Relevant (5 pts.): The issue addressed within the presentation is relevant to your site school. The language of your presentation also makes the issue relevant to the target audience (namely, the school's principal and faculty).

Clear (5 pts.): The presentation has a logical flow that the audience can understand.

Concise and Engaging (5 pts.): The presentation should take 8-10 minutes. Points should be made in a succinct and crisp manner. You can use whatever medium you would like (examples: PowerPoint, Prezi), but make sure your presentation engages the audience to get them to think about the issue.

Remember, the ultimate goal of this assignment is one of leadership: to influence others toward an action that benefits students.

APPENDIX M

IRB-APPROVED RECRUITMENT SCRIPT

Joe LeBlanc, the principal researcher in this study, is interested in understanding your development as school counselor leaders. Many in the school counseling profession have called for more attention to be given to leadership training. As such, the curriculum of CED 648 and CED 677 is being taught this semester with a focus on leadership development. This intervention involves experiential activities, readings, and "flipped" lectures that provide students opportunities to conceptualize, experiment with, and reflect on their own leadership practice. Schools, students, and school districts benefit from school counselors better prepared to act as leaders (namely, influence systemic change, advocate for their professional roles, and collaborate with others for all students' benefit). I am here today to invite you to participate in a study that will assess the effectiveness of that leadership focus and your development as leaders within the semester.

All students enrolled in CED 648/CED 677 are being invited to participate. Joe is interested in data related to your leadership practice, self-efficacy regarding school counseling practice, and your thoughts about leadership. Because all of these assessments will be considered a part of the course, Joe asks that everyone fill out the measures. However, your consent will allow him to analyze your responses and include the results in publications. Participation in the study will require approximately 30 minutes of your time today, 10 minutes of your time at the end of the last two of your CED 677 groups, and 30 minutes at the end of the final class of CED 648, all completed during regular class time.

You will access the invitation to respond to surveys on Qualtrics – the online platform that hosts several of the measures. Today, you will complete a demographic form on Qualtrics that will first ask you specific questions related to your name, your mother's name, and your city of birth. Your answers to these questions will create a unique participant ID. This ID will be the only marker associated with your response that Joe will see. He will not willingly or intentionally seek to determine the identity behind this ID, and it would be virtually impossible for him to do so if he tried! You will answer these same questions each time you will complete any of the measures. You will find the same set of questions as the first page of the paper instrument each time. It is important that your answers to these ID questions remain the same for each administration. After completing the demographics survey on Qualtrics, you will complete two measures there and then a last measure via paper and pencil. You will write your ID number at the top of the that hard copy measure. If you choose not to have your responses included in the study, please respond "no" to the question regarding your participation in the study that follows the ID questions in Qualtrics.

One of the measures in Qualtrics today will ask about your thoughts on leadership. This measure will be used at the end of the last two of your CED 677 groups. Three measures will be included as part of the posttest, given during the final class.

At four points this semester, Joe will collect anonymous feedback from you about the helpfulness of the class experiences offered during the intervention. Joe will use Mentimeter, an online presentation tool, to collect your instant feedback ratings on each educational experience. No participant ID will be necessary as responses are automatically averaged as you respond. In

Joe LeBlanc, the principal researcher in this study, is interested in understanding your development as school counselor leaders. Many in the school counseling profession have called for more attention to be given to leadership training. As such, the curriculum of CED 648 and CED 677 is being taught this semester with a focus on leadership development. This intervention involves experiential activities, readings, and "flipped" lectures that provide students opportunities to conceptualize, experiment with, and reflect on their own leadership practice. Schools, students, and school districts benefit from school counselors better prepared to act as leaders (namely, influence systemic change, advocate for their professional roles, and collaborate with others for all students' benefit). I am here today to invite you to participate in a study that will assess the effectiveness of that leadership focus and your development as leaders within the semester.

All students enrolled in CED 648/CED 677 are being invited to participate. Joe is interested in data related to your leadership practice, self-efficacy regarding school counseling practice, and your thoughts about leadership. Because all of these assessments will be considered a part of the course, Joe asks that everyone fill out the measures. However, your consent will allow him to analyze your responses and include the results in publications. Participation in the study will require approximately 30 minutes of your time today, 10 minutes of your time at the end of the last two of your CED 677 groups, and 30 minutes at the end of the final class of CED 648, all completed during regular class time.

You will access the invitation to respond to surveys on Qualtrics – the online platform that hosts several of the measures. Today, you will complete a demographic form on Qualtrics that will first ask you specific questions related to your name, your mother's name, and your city of birth. Your answers to these questions will create a unique participant ID. This ID will be the only marker associated with your response that Joe will see. He will not willingly or intentionally seek to determine the identity behind this ID, and it would be virtually impossible for him to do so if he tried! You will answer these same questions each time you will complete any of the measures. You will find the same set of questions as the first page of the paper instrument each time. It is important that your answers to these ID questions remain the same for each administration. After completing the demographics survey on Qualtrics, you will complete two measures there and then a last measure via paper and pencil. You will write your ID number at the top of the that hard copy measure. If you choose not to have your responses included in the study, please respond "no" to the question regarding your participation in the study that follows the ID questions in Qualtrics.

One of the measures in Qualtrics today will ask about your thoughts on leadership. This measure will be used at the end of the last two of your CED 677 groups. Three measures will be included as part of the posttest, given during the final class.

At four points this semester, Joe will collect anonymous feedback from you about the helpfulness of the class experiences offered during the intervention. Joe will use Mentimeter, an online presentation tool, to collect your instant feedback ratings on each educational experience. No participant ID will be necessary as responses are automatically averaged as you respond. In

APPENDIX N

INFORMED CONSENT FORM (IRB APPROVED)

Informed Consent Form

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Preparing School Counselor Leaders: An Intervention Study with First Year School Counseling Students

Principal Investigator and Faculty Advisor: Joseph LeBlanc, L. DiAnne Borders

Participant's Name: _____

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or The University of North Carolina at Greensboro. Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?
This is a research project. Your participation is voluntary. The purpose of this study is to explore the merits of a teaching intervention centered on school counseling leadership with graduate students in an introductory school counseling course. The intervention involves experiential activities, readings, and "flipped" lectures that provide students opportunities to conceptualize, experiment with, and reflect on their own leadership practice.

Why are you asking me?
Because you are a first-year school counseling student in a CACREP-accredited program, you meet the criteria for participation in this study.

What will you ask me to do if I agree to be in the study?
The intervention involves in-class experiential activities that provide students opportunities to conceptualize, experiment with, and reflect on their own leadership practice. The intervention will last ten weeks and will be a part of the course, regardless of whether you agree to participate in the study. As part of the study, students will be surveyed pre-post about their perceived frequency of leadership practice, their perceived confidence in performing school counseling-

related tasks, and their thoughts regarding leadership. The measures you will be asked to fill out are considered part of the course material. The measure about thought listing will be used at the end of the last two of your CED 677 groups. However, your consent will allow me to analyze your responses and include the results in publications. Students will also rate how helpful the educational experiences offered in the course were. In addition to ratings about these experiences, I will maintain field notes that give context to the ratings based on our discussions. Ratings and field notes will also occur regardless of participation in the study. Journals will also be collected during the semester on different aspects of the practicum. While these journals will not be used in this study, they may be used in future studies. In the event of future use, I would again seek your consent and ensure any journal included was anonymous. *Participation in the study will have no bearing on evaluation of your work for this course.* I will not see any of the data, except for your anonymous feedback to lesson plans, until after grades are turned in.

Is there any audio/video recording?
Audio/video recordings will be not be used for the purposes of this study.

What are the risks to me?
The Institutional Review Board at The University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. Because the intervention involves accepted teaching practices and adheres to CACREP standards, the study presents a low risk.

If you have questions, want more information or have suggestions, please contact Joseph LeBlanc, who may be reached at (504) 237-2258 (jjleblan@uncg.edu). You may also contact Joseph LeBlanc's faculty advisor, Dr. L. DiAnne Borders, at (336) 334-3423 (ldborder@uncg.edu).

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study, please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?
The results of this study may offer implications for how school counselor educators can more effectively teach leadership to school counseling students. These implications may change approaches school counselor educators take within an introductory course to emphasize leadership practice. Furthermore, schools, school students, and districts may benefit from school counselors better prepared to act as leaders (namely, influence systemic change, advocate for their professional roles, and collaborate with others for all students' benefit).

Are there any benefits to *me* for taking part in this research study?
As a result of taking part in this study, participants may benefit by understanding school counselor leadership practice more clearly and approaching future field experiences with additional resources for practicing leadership.

Will I get paid for being in the study? Will it cost me anything?
There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?

Before responding to any survey items, students will answer five questions based on their name and birth city or town. Answers to these questions will create a unique identification code within the online system. Students will answer the same questions in writing before the paper instrument. It will be important to provide the same answers for each administration. This code will be the only identifying code associated with the data. I will not seek to discern a person's identity in this code willingly or intentionally.

Data collection will involve an online platform (Qualtrics) and written response. All access to this data will be password protected and only accessible to the principal researchers. Written recorded responses will be kept in a locked desk drawer in a locked Dr. Borders' office. Data may be kept indefinitely for its potential for future longitudinal study. If data for this study should be used in conjunction with another longitudinal study on leadership practice, students will be invited through a separate informed consent form and procedure. All information obtained in this study is strictly confidential unless disclosure is required by law.

Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped. *Withdrawing from the study would have no bearing on your evaluation for this course.*

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By signing this consent form, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, in this study described to you by _____.

Signature: _____ Date: _____

APPENDIX O

PARTICIPANT ID QUESTIONS

The following questions were designed to create a unique identification for you as you participate in this study. The intention is that all of these questions will merit the same answer from you during each administration.

For the following, please respond based on your name and birth city or town.

	What is the **2nd letter** in your **first** name ? Answer 1	What is the **2nd letter** in your **last name** ? Answer 1	How many letters are in your **last name** ? Answer 1
Please respond to each of the questions based on your name. **Note: If you have legally changed your name for any reason, it is best to answer based upon your name as it was *before* any of those changes occurred.**			

Please respond to the following about your birth city or town:

What is the **last letter** of the city or town in which you were born ?

How many letters make up **the city or town in which you were born** ?

I have given my consent to participate in this study.

Yes

No

APPENDIX P

DEMOGRAPHICS SURVEY

☐
Work
Experience
1
⚙

Do you have previous work experience?

○ Yes

○ No

↳ **Display This Question:**
If Do you have previous work experience? Yes Is Selected ⌄

☐
Work
Experience
2
⚙
iQ

You answered "yes" to the question about previous work experience. In the identified boxes, please respond with the "field of work" (examples: education, sales) and the associated "job title or role" (examples: teacher, cashier). The categories are labeled with numbers to allow for you to provide information about multiple work experiences. If you have had more than three distinct jobs, please provide the three you consider the most relevant to your choice to become a school counselor.

Field of Work 1   [   ]

Job Title/Role 1   [   ]

Field of Work 2   [   ]

Job Title/Role 2   [   ]

Field of Work 3   [   ]

Job Title/Role 3   [   ]

☐
Prev.
Leadership
1
⚙

Do you have previous leadership experience?

○ Yes

○ No

↳ **Display This Question:**
If Do you have previous leadership experience? Yes Is Selected ⌄

☐
Prev.
leadership
2
⚙
iQ

You answered "yes" to the question about previous work experience. In the identified boxes, please respond with the "type of organization" (examples: university sorority or fraternity, high school) and the associated "leadership role held" (example: chapter president, department chair). The categories are labeled with numbers to allow for you to provide information about multiple leadership experiences. If you have had more than three distinct leadership roles, please provide the three you consider the most relevant to your choice to become a school counselor.

Type of Organization 1   [   ]

Leadership Role Held 1   [   ]

Type of Organization 2   [   ]

Leadership Role Held 2   [   ]

Type of Organization 3   [   ]

Leadership Role Held 3   [   ]

APPENDIX Q

LEADERSHIP PRACTICES INVENTORY (LPI)
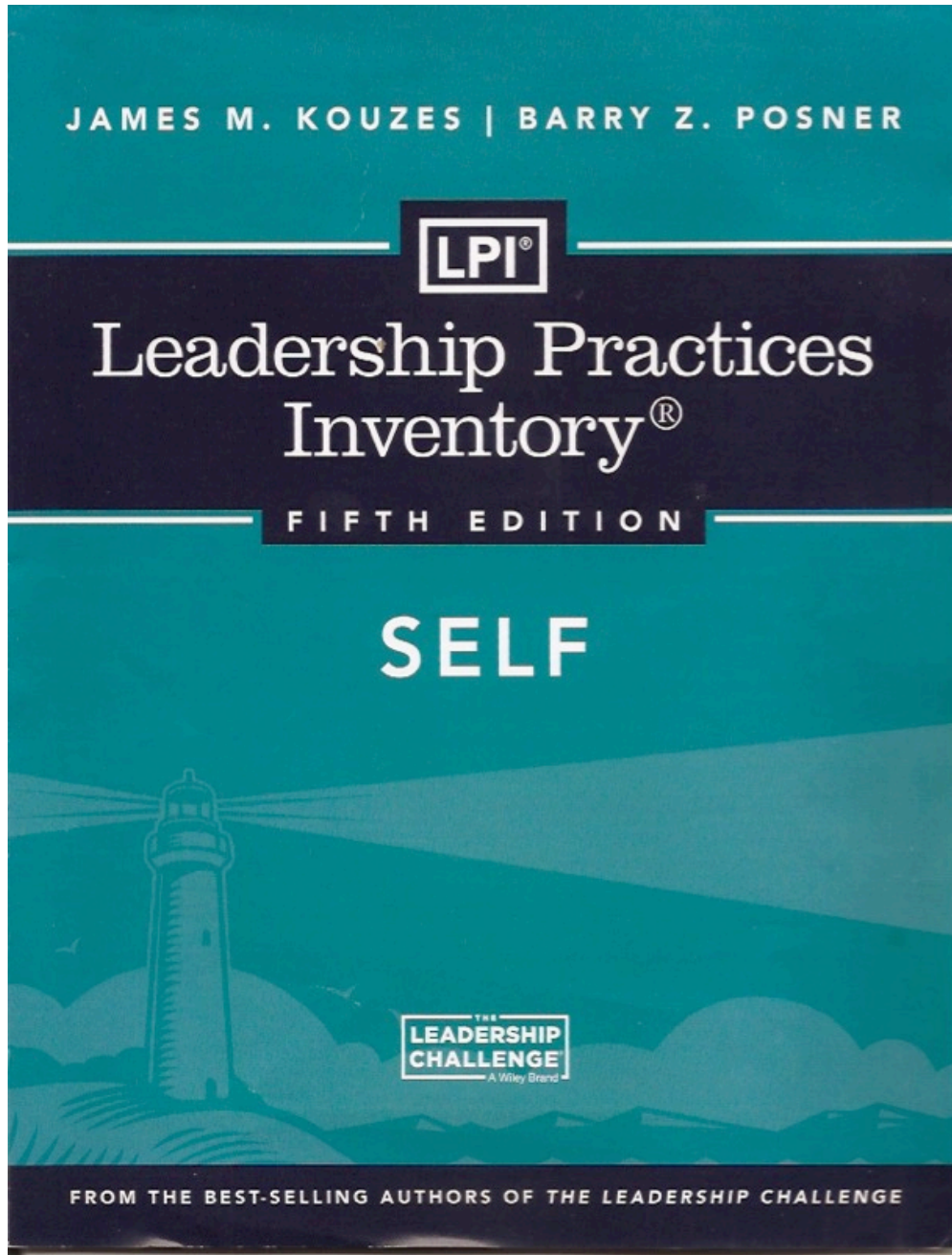
BY JAMES M. KOUZES & BARRY Z. POSNER

INSTRUCTIONS:

Write your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the rating scale on the right, ask yourself:

"How frequently do I engage in the behavior described?"

When selecting your response to each statement:

- Be realistic about the extent to which you actually engage in the behavior.

- Be as honest and accurate as you can be.

- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave.

- DO answer in terms of how you typically behave on most days, on most projects, and with most people.

- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.

- If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. Every statement must have a rating.

The Rating Scale runs from 1 to 10. Choose the number that best applies to each statement.

RATING SCALE	1-Almost Never 2-Rarely	3-Seldom 4-Once in a While	5-Occasionally 6-Sometimes	7-Fairly Often 8-Usually	9-Very Frequently 10-Almost Always

When you have completed the LPI Self, please return it to:

_____

_____

_____

Thank you.

LPI: LEADERSHIP PRACTICES INVENTORY SELF

Your name: _____

To what extent do you engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others.

2. I talk about future trends that will influence how our work gets done.

3. I seek out challenging opportunities that test my own skills and abilities.

4. I develop cooperative relationships among the people I work with.

5. I praise people for a job well done.

6. I make certain that people adhere to the principles and standards that have been agreed upon.

7. I describe a compelling image of what our future could be like.

8. I challenge people to try out new and innovative ways to do their work.

9. I actively listen to diverse points of view.

10. I make it a point to let people know about my confidence in their abilities.

11. I follow through on the promises and commitments that I make.

12. I appeal to others to share an exciting dream of the future.

13. I actively search for innovative ways to improve what we do.

14. I treat others with dignity and respect.

15. I make sure that people are creatively recognized for their contributions to the success of our projects.

16. I ask for feedback on how my actions affect other people's performance.

17. I show others how their long-term interests can be realized by enlisting in a common vision.

18. I ask "What can we learn?" when things don't go as expected.

19. I involve people in the decisions that directly impact their job performance.

20. I publicly recognize people who exemplify commitment to shared values.

21. I build consensus around a common set of values for running our organization.

22. I paint the "big picture" of what we aspire to accomplish.

23. I identify measurable milestones that keep projects moving forward.

24. I give people a great deal of freedom and choice in deciding how to do their work.

25. I tell stories of encouragement about the good work of others.

26. I am clear about my philosophy of leadership.

27. I speak with genuine conviction about the higher meaning and purpose of our work.

28. I take initiative in anticipating and responding to change.

29. I ensure that people grow in their jobs by learning new skills and developing themselves.

30. I get personally involved in recognizing people and celebrating accomplishments.

LPI: LEADERSHIP PRACTICES INVENTORY SELF

APPENDIX R

SCHOOL COUNSELING SELF-EFFICACY SCALE (SCSE)

School Counselor Concept Scale

Below is a list of activities representing many school counselor responsibilities. Indicate your confidence in your current ability to perform each activity by choosing the appropriate answer next to each item according to the scale defined below. Please answer each item based on your experiences at your school counseling practicum site, and based on how you feel now, not on your anticipated (or previous) ability or school experiences. Remember, this is not a test and there are no right answers.

Use the following scale to determine your ratings:

 1 = not confident,
 2 = slightly confident,
 3 = moderately confident,
 4 = generally confident,
 5 = highly confident.

Please choose the number that best represents your response for each item.

1. Advocate for integration of student academic, career, and personal development into the mission of my school.	1	2	3	4	5
2. Recognize situations that impact (both negatively and positively) student learning and achievement.	1	2	3	4	5
3. Analyze data to identify patterns of achievement and behavior that contribute to school success.	1	2	3	4	5
4. Advocate for myself as a professional school counselor and articulate the purposes and goals of school counseling.	1	2	3	4	5
5. Develop measurable outcomes for a school counseling program which would demonstrate accountability.	1	2	3	4	5
6. Consult and collaborate with teachers, staff, administrators and parents to promote student success.	1	2	3	4	5
7. Establish rapport with a student for individual counseling.	1	2	3	4	5
8. Function successfully as a small group leader.	1	2	3	4	5
9. Effectively deliver suitable parts of the school counseling program through large group meetings such as in classrooms.	1	2	3	4	5

10. Conduct interventions with parents, guardians and families in order to resolve problems that impact students' effectiveness and success.	1	2	3	4	5
11. Teach students how to apply time and task management skills.	1	2	3	4	5
12. Foster understanding of the relationship between learning and work.	1	2	3	4	5
13. Offer appropriate explanations to students, parents and teachers of how learning styles affect school performance.	1	2	3	4	5
14. Deliver age-appropriate programs through which students acquire the skills needed to investigate the world of work.	1	2	3	4	5
15. Implement a program which enables all students to make informed career decisions.	1	2	3	4	5
16. Teach students to apply problem-solving skills toward their academic, personal and career success.	1	2	3	4	5
17. Evaluate commercially prepared material designed for school counseling to establish their relevance to my school population.	1	2	3	4	5
18. Model and teach conflict resolution skills.	1	2	3	4	5

1 = not confident
2 = slightly confident
3 = moderately confident
4 = generally confident
5 = highly confident

19. Ensure a safe environment for all students in my school.	1	2	3	4	5
20. Change situations in which an individual or group treats others in a disrespectful or harassing manner.	1	2	3	4	5
21. Teach students to use effective communication skills with peers, faculty, employers, family, etc.	1	2	3	4	5
22. Follow ethical and legal obligations designed for school counselors.	1	2	3	4	5
23. Guide students in techniques to cope with peer pressure.	1	2	3	4	5
24. Adjust my communication style appropriately to the age and developmental levels of various students.	1	2	3	4	5
25. Incorporate students' developmental stages in establishing and conducting the school counseling program.	1	2	3	4	5
26. I can find some way of connecting and communicating with any student in my school.	1	2	3	4	5

27. Teach, develop and/or support students' coping mechanisms for dealing with crises in their lives – e.g., peer suicide, parent's death, abuse, etc.	1	2	3	4	5
28. Counsel effectively with students and families from different social/economic statuses.	1	2	3	4	5
29. Understand the viewpoints and experiences of students and parents who are from a different cultural background than myself.	1	2	3	4	5
30. Help teachers improve their effectiveness with students.	1	2	3	4	5
31. Discuss issues of sexuality and sexual orientation in an age appropriate manner with students.	1	2	3	4	5
32. Speak in front of large groups such as faculty or parent meetings.	1	2	3	4	5
33. Use technology designed to support student successes and progress through the educational process.	1	2	3	4	5
34. Communicate in writing with staff, parents, and the external community.	1	2	3	4	5
35. Help students identify and attain attitudes, behaviors, and skills which lead to successful learning.	1	2	3	4	5
36. Select and implement applicable strategies to assess school-wide issues.	1	2	3	4	5
37. Promote the use of counseling and guidance activities by the total school community to enhance a positive school climate.	1	2	3	4	5
38. Develop school improvement plans based on interpreting school-wide assessment results.	1	2	3	4	5
39. Identify aptitude, achievement, interest, values, and personality appraisal resources appropriate for specified situations and populations.	1	2	3	4	5
40. Implement a preventive approach to student problems.	1	2	3	4	5
41. Lead school-wide initiatives which focus on ensuring a positive learning environment.	1	2	3	4	5
42. Consult with external community agencies which provide support services for our students.	1	2	3	4	5
43. Provide resources and guidance to school population in times of crisis.	1	2	3	4	5

APPENDIX S

THOUGHT LISTING EXERCISE (QUALTRICS)

Suppose a peer asked you the following: "What does it mean to be a school counselor leader in a school setting?" In the following "text boxes," type as many thought statements (phrases or sentences) as you can that reflect your explanation. Write no more than one thought per box.

You will have three minutes to write your responses. A timer at the top of the screen will indicate how much time you have remaining. Once time has expired, you will be automatically sent to the next survey. If you finish before the time expires, click the red button at the bottom to proceed to the next survey. We have deliberately provided more text boxes than we think people will need.

All thoughts are valid; there are no right or wrong responses. Ignore spelling, grammar, and punctuation; a phrase (rather than a complete sentence) is sufficient. Please be completely open and honest. Use your understanding of school counseling leadership as you perceive it right now.

On the next page, simply type the first thought you had in the first "text box," the second in the second "text box," etc. Please put only one thought in a box.

Suppose a peer asked you the following: "What does it mean to be a school counselor leader in a school setting?" In the following "text boxes," type as many thought statements (phrases or sentences) as you can that reflect your explanation. Write no more than one thought per box.

Timing

These page timer metrics will not be displayed to the recipient.

First Click	0 seconds
Last Click	0 seconds
Page Submit	0 seconds
Click Count	0 clicks

0 2 4 7

Text Box

[   ]

Text Box

[   ]

Text Box

[   ]

*Note: 28 "Text Box" items are presented to participants.

APPENDIX T

SCORING RUBRIC FOR THOUGHT LISTING EXERCISE

The purpose of the thought listing exercise in this study is to capture students' perceptions regarding school counseling leadership at four different points in the semester. Having thought listings from multiple time points will show potential changes in the content of those thoughts.

This rubric, created with the help of a pilot study conducted in August 2018, contains a description of the scoring criteria to be used for evaluating each participant's thought list. Scoring will be based on the School Counseling Leadership Survey (SCLS), which offers specific leadership practices. Below, you will find general scoring guidelines, an overview of the SCLS, and examples of thoughts with sample scores.

General Scoring Guidelines

On a scale of 1-5, you will judge how reflective each thought is of school counseling leadership practices from the SCLS (1 = *not at all reflective* and 5 = *very much so reflective*). Thus, each thought will receive a separate 1-5 score. Additionally, for the purpose of arriving at a consensus rating, write either the number associated with the SCLS-related leadership practice next to the rating OR a reason for not including a SCLS-related practice. Examples will follow that illustrate rating responses.

Overview of the SCLS

Seeing the need for research on specific school counseling leadership practices, Young and Bryan (2015) created the School Counseling Leadership Survey (SCLS). Factor analysis of the SCLS items revealed five themes for leadership practice: interpersonal influence, systemic collaboration, resourceful problem solving, professional efficacy, and social justice advocacy (Young & Bryan). *Interpersonal influence* concerns school counselors' ability to work with others in the school to influence action. *Systemic collaboration* deals with programmatic service and how school counselors acquire buy-in from educators to support school counseling initiatives. *Resourceful problem solving* reflects a multidimension understanding of leadership, with the authors making a specific reference to the distributed leadership perspective (Janson et al., 2009) and its importance to school counselors. *Professional efficacy* refers to school counselors' confidence in their ability to collaborate with others and transform their environment in positive ways. *Social justice advocacy* involves school counselors challenging the inequities present in schools and working with students to overcome those barriers.

Scoring Examples

"5" Rating Example

Consider the following thought statement:

"Contribute to the vision of the school"

This statement would merit a rating of 5, as it is highly reflective of a leadership practice in the SCLS (i.e., "I know and promote my school's instructional vision") and fits within the description of the five factors above.

A proper rating response, therefore, would look like the following:

"5 – #6"

"4" Rating Example

Consider the following statement:

"Advocating for students"

This statement would merit a rating of 4, as it mostly reflective of a leadership practice in the SCLS (i.e., "I respond to social justice inequities that may affect the future of students' academic achievement") but may not fully reflect the entire spirit of the practice (in this case, including academic achievement or other intentions behind advocacy efforts).

A proper rating response, therefore, would look like the following:

"4 – #30"

"3" Rating Example

Consider the following statement:

"Being forceful when needed"

This statement would merit a rating of 3, as it is somewhat reflective of a leadership practice in the SCLS (i.e., "I navigate through the politics of the school") but does not align specifically with a given school counseling leadership practice.

A proper rating response, therefore, would look like the following:

"3 – #35"

"2" Rating Example

Consider the following thought response:

" Listening ear"
This thought response would merit a rating of 2, as it is slightly reflective of a factor in the SCLS (e.g., systemic collaboration or interpersonal influence) but does not align specifically with a given school counseling leadership practice.

A proper rating response, therefore, would look like the following:

"2 – no specific leadership practice; suggests systemic collaboration factor"

"1" Rating Example

Consider the following statement:

"The person who sets up schedules for children"

Because this statement is reflective more of a clerical task, this statement would merit a score of 1.   It does not align with a leadership practice or factor in the SCLS.

A proper rating response, therefore, would look like the following:

"1 – no school counseling leadership practice applicable"

Interpersonal Influence
1. I use compassion when problem solving
2. I promote positive change for all students
3. I remain calm when facing difficult situations
4. I encourage my colleagues to share their new ideas
5. I maintain high expectations for all students
6. I know and promote my school's instructional vision
7. I remain positive when faced with barriers that impede student success
8. I am knowledgeable about communication styles
9. I can handle whatever comes my way

Systemic Collaboration
10. I actively work with stakeholders to implement comprehensive school counseling programs
11. I initiate new programs and interventions in my school/ district
12. I accomplish goals that have school-wide/district impact

13. I am often chosen to lead school-wide/district initiatives, committees, or councils
14. I can be persuasive to gain buy-in for implementation of new school counseling programs

Resourceful Problem Solving
15. I accomplish goals with certainty and confidence
16. I find resources to secure what is needed to improve service for all students
17. I read current school counseling research to help promote positive change for students
18. I search for innovative ways to improve student achievement
19. I am goal oriented
20. I exceed expectations when assigned a task
21. I have a clear vision for the school counseling program
22. I am comfortable with change
23. I know how to recognize social justice inequities
24. I advocate for students that are marginalized
25. I solve most problems if I invest the necessary effort

Professional Efficacy
26. I consider myself a leader
27. I have confidence in my ability to lead
28. I have the power to affect positive change
29. I am a change agent

Social Justice Advocacy
30. I respond to social justice inequities that may affect the future of students' academic achievement
31. I challenge status quo to advocate for all students
32. I ask for help when needed to advocate on behalf of students and parents

Other practices:

33. I work collaboratively with stakeholders to accomplish goals
34. I use creative strategies to foster positive relationships
35. I navigate through the politics of the school
36. I use accountability strategies to identify barriers and needed school counseling services.

Reference

Janson, C., Stone, C., & Clark, M. (2009). Stretching leadership: A distributed

perspective for school counselor leaders. *Professional School Counseling, 13*, 98-

106.

Young, A. A., & Bryan, J. (2015). The School Counselor Leadership Survey: Instrument development and exploratory factor analysis. *Professional School Counseling, 19*, 1-15.

APPENDIX U

MENTIMETER SLIDES

First Administration

Second Administration

Third Administration

Fourth Administration

APPENDIX V

SUMMARY MATRIX (EDUCATIONAL EXPERIENCES)

Educational Experience	Survey Data			Field Note Data (Example Quotes)	Summary
Time Points (TP):	1	2	3		
Flipped Lectures	3.2	3.4	3.3	▪ Student expressing feedback toward self: "Need to be more critical [while watching flipped lectures]" (TP 1) ▪ Regarding platform: "Can't pause and ask questions" ▪ Would like "more content" in flipped lectures, but liked that it was "driven to a specific purpose" (TP 1) ▪ Try to find a "sweet spot" with depth and amount of content (TP 1) ▪ Flipped lectures became "good companions" to readings (TP 2)	▪ Student feedback helped to make change in platform for delivering flipped lectures (i.e., from Educreations to Voicethread) ▪ Talk around helpfulness of flipped lectures dissipated in TP 2 and TP 3

				▪ Want "more elementary inclusion" in content (TP 2) ▪ "Liked new way it flows" (TP 2)	
Class Discussions	4.8	4.3	4.1	▪ Helps to "open eyes to a lot of different perspectives" and "liked varied perspectives" (TP 2)	▪ Consistently rated highly by students ▪ Became less structure as semester progressed
Problem-Solving Teamwork/Collaborative Teaming	N/A	4.1	3.4	▪ "Helped me [figure the task] out" (TP 2) ▪ "Liked having an outcome" (TP 2) ▪ "Some situations more helpful/thought provoking" (TP 3	▪ Having differentiation among scenarios or tasks helpful ▪ Challenged students to use skills and knowledge from other class discussions and activities
Icebreaker	3.8	N/A	N/A	▪ "Helpful to put in toolbox" (TP 1)	▪ Set stage for modeling activities students could use as school counselors
Live Lecture	4	N/A	4	▪ "[Good to] elaborate on things" (TP 1)	▪ More infrequent as more collaborative teamwork done ▪ Prioritized flip lectures for content
Think-pair-share	3.8	N/A	N/A	None provided	▪ Went away as class discussions became less structured

Free association listing	3.8	N/A	N/A	■ "Good way to get class discussion started" (TP 1) ■ "[Forces us to examine] how we look at things differently," but "are we supposed to see it with a certain lens?" (TP 1) ■ "Linking pictures to models helped" (TP 1)	■ Helped students think through content and make lasting associations ■ Incorporated reflective aspect of this activity into final slides of flip lectures
Role-play	N/A	3.3	N/A	None provided	■ No feedback given during any specific TP ■ However, general feedback suggested these were not as helpful
Reviewing class themes	N/A	3.3	N/A	None provided	■ Emerged as an idea within the intervention ■ General feedback given outside the TPs suggested this was not helpful
Guest speakers	N/A	3.7	3.9	■ "Some [guest speakers] more helpful than others; would rank them separately" (TP 3)	■ Take great care in choosing guest speakers, with priority toward those you know

*Adapted from Table 22.3 printed in Goodrick and Rogers (2015, p. 575)

APPENDIX W

COVER SHEET FOR LESSON PLAN REVIEW PACKET

Thank you again for agreeing to review these lesson plans! I want to give a brief overview of the intervention and provide some feedback questions for your consideration.

The purpose of this study is to explore the effectiveness of a leadership training intervention given to participating first year school counseling students in an introductory school counseling class. The guiding resource I had for presenting lesson plans is "If these have enough detail, I could give these to other instructors of similar courses and they would know what to do." A few important notes about the study that are relevant to the intervention:

1. You'll see several justification sections within each lesson plan. There are first the CACREP standards. I am measuring leadership practices (pre-posttest) with the *Leadership Practices Inventory* (LPI). I used the *School Counseling Leadership Survey* (SCLS) to think about specific leadership practices in curriculum. I based the intervention in Experiential Learning Theory.

2. Two lessons not addressed in the intervention (i.e., they do not include leadership themes) concern 1) a general overview of the profession and 2) the history of the profession.

3. One of my research questions is specifically geared more toward program evaluation. I will be using this as an opportunity to collaborate with students on what educational experiences they believe were most helpful. I will use Mentimeter polls (online survey that can be integrated into presentations) and field notes to address this question. I mention to say that these lesson plans are intentionally very malleable and, in essence, "action plans." I consider you a part of this collaborative process to change and improve these plans!

In addition to general feedback, here are some specific questions I would ask uou to consider, based on some preliminary feedback from my chair and one expert review:

1. The classes are 3 hours long. Do any of the lessons seem too "jam packed" with activity?

2. Addressing multicultural competency with students is an important topic. How would you incorporate this more within the lessons?

3. How would you ensure that elementary, middle, and high school levels are all addressed fairly within the lessons? Do you any specific considerations for any of the levels come to mind?

4. Are activities appropriate for the developmental level of the student (i.e., first year school counseling student)?

5. Do any activities more appropriately belong in other lessons (e.g., for earlier emphasis)?

Please consider these and any other thoughts that may arise. I look forward to hearing from you! Please do not hesitate to email if you have any questions.

APPENDIX X

PILOT STUDY THOUGHT LISTING (QUALTRICS)

Suppose a peer asked you the following: "What does it mean to be a school counselor leader in a school setting?" In the following "text boxes," type as many thought statements as you can that reflect your explanation. Write no more than one thought per box.

You will have three minutes to write your responses. A timer at the top of the screen will indicate how much time you have remaining. Once time has expired, you will be automatically presented with a brief form to type any feedback. If finished before the time expires, please click the red button at the bottom to proceed to the page for providing feedback. We have deliberately provided more text boxes than we think people will need to ensure that everyone would have plenty of room. Responses will be not be scored nor will I report any identifying information in any publication.

All thoughts are valid; there are no right or wrong responses. Ignore spelling, grammar, and punctuation; a phrase (rather than a complete sentence) is sufficient. Please be completely open and honest, and list all of the thoughts and ideas you had about leadership based on your field and educational experiences regarding school counseling thus far.

The following is the form we have prepared for your use to record your thoughts and ideas. Simply type the first thought you had in the follow "text box," the second in the second "text box," etc. Please put only one idea or thought in a box.

<div style="text-align:right">

`→`

</div>

Suppose a peer asked you the following: "What does it mean to be a school counselor leader in a school setting?" In the following "text boxes," type as many thought statements as you can that reflect your explanation. Write no more than one thought per box.

Timing

These page timer metrics will not be displayed to the recipient.

First Click	0 seconds
Last Click	0 seconds
Page Submit	0 seconds
Click Count	0 clicks

0 2 5 1

Text Box

Text Box

Text Box

Please use the following space to provide feedback on this exercise. I am interested in feedback around the clarity of the instructions and the time allotted the exercise. Please provide any other feedback about the experience as well. Thank you so much for your help! This will contribute greatly to the strength of the study.

→

MENTIMETER DATA

First Administration

Based on the last three weeks of class, on a scale of 1 to 5, rate the helpfulness of each educational experience listed.

Second Administration

Based on the last three weeks of class, on a scale of 1 to 5, rate the helpfulness of each educational experience listed.

Third Administration

Based on the last three weeks of class, on a scale of 1 to 5, rate the helpfulness of each educational experience listed.

Mentimeter

"Flipped" lecture — 3.3
Live lecture — 4
Class discussion — 4.1
Collaborative Teams — 3.4
Guest speaker — 3.9

Not at all helpful — Very helpful
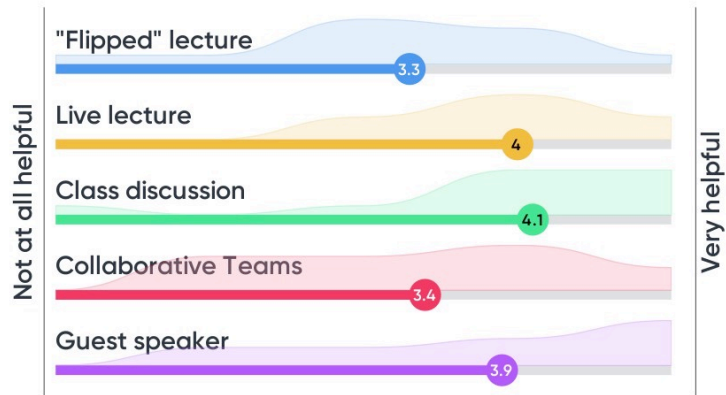
👤 12

APPENDIX Z

SCORING RUBRIC FOR THOUGHT LISTING EXERCISE (REVISED)

The purpose of the thought listing exercise in this study is to capture students' perceptions regarding school counseling leadership at four different points in the semester. Having thought listings from multiple time points will show potential changes in the content of those thoughts. This rubric, created with the help of a pilot study conducted in August 2018 and pilot scoring done with the two coders, contains a description of the scoring criteria to be used for evaluating each participant's thought list. Scoring will be based on the School Counseling Leadership Survey (SCLS), which offers specific leadership practices. Below, you will find general scoring guidelines, an overview of the SCLS, and examples of thoughts with sample scores.

Definition of School Counseling Leadership (Young and Bryan, 2015)

"For the purpose of this article, school counselor leaders are conceptualized as culturally responsive change agents who integrate school counseling best practices to initiate, develop and implement equitable services and interventions for all students (ASCA, 2012, p.11). School counselor leadership entails initiating services, advocating for resources, building strong relationships, asserting influence, and taking charge to design and implement comprehensive school counseling programs." (p. 2)

General Scoring Guidelines

- Each thought statement will be evaluated for whether its content can represent or connect to an aspect of school counseling leadership with a **"Yes"** or **"No"** rating.

- If the thought statement **can represent** or **connect to** an aspect of school counseling leadership, the rater will also indicate to which SCLS factor the thought statement most relates (see below). The section below ("Five Factors in SCLS") provides more details on how to assign one of the five factor codes to thought statements rated as "**Yes**."

- A thought statement would receive a rating of "No" **if and only if**:

    1. The thought statement is *incomplete*. The participant may not have finished a thought due to running out of time.

    2. The thought statement is *not related to school counseling leadership*. The thought statement does not relate to the definition above and, subsequently, none of the five factors below. These statements may address activities and

responsibilities in which, according to the ASCA National Model (2012), school counselors should not engage or prioritize.

Examples of thought statements *not related to school counseling leadership* include words/phrases related activities in the table (pictured right) (ASCA, 2012, p. 45) (*With regard to 504 and IEP coordination, only rate "No" if the thought suggests or implies coordination of the process, not participation).

3. The thought statement *has insufficient context*. Some participants may have deviated from the thought listing instructions and provided a statement that may appear nonsensical or out of context.
   Examples may include:

   o "Short term"
   o "Clean-up"
   o "Leadership"

   While the participant may have connected these ideas to school counseling leadership, the rater cannot discern that connect from what is given.

Inappropriate Activities for School Counselors
- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders (see Responsive Services on p. 86 for more detailed information on therapy)
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

4. In some case, students may have been primed in groups with a discussion of their site supervisors' leadership styles and practices before completing the thought list. Examples may include:

   o "My site supervisor doesn't do this."
   o "My site supervisor only does this sometimes."

The Five Factors of the SCLS

Seeing the need for research on specific school counseling leadership practices, Young and Bryan (2015) created the School Counseling Leadership Survey (SCLS). Factor analysis of the SCLS items revealed five themes for leadership practice: interpersonal influence, systemic collaboration, resourceful problem solving, professional efficacy, and social justice advocacy (Young & Bryan, 2015). Below are the five factors

with code abbreviations, definitions (Young & Bryan, 2018), items related to the factors from the SCLS, other notes related to scoring, and scoring examples.

Interpersonal Influence (Code: IntInf)

This factor concerns school counselors' ability to work with others in the school to influence action. Here is a more detailed explanation:

"Interpersonal influence is associated with power and related to how individuals use verbal
and nonverbal communication and how others perceive them (Brown & Moshavi, 2005). School
counselors use influence when they ensure that they are present at school-wide and district decision making tables to collaborate for the purpose of creating policy and programmatic changes that increase access to resources and services for their students and parents in the school community (Dollarhide et al., 2008). Influence is also demonstrated when school counselors use empathic skills to help groups reach consensus that enhances their potential to reach common solutions (Chen-Hayes, Ockerman, &Mason, 2014, p. 3; Lambert, 2002)." (p. 237)

Notes for IntInf

- Adjectives or nouns that concern strengthening or affecting a relationship with another stakeholder (e.g., listener, inviting, supporter) should receive an IntInf code unless the rest of the statement provides context that would indicate another code would be more suitable.
- Verbs related to strengthening or affecting a relationship with another stakeholder (e.g., support, encourage, grow) should receive an IntInf code unless the rest of the statement provides context that would indicate another code would be more suitable.
- Influencing stakeholders toward a vision (i.e., a [focus] on the future, more specifically, a preferred or desired future") would fall under the IntInf code (ASCA, 2012, p. 23).

IntInf Items from SCLS

I promote positive change for all students.
I am knowledgeable about communication styles.
I encourage my colleagues to share their new ideas.
I maintain high expectations for all students.
I know and promote my school's instructional vision.
I use creative strategies to foster positive relationships.

I remain calm when facing difficult situations.

"Yes" Rating Example (IntInf)

Consider the following thought statements:

"Contribute to the vision of the school"
"Provides a safe haven for students"
"Letting students know that you're available and accessible to them"
"the person who promotes a positive culture of mutual respect in the school community"
"Mediator"

The first statement represents an aspect of school counseling leadership and most relates to the Interpersonal Influence factor. The thought statement suggests that a school counselor works with others to align toward a common vision. The next two statements concern how the school influences through interpersonal actions with students. The final two statements concern how the school counselor influences others to create a positive school climate.

Systemic Collaboration (Code: SC)

This factor deals with programmatic service and how school counselors acquire buy-in from educators to support school counseling initiatives. Here is a more detailed explanation:

"Systemic collaboration is a process by which individuals come together to work collectively to address problems (Lambert, 2002; Marzano, 2010) and build relationships (Marzano et al., 2005). School counselors, particularly elementary school counselors or those serving in multilevel schools, might work in isolation from other school counseling professionals. Therefore, school counselor leaders use strategic outreach methods and models to build partnerships with school staff, family, and community members to provide better and more comprehensive services to meet the multiple, complex needs of students and families (Bryan & Henry, 2012; Bryan & Holcomb-McCoy, 2007). Systemic collaboration reinforces
the value of school counselors fostering relationships and establishing the necessary administrator and stakeholder buy-in for building successful partnerships with school stakeholders (Bryan & Griffin, 2010; Bryan & Henry, 2012)." (p. 237)

Notes on SC

- Work with students, even if identified as "collaborative," should fall under another coding. As stated above, the SC code concerns working with "school staff, family, and community members."
- Actions related to directing stakeholders toward a mission (i.e., "provid[ing] the focus and direction to reach [a] vision") would fall under the SC code as the statement concerns a partnership among school stakeholders involved in the mission/mission statement (ASCA, 2012, p. 24).

SC Items from SLCS

I actively work with stakeholders to implement comprehensive school counseling programs.
I initiate new programs and interventions in my school or district.
I accomplish goals that have school-wide or district-wide impact.
I am often chosen to lead school-wide or district initiatives, committees, or councils.
I can be persuasive to gain buy-in for implementation of new school counseling programs.
I work collaboratively with stakeholders to accomplish goals.

"Yes" Rating Example (SC)

Consider the following statements:

"Working with administrators to ensure the counseling department can do their jobs"
"Collaborates with fellow school leaders"
"Leads school wide professional development"

The statements represent an aspect of school counseling leadership and most relates to the Systemic Collaboration factor. Each statement chiefly concerns collaboration with other stakeholders.

Resourceful Problem Solving (Code: RPS)

This factor relates to a school counselor's ability to navigate challenges, either through professional development, program evaluation, or relying on the others' help. Here is a more detailed explanation:

"Resourceful problem solving captures school counselors' tendencies to effectively solve issues and seek amenable solutions to programmatic obstacles. Effective problem-solving

skills are a major aspect and asset of transformational leadership and refer to one's ability to work with others to identify issues and assess options for the purpose of facilitating viable resolutions for all. Transformational leadership requires motivation and the renewal of commitment and restructuring to accomplish a goal (Louis et al., 2010; Shield, 2012). School counselors resolve issues and accomplish demanding tasks such as integrating positive behavior intervention supports and instructional classroom practices into the school counseling program (Young, Millard, &Millard-Kneale, 2013). Principals and teachers rely on school counselors to
find innovative solutions to students' problems as well as student–teacher and parent–teacher conflicts." (p. 237)

Notes on RSP

- Unlike the SC factor, RPS more closely refers to leadership involved in implementing a program or endeavor rather than initiating one.
- Statements involving data and accountability, much to the surprise of Young and Bryan (2015) given data's role in the ASCA National Model, were not reflected in the factor analysis. Because several thoughts may refer to data, as it was a topic emphasized in the intervention, such thoughts should be considered related to school counseling leadership and categorized as *RSP* when the thought concerns *evaluating or improving school counseling programs generally (*i.e., **not** to target an inequity or cultural issue).

- Most intervention-related statements (e.g., "counseling, individual counseling, group counseling, guidance lessons) would fall under RPS coding. These are examples of school counselor intervening in resourceful and appropriate ways. See the "inappropriate activity" list above for any statements that would not fall in this list. See the list (pictured left) for a general categorization of direct services.

Figure 4.1 Delivery Component

Item	Elements and Strategies
Direct Student Services	School Counseling Core Curriculum ■ Instruction ■ Group Activities Individual Student Planning ■ Appraisal ■ Advisement Responsive Services ■ Counseling ■ Crisis Response

- 504/IEP coordinating: ASCA has this listed as an "inappropriate activity." While coordination (i.e., managing every nuance involved with a 504/IEP) might be inappropriate, participation in 504/IEP committees would be appropriate. Therefore, unless the statement concerns coordination/management, the statement should be coded as RPS.

RPS Items from SCLS

I accomplish goals with certainty and confidence.
I find resources to secure what is needed to improve service for all students.
I search for innovative ways to improve student achievement.
I am goal oriented.
I read current school counseling research to help promote positive change for students.
I exceed expectations when assigned a task.
I am comfortable with change.
I solve most problems if I invest the necessary effort.

"Yes" Rating Examples (RPS)

Consider the following statements:

"Being proactive"
"Implementing a socioemotional curriculum based on school needs"
"Individual counseling"
"Needs assessments"

The statement does represent an aspect of school counseling leadership and most relates to the factor Resourceful Problem Solving. The first example refer to school counselors' actions that reflect a capacity for working through or intervening within challenging situations. The next example concerns using a researched idea (socioemotional learning) within the school curriculum. The final example reflects the importance of collecting and using data to solve problems.

Professional Efficacy (Code: PE)

This factor refers to school counselors' confidence in their ability to collaborate with others and transform their environment in positive ways. Here is a more detailed explanation:

"Professional efficacy is the confidence that allows school counselors to challenge the status quo and push toward more effective practices (Marzano et al., 2005). Efficacy is defined as "beliefs about one's ability to successfully perform a given behavior" (Bodernhorn & Skaggs, 2005, p. 14). Efficacy is frequently associated with individuals' beliefs in their ability to persevere and influence change (Bandura, 1997, 2006). In the context of leadership, efficacy indicates that leaders have the confidence and willingness to take a courageous stance (Reeves, 2006; Singleton & Linton, 2006)." (p. 237)

Notes on PE

- Adjectives that relate to counselors' belief or confidence in their abilities (e.g., reliable, consistent, courageous, passionate) would receive a PE code, unless there is further context to indicate otherwise.
- Nouns related to a confidence or belief about one's identity in a school as a mental health professional (e.g., counselor, mental health professional) would receive a PE code. This reflects a confidence in the transformed role of a school counselor, one who is not a "guidance counselor" solely focused on students' academic welfare. NB: Nouns concerned with other "roles" (e.g., teacher, mentor) should be related to other codes (RPS, as the statement relates most closely to implementing a guidance program; IntInf, as the statement relates to influence another within a relationship, respectively).

PE Items from SCLS

I consider myself a leader.
I have confidence in my ability to lead.
I have the power to affect positive change.
I am a change agent.

"Yes" Rating Example (PE)

Consider the following thought statements:

"Leader in the school"
"Advocating for the profession"
"Leading by example"
"Being the mental health specialist"

These statements represent an aspect of school counseling leadership and most relates to the factor Professional Efficacy. Each of the first three statements suggests that school counselors have incorporated leadership as a part of their professional identities and have a degree of confidence in their ability to lead in schools. The final example reflects a strong belief about professional identity.

Social Justice Advocacy (Code: SJA)

This factor involves school counselors challenging the inequities present in schools and working with students to overcome those barriers.

"Social justice advocacy is an approach aimed at giving voice to marginalized students and families and providing equitable services for all. School counselors should actively engage in social justice advocacy and activism to address inequitable school, sociopolitical, and economic conditions that impede the academic, college-career, and socioemotional development of students (Ratts, 2009). School counselors challenge and promote the elimination of policies and practices, especially those in the school, that negatively affect students, parents, and other stakeholders who might be marginalized due to socioeconomic status, disability, gender, race or ethnicity, sexual orientation, or other sociocultural identity (Holcomb-McCoy, 2005; Holcomb-McCoy & Chen-Hayes, 2011)." (p. 237)

Notes for SJA

- Statements involving data and accountability, much to the surprise of Young and Bryan (2015) given data's role in the ASCA National Model, were not reflected in the factor analysis. Because several thoughts may refer to data, as it was a topic emphasized in the intervention, such thoughts should be considered related to school counseling leadership and categorized as *SJA* when the thought concerns *data used for targeting a gap or inequity*.
- Any statement related to multicultural competence, equity, or interventions involving specific groups would fall under the SJA code.

SJA Items from SCLS

I respond to social justice inequities that may affect the future of students' academic achievement.
I challenge status quo to advocate for all students.
I ask for help when needed to advocate on behalf of students and parents.

"Yes" Rating Example (SJA)

Consider the following statement:

"Advocating for students"
"Being as multiculturally competent as possible"

The statement does represent an aspect of school counseling leadership and most relates to the Social Justice Advocacy factor. The statement suggests that a school counselor works to challenge inequities through advocacy.

References

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JOURNAL SUMMARY MATRIX

SCLS Factor	Sample Quotations		Summary/Key Themes
	1st Collection	2nd Collection	
Interpersonal Influence	▪ "Initially, I wasn't sure...but I now see that [helping to coordinate monthly recognitions of cultures]...can promote an inclusive school climate." ▪ "Being a leader as a school counselor requires...you to be able to....communicate effectively and relate to students." ▪ "I want my room to be a place where students *can* come talk." ▪ "This [project] is incorporating equity into their counseling system which is the mission of the school as well as a goal of the counseling department." ▪ "[My site supervisor] bragged to other teachers	▪ "My [site supervisor] and I were able to reassure [the parents] that the class sizes and design of the curriculum is ideal and effective for students." ▪ On the site supervisor's approach in an IEP meeting: "I think what I found most interesting about the meeting is the neutrality of the school counselor['s] contributions." ▪ "The school counselor is viewed as a positive entity." ▪ "I will have a lot of people looking up to me, relying on me, and holding me to high expectations. I understand that I will be needed to help the	▪ **Creating a safe environment for stakeholders:** Several quotations dealt with contributing to a positive school climate or environment by supporting or helping others. This can be done by creating a safe space for students or aligning the vision of the program with the school's vision and inspiring others to buy-in to that vision/mission. ▪ **Exhibiting certain qualities in relationships:** Patient, kind, approachability – these are a few qualities that resonated with participants for having good relationships with other stakeholders. Participants noted ways in which these qualities translate into actions. ▪ **Developing a professional identity that prioritizes interactions with others:** Participants indicated that they

	and administration about my hard work."	students and school function efficiently."	hold their relationships with other stakeholders as important. Several have noted how they will translate these lessons into their future practice, and some even illustrated the practice of interpersonal influence (e.g., showing appreciation).

Combined reading:

and administration about my hard work."

- "Challenge of gaining interest in beginning a PTA/PTO and establishing some leadership"
- "I believe this [food resource program] displays human resource leadership because [my site supervisor] is building and maintain a relationship between parents and she is showing that she cares about the communities' basic needs."
- "Important to build strong relationship with teachers"
- Regarding engagement in a project that connects to school's mission statement around collaboration: "I will be able to...connect with students and engage in conversation surrounding a growing issue that is relevant to students' daily lives."
- "Leadership is demonstrated by inspiring

students and school function efficiently."

- "Being attentive to these details about someone show[s] your initiative to respect them and understand where they come from. That speaks to leadership and interpersonal skills."
- "[The teachers I observed] seemed very surprised that I would take the time to come back by their rooms to visit and drop off a note of appreciation and a donut."
- "I feel my supervisor and her colleague make very certain that their students and parents understand that they [are] here for the emotional [as] well as academic wellbeing of the students."
- On incorporating an inspiring quote into a parent newsletter: "This quote touches on kindness, but it also

hold their relationships with other stakeholders as important. Several have noted how they will translate these lessons into their future practice, and some even illustrated the practice of interpersonal influence (e.g., showing appreciation).

	others. Good leadership involves noticing areas of improvement, but allocating time and energy where it can be most helpful." ▪ "I will strive to imitate [my site supervisor's] levels of patience and readiness in my counseling profession because resistance to requests or lack of effort are not qualities of good teamwork, advocacy, or leadership." ▪ "I noticed how leadership styles vary among educators and the classes in which they teach, but personality seems to have the largest impact."	touches on the fact this is the last few weeks of the semester and to keep pushing through." ▪ "[My site supervisor] made it very clear to the student that he can always go to her if he is struggling. She used the time to try and motivate the student to stay awake in class." ▪ "[My site supervisor] allowed each teacher to talk and restate what they had said to the student's mom." ▪ "Being 'approachable and visible' are important qualities of good school counselors and indicative that [the EC teacher] and the counselors interact frequently, which is a positive thing." ▪ "Many educators in the room shared an unspoken understanding of the importance of identifying solutions to the issue, but I felt like an emphasis on	

		why it is necessary to focus on the problem at this time would have fostered a sense of urgency." ▪ "On top of the treats, I went around and had a brief conversation with as many people as I could to express my appreciation for their kindness, advice, and welcoming community." ▪ "I added a thank you note to the rest of the educators, on behalf of the counseling department because I wanted to contribute some positivity and kind representation of the people I have been working with." ▪ "It seems that the most cohesive partnerships occur when parties treat each other with respect, patience, and kindness, even if they have to fake it." ▪ "What I thought was a great suggestion that [the	

		teacher] made was that she wished there was more communication between the school counselor and teachers." ▪ "[My site supervisor] also mentioned how she makes intentional efforts to make her presence know at the school, so that students know who she is and what she does." ▪ "Bringing donuts and cookies is an example of both symbolic and political leadership because it builds and promotes positive relationships within the school." ▪ "When I become a school counselor I would love to create a board that shows appreciation and recognition for faculty members and bring them a treat or card telling them why I appreciate them." ▪ "[The parent] shared that the counselor's job is any

		and everything that care or provides any form of support for the students." • "Moving forward, my supervisor challenged [the students] to properly communicate so that assumptions won't be made in reference to how anyone feels or doesn't feel." • "I think [my effort to show appreciation for others] came at the right time – just before the holidays – as the students seemed to be a little fed up with one another and the teachers feeling similarly." • "[My site supervisor] offered that I reach out anytime, and encouraged me to request [internship] placement at [the school] next year." • "One word [about the school counselor] that kept popping up [for the media specialist] was 'flexible.'"	

		"The teacher...saw us as relationship builders with our students." - On performing an intake at an alternative school: "[The school counselor] starts by speaking about the mission of the school and the goal of returning the student to their home school as prepared as possible." "I shared [feedback I received during interviews with stakeholders] and encouraged [my site supervisor] to make some of these changes that were suggested." "I was hoping to branch out and show appreciation for some teachers that may not get the most of [my site supervisor's] attention, especially new teachers due to the high turnover rate." "I think that as a school counselor it will be important to participate in	

		events or facilitate activities that allow for expressions of gratitude to the staff because we will all be working together to create the best school environment possible for our students."	
Systemic Collaboration	▪ "My supervisor collaborated with her team effectively. That made things a little easier." ▪ "[T]he school staff changes so much that it needs to be a yearly, if not constant process of informing staff of the vast array of services and objectives related to the school counseling program." ▪ "Collaboration is an important aspect of leadership, and I was glad to see how effective the cooperation and communication among all the different support staff was at [the school]." ▪ "Most of the school's policy information and	▪ "[The vice principal] was not in any way educated on how her role would be required to collaborate with the school counselor." ▪ "I'm not in it alone...as there are people available to support and help me carry the responsibilities alongside me." ▪ "[The teacher] said that previously she has had a closer collaborative relationship with counselors...often collaborating on interdisciplinary lessons." ▪ "Despite the disconnect in perception of roles, the social worker and counseling team do seem to [have] a lot of	▪ **Importance of working with others in the community**: Several participants noted how effective school counselors worked with a variety of stakeholders – and not only those in the school itself (e.g., community organizations). ▪ **Working as part of teams**: Many noted the roles school counselors play in a variety of collaborative teams (e.g., support meetings like IST). ▪ **Developing beliefs about collaborating with others**: Several students noted their site supervisor's – and some of their own – efforts to coordinate, especially with parents. Participants recognized the need for systemic collaboration in ensuring student success and advocating for students' needs.

	data is kept on Canvas, and different teams/teachers have certain pages to collaborate on resources and share lesson plans." ■ "Designat[ing] time for classroom support...speaks to the leadership aspect of accountability and collaboration" ■ "[My site supervisor] has to connect with stakeholders in the students' lives...to provide necessary support and interventions to help facilitate student's success in academics and social behaviors." ■ "While [my site supervisor] could have led a group herself, she instead chose to collaborate with a community organization that is working on a topic she is passionate about and affects the students at [the school]."	collaboration over student concerns, academics, and socioemotional needs." ■ "[E]veryone I talked to made it clear that [school counselors] play an important role in the lives of students, parents and guardians, teachers, administration, and support specialists." ■ "I was able to observe [the school counselor] collaborate with several members of the Instructional Team to best serve a struggling student." ■ "The administration asked that the counseling department [and] the school social worker create a plan to target these students [with many absences] and implement a plan for getting them back on track to have a successful school year." ■ "To promote positive school-family partnerships and	

	▪ "School counselor leadership revolves around taking initiative, initiative to not only start a project, but also to place extra focus on those students the project will benefit the most." ▪ "I felt inspired leaving [the teacher's] classroom, and excited about working and collaborating with colleagues...in my career as a professional school counselor." ▪ "I collaborated with a classmate and created a survey to gather information from high school students in their district."	encourage parent involvement, I worked on a parent education session with my site supervisor." ▪ "[The student] even touched on the school goals matching with the counselor's goals and how the counselor supports students, staff, and parents and works with everyone." ▪ "[My site supervisor] emphasized [the word of the month's] importance and instructed the teachers to try and implement the use of this word [responsibility] and what it means for their student's lives and classwork." ▪ "Counselors have relationships with students that allow them to get in touch with parents or family members to provide additional support to students."	

		"I observed a continuing series of attendance meetings held in the principal's office with a large group of educational stakeholders to address issues of declining attendance and truancy." "Additionally, one suggestion that both the parent and the assistant principal made...would be for the school counselor to have more parent workshops that would help parents support their children at different developmental stages." "When I become a school counselor I would love to send out a weekly newsletter to parents giving them brief summaries about what their students have learned in guidance and how parents can reinforce these behaviors at home." "[T]he assistant principal collaborated with [my site supervisor] to form a	

		small group with a couple [of] second grade boys who had troublesome behavior in class."	
		▪ "The school is a team and system that requires collaboration in order to support and advocate for students' success."	
		▪ "[The] assistant principal...expressed that the counselor duties consist of establishing a comprehensive program."	
		▪ "[Administrators and counselors] then collaborated on the best plan of action to place [the student] on a core route that would provide her attention in noted areas of improvement as well as a safe place from a behavioral standpoint too."	
		▪ "[My site supervisor] collaborates with other staff."	
		▪ "[The assistant principal] also mentioned [the school counselors]	

		- collaborate a lot about student concerns, improving classroom behaviors, PBIS meetings, and starting a PTA/PTO.” “I thought it was still very important to include [the referral chart for counseling services] in the newsletter to promote his counseling services and promote school-parent relationships.” - Regarding school counselor's involvement in setting up a PTA/PTO: “I still feel like this was a strong leadership role of the school counselor by taking steps to improve school-family-community partnerships.” - On the school counselor presenting about the United Way partnership to faculty: “This clearly demonstrated some leadership on his part as he was the school coordinator for the United	

		Way, and I felt like this was one of the only community partnerships he was a part of." ▪ "I felt like [covering teachers' lunch duties] exemplified the leadership role of the school counselor because he was working to improve student-teacher-counselor collaboration and provide support for the teachers outside the academic setting." ▪ "[T]he curriculum facilitator even said [counselors] are more hands on with students, more collaborative with teachers, and more direct than other counselors she's worked with." ▪ "I was able to say that I helped to invite parents to [the school] to celebrate their student's exemplary display of respect throughout the month of October."	

		▪ "I was also able to see the school counselors meet with the school social worker where the main topic was chronic absences and what they were planning to do about them."	
Resourceful Problem Solving	▪ "I will need to carefully consider the demographics of my school and what it means for my school counseling program." ▪ "Efficient leaders know how to reach the population [they're] leading." ▪ "My vision is to present [intervention] data in an easily understandable way that could potentially be integrated into the next newsletter OR just presented to the administration." ▪ "[D]ata is the concrete evidence that, not only in the school counseling valuable, but your job as the school counselor is necessary."	▪ On planning times for a guided meditation with faculty and staff: "I realized that asking the teachers to even reply to the email requesting they give me an idea of a good day that would work for them was too much to ask...so I adjusted my plans." ▪ "You must learn to be ok with referring out and giving students resources. Being resourceful is a part of being a good school counselor." ▪ "At the top of [the school counselors'] agenda, there was the graduation rate for the past two years...Then I wondered, because the rates	▪ **Importance of using data**: Data was the center of much of participants' discussion in this area. Participants noted how their site supervisors use or fail to use data effectively. Participants overall reflecting a belief that data is important for knowing students and what the school needs. ▪ **Adapting interventions to meet students' needs**: Along the lines of the previous themes, several quotes reflect the meaning of "resourcefulness" (e.g., referring out when necessary, psychoeducation for parents, disseminating information to meet stakeholders' diverse needs). ▪ **Practicing resourceful problem solving now**: Some students discussed developing tools or interventions that were put to use at their practicum sites.

		decreased the past two years, why did they decrease?”
		▪ “I was able to work on creating a flier for parents, families, and guardians of seniors with information regarding Senior Night at the school.”
		▪ On observing a support team meeting: “One of the main things they discussed was targeting these 9th grade students and supporting them in their academics.”
		▪ “[The principal] shared that she knows school counselors can be effective and make change happen, but the school system makes this difficult with the caseload many school counselors have.”
	▪ Regarding a site supervisor prolonging guidance lessons unnecessarily: “[T]his shows his lack of organization and leadership/effort in certain	▪ “My site supervisor gathered some school data on the prevalence of bullying, what grades have the most bullying

	roles of his job as a school counselor."	instances, and other information."
	▪ Noting a teacher's leadership in the classroom: "When students are recognized for their good behavior it inspires and encourages other students to act in the same way in order to receive positive attention."	▪ "We then broke the parents into groups and gave them opportunities to discuss their perspectives, what they think the role of the school counselor is in bullying situations, and how they believe bullying should be handled."
	▪ "One aspect of school counselor leadership would be showing more initiative to get to know students to assess any specific issues that may need to be included in the school counseling program."	▪ "I had the chance to interview the PTA president who was even aware of data collection [that plays a part] in the school counseling role."
	▪ "Knowing the school population is a great resource to have for the different interventions that a school counselor might want to implement."	▪ "I was able to educate my supervisor on the different interest assessments that are available for the high school students to take."
	▪ Discussing a survey on students' social media usage: "I will use the results [of the survey] to inform materials to	▪ "Since many parents are unable or unwilling to attend workshops or information nights, I have collected materials that can be sent home with

	distribute with the goal of increasing awareness and encourage students to be more mindful and intentional with how they interact with others online." ▪ "School counselors play a significant role in new students' registration and making sure their schedules are accurate place them on track academically. Their leadership is crucial to these processes and policies functioning effectively."	students or electronically distributed." ▪ "It is so important to have different methods of parent involvement because some parents may not have the time or transportation or other resources to attend their child's school events." ▪ "I appreciated [my site supervisor's] immediacy and desire to brainstorm solutions." ▪ "It would be great if I could have my students contribute to this newsletter by having them tell me something special that their teacher or staff member did for them or something they appreciate about them." ▪ "The setup [for the school event] included a brochure that outlined the comprehensive program the counseling department had put in place for their student."	

		"I designed the poster board that would be used to advertise the counseling services that my site's counseling department included." [The counselor] asked [the students] what would they like from the counselor that could assist them in solving the problems they had brought forth." "[The assistant principal] talked about how important crisis counseling [is] as it helps students in the classroom as well as deal with their home lives." "We used a feelings card with eight prominent emotions accompanied by pictures of the emotion and directions to point to the image that best describes the emotion they feel about certain students in their class or their time at school in general."	

		- On working in an alternative school: "[T]raditional counseling conversations were hard to come by. [My site supervisor] is often trying to keep those students from either going to prison or getting killed." - Quote from an interview with a social worker: "School Counselors and School Social Workers are often placed in the position to be everything to everyone. Literally." "[The school counselor] exemplifies leadership through PBIS." "[Collecting feedback from stakeholders] gave me the idea to do something similar at my own school one day to learn how I can improve the experience of everyone involved in the school as a system." "I think [the group approach would have been more effective if	

		[the counselor] was able to combine it with behavioral group like he planned." ■ "[My site supervisor] does not keep data on his practice, which I felt like would made his argument more effective." ■ "[School counselors] are also available for good things like character education, helping with clothing and food pantries on campus, facilitating Christmas sponsors, and providing [parents] with resources they may not be aware of."	
Professional Efficacy	■ "In my own experiences I'd like...to verbalize my role in the school." ■ Around persistence in the school counseling role: "[My site supervisor] does not advocate for himself and his role as a school counselor or perhaps is not very persistent in this advocacy."	■ "There also seemed to be a lack of leadership in the school psychologist because even though she was talking about policies and procedures for handling the issue, she hadn't taken it upon herself to observe in the classroom." ■ "I feel it may be beneficial for new	■ **Lack of professional advocacy**: Several participants noted how their site supervisors either did not advocate for themselves or did so inconsistently. ■ **Need for leadership:** Participants noted how leadership can help them advocate for themselves, especially in regard to time management and educating others on their roles in schools. Some participants saw evidence of this

	▪ "[I]f places in a situation where too much of my time deals with managing cumulative records, I will have to utilize leadership to advocate for myself and my position as a school counselor."	teachers to be better informed about what school counselor does and what they may be able to do for them and [vice] versa." ▪ "I decided to bring a few kids from each grade that my supervisor thought would be good to meet into the office in order to create large posters to show appreciation for the staff and faculty." ▪ "I will take my observations about what [constitutes] effective counseling technique, and apply them within my own personal practice." ▪ "When I am a counselor, I hope to be regarded by my coworkers as someone who is hardworking, reliable, very competent and good at my job." ▪ On everyone having busy schedules in a school: "This reinforces that the school is a system and	in the site supervisors from stakeholder interviews.

		every leader in that system must advocate for themselves and their agendas in order to get "air time" or make change." ▪ "[The teacher] saw [school counselors] as leaders in the school." ▪ "[T]he school counselor needs to be reliable." ▪ On working with students: "It is a time for students to be heard and validated, which is exactly what we do as counselors." ▪ On observing a meeting on crisis interventions: "The people in the room were acting just like the children they see at schools every day. It was enlightening to be reminded of how immature some adults can be. It made me really want to set myself apart as a counselor by being a leader and an adult."	

		▪ "While [my site supervisor] appreciated the feedback and was very interested, he also mentioned that he probably would not be able to change everyone's mind about the profession." ▪ "[School-family-community partnerships are] something I have [been] very interested in exploring myself, either through research or practice in my own school someday." ▪ "I began to realize the importance of the school culture in promoting effective parental involvement." ▪ "I felt like I actually saw some leadership when [my site supervisor] had a meeting with the media specialist and assistant principal to address the issue of time. In the meeting, he was able to lessen the number of	

		classes he teaches and academic support groups he supervises each week." ▪ "However...I got to see some leadership as [my site supervisor] advocated for his role as a school counselor." ▪ "I believe the school counselors can do more to advocate for their positions so that they don't do 'everything' and can focus on things they think are important." ▪ "In considering my own future as a school counselor I hope that I will have more opportunities to engage in counseling sessions than it seems that the counselors are able to do at [this school]." ▪ "I think [absenteeism] definitely speaks to a struggle I will also face at my own future school site and I hope to also be able to collaborate with the	

		school social worker to combat this."	
Social Justice Advocacy	▪ "[C]ounselors can lead the way in expanding students' understanding and respect for diversity." ▪ Around attending a 504 Coordination Training Meeting: Presents the opportunity for "Advocating for students with disabilities and impairments, educating teachings, parents, students and administration on the 504 process" ▪ Around delivering services with a multicultural lens: "[My site supervisor] took the initiative to challenge students and plan an original guidance lesson that tied in culture and character values of being considerate and respectful of others in conversations." ▪ "Important to advocate for students who may	▪ "Parents or guardians entrust their students to our school system, so it is imperative that I do my part to uplift, lead, and advocate for students." ▪ "[The principal] noted how school counselors must advocate for students." ▪ "[The teacher] noted that...the school counselor helps advocate for not only the students, but also the teachers at times." ▪ "[A] part of the school counselor and other school faculty/staff['s] job [is] to advocate for students, to support the idea that the assessments [special education students] take should be catered more to them." ▪ "[The school counselor] also worked to bring up the topic of race and diversity in her lessons."	▪ **Importance of advocating for specific groups**: Participants reflected this theme in a variety of way: providing proper accommodations to students with disabilities, challenging the status quo, and general exhortations of the importance of advocating for students. ▪ **Present advocacy for students**: Several participants noted discussions with site supervisors or stakeholders (e.g., an LGBTQ+ awareness initiative) or initiatives they took part in (e.g., filling up the clothing closet) that involved social justice advocacy.

	- inadvertently not perform well on a test or assessment because of a cultural factor such as language" "My hopes to increase LGTBQ+ awareness were rejected and my second proposal, a social-media-focused campaign, was greeted with more support." "Great counselor leaders in this district consider the demographics of the population they are serving and advocate for underserved groups." "Counselor leadership is demonstrated in the holistic care of students in a school with high levels of poverty."	"I recognized [my site supervisor's] political leadership to advocate for and collaborate with school staff for student resources and accommodations." "I visited the school's clothing closet as well as heard of the lack of clothing in the clothing closet. As a result, I decided I wanted to do something to not only appreciate the staff but to assist the students at [the school] as well." "I began to wonder if [my site supervisor] ever discussed the appropriate roles of the school counselor in the school, and that would be an area of leadership I would like to see more of."	

GROUP DISCUSSION SUMMARY MATRIX

SCLS Factor	Sample Quotations		Summary
	Group 1	Group 2	
Interpersonal Influence	▪ "My supervisor doesn't seem to have a lot of pull or a strong role within the counseling staff. Like, at the team meeting, they're kind of rude to her." ▪ "She's taken a leadership role in getting to know the kids...getting a sense for the kids she may need to be more hands on with." ▪ "She meshes very well with the population of the school." ▪ "She's the one that's the most spoken with topics...knows how to say things better." ▪ "He's always there greeting the students." ▪ "If I'm ever in the position [to have] an intern...I want to give them as much hope and excitement as possible." ▪ "Site supervisor willing to show initiative [mediating a	▪ "My counselor does advocate for me a lot...did a lot of email for me with the interviews...'I have some clout.'" ▪ The site supervisor as a "gatekeeper" for the school counseling student's experience at the school ▪ "I think there needs to be more accountability with the teachers [regarding tardiness]." ▪ "I think relationships are key to being an effective school counselor." ▪ Regarding visiting students who were hospitalized after a bus accident: "Just seeing how much she had to interact with the adults as much as the children." ▪ "People know her presence." ▪ Site supervisor to interns: "Can you take care of this while I go [implement this intervention]?"	▪ **Site supervisors influencing students**: Several participants were encouraged and enabled by their site supervisors to make the most of their observational experiences. This reflects a modeling for participants of the power of interpersonal influence. ▪ **Observing site supervisors influencing others**: Participants discussed how their supervisors supported other stakeholders (e.g., greeting students, building rapport with faculty) and incorporated practices within the interpersonal

	administration kind of abuses them a bit." ▪ "[The school counselor] sits there and can be a resource to the teachers...if they need some kind of backup." ▪ "They have a lot of committee work...led by the guidance office." ▪ "[The school counselor is] really good on collaboration." ▪ "When [your program] is aligned with the needs of the school, there's more buy-in."	▪ "I think there needs to be more accountability with the teachers [regarding students' tardiness]." ▪ School counseling student noticed site supervisor said this to students: "Y'all better do this well, because I'm sending it to the district." ▪ "Our school doesn't have that technology [for student engagement]." ▪ "We're starting a lunch buddy [initiative]...incorporating people from the community." ▪ "I think they...could engage parents more in the morning or as they're coming in." ▪ "The parents are very involved." ▪ "Yeah we don't have a PTA either." ▪ "I think it would be interesting to have a college student [at a career week]...an interesting perspective for kids to see."	families, organizations, and parents." ▪ **Impediments to collaboration**: Groups discussed how principals/administrators and other barriers (e.g., lack of technology) affect school counselors' abilities to work with others.
Resourceful Problem Solving	▪ "She incorporates leadership when she's in the classroom." ▪ "Having realistic expectations [for counseling interventions]" ▪ "In him having such a leadership role, because he	▪ "Probably look at articles on how other schools have [decreased in-school suspension rates]." ▪ "Why can't we disperse the responsibility [for tracking/decreasing tardiness]?"	▪ **Importance of feedback**: Several participants noted how feedback can guide services and how their site supervisors used or did not use feedback.

	just knows more than everyone else."	▪ "Why don't we set up tables early with food?"	▪ **Beliefs about data's importance**: Consequently, participants reflected a belief that data was important through critiques of their site supervisors and discussion of their future practice (e.g., staying informed to current research, ideas for improving counseling interventions).
	▪ Quoting supervisor: "'The last thing you want to be is the hurdle [other people] have to get over.'"	▪ On working with a family who lost a father: "My counselor gave them resources and referrals."	
	▪ Regarding making a summer opportunities document which her site supervisor did not want to create: "I compiled a literal 20-page document and made it beautiful"	▪ On the site supervisor not using data: "She does whatever she thinks fits best."	
	▪ "Everything you do is for your kids."	▪ Student's question to site supervisor: "How do you evaluate your program?" – site supervisor's response: "I don't do the whole data stuff" but does collect "needs assessment"	▪ **Leadership related to service delivery**: Several students noted and described leadership's role in the delivery of counseling services.
	▪ "Important part of leadership...getting that feedback and knowing what to do with it."		
	▪ "[The school counselors] are big on feedback...surveys given out to the students."	▪ The site supervisor on using data: "I have [data] if they (stakeholders) ever ask, but I'm not going to use it."	
	▪ "I don't know if she would be [collecting data] if I didn't [bring it up]."	▪ "We're going to try to incorporate some mindfulness [into preexisting groups]."	
	▪ "It's important to keep up with the best research."	▪ "Let's actually talk about the issue while playing a video game."	
	▪ "Find ways to relate the lessons you've done...to current events."	▪ "I think there should a particular guidance lesson [on career development for elementary students]."	
	▪ "If there are too many things on my plate, is this something		

	I can give back [to someone else]...and I've seen my school counselor do a lot of that."	▪ On helping students understand college and career options: "Bringing the parents in on it"	
Professional Efficacy	▪ "If you're not comfortable in your school, or like given a certain voice...you might not be able to do as much as you might think or hope. I also think that leadership is also about, like, internally, intrinsically, what kind of qualities you have and show." ▪ "My supervisor seems to be in some ways more the leader of the school, even than the principal is...he has been the most constant in the school." ▪ "She is the backbone of the school...everyone just comes to her." ▪ Regarding poor supervisory experience: "I want to have a different role." ▪ "It sounds like the [counselor] is just waiting for the program to fail." ▪ Reflecting on results of needs assessment to faculty: "She knows she needs to advocate for her program."	▪ On observing at site: "I'm constantly being tested...can I do this?" ▪ "I have experiences that give me confidence in dealing with crisis situations." ▪ "Everything I do is for the success of my students." ▪ "Everything is for the good of the students." ▪ On supervisor complaining a lot about the school and roles within it: "That's what I don't want to do." ▪ "I wonder how she continues to advocate for her job." ▪ "[As a school counselor] I'm helping your future children."	▪ **Creating your own role in the school**: Participants discussed how their site supervisors may or may not be able to participate in the school in ways they want. ▪ **Beliefs about your future role**: Participants expressed a desire to advocate for their roles as school counselors and center their practice around the good of students. They also expressed an agency for creating those roles.

	▪ "It's not a role I'm stepping into...it's me creating a role." ▪ "I think it will be important for [our school counseling peer group] to keep in touch." ▪ "Using staff meetings to... advocate for yourself and your program is really good."		
Social Justice Advocacy	▪ "It's little things, like pushing schools overseas...to get better copies of their transcript [regarding legibility]. In a college, they're not going to accept the transcript because it's blurry." ▪ "My supervisor is willing to bring up controversial topics [around race/racial relations]."	▪ On helping students in special circumstances gain a better understanding of career goals: "That's an area that needs development." ▪ "[Stakeholders] were worried about...their African American students, but [those students] showed the greatest amount of growth." ▪ On working with parents with a child with dwarfism: "She incorporated book [about dwarfism] into her guidance lessons." ▪ "[My site supervisor] showed them what's out there [about other cultures]."	▪ **Advocacy at work**: A few participants shared descriptions of their site supervisors' efforts to focus on marginalized groups (e.g., student with disability) and challenge the status quo.

APPENDIX AC

PERMISSIONS

WILEY

July 20, 2018

Joseph LeBlanc
625 Joyner Street
Greensboro, NC 27403

Dear Mr. LeBlanc:

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Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor
Epeterson4@gmail.com

Spartan   Joe Leblanc <jjleblan@uncg.edu>

Permission to use SCSE

Bodenhorn, Nancy <nanboden@vt.edu>   Fri, Jul 13, 2018 at 3:54 PM
To: Joe Leblanc <jjleblan@uncg.edu>

Hi Joe, you have my permission to use the SCSE if you and your committee find that it will be a helpful instrument in your study. I have attached a copy here. We did a study comparing personal responses with virtual responses and there was no significant difference, so it can be used in either venue.

Good luck in the process!

Nancy

[Quoted text hidden]

📄 School Counselor Concept Scale -43 items.docx
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