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Impact of School Counselors' Use of Deliberate Practice and Accountability Measures on Perceived Levels of Self-Efficacy and Student Academic Success

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Impact of School Counselors' Use of Deliberate Practice and Accountability Measures on

Perceived Levels of Self-Efficacy and Student Academic Success

by

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study examined the degree and frequency to which school counselors' utilized accountability measures and deliberate practice and their impact on perceived levels of counselor self-efficacy, as well as, perceived levels of student academic success. This study attempted to answer several critical questions regarding school counselor accountability and deliberate practice. It assessed the relationship between receipt of formal training in the American School Counseling Association Model (ASCA) or another counseling model and likelihood of using ASCA principles, the relationship between years of work experience and use of accountability measures and deliberate practice, the relationship between use of accountability measures and deliberate practice on perceived levels of counselor self-efficacy, and the relationship between use of accountability measures and deliberate practice on perceived levels of student academic success; that is the degree to which counselors' believe their services impact students' outcomes.

This study included a national sample of 1,084 currently practicing school counselors who were members of ASCA and responded to a web-based survey on school counselor practices.

Three of the four hypotheses were either partially or fully supported and one hypothesis was unsupported by the findings. The first hypothesis was fully supported in that participants who received formal ASCA training were found to be more likely to

implement ASCA principles (accountability measures and deliberate practice) on a regular basis. The second hypothesis was unsupported by the findings, which indicated years of accumulative school counseling experience would be positively associated with use of ASCA principles. The third hypothesis was partially supported in that, years of work experience and use of accountability measures would be positively associated with increased levels of perceived self-efficacy, while deliberate practice was found to have no relationship with perceived levels of self-efficacy. The fourth hypothesis was fully supported by the findings in that an inverse relationship was found between years of work experience and student outcomes and a positive relationship existed between use of accountability measures and deliberate practice and student outcomes.

Limitations to this study include lack of generalizability, self-reporting, and missing data. The findings of this study can only be generalized to working school counselors who work at the K-12 level. Additionally, self-reporting was a limitation due to bias and missing data is a limitation due to participants agreeing to participate, starting the survey, but failing to complete the entire survey.

Suggestions for future research include conducting other national surveys that incorporate questions asking participants how long they have been following a national counseling framework and if they believe utilizing these ASCA principles improves their work performance. Other future suggestions included conducting studies on the best way to train counselors to use ASCA principles in order to enhance their work performance. Lastly, future studies need to be conducted in order to determine which interventions elicit the most positive outcomes for students to achieve academic excellence.

This study also provided contributions to the field of counseling. Results of this study provide insight for working school counselors, counselor education programs, and professional associations regarding the beliefs of school counselors pertaining to the impact that utilizing accountability measures and deliberate practice have on perceived levels of counselor self-efficacy, as well as, perceived levels of student outcomes.

CHAPTER 1

INTRODUCTION

Background

In the 1970s and 1980s, the American School Counselor Association made an effort to unify the badly fragmented profession of school counseling. The Comprehensive Developmental Guidance (CDG) Program model (Gysbers & Henderson, 2000), created in the 1970's, stated that school counseling is more of a core educational program rather than a set of ancillary support services (Gysbers & Henderson). Prior to the CDG, counselors focused on specific aspects within the counseling field rather than taking on a more holistic approach. The CDG curriculum, however, structured student competencies in academic, career, personal and social domains. In addition, according to Gysbers & Henderson (2000) before the CDG was implemented counselors didn't have a framework to follow, which led to dissention and disparities within the profession because counselors weren't clear about their responsibilities, duties, and the best way to accomplish their goals. Therefore, the CDG was well received because it was the first model to provide guidelines and structure for working school counselors. The CDG helped school counselors to unify and work collaboratively. Most importantly the CDG helped to establish school counseling as a critical profession that is necessary, rather than optional, for the academic, personal, social, and career success of students.

1

In response to the challenges to employ standards-based educational programs, the American School Counselor Association released 'The ASCA National Model: A Framework for School Counseling Programs' (ASCA, 2003). This model was developed in order to standardize student learning objectives and outcomes as well as counselor practices. This model serves as the framework for school counselors to follow today so that there is a uniformity, structure, and organization amongst counseling curriculum nationwide (ASCA, 2003).

The ASCA model was also developed in response to the need for the National Standards for School Counseling programs to have a framework for the implementation of a comprehensive, data-driven school-counseling program (ASCA, 2005). The ASCA Model outlines the connection between school counselors' practices and student academic success. The ASCA Model has four parts: foundation, delivery, management, and accountability. The accountability section is composed of three subsections including results reports, school counselor performance standards, and program audit (ASCA, 2005; Topdemir, 2010). This data helps counselors to relate their counseling programs to student achievement (ASCA). The results report section includes process, perception, and results data and work to ensure that counseling programs are completed, analyzed, and changed if necessary. School counselors' performance standards include the basic standards of practice and provide a basis for evaluation. The program audit section is there to collect information that guides the future actions of school counselors and their practices (Topdemir, 2010).

The ASCA model is synonymous with deliberate practice in that the model provides a framework for counselors to follow so that they gain expertise and become

masters in their field, includes academic, personal/social, and career competencies that counselors must be cognizant of to help ensure student achievement, as well as, encourages counselors to be data driven, demonstrate accountability, and utilize feedback in order to improve their performance. The ASCA model places an emphasis on accountability, obtaining feedback, gaining data, and enhancing counselor self-efficacy, in order to increase student achievement and outcomes. It strives to close the achievement gap, to reform educational agendas, to set uniform and formal learning objectives that are aligned with the student curriculum, to set measurable learning outcomes, and to ensure that counselors must be accountable for all student outcomes (ASCA, 2003).

The ASCA model helps counselors be more clinically prepared given it provides a guideline and framework that incorporates their responsibilities thereby raising counselors' awareness regarding the duties that they are mandated to accomplish. The ASCA model outlines the knowledge, attitudes, and skills that counselors need to possess in order to ensure that counselors are prepared to meet the needs of all students. School counselors are viewed as school advocates, leaders and collaborators, who bring about systemic change and whose program is an integral part of the school community. Moreover, school counselor performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school-counseling program. School counselors are evaluated on their performance in regards to the implementation and evaluation of their guidance program, as well as, their professionalism. The ASCA model provides guidelines for counselors to execute their duties in a more structured and effective manner, evaluate their services, and enables

counselors to establish themselves as pertinent professionals who enhance students'

academic, personal, social, and career outcomes (ASCA, 2003). However, in spite of the

ASCA National Model, which is a template for activities that exemplify deliberate

practice and use of accountability measures, it is not evident that school counselors

nationwide are employing this model (O'Shaughnessy, 2010). Additionally, although

much research has been conducted on the use of the ASCA Model for school counselors,

there is not much research that compares the ASCA Model to other models nor has there

been research that truly tests the effectiveness of the ASCA Model (Topdemir, 2010). In

order to thrive as a profession, school counselors must fully understand and follow the

ASCA Model or another counseling framework that outlines counselors' expectations

and standards.

Although all counselors are encouraged to follow the ASCA model, use deliberate

practice and demonstrate their accountability, according to O'Shaughnessy (2010) many

counselors who have been working in the field for ten or more years do not seem to be

aware of the evolution taking place in the counseling field and the current emphasis on

using deliberate practice and accountability measures. Ironically, there may be an inverse

relationship between years of work experience and positive student outcomes

(O'Shaughnessy, 2010). School counselors are being challenged to demonstrate the

effectiveness of their school-counseling program in measurable terms and to identify

barriers that are causing students to struggle (Young & Kaffenberger, 2009). School

counselors must collect and use data that tie their program to student achievement in

order to evaluate their programs. Professional school counselors recently have been under

the scrutiny of a national agenda, which focuses on accountability (Dahir & Stone, 2003)

and as a result, professional school counselors are required to justify and articulate how their role is contributing to the academic success of all students.

More specifically, school counselors must be capable of exemplifying how students have achieved in all three domains of comprehensive school guidance, to include academic, career, and personal/social areas, as a result of the school counselors' influence, presence or contribution to the overall success of the student's achievement (Mitcham, 2005). Using accountability practices can link the school counselors' program to the academic achievement of all students (Young & Kaffenberger, 2009). Accountability strategies have three purposes: 1) to monitor student progress and close the achievement gap, 2) to assess and evaluate programs, and 3) to demonstrate school counseling program effectiveness (Young & Kaffenberger).

Counselors who have been working in the field for ten or more years often completed Master's programs that neglected to train them to use deliberate practice and accountability measures, and they may often lack the knowledge and skills regarding how to disaggregate, analyze, and implement data obtained (Dahir & Stone, 2003). Therefore, these counselors who have been working for a longer period of time in comparison to pre-service or beginner school counselors' may not be using the most efficient practices in helping students to achieve positive outcomes because they don't possess the knowledge or training to do so.

In order to be proactive change agents, school counselors must be committed to helping all students to succeed, particularly helping them to achieve academic success. It can be assumed that using deliberate practice and accountability measures will not only help counselors to become more efficient and master their own professional skills and

knowledge, but it will also enable them to bridge and narrow the achievement gap, ensure student success, improve their own practices and programs, improve student outcomes, have students with higher graduation rates, standardized test scores, and grade point averages, as well as, emerge as key participants in the educational transformation process across the United States.

This study assumed that there was a relationship between counselor deliberate practice, use of accountability measures, and student academic success such that counselors who used deliberate practice and accountability measures had more positive student outcomes, had students with higher grade point averages, higher graduation rates and standardized test scores, and were better able to help students to attain academic, personal, and social success.

Other Accountability Measure Frameworks

One reason that school counselors have failed to demonstrate accountability measures is due to the lack of models available (Topdemir, 2010). Although the primary national framework is the ASCA National Model, there are two other models that are prevalent in the school counseling literature and include M.E.A.S.U.R.E. program and the Accountability Bridge Model.

M.E.A.S.U.R.E. is a seven-step model that assists counselors in implementing an accountability component into their program. It supports the accountability measure established by the ASCA National Model (2003). The acronym M.E.A.S.U.R.E. stands for mission, elements, analyze, stakeholders, unite, reanalyze, and educate. Similarly to the ASCA Model, M.E.A.S.U.R.E. also encourages counselors to utilize accountability

measures and deliberate practice and make any necessary changes to their programs based upon feedback received.

Mission. School counselors align their counseling programs to the mission of the school and the goals in the school improvement plan. This step helps counselors to be seen as key stakeholders responsible for student academic success, as well as, a part of the school leadership team.

Elements. The goal is to identify critical data elements. Counselors can use existing data or collect their own data (FCAT scores, attendance records, standardized test scores, GPA). Data can be disaggregated by gender, ethnicity or socio-economic status (Topdemir, 2010).

Analyze. Analyzing data is essential in order to assess aspects of the counseling program that need improvement in order to further enable student academic success.

Stakeholders. Counselors must identify stakeholders to help them complete their mandatory tasks. Other stakeholders include administrators, teachers, paraprofessionals, community agencies, and parents.

Unite. Dahir & Stone (2003) describe uniting as a way to strategize (Topdemir, 2010). The action plan for the counseling program is developed and the plan should include desired results, any other information that is necessary, a time line, resources needed, and a way to measure its effectiveness (Dahir & Stone).

Reanalyze. This allows school counselors to examine what works and what needs to be modified. This step also allows counselors to refocus on their own program and goals.

Educate. This is the last step of the M.E.A.S.U.R.E. process and results are made public. Stakeholders will have a better understanding regarding the ways in which counselors contribute to student academic success. This process has been shown to help counselors to complete an accountability measure (Dahir & Stone, 2003). Dahir & Stone (2009) found that out of 175 school counselors who use M.E.A.S.U.R.E. as their primary counseling framework, every counselor except for two, demonstrated favorable results in helping them to positively impact students' academic success (Topdemir, 2010).

The Accountability Bridge Model provides an outline for counselors to be able to plan, deliver, and assess their effectiveness (Astramovich & Coker, 2007). It is divided into two different cycles: a counseling program evaluation cycle and a counseling context evaluation cycle. There is an accountability bridge that connects and links both cycles. The counseling program evaluation cycle includes program planning, program implementation, program monitoring and refinement, and outcomes assessment (Topdemir, 2010). Final data gets collected and analyzed at the end of this cycle.

The accountability bridge is conceptualized as counselors' process of communicating data and results to key stakeholders. This stage can be seen as a marketing tool in that when communicating results, counselors can maintain support, as well as, increase the demands for their services (Astramovich & Coker, 2007). Evaluation reports can also be given to stakeholders at this stage.

The counseling context evaluation cycle consists of getting feedback from stakeholders, strategic planning, needs assessment, and services objectives (Topdemir, 2010). This cycle overlaps with deliberate practice and accountability measures similarly to the ASCA Model and M.E.A.S.U.R.E. in that feedback is obtained and implemented

8

so that necessary changes can be made and data is used to help counselors to better meet the needs of students in order to help them attain academic success. There are two types of objectives that are described in the service objectives stage; including process and outcome objectives. Process objectives are the steps that are necessary for achieving long-term goal. Outcome objectives are the specific competencies that counselors want to achieve (Astramovich & Coker, 2007). Once objectives have been made finally the process then begins again as it is cyclical. Although the Accountability Bridge Model has practical use for counselors, it is not as widely researched as the ASCA Model or M.E.A.S.U.R.E. Additionally, there does not seem to be any research involving school counselors using this model.

The Accountability Bridge Model appears to be more helpful in serving as a guide for school counselors in regards to implementing accountability. In contrast, the M.E.A.S.U.R.E. process appears to be more popular in the literature and provides counselors with an actual framework outlining and guiding them in the accountability process. It also offers school counselors examples of completed M.E.A.S.U.R.E.'s created by counselors so that they have a template to follow and are aware of the expectations and protocols (Dahir & Stone, 2003). Although there are other frameworks for counselors to follow regarding accountability practices, the M.E.A.S.U.R.E. Model and the Accountability Bridge Model are most similar to the ASCA Model and are other possible frameworks for counselors to use when trying to demonstrate accountability (Topdemir, 2010).

Statement of Problem

Currently the school counseling profession is in jeopardy because of an inconsistency in practices and outcomes (students' academic success) within the counseling field (ASCA, 2003). Further, due to the fact that many counselors aren't working up to their performance standards and aren't demonstrating that their services are helping students to achieve academic, personal/social, and career success, counselors are seen as being replaceable or ancillary rather than as necessary and essential stakeholders in the school setting (Dahir & Stone, 2003).

Currently many counselors fail to advocate for themselves, don't possess the necessary knowledge that they need to in order to properly assess and utilize feedback and data that they obtain, have role confusion, fail to use deliberate practice and demonstrate accountability, experience poor student outcomes (lower academic success), and have too many responsibilities, some unrelated to their mandatory duties as stated in ASCA (2003), which negatively impacts levels of self-efficacy (ASCA, 2003). Additionally, there are several reasons as to why counselors have not engaged in accountability practices in the past including having little training regarding accountability outcomes (Whiston, 1996), counselors not seeing the connection between their skills and research, counselors not being held to the same accountability standards as other fields (Dahir & Stone, 2003), counselors being anxious and fearing that their services are ineffective (Lusky & Hayes, 2001), having negative attitudes towards research (Green & Keys, 2001), and counselors placing little value on evaluation activities (Loesch, 2001). Thus, today many counselors lack the knowledge and belief in them selves to effectively collect and assess data. However, little is known as to what

counselors see as helpful in being able to implement accountability measures (Topdemir, 2010) as well as, the degree to which they are utilizing them. Most of the literature that does exist refers to school counselors' inability to evaluate their counseling services and their lack of interest in conducting this activity (Whiston, 1996). Many times counselors don't receive adequate training in their Master's program to train and prepare them for using accountability measures. Research has shown that counselor education programs have begun to train counselors in accountability measures, but there is a gap in the literature regarding how to do so (Brott, 2006; Topdemir, 2010).

There is also currently a gap in the school counseling literature regarding years of work experience and the likelihood of counselors' use of deliberate practice and accountability measures and how those variables influence student outcomes, and perceived levels of counselor self-efficacy.

However, there seems to be a differential use of deliberate practice and accountability measures among more seasoned versus newer counselors, which may exist because counselors who have ten or more years of work experience may have never learned about ASCA and were never taught the importance of using deliberate practice or accountability measures. Hence, there may be an inverse relationship between years of work experience and use of deliberate practice and accountability measures because school counselors who have worked longer are less likely to engage in these practices (O'Shaughnessy, 2010).

This study sought to confirm whether counselors who used deliberate practice and accountability measures would experience greater student outcomes (more academic success) higher levels of self-efficacy, were better able to show that their services are

making a positive difference in students' lives, and therefore would be seen as important and necessary rather than as expendable within the school setting.

Significance of Study

       In order for school counselors to prevail as professionals, they need to use proven and effective interventions and demonstrate responsibility, by become masters in their field, and gathering and implementing feedback received from students, parents and teachers, in order to improve their practices and assist students to achieve their academic and personal goals.

Deliberate practice and accountability measures (data and feedback) are major variables that directly influence student outcomes and levels of counselor self-efficacy (Dahir & Stone, 2003). However, there is presently a gap in literature regarding the degree to which years of work experience are related to use of deliberate practice and accountability measures. Current literature provides an overgeneralization rather than differentiating between seasoned in-service and pre-service or novice counselors' use of deliberate practice and accountability measures and their influence on student outcomes; particularly academic success and levels of perceived counselor self-efficacy.

       This study was important because it helped to determine the role that years of experience has on counselors' use of deliberate practice and accountability, and how those two variables influenced student outcomes; specifically academic success and levels of perceived counselor self-efficacy. If deliberate practice and accountability measures are found to positively impact student outcomes and levels of counselor self-efficacy, school counselors nationwide can be encouraged to use deliberate practice and

accountability measures consistently in order demonstrate their effectiveness. This would also illustrate that their services are necessary as school stakeholders who positively impact the lives of all students, produce better student outcomes, have students with higher grade point averages, higher standardized test scores, higher graduation rates, and assist students in graduating from high school and being prepared for college and career opportunities.

Purpose of Study

To determine the relationship that existed between years of practice, use of deliberate practice, accountability measures, and student outcomes (academic success) and how enhancing the use of deliberate practice and accountability measures influences and improved student outcomes (academic success) and levels of perceived counselor self-efficacy.

This study examined the extent and frequency to which in-service school counselors used deliberate practice and accountability measures. This study addressed counselors' years of work experience, and how duration of work experience influenced their use of deliberate practice and accountability measures, which directly was related to student outcomes (academic success) and levels of perceived self-efficacy.

A final objective of this study was to examine the differences in the use of deliberate practice, data driven procedures, student outcomes; (academic success), and the levels of counselor self-efficacy between counselors who followed a comprehensive developmental school counseling program and those who didn't follow any program model.

The PI conducted a national survey because this methodology was the most efficient way to collect the necessary data from all members of the ASCA organization.

Research Questions

The following research questions guided this study:

RQ1: Are counselors who receive formal training regarding ASCA principles more likely to implement deliberate practice and accountability measures compared to counselors who have not received formal training?

RQ2: What is the relationship between counselors' years of work experience and their reported level of implementation of the ASCA Model?

RQ3: What is the relationship between the level of the implementation of deliberate practice and accountability measures and perceived levels of counselor self-efficacy?

RQ4: What is the relationship between the level of the implementation of deliberate practice and accountability measures and perceived levels of students' academic success?

General Assumptions

In this study it was assumed that a significant relationship would be found between counselors who receive formal ASCA training and their self-reported level of implementation of deliberate practice and accountability measures. That is; counselors who received formal ASCA training, would be much more likely to implement deliberate practice and accountability measures in comparison to counselors who had not received ASCA training. Another assumption was that there would be an inverse relationship between counselors' years of work experience and their reported level of implementation

of the ASCA Model. That is; counselors who have worked for longer periods of time would be less likely to implement ASCA principles because they were never trained and lacked the knowledge and skills to do so. Further it was assumed that there would be a strong and direct relationship between level of implementation of deliberate practice and accountability measures and perceived levels of counselor self-efficacy. That is; counselors who implemented the ASCA principles would be more likely to experience enhanced levels of self-efficacy in comparison to counselors who did not implement the ASCA principles. Further, it was assumed that there would be a significant and positive relationship between the implementation of deliberate practice and accountability measures and students' academic success. That is; counselors who utilized the ASCA principles would be more likely to have students who attained higher degrees of academic success in comparison to counselors who did not implement the ASCA principles.

This study also assumed that counselors who used deliberate practice and accountability measures would be more efficient and proactive at their jobs, had better student outcomes, had students with higher grade point averages, test scores and graduation rates, perform at higher levels, would be more likely to meet the needs of students and parents, and became more cognizant of the most beneficial techniques and interventions to use with students.

Further, the study also assumed that counselors who had higher degrees of perceived self-efficacy would have greater self-awareness, experienced less role confusion, enhanced self-esteem and confidence, became more proactive change agents, advocates and school leaders, demonstrated greater accountability, had students with

greater academic success, used deliberate practice, documented their services and be more data driven, as well as, provided beneficial services that allowed for students to achieve both personal and academic success. One consequence of placing professional school counselors in a non-school counselor role was that their self-efficacy may be at risk. Lower belief in one's abilities or low self-efficacy can affect one's performance in specific roles. In turn, school counselors' self-efficacy beliefs and role perceptions may affect their performance (Mitcham, 2005).

In addition, the study assumed that counselors who have worked in the field ten or more years would be less likely to implement deliberate practice and accountability measures and would be more likely to have poorer student outcomes (lower grade point averages), as well as, experienced lower levels of self-efficacy in comparison to counselors who have worked a shorter period of time. This was because more seasoned counselors were not trained about ASCA, and often lacked knowledge and skills regarding the importance of following a model, using deliberate practice and accountability measures and how doing so improved student outcomes. Even though school counselors who were just beginning their career in the field have fewer years of work experience, they would be more likely to have attended Master's level programs that instilled the importance of using deliberate practice and accountability measures. This means that they would be more likely to have improved student outcomes and higher levels of perceived self-efficacy, in comparison to those who did not engage in these ASCA principles and practices.

This study assumed that counselors who followed a comprehensive developmental school-counseling model would be more likely to be efficient at work,

more likely to become more self-aware due to deliberate practice, would have students with higher grade point averages, were envisioned by other stakeholders as key players in student success, and experienced enhanced self-efficacy.

Another assumption was that counselors who had more work experience would be less likely to utilize deliberate practice and accountability measures, had poorer student outcomes (students' with lower grade point averages), and had lower levels of self-efficacy, than counselors who had less work experience. This was due to the fact that counselors who had worked for longer periods of time never learned about the importance of following a national model or using deliberate practice and accountability measures when they were in their Master's program, as opposed to newer counselors who have acquired that critical knowledge.

Lastly, it was assumed that counselors who followed a comprehensive developmental program model implemented accountability measures and deliberate practice more frequently and had better student outcomes (students with higher grade point averages) than counselors who did not follow any particular counseling program template.

Statement of the Concepts

The major concepts under investigation in this study included (a) deliberate practice, (b) accountability measures, (c) student outcomes and (d) self-efficacy. Deliberate practice is defined as time devoted to reaching for objectives just beyond one's level of proficiency (Duncan, Hubble, & Miller 2008). Deliberate practice is defined as using specific interventions, mastering particular strategies, and obtaining

feedback from students and parents as appropriate in order to determine which services and interventions best help them to be successful (Duncan & Miller, 2008). Accountability measures are used as a way to assess a program's success. Accountability measures include giving surveys or questionnaires to students and parents, which provide feedback regarding the effectiveness of the counseling services (ASCA, 2003). Student outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their exposure to a particular set of school counselor and educational experiences. Self-efficacy is defined as the belief that one is capable of performing in a certain way in order to attain goals. It is a belief that one has the capabilities to execute the courses of actions required to manage certain situations. Self-efficacy is the belief in one's own ability to perform and master a task. The underlying assumptions were that deliberate practice and the use of accountability measures had a significant and direct relationship with student outcomes (academic success) and perceived levels of counselor self-efficacy, in that counselors' who focused on self-awareness and obtaining feedback from others, as well as, used data driven techniques to direct school counseling programs had improved student outcomes (had students with higher student grade point averages, graduation rates, and test scores) and had higher levels of perceived counselor self-efficacy.

Conceptual Framework

Figure 1 displayed a model of the variables used in the study including implementation of the ASCA Model (deliberate practice and accountability measures) student outcomes, self-efficacy, years of experience and use of developmental model.

This figure depicted the proposed interrelationships between deliberate practice, accountability measures, student outcomes, and self-efficacy. Further, this depicts the relationship between years of experience and its impact on implementation of the ASCA Model, student outcomes, and self-efficacy.

Training   +   +   Counselor Self-Efficacy

+

Implementation Of ASCA Model

−

+   +

Experience   +   Student Outcomes

−
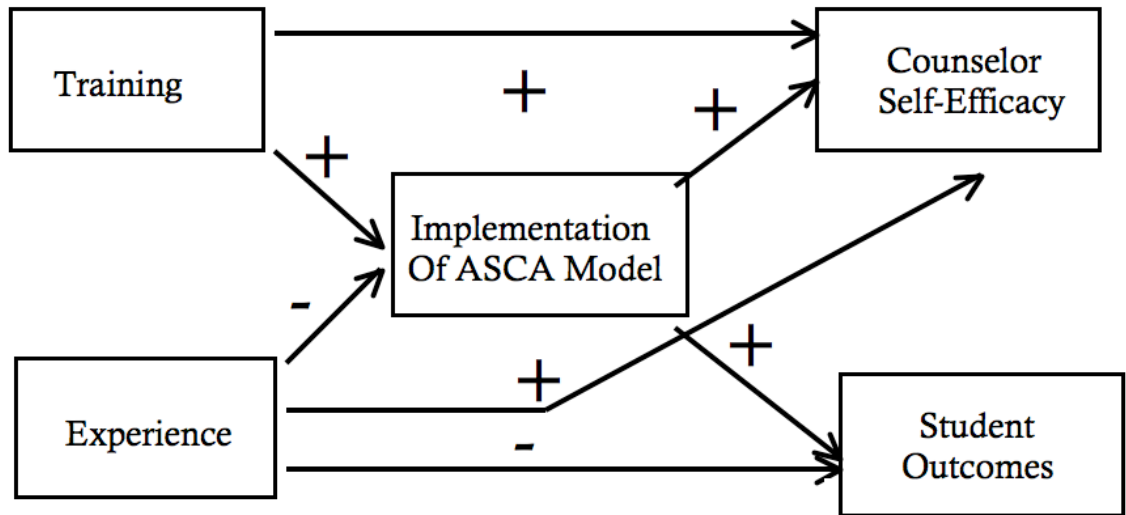
Figure 1 is the proposed model depicting inter-relationship between variables.

Conceptual Assumptions

The first conceptual assumption was that the subjects in the study were more likely to engage in implementing the ASCA Model principles (use deliberate practice and accountability measures) once they understood how the two variables positively impacted student outcomes (academic success) and levels of perceived counselor self-efficacy. Moreover, an additional conceptual assumption was that those counselors who received formal training in the ASCA Model were more likely to implement the ASCA principles (deliberate practice and accountability measures) more frequently than counselors who did not receive formal training. Another conceptual assumption was that all participants

in the study have graduated from School Counseling Master's level programs and have worked for at least one year as a school counselor.

Further, it was assumed that participants' outcomes are independent of their gender, race, socio-economic status, or religious affiliation. Additionally, it was assumed that using deliberate practice and accountability measures helped participants to improve their communication skills, had better student outcomes (had students with higher grade point averages, graduation rates, and test scores), experienced higher levels of self-efficacy, greater self-awareness, efficiency and self-confidence, while working towards developing mastery skills in their profession.

Additionally, using deliberate practice and accountability measures helped counselors to have better student outcomes (had higher grade point averages, had higher levels of perceived self-efficacy, lower levels of stress, and helped them to feel empowered, since they sought feedback to determine the most beneficial interventions and techniques to help all students reach their personal and academic potential. Using deliberate practice and accountability measures also helped participants to be clearer about their wants, needs, and responsibilities and helped them to be more consistent in their counselor behaviors.

Moreover, by improving student outcomes (grade point averages) and enhancing one's level of self-efficacy, counselors' experienced a higher degree of optimism regarding their abilities and competencies. This study assumed that the more counselors' used deliberate practice and accountability measures, the better their student outcomes (enhanced academic success) and the greater their level of perceived self-efficacy would be.

Lastly, this study assumed that participants who had fewer years of work experience (less than ten years) would have more knowledge about using deliberate practice and accountability measures, which resulted in them having higher levels of self-efficacy in comparison to counselors with more work experience. Newer counselors had acquired the most up to date knowledge and information regarding the importance of following a model and employing deliberate practice and accountability measures and therefore experienced better student outcomes (greater academic success) and improved levels of perceived self-efficacy.

Scope of the Study

The scope of this study focused exclusively on examining the impact that deliberate practice and accountability measures (ASCA principles) had on student outcomes (student academic success) and perceived levels of counselor self-efficacy. The study also helped to determine the relationship between counselors' years of work experience, use of deliberate practice and accountability measures, and how these variables influence perceived levels of counselor self-efficacy and students' academic success. The study further helped to determine the extent and frequency to which counselors were utilizing deliberate practice and accountability measures. The study also addressed counselors' years of work experience and whether their training or lack thereof influenced their utilization of ASCA principles. The study compared the differences in the frequency and degree between counselors who did and didn't employ principles of the ASCA National Model.

Prior to carrying out the study the Pl conducted one pilot study with two components. The first component consisted of e-mailing the survey to six working school counselors who had varying levels of work experience. They read and reviewed questions for face validity in order to assess the degree to which the questions reflected the purpose of the study, looked for errors of omission and commission, as well as, critiqued the clarity and comprehensiveness of the questions. Based upon their feedback the PI made necessary changes. The second component of the pilot study consisted of e-mailing the survey to 1,500 participants. The PI expected that at least 100 (10%) would respond.

The second component of the pilot study initially consisted of e-mailing the survey to 1,000 participants on January 25, 2012. The PI utilized the ASCA e-mail listserv and emailed the first 1,000 participants via copy and pasting their emails into Survey Monkey as they were in random order and not divided into different regions. The PI initially expected that at least 100 (10%) would respond. However, five days after the survey was sent out, only 56 participants had responded. Therefore, on January 30, 2012 the PI chose to email 500 more participants. The PI utilized the ASCA e-mail listserv and emailed the next 500 participants in consecutive order and copy and pasted their emails into Survey Monkey and sent them the survey. On January 30, 2012, the PI sent out email reminders to all 1,500 participants to remind them to complete the survey if they hadn't done so. One week later, on February 6, 2012, 109 participants had completed the survey, and the PI sent out another reminder email to all 1,500 participants asking them to complete the survey (if they hadn't done so) by February 9th, 2012 the closing date for the pilot study survey. By February 9, 2012, 174 participants completed

the survey. Reminder emails were sent out in hopes of improving the response rate. Sending out reminder emails, helped to increase the response rate from 56 to 174 ASCA members or 6% of the sample. Thus, 174 of the 1,500 ASCA members (11.6%) responded to the pilot study. Once participants had responded, the PI conducted analyses and made necessary changes prior to sending the survey out to the remaining 23,568 ASCA members.

The only domain within the survey that has been utilized before was the self-efficacy scale, which has a reliability coefficient of .78 (Goldberg, 2000).

The PI created one survey named Deliberate Practice and Accountability Measures: Impact on Perceived Levels of Self-Efficacy and Student Outcomes. The abridged title of this survey was School Counselor Self Assessment (SCSA). The one survey consisted of five separate topics (demographic information, questions regarding frequency and use of accountability measures, questions regarding frequency and use of deliberate practice, questions regarding self-efficacy, and counselor perceptions of the degree to which their services impacted student outcomes). The first fifteen questions addressed the demographic information of potential participants, including reporting their age, whether or not they are currently employed, whether or not they have received formal ASCA training, gender, ethnicity, years of professional school counselor experience, grade levels in which they worked (elementary, middle, high school, K-12), region in which they lived, socio-economic status of their school, and percentage of time they spent doing various counseling activities. The PI obtained information on respondents' ethnicity based upon the standards established by the Office of Management and Budget and implemented by the U.S. Census Bureau's Racial and Ethnic

Classifications in Census 2000 and Beyond (U.S. Census Bureau, 2000). The racial categories that were used in current surveys and other data collections included American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White. Participants were asked to delineate their years of work experience which was grouped into the following categories: 1-5 years, 6-10 years, 11-15 years, and 16+, which was based upon the School Counselor Multicultural Self-Efficacy Scale (SCMES) (Holcomb-McCoy, Harris, Hines, & Johnston, 2008).

Questions 16 through 22, consisted of questions that assessed participants' frequency and degree of use of accountability measures and deliberate practice and how those entities influenced perceived levels of self-efficacy and student outcomes; particularly academic success.

Questions 23 through 27 addressed whether or not counselors had a school-counseling mission or philosophy statement and if they implemented either on a daily basis.

Question number 28 was broken up into ten different parts that assessed participants' perceived levels of self-efficacy. The Self-efficacy scale being utilized in this study was drawn from the International Personality Item Pool (IPIP) website, which was intended as an international effort to develop and continually refine a set of personality inventories, whose items were in the public domain, and whose scales could be used for both scientific and commercial purposes. The Self-Efficacy scale was part of the NEO group of measures that had been empirically tested to determine reliability. All measures are free and researchers do not need special permission to use.

Question numbers 29 through 34 addressed the degree to which counselors' believe that their services benefitted and impacted student outcomes; particularly their academic success. There were a total of 34questions on the survey. Participants had the opportunity to enter their email if they would have liked to be considered for a computer generated drawing in order to possibly win a fifty-dollar Visa gift card. Questions from each of the five topics were randomly ordered in Survey Monkey. Four fifty-dollar gift cards were auctioned off as an incentive for participants upon completion of the survey. No other instruments were used.

Limitations

There were several limitations within the study. This study was composed of purposeful criterion sampling in that all of the participants were recruited from a listserv of in-service school counselors. The participants were recruited and composed of school counselors who were members of the American School Counseling Association and from the North Atlantic, Southern, Mid-Western, and Western regions of the United States. However, not every counselor who belonged to ASCA had his or her email listed. Additionally, not every school counselor belonged to ASCA. School counselors may have belonged to other associations and were not included in this study. Therefore, the PI only emailed counselors' who did have a public email address listed in the ASCA member directory. Due to the fact that a purposeful criterion sample was used, generalization to the population of in-service school counselors may be weakened.

Furthermore, some school counselors who had their e-mails listed may not have been working school counselors or their e-mail addresses may be outdated.

Additionally, although a monetary incentive was awarded to four of the respondents once the surveys were completed, some participants who received the survey may not have responded to the survey. Though it is assumed that all participants answered the surveys truthfully, response bias was possible. Further, participant responses to the questionnaires may be have been influenced by outside factors that are beyond the control of the researcher such as participants' beliefs, perceptions, or job responsibilities.

Lastly, missing data was a major limitation. The purpose of the pilot study was to make changes to the survey in order to avoid missing data. The PI revised the survey to require all questions to be mandatorily answered by respondents before they could progress to the next survey question. The purpose was to minimize the skip logic in order to eliminate missing data from confounding and limiting the outcome of the study. This strategy proved generally effective, although it was subsequently learned that respondents were still permitted to skip some questions as a result of the skip logic incorporated into the survey. Therefore, due to skip logic and people starting the survey without completing it, all questions were not completely answered and data was missing.

Operational Definitions of Major Terms

Accountability: The responsibility for one's actions, particularly for objectives, procedures, and results of one's work and program; involves an explanation of what has been done. Accountability emphasizes the importance of counselor performance, program implementation, and results (ASCA, 2003).

Accountability Measures: Measures that are used to define and assess a program's success. Accountability measures include giving surveys or questionnaires to students and parents, which provide feedback regarding the effectiveness of the counseling services (ASCA, 2003). Counselors who collect and implement data and feedback demonstrate higher accountability and are more likely to have positive student outcomes since they are willing to make necessary changes to the counseling program in order to meet the expectations and individual needs of students.

Deliberate Practice: Anders Ericcson (1974) coined the term deliberate practice which he defines as time devoted to reaching for objectives just beyond one's level of proficiency (Duncan, Hubble, & Miller 2008). Deliberate practice is defined as using specific interventions, mastering particular strategies, and obtaining feedback from students and parents as appropriate in order to determine which services and interventions best help them to be successful (Duncan & Miller, 2008). It isn't the therapist's gender, years of expertise, or type of intervention they utilize, but the therapist's ability to meet the needs of their client by implementing deliberate practice. Deliberate practice means that therapists work smarter rather than longer or harder using strategies that don't work. Deliberate practice encourages counselors to constantly ask for feedback, to provide standard assessments and performance measures to measure the client's progress, to practice the most efficient interventions so that they have a mastery understanding of the interventions that elicit the most positive outcomes, and implement the feedback that they receive to help clients achieve their stated aspirations. Additionally, deliberate practice is related to and enhances perceived levels of counselor self-efficacy in that it enables

counselors to improve their performance, improve self-confidence, provide a sense of empowerment, and offer validation for the beneficial services that they provide.

Feedback: Feedback is the return of information about the result of a process or activity used in order to assess its effectiveness. Feedback is an essential component of therapy and counseling since it allows the counselor to measure the efficiency of their interventions and services by asking the client or student to provide responses regarding how helpful they feel the counseling interventions are in helping them to attain their goals (Duncan & Miller, 2008).

Self-Efficacy: The belief that one is capable of performing in a certain way in order to attain goals. It is a belief that one has the capabilities to execute the courses of actions required to manage certain situations. Self-efficacy is the belief in one's own ability to perform and master a task. It includes feelings of self-worth and competency to intrinsically motivate an individual (Gist & Mitchell, 1992).

Student Outcomes: Student outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their exposure to a particular set of school counselor and educational experiences. Student outcomes include knowledge acquired, grade point averages, graduation rates, and standardized test scores (ASCA, 2003).

Narrative Outline of the Remainder of the Dissertation

The remainder of the dissertation focused on a review of the literature, a discussion of the design and methodology of the study, the results of the study, the limitations, as well as, the summary and conclusions of the findings.

CHAPTER 2

Literature Review

Organization of the Present Chapter

This chapter provides a summary of the historical background of deliberate

practice and self-efficacy, and how both of these elements impacted counselor

competency. This chapter will also include a literature review on studies that have been

conducted on the utilization of deliberate practice and on how enhancing levels of self-

efficacy improved counselor competency and performance. Also discussed is the

influence and importance of using deliberate practice and enhancing self-efficacy, which

will help to increase counselor competency in the future. A clear statement of concepts

and assumptions that underlie the problem being investigated is also included. A

presentation of deducible conclusions sequences that are consistent with hypotheses is

discussed.

Historical Background

School counselors have multiple duties to accomplish on a daily basis. School

counselors are advocates, leaders, change agents, and collaborators whose main priorities

are to help students achieve their academic, personal, social, and career goals. Ericcson

et al. (1993) stated that using deliberate practice leads to expert performance and

increased levels of self-efficacy, yet not all counselors implement deliberate practice or

consistently seek feedback from students or parents. Thus, many school counselors may

be unaware of the effectiveness of the interventions and services they are providing; they may also be unaware about which interventions and services elicit the most positive student outcomes. Deliberate practice enhances self-efficacy in that it enables counselors to improve their performance, improve self-confidence, provide a sense of empowerment, and offer validation for the beneficial services that they provide. Deliberate practice encourages counselors to constantly ask for feedback, to provide standard assessments and performance measures to measure the client's progress, to practice the most efficient interventions so that they have a mastery understanding of the techniques that elicit the most positive outcomes, and implement the feedback that they receive to help clients achieve their stated goals.

According to Gist and Mitchell, (1992), counselors who fail to use deliberate practice and have low levels of self-efficacy often have unsatisfactory outcomes at their jobs. Additionally, counselors who have low-levels of self-efficacy tend not to believe that they have the ability to succeed in a particular situation. These counselors suffer from high levels of self-doubt and emotional burnout. These symptoms are thought to result in a failure to demonstrate accountability for their actions and the effects of the services that they provide for their students (Gist & Mitchell, 1992). Researchers have found that improving levels of self-efficacy and improving professional performance is can be achieved by using deliberate practice and tested interventions that work (Duncan & Miller, 2008).

An additional reason stated in the literature for school counselors failing to use accountability is their lack of confidence. Isaacs (2003) found that counselors lack the confidence in their ability to collect, analyze, and apply data and findings to their

practices. Isaacs (2003) also found that school counselors with accountability skills are often hesitant to use accountability measures because of a fear of finding that their programs are not effective. This fear and anxiety prevents them from using empirical data to substantiate the degree to which their services are beneficial.

Thus, it can be assumed that demonstrating accountability, obtaining feedback, and documenting that school counselors' services do in fact elicit positive outcomes, improve counselor competency, and help students to be more personally and academically successful, particularly regarding their grade point averages.

Relationship between Deliberate Practice, Accountability Measures, Student Outcomes and Self-Efficacy

Deliberate practice is defined as using specific interventions, mastering particular strategies, and obtaining feedback from students and parents as appropriate in order to determine which services and interventions best help them to be successful. Deliberate practice includes setting specific goals, obtaining immediate feedback, and concentrating on technique as much as on outcome (Duncan & Miller, 2008).

Self-efficacy is defined as one's belief that he or she has the capacity and ability to master and perform certain tasks (Duncan & Miller, 2008). The higher one's self-efficacy, the more likely one would be motivated to achieve excellence (Gist & Mitchell, 1992). Self-efficacy is enhanced by the utilization of deliberate practice, since deliberate practice helped counselors to be mindful and observe the services that were most beneficial to those that they served. This, in turn, positively impacted student outcomes.

Accountability measures are measures that are used to define and assess a program's success. Accountability measures include giving surveys or questionnaires to students and parents, which provide feedback regarding the effectiveness of the counseling services (ASCA, 2003). Counselors who collected and implemented data and feedback demonstrated higher accountability and were more likely to have positive student outcomes because they used data and feedback to make necessary changes to their programs in order to meet the expectations and individual needs of students (Dahir & Stone, 2003).Demonstrating deliberate practice and accountability measures enhance counselor self-efficacy because counselors feel empowered that their services are enhancing student outcomes (Green & Keys, 2001).

Therefore, it can be assumed that there was a significant and direct correlation between deliberate practice, accountability measures, student outcomes (particularly grade point averages) and self-efficacy. Counselors who elicited feedback from their clients developed a higher degree of self-awareness as they identify the most beneficial services, felt more confident in the services they provided, had students who had higher grade point averages, and were making a positive difference in the lives of the students in which they worked with.

Review and Critical Evaluation of Present Literature Pertinent to Problem Area

Dr. David Ricks conducted a study on the differences between *supershrinks* and *pseudoshrinks* (Colvin, 2006). A *supershrink* is any professional counselor who is ambitious, hard working, strives for mastery, and seeks to implement client or student feedback. In contrast, *pseudoshrinks* are counselors who are not as self-aware, fail to

reflect on how their behaviors impact their clients' or students' progress, and neglect to implement the feedback that they obtain.   The researcher conducted a longitudinal study and analyzed different groups of high-risk adolescents and their outcomes over a long period of time, and these groups of adolescents were also assessed as adults. The outcomes of one group of high-risk male teenagers were much more positive than the outcomes of the other group. The first group of boys was treated by one therapist and became more functional members of society. The latter group of boys who was treated by a different therapist didn't adjust as well and continued to demonstrate high-risk behaviors as adults. The results of the study indicated that the therapist who treated the first group of boys possessed a higher degree of self-awareness, strived for mastery, and employed the feedback he received from the participants, whereas the therapist in the latter group of boys failed to utilize the feedback he received from the participants. Thus, it can be deduced that the therapist him or herself is in fact, the catalyst to the therapeutic treatment. The particular therapist is much more important than the type of treatment or intervention being utilized. This study affirmed that 'who' provides the treatment; his/her therapeutic techniques, degree of self-motivation, and desire to master these techniques, is much more potent on client outcomes than one's years of experience, gender, or treatment modalities (Colvin, 2006). This finding helped to resolve the issue regarding how *supershrinks* emerge. It confirms that no one is instinctively destined to become superior in the profession, but any professional who is ambitious, hard-working, strives for mastery, and seeks to implement client feedback can grow to become a *supershrink*.

According to Miller, Hubble, and Duncan (2004), the researchers discussed that Anders Ericcson, an expert on experts, believes that supershrinks are made rather than

born; in that counselors can attain supershrink status if they work diligently to affect a high degree of change in their clients and work harder in improving their performance, in comparison to others. Supershrinks are those exceptional therapists who reach for objectives just beyond their level of proficiency in order to help their clients attain their goals. Counselors must demonstrate attentiveness to feedback; a critical component in transforming into a supershrink. Supershrinks not only get feedback, but they follow-up and implement their feedback. This allows the client to feel validated and understood, helps the client to better meet their needs, and decreases clients' drop out rates, hence enabling them to have more positive therapeutic outcomes (Miller et al., 2004). In addition, supershrinks engage in reflective process in that they assess their own performance and work to constantly improve their techniques and interventions used. They are able to identify specific actions and alternate strategies in regards to self-improvement. Supershrinks practice their skills and continue to practice their skills until they achieve a mastery level of them. Therefore, it can be assumed that counselors can be made into supershrinks if they follow the formula for success: determine baselines effectiveness, engage in deliberate practice, and get feedback (Miller et al., 2004).

On the other end of the spectrum, *pseudoshrinks* are those therapists who are not as self-aware and neglect to reflect on how their behaviors impact their clients' progress. They may even ask for feedback, but not necessarily employ it. Therefore, they aren't cognizant of whether or not their therapeutic interventions are working to help their clients meet their needs (Colvin, 2006). Similarly, in order for school counselors to be proficient in assisting their students they must be aware of the actions and interventions that are most advantageous to their students.

34

Anders Ericsson is an expert on expertise and has done extensive research on deliberate practice and how to attain expertise status. Ericsson refers to expertise as the mechanisms underlying the superior achievement of an expert and is used to describe highly experienced professionals who attain superior performance by instruction and extended practice (Ericsson, 2000). Ericsson found that measures of general basic capacities don't predict success in a domain and that the superior performance of experts is usually domain specific (Ericsson, 2000). Thus, he believes that expert performance is viewed as skill acquisition, thereby further substantiating the claim that supershrinks can be made as long as they make an effort to acquire and master necessary skills and use deliberate practice.

Ericsson, Krampe, and Tesch-Romer (1993) conducted a study on the role of deliberate practice and expert performance. The researchers found that expert performance is an individual's prolonged efforts to improve practice while negotiating internal and external constraints. The researchers found that from childhood individuals begin using deliberate practice in order to make necessary improvements when they got older. Level of performance and degree of expertise was found to be dependent upon the amount of deliberate practice one uses; that is the more one uses deliberate practice the more likely they will be to experience expertise in an array of areas. The researchers also found that some characteristics once believed to reflect innate talent are actually the result of intense practice extended for at least a ten-year period (Ericsson et al., 1993). Ericsson found that expertise can be obtained through learning and adaptation and is not necessarily an innate quality. Ericsson also found that people who engage in deliberate practice must get immediate feedback from clients, as well as, feedback regarding their

own performance so that they can perform the same or similar tasks over and over again until they have a mastery understanding of how to execute them. When this takes place, deliberate practice improves the accuracy and speed and performance on cognitive, perceptual, and motor tasks (Ericsson et al., 1993).

Deliberate practice is not short lived or simple and it extends over a ten-year period. Deliberate practice requires time and energy and it's not inherently motivating and can be frustrating at times. Lastly, the researchers found that deliberate practice takes effort and can only be done for a few hours a day otherwise people will experience emotional and physical burnout (Ericsson et al., 1993). Therefore, it can be assumed that people are not innately born great. It takes many years of hard and demanding work to achieve greatness. Ericsson also found that just practice itself doesn't make people experts. It has to be the right type of practice in order to develop expertise and skill. Deliberate practice is relevant to the skill being practiced, requires effort and attention from the learner, and requires one to have a high level of motivation to engage in the duration of practice (Ericsson et al.,1993). The most successful people in any field are those who devote the most hours to deliberate practice; practice intended to improve performance (Ericsson et al., 1993). Therefore, it can be assumed that school counselors can become experts in their field by utilizing deliberate practice, taking time to master the skills and interventions that elicit the most positive outcomes, ask for feedback and engage in reflective practice to further make improvements to their own practice, as well as, to participate in professional development activities so that they are aware of the most current trends taking place in the counseling field.

Wampold and Brown (2005) published a study that focused on 581 mental health professionals including psychologists, psychiatrists, and licensed mental health counselors who were treating an array of 6,000 diverse clients. In this study, the clients' ages, gender, or clinical diagnoses didn't influence their treatment success, nor did the therapists' interventions or theoretical orientations. The most important dynamic identified was the individual therapist. Clients who had the best therapists (*supershrinks*) improved almost 50% more and dropped out 50% less than the clients who were treated by therapists who were not as competent (*pseudoshrinks*).

The findings also indicated that in certain instances when psychotropic medications were used in conjunction with psychotherapy, there were inconsistent outcomes; the effectiveness of the drugs was found to be dependent upon the competency of the therapist (Wampold & Brown, 2005). The group of clients who were on psychotropic drugs but didn't have a quality therapist didn't progress as much as the clients taking medications who were working with a model therapist. In addition, clients who were on medication and had talk therapy sessions with the best therapists (*supershrinks*) did 10times as well as the clients on medication having therapy sessions with the worst therapists (*pseudoshrinks*). Thus, the use of psychotropic medications didn't necessarily yield the most positive results. The most influential factor was the therapist--his/her style and technique utilized (Wampold & Brown, 2005). The results of this study can be applied to school counselors in that students will excel personally and academically as long as school counselors are competent, use best practices, and focus sessions around the needs of the student, regardless of their counseling modality of choice.

37

Okiishi, Lambert, Nielsen, and Ogles (2003) found that there are significant differences amongst therapists and their client outcomes. However, gender, level of training, type of training, and theoretical orientation did not impact clients' outcomes among therapists. There was an inverse relationship between therapist ranking and length of sessions; that is the therapists with the highest ranking had clients in sessions for the least amount of time. Clients in therapy for shorter amounts of time had better outcomes, and it was concluded that this was because they were asked for feedback, were more engaged, and met their goals in a shorter amount of time than therapists who didn't obtain client feedback. In contrast, clients who initially didn't experience change ended up staying in therapy longer, didn't have the same positive outcomes, and some even dropped out of the study.

Thus, the Okiishi et al. (2003) study suggests that therapist qualities and the way therapists work independent of their time spent with clients produced the most positive effects. The qualities, (being an active listener, using reflection, and empathy), alliance (building a rapport) and work technique/style has had the greatest influence on the therapeutic experience. The study also demonstrates that therapists who spent the most time with their clients yielded the least progress and encouraged a dependent relationship. Therapists who fostered a strong alliance with their clients asked for feedback, and used deliberate practice to meet their clients' needs, even in cases where treatment techniques had to be adjusted had the highest ratings and were seen as *supershrinks*. The results of the Okiishi et al., (2003) study demonstrated the need for therapists to ensure that they are constantly getting feedback and molding the therapy sessions around the client's needs in order to meet the client's goals.

The implications of the Okiishi et al.,(2003) study for school counselors are that the quality of client interaction outweighs quantity of time spent with clients. Since counselors have an array of daily responsibilities, they don't need to meet with the same student(s) for hours at a time. Rather they can instead meet fewer times and possibly for briefer durations, provided the time is used wisely and efficiently though maximizing engagement, using feedback, and forming alliances (Oskii et al., 2003). Counselors who gain feedback from students and build a strong therapeutic alliance can expect to have students who are more engaged and more likely to benefit than students who do not provide feedback and feel disempowered, as they're not encouraged or promoted them to make more proactive changes on their own.

Developing Reflective Counseling Practices

According to Tobin, Willow, Bastow, and Ratkowski (2009), counselor education and supervision has demonstrated the importance of self-awareness and the use of self-reflection in supervision. Counselor educators prepare counseling students to utilize reflective practice, especially in their practicum experiences, to be able to apply and master their counseling skills. However, due to the myriad of responsibilities that counselors have and lack of time to accomplish all of their duties, many times working counselors fail to utilize reflective practice.

Counselor educators in graduate level counseling programs are encouraged to cultivate reflective learning habits within students that will help them to develop into reflective practitioners. In addition to theory, experience, and skill training, self-

awareness, accountability, deliberate practice, and reflectivity have been shown to be essential elements for counselor development and professional growth (Skovholt, 2001).

In 1995, Skovholt and Ronnestad examined the stages of counselor development. The researchers were interested in determining how reflection in action was infused in counselor education and training. They emphasized a process of continuous professional reflection that encourages introspection on professional and personal experiences, a supportive work environment and a reflective stance. This reflective stance has been referred to as reflectivity (Skovholt, 2001). The literature of counselor development and reflectivity has mainly focused on counselor supervision. Counselor reflectivity is defined as a process that involves attention to the therapist's own actions, emotions, thoughts in the counseling session, and the interaction between the client and therapist (Skovholt, 2001). In addition, researchers have found that reflectivity, self-awareness, and self-efficacy have contributed to counselor development and deliberate practice.

Sweitzer and King (1999) offered groundwork for the supervised internship that showed the important role of self-understanding in forming effective counseling relationships. The therapeutic alliance is essential, particularly when working within a school setting, in order for students to feel comfortable talking to their counselors about their present needs and future goals. Sweitzer and King (1999) found that self-understanding helped counselors-in-training to manage three major pitfalls that included projection and professional myopia, as well as, confusing difference with deviance. Internships are regarded as an opportunity to teach students aspects about themselves and to resolve unresolved issues in their own lives. Each of these activities support reflectivity in practice.

40

Ward and House (1998) emphasized reflective stance in counselor supervision and cited evidence for a model of self-awareness that enhanced an integrated professional and personal identity. Thus, counselors who utilize reflectivity have a stronger and more defined identity. The most relevant aspects of counselor educator programs are to help students to develop strong counseling skills and efficacy so that they become competent clinical practitioners. Young (2004) addressed this challenge by encouraging students to utilize reflection when engaged in challenging helping situations. The reflective practitioner approach allows students to utilize deliberate practice and enhance their levels of self-efficacy as they gain self-awareness from a multitude of perspectives. Reflective practice focuses on helping students to develop self-knowledge and self-development.

Young (2004) reviewed the professional literature on counselor preparation programs that emphasized the pertinent components of constructed knowledge and reflective learning in counselor development. Young posited that in order to become mastery counselors, counseling students need to use a wide range of learning methods and settings. Counselors who learn about reflectivity early in their internship experience become better and more competent in-service practitioners. To be mindful of the importance of deliberate practice and the role that self-efficacy plays in professional development, Young argued that reflectivity must be infused within the core curriculum of graduate counselor education programs.

Tobin, Willow, Bastow, and Ratkowski (2009) conducted a case study analysis of active learning and reflectivity within a community counseling program in a university to investigate if and how active learning was being integrated into its core curriculum, and

to identify reflective learning and opportunities for self-reflection and self-knowledge across the core curriculum using the areas of competence outlined by CACREP. The analysis was conducted through a three-step process. The researchers found that within the human growth and development component, active learning assignments helped the students to become more cognizant of the role that self-awareness plays in the counselor-client relationship. The goal of the assignments was to build the awareness and show students how one's personal encounters with crises can impact one's approach to counseling.

Tobin et al., (2009) also found that within the social and cultural diversity component, students who had to write self-reflection papers that focused on enhancing their levels of self-awareness were more aware of any biases that they may have and considered how these biases impact their interactions and ability to counsel others. In regards to the helping relationships module, students examined their worldview in conjunction with the concept of an effective helping relationship. Topics addressed included counter-transference, professional growth, building therapeutic relationships, and the consultation process. Within the group work element, students practiced reflectivity by learning that it is an essential component to effective group counseling. The students learned about developmental stages, group process, member roles, as well as, leadership styles. This active learning process had a positive outcome in that it raised students' self-awareness, as well as, helped them to understand the various counseling components that are necessary for them master in order for them to become *supershrinks*.

In the career development component, counseling students were asked to assess the influence of life events on their career history. These activities enhanced professional

development, self-efficacy, and deliberate practice in that they empowered students to explore their interests, abilities and preferences in order to address their reasons for choosing become counselors. The students had to reflect on the consistencies between self-assessment results and self-selected occupational goals.

The assessment component required students to administer, score, and interpret several self-report instruments, including personality inventories, intelligence tests, lifestyle assessments, and measures of anger or depression. Students then reflected on their results and implications for counseling, along with written summaries. This activity enabled students to familiarize themselves with assessments and to reflect on their personal experience of taking tests and receiving their scores. This component also related to the professional identity section. The activities that emphasized professional identity focused on developing an understanding of personal wellness, becoming aware of one's capacity for professional advocacy, conceptualizing one's development in professional counseling, and reflecting on one's personal, academic, and professional growth, within a counselor education program. These components were addressed with different self-reflective activities, including participation in a counselor wellness day, identification and reflective support of a social justice or advocacy issue, creating a professional disclosure statement, as well as the development of a portfolio.

The activities that focused on research and program evaluation emphasized content knowledge and critical analysis. Instructors utilized a stimulus question that was designed to promote self-reflection. Students examined their investigator bias within the methodology of their qualitative research proposals. This activity emphasized the

importance of self-knowledge, self-efficacy, and the importance of using deliberate practice.

This study affirmed the value of reflectivity in counselor education (Tobin et al., 2009). As students realize and come to appreciate the importance of being reflective, using deliberate practice, and enhancing self-efficacy, they gain momentum to continue to utilize and improve on these components to best meet the needs of their students and become mastery level counselors. The identified reflective learning exercises offered a guide for teaching strategies and can serve as a catalyst for professional development. This type of case study analysis provides faculty with a model for a curriculum review of reflective learning, and the potential to contribute to a more deliberate effort to use reflectivity within counselor education programs. In summary, this study emphasized the importance of incorporating reflective learning strategies in counselor education programs and how doing so helps counseling students to become more effective practitioners once they start working as school counselors.

Students may be resistant to incorporate deliberate practice, or may be hesitant to enhance their levels of self-awareness and self-efficacy if they are experiencing anxiety about being evaluated (Tobin et al., 2009). Tobin et al., (2009) found that reflective learning is developmental in nature. When discussing reflectivity, counselor educators need to provide a safe and supportive learning environment so that students feel comfortable disclosing information about themselves as well as their feelings regarding the ways in which self-awareness, self-efficacy, and deliberate practice impact their levels of competency.

The literature on counselor development and counselor supervision promotes and encourages a reflective practitioner approach. Counselor educators must continue to cultivate opportunities for incorporating reflectivity into the counselor education curriculum so that counselors-in-training can increase their levels of self-awareness, self-efficacy, learn about the importance of deliberate practice and using interventions that help students achieve their goals, in order to help them to become more efficient and competent professional counselors. According to Borders (2002), school counselors have two primary roles: to use their counseling skills to enhance the academic success of their students, and to be the frontline mental health specialists in the schools. The author discussed the role of the school counselor and how it's impacted by diversity in the schools, as well as the significance of counselors in their capacity as student advocates, and the need for program evaluation and accountability.

The Unique Role of the School Counselor

Many school counselors currently adapt their counseling programs to meet the needs of the specific students in their schools. Thus, the needs of the school and students are the determinant regarding the amount of time school counselors spend consulting, coordinating, providing direct or indirect services, and the issues in which they need to advocate. Counselors must know how to acquire adaptability skills and learn how to negotiate needs in a unique school context (Borders, 2002).

Because some administrators may not have an accurate perception of the role, functions, and skills of school counselors, school counselors need to be more proactive in program planning to reeducate administrators, enhance their self-efficacy by using

deliberate practices, and set boundaries to establish their professional place in the school.
Given the current emphasis on school accountability and student performance, it's
important to note school counselors' critical contributions to student success (Green &
Keys, 2001). Counselors must be able to document the viability and necessity for school
counseling programs and their impact on student success and demonstrate accountability
for their time and services (Green & Keys, 2001). Further, counselors must demonstrate
how their programs contribute to student achievement and positive school behaviors
(Borders, 2002). However, many counselors don't feel adequately prepared to design or
conduct program evaluations, as their counselor education programs may not have
provided them with the guidelines or experience to conduct program assessments. Thus,
program evaluation on a larger scale needs to be the responsibility of the university
graduate level programs and perhaps on the state legislative level (Borders, 2002).

In regards to diversity, today school counselors must be prepared to work with
diverse student populations composed of students from various ethnicities,
socioeconomic backgrounds, and learning abilities (Borders, 2002). School counselors
must have a strong identity and have an understanding of themselves and their biases
(Borders, 2002). Counselors need to help students to achieve a deeper under-standing of
themselves in relation to others to create a more tolerant society. Counselors also need to
works towards developing a school environment that encourages identity development in
ways that improve the academic success of all students, particularly their grade point
averages (Green & Keys, 2001).

School counselors frequently need to advocate for their students and for their
professional role in the school community (Borders, 2002). They can do so by enhancing

levels of self-efficacy, demonstrating their mastery understanding of counseling skills and abilities as well as using accountability measures and deliberate practice to become cognizant of the most advantageous interventions to use with students to help them reach their academic potential. Counselors also need to advocate for students to make sure their needs are being met. In this regard, school counselors are focused on ensuring changes in the school environment, school policies and practices, the family, the community and the student, with the belief that change for a person is contingent upon change within the school system itself (Borders, 2002). Thus, within the school, counselors work to help students develop the awareness and skills necessary to live and thrive in contemporary society.

Paisley and Hayes (2003) discussed the importance of school counselors in assisting the educational mission of the schools. School counselors have been predominantly involved in promoting development in the academic, career and personal social domain (Baker, 2000). However, the academic domain has received the most attention. School counselors have been asked to think about their contribution to students' educational experiences and outcomes and the ways in which their counseling program meets the overall educational mission of the school. The role of the school counselor has transformed over the years, especially in relation to the academic domain of student development and growth (Paisley & Hayes, 2003). Education in the United States is undergoing a significant change in that today counselors need to utilize data driven and evidence based practices that show that their interventions are helping students to achieve success. There is a strong emphasis on showing that educators are accountable for helping all students improve their grade point averages and meet high

levels of academic achievement, which has created a paradigm shift from teaching to learning. Thus, student outcomes have replaced teacher activities as the accepted measure of educational excellence (Paisley & Hayes, 2003).

Counselors need to initiate new strategies to prevent students from leaving school prior to graduation, and to hold all students to higher academic and personal standards. Counselors are the primary individuals who are responsible for ensuring that all students are academically successful. Counselors must have a high degree of self-efficacy to demonstrate that they have the skills necessary to help students achieve academic success (Paisley & Hayes, 2003). Counselors must also use deliberate practice to be aware of the interventions that are most beneficial to use with students to help ensure academic success. School counselors have a significant role to play in ensuring student success, as they have a school wide perspective on serving the needs of every student. Therefore, school counselors serve as advocates and as agents for removing any barriers that prevent academic success. Many school counseling programs have a stronger mental health orientation that doesn't emphasize the ways in which school counselors address the academic achievement of students (Baker, 2000). However, today more than ever, counselors need to make sure that their services are helping students to achieve academically as well as in all other areas of their lives.

Counselors are challenged to raise the educational attainment of every student. As a result they have moved from service provider to program and student advocate. Counselors promote individual adjustment and control to foster social emancipation and personal empowerment (Paisley & Hayes, 2003). Counselors have to be cognizant of the national performance standards by which students are evaluated and compared, and to

understand that the accountability movement has required a shift in the focus of school counseling (Wong, 2002). Today school counselors must link interventions to the academic mission and purposes of their school while holding themselves accountable for their contributions to student outcomes.

School counselors are often the most capable stakeholders to assess any systemic barriers that may prevent success in all domains of student development, particularly their grade point averages (Paisley & Hayes, 2003). Counselors today use evidenced based practices in order to serve as advocates, to remove barriers, to design programs, and to help all students in their academic, career, and personal/social development (Paisley & Hayes, 2003). Counselors serve as leaders and team members who work with teachers and other school stakeholders to make sure that all students succeed. Counselors help students to define their goals and then guide them to reach these objectives. Further, school counselors play a critical role in educational reform. One of the most significant examples of new directions in school counselor preparation is seen in activities associated with the Transforming School Counseling Initiative funded by DeWitt Wallace-Reader's Digest.

Current Effective School Counseling Practices

The College Board's National Office for School Counselor Advocacy (2008) conducted research on the most effective school counseling practices that are enabling students and schools to succeed. The researchers found that students who felt that they were supported and given rigorous academic preparation in school were much more likely to attend college and were higher academic achievers than those who didn't receive

the same degree of support from counselors and administrators (NOSCA, 2008). One of the most effective counseling practices at successful schools today is having a college center and providing career and college counseling for students. Students who receive counseling in high school regarding college and the admissions process are more likely to attend and more likely to complete post-secondary degrees in comparison to students who didn't receive college counseling (NOSCA, 2008).

Additionally, researcher according to NOSCA (2008) found that students who provided and received peer tutoring or tutoring from their teachers were much more academically successful than students who never received tutoring in subjects that they struggled in. Similarly to supershrinks, students who spend time obtaining knowledge, practicing, and mastering skills are much more likely to obtain academic success.

The researchers also found that in both affluent and low poverty stricken schools, it's essential that teachers and counselors create a strong, safe, and challenging environment where students feel pride and have high self-confidence (NOSCA, 2008). Students need to feel that they can achieve anything they want to because they believe that they can. Thus, it's the counselors' job to promote academic excellence by helping students to enhance their belief in themselves that they can achieve anything that they want to as long as they are willing to work for it.

NOSCA (2008) stated that there are ten main variables that are being used today by successful counselors and schools that allow them to flourish:

- 1) Program management; having teamwork and collaboration throughout the school and with various school stakeholders.

- 2) Establishing an achievement oriented school; the most effective counselors promote and support high expectations and encourage students to enroll in advanced placement courses, as well as, require them to complete college applications (NOSCA, 2008). It can be inferred that students who are challenged academically are more likely to stay in school and excel in comparison to those who are not challenged.

- 3) Counselors must provide academic and financial outreach programs for parents; schools that have effective counseling programs are always working to enhance parental involvement, specifically in regards to college enrollment.

- 4) Counselors must offer college focused interventions; that is school counselors should encourage students to prepare for college early on in their high school career by completing applications, personal statements, and plan for college.

- 5) Successful counselors partner with colleges and the community so that they aren't isolated and are aware of the most current research being conducted regarding students' academic success.

- 6) Counselors, teachers, and administrators must share school leadership in that administrators who support shared power create conditions for successful school counseling programs (NOSCA, 2008).

- 7) Effective schools provide systemic and multilevel counseling interventions in that they see the big picture and are able to conceptualize student issues from a

systemic perspective and work collaboratively with stakeholders to solve problems (NOSCA, 2008).

- 8) Successful school counseling programs use data to support student achievement, to encourage students to enroll in challenging courses, and to make necessary changes to their counseling program in order to best meet the needs to students that they serve.

- 9) Successful school counseling programs contribute to the development of school policies and practices; in that counselors are involved in the development of programs and have a role in the formation and implementation of school policies (NOSCA, 2008).

- 10) Successful schools provide help to counselors; these schools have ancillary paraprofessionals who help counselors complete activities that are not counseling related so that counselors can focus on advocating and advancing academic success of all students (NOSCA, 2008).

Counselors must be integral members of the school who support and set high expectations for students in order to ensure student success. In order to continue to establish themselves as necessary stakeholders, counselors must continue to be leaders, collaborators, advocates, and team members if they want to contribute to students' academic success. The most successful counselors' are student centered, use data, are accountable, master the skills that elicit the most positive student outcomes, encourage students' to challenge themselves personally and professionally, and focus their guidance curriculum around the needs of the students that they serve.

School Counseling Standards

The Transforming School Counseling Initiative (TSCI) is an initiative to improve school counseling that focuses on the graduate-level preparation of school counselors (Paisley & Hayes, 2003). School counselors are seen to have a huge impact on the choices students make regarding their post-secondary options and counselors are responsible for helping students to achieve their academic aspirations. However, one problem with school counseling programs today is that they don't necessarily prepare students to become advocates for all students (Paisley & Hayes, 2003). TSCI has worked to identify what school counselors need to know to help all students be academically successful. This program was implemented to help counselors become more knowledgeable about schools and be better equipped to help students to meet their goals, as well as become advocates for systemic change in order to remove barriers that prevent the academic success of all students (Paisley & Hayes, 2003). Today counselors need to emphasize educational leadership, advocacy, team building, collaboration, counseling coordination, and the use of assessment data to improve practice and support student advocacy (Paisley & Hayes, 2003). TSCI also seeks to disseminate information about the need for change and the direction that change needs to take in order to continue helping students to achieve greatness.

Additionally, the revised Standards for School Counselor Preparation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) is another example of a shift in paradigm (ASCA, 2003). In 2001, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), adopted new

standards for the pre-service preparation of all school counselors. CACREP required curricular experiences and demonstrated knowledge and skills of all students in a school-counseling program, specifically the ones that relate to the contextual dimensions of school counseling.

In addition, the American School Counselor Association (ASCA) developed standards for school counseling programs and helped to familiarize students with changing expectations. ASCA has set national standards that influence the learning objectives of students and the performance objectives of counselors. The standards incorporate expectations related to academic development, career development, and personal/social development. The ASCA National Model (2003) reflects a comprehensive approach to the development of school counseling programs, including the program foundation, delivery system, management system, and an accountability component. The ASCA national model provides a framework in which counselors can design, coordinate, implement, manage, and evaluate their programs in order to ensure student success. It proposed that counselors act as leaders, advocates, systemic change agents, and ensures uniformity across the profession. As critical participants in educational reform and contributors to the mission of schools, counselors must provide services and teach skills that will help students to be academically and personally successful, and incorporate the use of data in their programs, to help students achieve academic excellence.

The rationale for using the ASCA Model as the primary counseling framework for this study is based on the fact that this is a national study, thus rather than focusing on individual state frameworks from all fifty states, the study focuses primarily on the

54

ASCA framework since it is a national model that provides uniformity, cohesiveness, structure, and consistency for all school counselors across the nation. Additionally, the ASCA Model encourages counselors to be data driven and to use deliberate practice in that they should utilize and master interventions that bring forth the most positive student outcomes and must demonstrate that their services are positive impacting student academic success (ASCA, 2003).

Today a number of counselors are believed to follow the ASCA National Model as a framework for comprehensive school counseling programs (ASCA, 2003). Counselors are perceived as key players in the school community who have a profound impact on student outcomes, specifically their grade point averages. Counselors are expected to follow evidence-based practices and demonstrate that their services help students to achieve their academic and personal goals. Thus, it can be assumed that counselors who are capable, knowledgeable, confident, competent, continue to seek professional development to augment their skills, and stay abreast of the most effective interventions, are able to become leaders, change agents, and collaborators, who empower students and make a positive impact on their lives.

The Role of Self-Efficacy

Self-efficacy is defined as belief about one's own ability to perform a given behavior and it involves a generative capability in which component cognitive, social, and behavioral skills need to be organized into integrated courses of action to serve purposes (Bandura, 1986). Bandura (1993) reviewed the ways in which perceived self-

efficacy contributes to cognitive development and functioning. Perceived self-efficacy is impacted through four

major processes including (a) cognitive, (b)motivational, (c) affective, and (d) selection processes. In addition, Bandura (1993) found that there are three levels at which perceived self-efficacy acts as a significant contributor to student academic development. Students' beliefs in their efficacy to master their own learning and academic activities, determine their goals, level of motivation, and academic accomplishments directly impacts their overall achievements (Bandura, 1993). Counselors' beliefs in their self-efficacy to motivate students, promote learning, utilize interventions that help students to achieve, and collaborate with other stakeholders also effectively impacts student success. Faculties' belief in their instructional efficacy also contributes to their school's academic achievement.

However, Bandura (1993) found that student body characteristics influence school level achievement more directly, since they have the ability to alter faculties' beliefs in their collective efficacy rather than through direct effects on school achievement. Bandura also found that cognitive development has the greatest impact on self-efficacy, in that the more one is able to think abstractly, see things from a myriad of perspectives, and has the capacity to believe that they can accomplish anything, the more competent and efficient they will be at their job.

Bodenhorrn, Wolfe, and Airen (2010), reported on the results of a national study of860American School Counselor Association members. Information included the level of school counselor self-efficacy, the type of counseling program, status of an achievement gap, and equity of the students' achievement in their schools. The

researchers found that counselors with higher levels of self-efficacy were more aware of achievement gap data, and counselors who follow a counseling model and had high levels of self-efficacy were more likely to demonstrate and report a narrowing in achievement gaps and have students with higher grade point averages. One fifth of the participants reported no awareness of achievement gap data. Thus, it can be inferred that counselors who have higher levels of self-efficacy and who follow a counseling model will have a narrower achievement gap in their school in comparison to counselors with lower levels of self-efficacy or who don't follow a particular counseling model (Bodenhorn et al., 2010).

According to Bodenhorn et al., (2010) there have been a variety of changes that have occurred within the field of school counseling in the past 10 years. Since the American School Counselor Association National Standards (Campbell & Dahir, 1997) and ASCA Model were developed, there is now a stronger need to link the results of school counseling programs to meet the mission of the schools, and there is a greater emphasis on multicultural competency, self-efficacy, and advocacy and the way that these entities impact student achievement; particularly their grade point averages. Specifically, in 1997, the National Standards were developed in the areas of academic, career, and personal social development (Campbell & Dahir, 1997). These universal standards have been followed to ensure that counseling programs provide specific services that meet the needs of all students. The ASCA model was created to provide an organizational model that was grounded in foundation that is connected to the school mission and needs assessments, and utilizes delivery and management systems to organize and evaluate services (Bodenhorn et al., 2010). Leadership, advocacy, self-

efficacy, systemic change, and collaboration skills are key elements involved in being a master counselor (Bodenhorn et al., 2010). School counselors promote and ensure student success by closing the achievement gap found among underachieving students. Counselors are encouraged to be involved in school and system efforts that lead to academic equity.

Even though the ASCA model has been implemented in many schools nationwide, in addition to programs such as the Comprehensive Guidance and Counseling Program (Gysbers & Henderson, 1994), research has not yet been conducted to determine if school counselors who employ different types of programs may have different impacts on students' academic achievement. It is hypothesized that counselors who follow the ASCA national model work in schools where the achievement gap is narrowing more so than in schools in which school counselors don't follow the ASCA National Model. Today the achievement gap exists primarily between higher socioeconomic students and financially disadvantaged, English language learners, special education and minority students. Previous research has shown that school counseling programs can support student achievement and attitudes. Students who attend schools with more fully implemented counseling programs rated their school climate and sense of safety more highly. Students also indicated that learning was more likely to take place when their counselors utilized deliberate practice and demonstrated higher levels of self-efficacy (Bodenhorn et al., 2010). Therefore, comprehensive school counseling programs have been shown to have positive impacts on student outcomes and achievement.

The purpose of the research conducted by Bodenhorrn et al., (2010) was to expand and update the knowledge about school counseling through a national study that

examines school counselors' perceptions of the status of the achievement gap and equity in their schools, school counselor efficacy, and the type of program approach that school counselors' report implementing (ASCA National Model, national standards, comprehensive,

or developmental).

School counselor self-efficacy was identified as an important variable to include, based on the self-efficacy theory. People who have higher levels of self-efficacy in a particular area of their behavior tend to set higher goals, exhibit stronger commitment, motivation, and perseverance and tend to meet their goals. Counselors with higher levels of self-efficacy have been found to perform better than counselors with lower levels of self-efficacy and have students with higher grade point averages (Bodenhorn et al., 2010). In addition, counselors with higher levels of self-efficacy are rated higher by their supervisors (Bandura, 1986). Thus, it can be assumed that counselors with higher levels of self-efficacy impact their students in more effective ways than those with lower levels of school counselor self-efficacy. One way that self-efficacy can be manifested and documented is though the degree of a school's achievement gap and students' grade point averages.

To examine the relationships among school counselor self-efficacy, school counseling program approach, and the achievement gap, Bodenhorn et al., (2010) asked three research questions: (a) Are there relationships between the school counseling approach and the school counselor's perception of achievement gap status and equity in the school?(b) Are there relationships between school counselor self-efficacy and the school counselor's perception of achievement gap status and equity in the school?, and

59

(c) Are there relationships between school counselor self-efficacy and the school counseling approach utilized? Based on the self-efficacy theory, the researchers hypothesized that there would be a positive relationship between school counselors' self-efficacy, closing achievement gaps, enhancing students' grade point averages, and achieving school equity. In addition, based on the directness with which the ASCA National Model demonstrates the role of leadership in equity issues, one would expect to find a positive relationship between implementing the ASCA National Model and having a greater awareness of data, narrowing of the achievement gap, resulting in greater school equity.

Results indicated that participants who had been school counselors for three or more years had higher scores than did respondents with less experience (Bodenhorn, 2010). However, a discrepancy exists between years of work experience and deliberate practice, accountability measures, and self-efficacy since it has also been found that counselors with more years of work experience (10 years or more) are less likely to use deliberate practice and accountability measures and experience lower levels of self-efficacy. Practitioners who had received training in implementing ASCA National Standards also had higher scores than did people with less experience. Scores on the SCSE were correlated with measures from a self-efficacy scale designed for individual personal counseling. Lastly, SCSE scores were correlated with measures of anxiety, indicating that as self-efficacy increased, anxiety about performing school counseling duties decreased.

A key variable of interest in this study was the perceived achievement gap in the respondents' schools. Findings indicated that counselors' who obtained, assessed, and

implemented data had narrower achievement gaps in their school and experienced greater equity amongst minority and majority students in regards to student outcomes, particularly regarding students' grade point averages. Counselors who gathered and implemented feedback from students have students with higher grade point averages than those who don't. Researchers found a significant and positive relationship between counseling program approaches used and school counselors' perception of the achievement gap status and equity in the school. Results also showed a positive and strong relationship between counselor self-efficacy and the school counselor's perception of achievement gap status, grade point averages, and equity in the school, in that as school counselors' self-efficacy increases, the counselors' positive perceptions of equity within their school increases, as well as, students' grade point averages (Bodenhorn et al., 2010). Use of the ASCA National Model was also found to support higher levels of self-efficacy than counselors who followed the CGC or other type of counseling program.

Although Bodenhorn et al., (2010) initially hypothesized that there would be a positive relationship between using the ASCA National Model and having less of an achievement gap, this outcome was not found in the results. The researchers found that the type of school counseling program used does not seem to be related to the achievement gap status or have a strong relationship with equity issues in the school. Another result was that school counselors in the ASCA National Model group were not more likely to be aware of the data in their schools regarding their achievement gap. However, the hypothesized difference in the equity variable was found for participants in the Model group when compared to those in the Standards Group or those who didn't endorse a program choice. In addition, participants who didn't identify a school

61

counseling program had lower self-efficacy scores and were less likely to respond to the achievement gap question, and were least likely to report closing an achievement gap in their schools. Counselors who followed a model had higher self-efficacy scores, had students with higher grade point averages, and were more likely to report closing an achievement gap in their schools. Thus, counselors who develop goals and plan comprehensive programs are more likely to have students who have more successful outcomes and are higher academic achievers. The results from this study also demonstrate that school counselors with higher levels of self-efficacy seem to have a different and more positive impact on student outcomes and grade point averages than those with lower levels of self-efficacy.

This study also demonstrated that although all school counselors may initially start out with a similar goal of narrowing the achievement gap within their schools, those with higher degrees of self-efficacy will be more likely to retain and achieve that goal, when compared to those counselors with lower levels of self-efficacy (Bodenhorn et al., 2010). Moreover, counselors who have higher levels of self-efficacy have a more positive impact on students' levels of academic achievement, specifically positively impacting students' grade point averages. Counselors who impart their knowledge and teach students relevant knowledge that is pertinent to their academic, personal/social, and career success have students who excel in school, in comparison to those who do not. School counselors play an instrumental role in helping students to attain high academic achievement (Bodenhorn et al., 2010). Assessing and utilizing data to inform program decisions, self-efficacy, and following a comprehensive counseling program approach helps counselors to close the achievement gaps in their schools as well as to ensure that

all students achieve academic success. Lastly, this study demonstrates that counselors who have a high degree of self-efficacy are more competent, have students with higher grade point averages, have a tremendous impact on helping all students to achieve equity within schools and are more likely to accomplish their personal and professional goals (Bodenhorn et al., 2010).

Holcomb-McCoy Gonzalez, and Johnston (2009) conducted a study on self-efficacy and found that 25% of the variance related to school counselor data usage was impacted by self-efficacy. The researchers polled 130 school counselors and focused on finding predictors of school counselor accountability and data usage. The only predictors that were found associated with data usage were general and counselor self-efficacy (Holcomb-McCoy et al, 2009.). Another reason that was cited in the literature was that counselors typically receive little training to prepare them for using and demonstrating accountability outcomes (Whiston, 1996; Topdemir, 2010). This finding can also be due to a result in possessing lower degrees of self-efficacy.

Hatch & Chen-Hayes (2008) found that school-counselors' valued items that were related to accountability the least on their measure of importance. The researchers surveyed 3000 ASCA members in their research on components regarding the ASCA National Model. The three items that received the lowest scores were: using school data to identify achievement gaps, monitoring students' academic development, and monitoring students personal/social development. Thus, it can be assumed that given school counselors' don't value using accountability as important to assess the degree to which their services are impacting student success, they are probably not using nor

demonstrating that what they are doing is working to help students' attain academic success on a regular basis.

The Challenges of Implementing Counseling Theory into Everyday Practice

In a study conducted by Scarborough and Culbreth (2008) that included 361 elementary, middle, and high school counselors, the researchers investigated the discrepancies and factors predictive of the discrepancies, between the actual practice and preferred practice of counselors or interventions used, that are associated with a comprehensive and developmental school counseling program. The researchers found that school counselors preferred to spend their time in accordance with best practice; in that they were interested in using the most beneficial interventions that would help all students to meet their personal and academic goals. In addition, researchers found that selected professional, employment, self-efficacy, and school climate variables (whether positive or negative) were also found to predict differences between actual and preferred practice.

Scarborough and Culbreth (2008) stated that there is an ongoing issue with the school counseling profession in that a discrepancy exists between the actual practices of school counselors and what is advocated as best practice (Scarborough & Culbreth, 2008). A discrepancy remains, given some of the activities in which school counselors are involved may not address the needs of the students that they are supposed to serve. One reason for this discrepancy derives from the fact that school counselors' roles, at times, are problematic in definition, interpretation, and implementation. Thus, according

to Brott and Meyers (1999) the lack of organization in school counseling programs has been a main focus of professional counseling associations and research in the field.

Because the organization of school counseling programs is a necessary ingredient for program success, school counselors across the nation try to create and implement comprehensive and developmental school counseling programs. There is a focus on student competencies, activities, and interventions to help students to achieve the outcomes that are related to these competencies and accountability methods (ASCA, 1999). However, despite the best efforts of many professional counseling associations and training programs to define the profession of school counseling, research shows that the actual functions and services that counselors provide don't always reflect what have been identified as the best practices in school counseling (Brott & Myers, 1999). Studies have predominantly focused on the amount of time spent on particular activities and the differences between the ways that school counselors actually spend their time and the ways that they want to spend their time, and these are often two separate entities (Bonebrake & Borgers, 1984).

Additionally, the difference between actual school counseling practice and best practice as advocated by the profession has received a lot of attention (Brott & Meyers, 1999). Outcomes have shown that school counselors do not spend their time as they would like to and many of their duties are not reflective of what is advocated for as best practice. Most of the studies that have been conducted describe the practice of school counselors rather than assess the factors that influence the practice of school counselors. Thus, what still remains unclear is an understanding of the factors that influence the ways in which school counselors spend their time. There are several variables that impact

counselor practice such as level of employment, years of experience, number of students per caseload, amount of time spent in non-guidance related activities, professional identity, as well as the organizational culture in the school (Scarborough & Culbreth, 2008).

The level of the school setting (elementary, middle school, high school), as well as the preference for time spent in school counseling activities, have been found to be two major variables that influence best practice. Another variable that impacts best practice is years of experience as a school counselor. It has been found that years of experience has a positive impact on practice (Brott & Meyers, 1999), in that more experienced counselors (having five or more years of work experience) have higher degrees of self-efficacy, are familiar with counseling programs and services, and have the skills and knowledge to utilize the interventions that elicit the most positive outcomes. However, recent findings have shown that although counselors with more years of work experience may be more familiar with counseling services, they never learned the importance of demonstrating deliberate practice or utilizing accountability measures, therefore are not using best practices at work. Other variables such as school counselor and student ratio, and the amount of time spent in non-guidance related activities have also been assessed, regarding their impact on counselor practice, performance, and effectiveness (ASCA, 2003).

Some researchers have compared CACREP accredited programs to non-CACREP accredited programs, in an effort to measure whether these standards positively impact counselor practice. Research has shown that counselors who complete comprehensive counseling programs are more likely to join professional counseling organizations, be

66

less isolated, are more likely to follow standards, and are more competent at their jobs. Counselors are also encouraged to participate in consultation and supervision as other ways to enhance their professional identity and development (Campbell & Dahir, 1997).

The organizational culture of the schools in which counselors' practice has also been assessed in the professional literature. Self-efficacy, support, and collegiality among colleagues and administration are also seen as important components that directly influence the school culture, best practice regarding counseling, and student academic achievement (Campbell & Dahir, 1997). Many counselors feel that administrators dictate their role rather than their having the independence to do what they feel is best for students (Campbell & Dahir, 1997). Studies have found that the efficiency and effectiveness of the implementation and maintenance of a comprehensive counseling program is influenced by the attitude and support from members of the school administration (Ponec & Brock, 2000).

The purpose of the Scarborough and Culbreth's (2008) study was to address the lack of systemic research on the variables that are related to the discrepancy between the manner in which school counselors actually spend their time and how they would prefer to spend their time doing specific activities related to school counselor practice. The variables included level of employment, years of school experience, number of students per caseload, the amount of time spent doing non-related guidance activities, attempt to implement the National Standards of School Counseling Programs, being a member of ASCA, member of a state-level school counseling organization, CACREP, participant in peer consultation, self-efficacy as a school counselor, and school counselor support. The researchers examined the difference between actual and preferred practice as well as the

ways in which school counselor preferences aligned with school counseling best practice (development and implementation of a developmental school counseling program).

A total of 600 counselors participated in this study using School Counselor Activity Rating Scale (SCARS; Scarborough, 2005), the Counselor Self-Efficacy Scale (CSS; Sutton & Fall, 1995), the School Climate School (SCS; Sutton & Fall, 1995), and indicated demographic items selected as variables related to school counselor practice. The SCARS was used to measure the frequency with which the school counselor would prefer to perform the activities. The SCS was used to measure aspects of a school counselor's self-efficacy, including efficacy expectancy and outcome expectancy. The SCS was used to assess the attitudes and influence of others in the school toward the counselor and counseling program.

It was determined that there was more discrepancy with higher school level counselors in regards to actual preference and practice related to school counselor activities. Additionally, fewer years of school counseling experience was associated with higher discrepancy rates between actual and preferred practice in counseling activities. Levels of reported self-efficacy also impacted outcomes in that counselors who had higher levels of self-efficacy were more likely to spend time on guidance related activities and master their practice (Scarborough & Culbreth, 2008). The researchers also found that counselors who indicated a poor school climate were also correlated with higher discrepancies within the school. Further, counselors who implement the National Standards for School Counseling Programs were more likely to experience less discrepancy within their school. Counselors who were involved in peer consultation and received supervision experienced less discrepancy in their jobs.

68

Moreover, counselors who attended CACREP accredited programs experienced less discrepancy at work when compared to those who attended non-CACREP accredited programs. Participants who were members of ASCA or state school counselor organizations also experienced less discrepancy than those who were not involved in these institutions. In addition, counselors who felt that they spent their time performing clerical tasks rather than counseling tasks experienced greater levels of discrepancy. The findings of the study support prior research that found discrepancies between the ways that a group of school counselors actually spend their time and the ways that they would prefer to spend their time (Scarborough & Culbreth, 2008). Regardless of their level of employment (elementary, middle, or high school), school counselors indicated that they wanted to be engaged in the interventions associated with positive student outcomes, instead of spending time in non-guidance related activities (Scarborough & Culbreth, 2008).

The results from the study supported the need for implementing comprehensive and developmentally based school counseling programs. Scarborough and Culbreth (2008) determined that high school counselors were least likely to be practicing in the way that they prefer, whereas elementary school counselors were most likely to be practicing the way that they prefer. This finding suggests that the level of employment impacts job satisfaction and best practice regarding school counseling. High school counselors have a high desire to spend more time counseling and consulting, but they have so many responsibilities, due to testing and college admissions that their counseling duties don't always take precedence. The implications of this study are that regardless of

school level, the core components of a comprehensive counseling program must be implemented at all levels (Scarborough & Culbreth, 2008).

This study also demonstrated that counselors with more years of work experience may have more anxiety or doubt about their professional abilities because they never learned about ASCA or accountability, which can negatively impact their ability to manage their time efficiently (Scarborough & Culbreth, 2008). The researchers also noted that newer counselors are more aware of the importance of being data driven, using accountability measures and deliberate practice since they learned this in their Master's program, in contrast to counselors who have been working for longer that never learned that in their Master's program. Scarborough and Culbreth (2008) also found that counselors who incorporated the National Standards for School Counseling Programs into their work were more likely to practice as they preferred.

The study also demonstrated that school organization and culture impacted counselor practice. Highly structured schools, with supportive teachers and administrators were more likely to utilize deliberate practice and practice the way they preferred. In other words, school counselors were more likely to engage in tasks that they prefer, if they believed that the tasks lead to particular outcomes and if the activities they're performing are supported by stakeholders. Scarborough and Culbreth (2008) found that student caseload did not impact counselors' abilities to implement best practice or practice the way they preferred. Thus, it can be hypothesized that all counselor activities are believed to be important and necessary, regardless of the amount of students assigned to the counselor. The study was significant in that it demonstrated that counselors who incorporated the National Standards into their programs were more

70

likely to practice as they prefer and used deliberate practice. Counseling programs that incorporate ASCA (2003) and counselors who are members of counseling associations were more likely to be able to bridge any existing gaps between counseling theory and practice.

Further, it was found that self-efficacy played a critical role in counseling practice. Levels of self-efficacy directly impacted counselor competency, in that counselors with higher levels of self-efficacy were more likely to believe in their abilities and implement a comprehensive school-counseling program. Counselors with higher degrees of self-efficacy were also more likely to positively impact student achievement, specifically their grade point averages, since they were aware of the interventions and services that elicited the most positive outcomes.

This study was also relevant in that it demonstrated the importance for school counselors to develop a strong professional and personal identity, as it positively impacted their interactions with colleagues, students, parents, and the communities that they served. Counselors with a strong professional identity were more aware of the differences between the theories that they learned in school and their real work experiences. In order to become masters in their fields, counselors must engage in deliberate and reflective practice, be introspective, and have a high degree of self-awareness. Additionally, it's essential that counselors assume leadership roles, become advocates, and collaborate with other stakeholders, create a supportive organization and structure, and enhance the overall school environment, in order to help students work to their potential. School counselors who possessed high degrees of self-efficacy, used deliberate practice, were leaders, and systemic change agents worked to close the

71

achievement gap and produced students who were more academically successful while experiencing greater professional longevity and job satisfaction themselves (Scarborough & Culbreth, 2008).

Baggerly and Osborn (2006) conducted a study to examine the correlates and patterns of school counselors' career satisfaction and commitment. The researchers found that counselors' experienced a higher degree of career satisfaction when they performed appropriate duties, had a higher degree of self-efficacy, and participated in peer supervision.

In contrast, counselors who were not satisfied at work expressed that they were responsible for completing inappropriate duties and experienced high levels of stress. On the matter of career commitment, the positive predictor was determined to be completing appropriate counseling duties and the negative predictor was stress. Thus, it can be hypothesized that counselors who complete appropriate duties at work, have a high degree of self-efficacy, use deliberate practice, and participate in supervision, are more likely to experience career satisfaction, experience less stress, and demonstrate greater commitment to their job.

The school counseling profession is at a turning point as school counselors implement the ASCA National Model (Baggerly & Osborn, 2006). In order for counselors to follow the model, schools must hire counselors who demonstrate a high level of commitment to their careers. Therefore, the recruitment and retention of counselors' can be increased by assessing the factors that impact counselors' degrees of career satisfaction and commitment levels. Baggerly & Osborn (2006) investigated variables, including appropriate and inappropriate counselor activities that are included in

72

the ASCA National Model, the role of self-efficacy, supervision, and stress, in order to determine their impact on school counselors' degree of career satisfaction and commitment.

Job Satisfaction and Career Commitment among School Counselors

According to the professional literature, career satisfaction and commitment are relevant factors linked to job achievement and accomplishment (Holland, 1997). Counselors who are more satisfied at work are more likely to demonstrate commitment to their job. Career satisfaction is found to be directly and positively correlated with career commitment, especially in the field of education (Baggerly & Osborn, 2006). According to DeMato and Curcio (2004), elementary school counselors' job satisfaction dropped in 2001, due to mandated statewide accountability testing, cutbacks in personnel, school violence, and societal changes.

Other studies related to job satisfaction using rehabilitation counselors also found that certain factors such as extrinsic job factors (safety, a healthy environment, and professional nature), clinical supervision variables, productivity, and supervisory leadership styles, all positively impact job satisfaction and commitment. Counselors who were not satisfied at work experienced less opportunities for growth and advancement, lower salaries, and dealt with politics and agency paperwork rather than focusing on counseling (Garske, 1999).

ASCA (2003) stated that appropriate school counselor activities include counseling students, presenting guidance lessons, consulting with teachers and administrators, and designing students' academic programs. Inappropriate activities

include registering students, administering achievement tests, doing record keeping, and disciplining students. Students' academic and behavioral success has been found to increase when counselors implement and complete appropriate duties (Baggerly & Osborn, 2006). In a study conducted in 2002, Baggerly found that 60% of Florida school counselors who responded to surveys reported that when they were implementing the Florida Comprehensive Assessment Test (FCAT), they were prevented from immediately attending to students' and teachers' needs, and this distraction negatively impacted their job satisfaction.

Career satisfaction and commitment are also influenced by internal motivational factors such as self-efficacy, as well as external factors, including direct feedback from supervisors and peers and distress from paperwork demands. Studies have shown that self-efficacy increases when counselors feel more supported by staff and when they complete appropriate counseling duties such as classroom guidance or small group counseling and decreases when having to administer tests or discipline students. Higher levels of distress at work have been attributed to a lack of clearly defined roles and emphasis on completing administrative rather than counseling tasks (Baggerly & Osborn, 2006). Baggerly and Osborn (2006) also found that supervisors are critical for counselors' personal and professional development, in that they help to clarify the perception of counselors' duties, roles, and functions. Counseling supervisors provide important factors that impact career satisfaction and commitment including mentoring, leadership support, and social support for women (Baggerly & Osborn, 2006). In order for counselors to experience high degrees of job satisfaction and commitment, they need to complete appropriate work duties, receive proper supervision, and experience high

degrees of self-efficacy. Counselors who are stressed at work and complete inappropriate

duties are less likely to demonstrate job commitment and more likely to be dissatisfied at

work and inevitably leave the profession.

Baggerly and Osborn (2006) also found that the majority of school counselors in

this study were satisfied, and that career satisfaction didn't vary by school level.

Additionally, the majority of school counselors did plan on staying in their positions and

were committed to their job. Especially in today's volatile economy, it would be

beneficial for counselors and administrators to create strategies to address and resolve

counselors' concerns, thereby increasing job retention (Baggerly & Obsorn, 2006).

Moreover, the performance of appropriate and inappropriate duties influences school

counselors' satisfaction and commitment. Counselors who felt that they spent more time

completing appropriate activities reported having higher levels of job satisfaction and

were more committed to their jobs when compared to those who are dissatisfied.

Counselors have been found to prefer completing job activities that are social (counseling

or consulting) in nature rather than conventional (administrative) (Baggerly & Osborn,

2006). Thus, it has been demonstrated that it is essential for school counselors to

collaborate with their supervisors in order to develop and implement a comprehensive

school counseling program so that they have a framework to follow and are aware of the

duties that need to be prioritized, in order to meet the needs of the students, as well as,

their own personal aspirations.

Counselors also displayed higher levels of self-efficacy for appropriate duties than

inappropriate duties. The researchers ironically determined, however, that self-efficacy

for inappropriate duties was a positive predictor for career satisfaction and career

commitment School counselors may recognize that a duty is inappropriate, but they may feel effective in performing it, thereby enhancing their self-efficacy, regardless of the appropriateness of the duty itself (Baggerly & Osborn, 2006). Yet it is recommended that counselors enhance their self-efficacy through more suitable means by pursuing further education, consulting, and by completing appropriate tasks.

Baggerly & Osborn (2006) determined that stress was a negative predictor of career satisfaction and career commitment. Counselors who reported greater levels of stress were less satisfied at work. Counselors who were stressed and less satisfied were less likely to complete necessary job related tasks, experience greater frustration, and negatively impact student achievement, since they fail to provide and have less desire to implement necessary services.

This finding is relevant, because it demonstrates the need for counselors to use stress management techniques, to be structured, to follow ASCA, and to leave their work stress at work, in order to avoid emotional and physical burnout. It's essential for counselors to be introspective, by identifying their stress and using their coping skills, as job related stress is a consequence of the profession. Stress can also be relieved through balancing one's schedule, making time for personal and leisure activities, supervision, and collaboration. Counseling is not an isolated profession and in order to be effective and efficient, counselors must talk to and work with other key stakeholders to ensure their own well-being, in addition to the success of their students. Thus, counselors must be proactive in developing strategies to incorporate reducing stress while encouraging peer and administrative supervision so that they don't feel alone and are comfortable reaching out to others for support and assistance.

School counselors can improve their career satisfaction and commitment by increasing their completion of appropriate counseling activities, obtaining supervision, and managing their stress levels (Baggerly & Osborn, 2006). Administrators need to support school counselors by encouraging them to implement the ASCA National Model and by limiting the amount of clerical and administrative duties assigned to them. By increasing their career commitment, school counselors will be able to provide consistent counseling services to the student population. Lastly, if school counselors demonstrate a higher degree of career satisfaction and commitment, they will be more likely to maintain their jobs and work efficiently which will positively impact their students, the school community, and the overall school counseling profession (Baggerly & Osborn, 2006).

Another factor that has been found to impact school counselors' job satisfaction is the relationship between the school counselor and school administration. One study conducted by Arnstrong, MacDonald, and Stillo (2010) the researchers examined school counselors' and principals' perceptions of their relationship and the extent to which their relationship impacted professional preparation programs. The researchers found that three salient factors including relationship quality, campus leadership, and training satisfaction all influenced the outcomes of professional programs as well as the counselor/administrator relationship. The researchers found that differences existed between the three factors in regards to grade level (whether counselors and administrators were working at the elementary, middle, or secondary) level.

The researchers stated that principals directly impact school counselors' roles, programs, priorities, and directions and therefore the counselor/principal relationship is a key factor in counselor effectiveness (Armstrong et al., 2010). This finding is significant

in that it can be assumed that counselors who have more quality relationships with their principals play a more significant role in the decision making process, feel that they are change agents in the school environment, experience empowerment, as well as, greater overall job satisfaction in comparison to counselors who don't have a close knit relationship with their administrators.

Research has shown that it's essential to have support from building principals in order to implement and maintain counseling programs (Ponec & Brock, 2000). According to Zalaquett (2005) it is important for school counselors and principals to "form a partnership based on knowledge, trust, and positive regard for what each professional does" (p. 456). Thus, mutual respect, consideration and openness of communication are imperative in order for counselors and administrators alike to experience greater job satisfaction, build a stronger school community, and be more productive at work. One major problem is that establishing collaborative relationships between counselors and principals is difficult because many times principals determine counselor roles without understanding them (Dollarhide et al., 2007) which causes counselors to experience frustration, resentment, and burnout. Principals assign duties to counselors that are non-counseling related such as lunch duty, substituting for teachers, administering tests, which then detracts from counselors' abilities to complete their mandatory duties. Thus, counselors at times are seen as expendable rather than necessary due to role confusion and not being viewed as competent or able to do what they are trained to do, mostly because they have too many tasks to accomplish.

Armstrong et al., (2010) found that secondary school counselors had more negative perceptions of their administrators than did elementary school counselors and

saw their principal as being less supportive, less dependable, untrustworthy, and less predictive. Secondary school counselors were also found to be less satisfied with their roles and aspects of their jobs in comparison to elementary school counselors. Secondary school counselors play a pivotal role in preparing their students for college admissions exams, graduation, and post-secondary schooling, therefore, when they are unhappy at work and too overwhelmed it can be assumed that the students that they are serving are also suffering academically and personally. If counselors aren't able to focus primarily on helping them to achieve their goals, then the students are also not benefitting as they should be due to lack of counseling services and counselor availability.

Armstrong et al., (2010) also found that across the board in both elementary and secondary levels counselors did not feel that their principal sought after their opinions regarding issues relating to school functioning or curriculum and instruction. Ironically, counselors are supposed to be the liaisons between teachers, the community, and administrators regarding instruction and determining the methods that elicit the most positive student outcomes. Therefore, when principals don't seek counselors' input or feedback regarding instruction or issues impacting the school environment, counselors feel belittled and devalued. Additionally the researchers found that neither elementary or high school counselors felt that they were involved in the campus decision making process nor did they feel that their principals shared ideas or approaches that would improve the school environment, further diminishing their relationship, as well as, the counselors' ability to act as a key stakeholder. The researchers also found that in regards to training satisfaction, both elementary and high school counselors felt that their principals don't work collaboratively with them, didn't train them to understand how to

79

support principals, or train them regarding how much to disclose to principals regarding

student confidences (Armstrong et al., 2010).

Therefore, this study showed that the counselor/administrator relationship plays

an imminent role in both job satisfaction, job productivity, as well as, school success.

Therefore, in the future in order for counselors to feel empowered they need to assert

themselves, communicate effectively, collaborate with principals, teach principals about

their roles in order to clarify role confusion, and communicate the importance of their

role to principals so that their voices are heard, they experience less frustration and

greater job satisfaction, and so that counselors' have the ability to focus on what matters

most: the academic, personal, and social welfare of students.

Kolodinsky, Draves, Schroder, Lindsey, and Zlatev (2009) assessed the levels of

job satisfaction and job related frustration that school counselors experienced in Arizona.

They administered a survey to 155 Arizona school counselors. The researchers found

that although many counselors were satisfied at work and enjoyed interacting with

students the most, their dissatisfaction stemmed from working with administrators,

spending too much time on non-counseling related activities, responding to crises and

utilizing excessive time in providing system support (Kolodinsky et al., 2009).

Therefore, it can be assumed that counselors have the highest degree of career

satisfaction when they are doing what they love to do: working directly with students. In

contrast, they are the unhappiest when they are assigned non-counseling related activities

and have to work with their administrator because they feel misunderstood and many

times unsupported (Kolodinsky et al., 2009). Many of the counselors surveyed stated that

they felt overwhelmed by duties, that there was too much data entry and paperwork, and

lack of administrative respect for counselors and that administrators who are making

decisions are their behalf have little knowledge about their job and set unrealistic goals

(Kolodinsky et al., 2009). The findings in this study correlate with similar levels of

school counselor job satisfaction found in Baggerly and Osborn's (2006) study. Both

studies found that when counselors are doing what they enjoy and are focused on

counseling related duties they have higher job satisfaction and less emotional burnout.

This study is relevant since although counselors in elementary, middle, and high

school reported that they were satisfied overall, the majority stated that they most

frustrating aspect of their jobs were being assigned to non-counseling related activities,

feeling disrespected, and unsupported by their administrators. Therefore, it is critical that

counselors and principals alike work together to understand one another's needs,

responsibilities, and goals, have open lines of communication, collaborate regularly, and

mutually respect one another's roles in order for both to experience greater job

satisfaction and productivity.

Accountability in School Counseling

There has been an increased amount of attention on connecting and bridging

school counseling programs with student academic achievement in empirical research

(Isaacs, 2003). In the past, researchers measured inputs rather than student outcome or

changes (Isaacs, 2003). However, today school counseling programs and school

counselors are measured and assessed on their ability to determine their contribution

toward student achievement, particularly students' grade point averages, and school

reform. Counselors who use data and obtain feedback are less stressed, are more satisfied

at work, and are more committed, since they have empirical evidence that what they are doing is working and helping all students to achieve their academic potential (Isaacs, 2003). Moreover, evaluative information helps counselors recognize the areas in which students' skills need to be strengthened and the specific interventions to help students improve. Perhaps it can be assumed that school counselors who are accountable and use deliberate practice are more powerful, as they are knowledgeable about effective strategies to implement in order to raise student achievement and work to ensure students' personal success.

Accountability has become much more critical in recent years (Isaacs, 2003). Counselors are educators who implement training and skills in counseling, consultation, coordination, and curriculum development, in order to support the academic achievement of all students (Isaacs, 2003). Counselors who use deliberate practice and obtain feedback from students and parents are more likely to show that their services are beneficial and necessary, because they have data that proves that their interventions helped students' test scores to improve or graduation rates to increase (Isaacs, 2003). School counselors are the primary people responsible for being collaborators, leaders, and advocates whom reform student learning and achievement, particularly their grade point averages (Isaacs, 2003). Implementing a counseling program that is based on the ASCA National Standards can benefit the overall school environment and can raise student achievement.

In the article written by Isaacs (2003), the author discussed the role that data driven decision-making plays with regard to counselor competence and accountability. The article emphasizes the fact that when counselors and schools raise academic

standards, students raise their academic expectations, as well as, their grade point averages. Students who are administered formative and summative assessments on a regular basis have teachers who are aware of the areas in which they need to improve and revise their curriculum and teaching strategies to make these improvements. Additionally, when parents are informed of their children's test scores and progress, they are more likely to be involved in their academics. Therefore, accountability allows for schools to set standards of excellence and to provide the means to meet these standards which in turn enables students to become more empowered to achieve academic success.

Accountability has resulted from a lack of satisfactory achievement overall, particularly in the achievement gap (Isaacs, 2003). No Child Left Behind was passed so that all students regardless of their ethnicity or socioeconomic status would achieve at higher academic levels. This legislation lead the trend to increase accountability in schools so that all students would have equal opportunities to excel in school. The achievement gap between minority and majority students is seen in the differences in graduation rates as well as in the differences between scores on high school achievement and college entrance exams (Isaacs, 2003). The expectation is that counselors presently need to use data, deliberate practice, and assessment in order to improve student success and to motivate teachers to emphasize and encourage student achievement at higher levels. Accountability and data driven teaching and counseling modalities are at the core of the changes in the educational professions. Students' learning outcomes are the focus of the schools. Accountability has a 'show me' attitude that is used to answer questions regarding what changes individuals have contributed to students, teachers, and schools (Isaacs, 2003).

The use of standardized testing to measure student achievement in schools has become known as high stakes testing which focuses on data analysis and interventions that helps students' scores to increase over time. The focus on accountability for students and teachers has impacted the school counseling profession, as school counselors across the country have felt the need to prove themselves and their programs as worthy of retaining when sources are scarce (Studer & Allton, 1996). If school counselors don't utilize accountability measures, then school stakeholders don't have the accurate knowledge to evaluate the effectiveness and relevance of their roles and activities. This negatively impacts student achievement, particularly grade point averages, since stakeholders may not be aware of the pivotal role that counselors play in student success. Therefore, it is perhaps imperative that school counselors follow the ASCA national model and include assessment and evaluation in their programs so that students excel academically and have higher grade point averages. If they don't, school administrators may assign responsibilities to counselors and evaluate them on different standards and misperceptions rather than on data or empirical evidence of the objectives that have been achieved (Studer & Allton, 1996).

The ASCA National Standards (2003) were developed and promoted to provide a clear direction concerning the school counselor's role and to help assist in the planning, development, implementation, and evaluation of a comprehensive counseling program (Campbell & Dahir, 1997). There are nine national standards within three main areas that include academic, personal/social, and career domains. The standards provide counselors with a process and framework to help maximize the achievement of all students while recognizing the importance of integrating individual school needs and existing programs

(ASCA, 2003). States are being encouraged and assisted to develop accountability systems that create stakes to improve student achievement (Isaacs, 2003).

Accountability and measurement in education is meant to communicate information about problems or their solutions in making decisions about students' academic performance (Isaacs, 2003). If decisions are made based on empirical evidence, then it's advantageous for every school counselor to develop skills in collecting, analyzing, and evaluating data. Counselors must become data-driven and transform school programs into responsive interventions based on information (Isaacs, 2003). The use of data in making decisions means deliberate collection (identifying critical data to have and measure), analysis (with frequency that allows responsive changes in programs or interventions), data driven decisions (decisions that are made only after questions are answered with data to back up problem identification and intervention selection), and data based evaluation or accountability (Isaacs, 2003). Data assists counselors in framing questions about student performance, design, and the implementation of interventions.

To become accountable, counselors need to challenge resistance to change and systematically confront issues that prevent them from making data driven decisions about enhancing student outcome (Isaacs, 2003). Some school counselors fail to use data because they have doubts about using and applying the data within their field. For example, counselors may avoid using data, if they believe they lack skills, confidence, or motivation to change.   This has a detrimental effect on them personally and professionally, since they won't be able to justify the interventions that are using or be cognizant of the interventions that would be best to use and their levels of self-efficacy

will continue to decrease. In contrast, counselors who use accountability measures have the ability to demonstrate that their interventions and services do indeed help students to become more academically successful and are more confident, more motivated, and possess greater self-efficacy.

Studer and Sommers (2000) have identified three types of accountability for counselors, including (a) personnel, (b) program, and (c) results. The program and results domains focus on program effectiveness, improvement, and accountability. Counselors who have been moving toward an accountability based model can make immediate changes and uses for their findings. Data based research requires a researcher to be a part of their research, which helps them to enhance their professional development and identity. Counselors needs to identify problems and set goals for improvement, use deliberate practice and obtain feedback, develop a vision and goal that is synonymous with their school's vision, identify measurable changes, develop a research plan, implement the plan, collect and analyze data, and report results (Isaacs, 2003).

Counselors can use quantitative or qualitative measures to collect data. Interviews or surveys can be employed as instruments to collect data. An analysis of these results can be used to determine the interventions or services that are most beneficial to bring about the desired results, particularly in regards to student achievement. Counselors can disaggregate data based on race, gender, or age and comparisons can then be made between groups. The national standards provide counselors with a framework in which to operate and identify appropriate roles and interventions in order to determine problems that students may be having in school and solutions to those problems. Schools that have existing programs can link program

elements to student performance and evaluate the effectiveness of the counseling

program (Isaacs, 2003).

Conducting needs assessments, aligning school counseling programs with school

improvement goals, identifying achievement barriers while engaging and collaborating

with key stakeholders, will lead directly to higher student achievement; particularly

higher grade point averages (Isaacs, 2003). School counselors that participate in program

development and planning, assess their efforts as researchers, and are accountable for

student achievement, will be seen as pivotal players in the role of school reform (Studer

& Sommers, 2000). The consequence for school counselors who utilize data and

accountability measures as well as deliberate practice will be students who are more

motivated to work to their academic potential, have higher grade point averages, and

achieve their goals. Moreover, the counselors themselves will have more confidence,

will be more competent, and will be more committed and satisfied in their career.

Dr. Russell Sabella, a leading researcher on school counseling and using

technology to demonstrate accountability, has conducted numerous studies on the

importance for counselors to incorporate technology into their practices. Sabella believes

that in order for counselors to be accountable in the 21st century, they must be technology

and computer literate, gather and analyze data, and implement the data they receive

(Tyler & Sabella, 2004). Sabella (2007) has even developed computer software that

teaches counselors how to use Microsoft Excel in order to make their data an important

part of their school-counseling program.

Sabella, Poyton, and Isaacs (2010) conducted a study on school counselors

perceived importance of counseling technology competencies and found that technology

competencies relating to ethical standards and data management were rated as most important and found that competencies related to multimedia and web development as being least important (Sabella et al., 2010). The researchers also found that participants' age, level of practice, and position (graduate student or working counselor) didn't have any effect on the perceived importance of technological competencies. Thus, this study is significant in that participants' felt most strongly about the importance of demonstrating ethical behaviors and using data management to demonstrate accountability.

In 1996, Dr. Sabella wrote an article titled, 'Taking Your School's Temperature' which addressed that a school's climate has a direct impact on student achievement. Schools with a positive school environment welcome the participation of teachers, parents, and students, which helps to make the school successful (Sabella, 1996). Counselors can facilitate the process in bringing together key stakeholders within the school community in order to improve the school climate. Research has shown that productivity increases when all stakeholders are satisfied with the school and contribute to making improvements (Sabella, 1996). A positive school climate includes having strong and supportive leadership, effective school and community communication, openness to change, and awareness of external and internal influences (Sabella, 1996).

Additionally, positive school climates have been shown to improve staff efficacy. That is, schools who encourage the participation of all stakeholders (staff, teachers, administrators, students) have a more collegial atmosphere and have staff who feel better about themselves and their contributions since they feel validated and heard and are therefore more productive and satisfied at work (Sabella, 1996). Thus, due to the fact

that many students believe that school climate plays an integral role in their ability to achieve academic success, it would be advantageous for school counselors to collaborate and communicate with other stakeholders, take steps to improve their school climate, and encourage participation amongst teachers, parents, and community agencies, so that stakeholders feel more empowered and have enhanced levels of self-efficacy and that students feel supported, experience pride, and will be more likely to be academically and personally successful.

Although school counselors are encouraged to demonstrate accountability and use deliberate practice, little research has been done in the area of school counselor accountability or school counselor accountability measures (Topdemir, 2010). Edwards (2009) conducted a study, which assessed the extent to which counselors in Alabama engaged in accountability practice in alignment with the ASCA National Model. Edwards' results showed that 59% of school counselors did not participate in accountability measures (getting data and feedback). Forty-two percent of participants reported needing a training or workshop to increase their utilization of accountability practices. Some barriers to using accountability measures were the time required to implement accountability measures, counselors dislike of research, and concerns about any negative consequences if data didn't show positive results (Edwards, 2009; Topdemir, 2010). Research demonstrating how counselors are making a positive difference has primarily focused on comprehensive counseling programs and how they impact student academic success. Methods of reporting accountability have been described in literature (Dahir & Stone, 2009). However, there is still little known about what types and the frequency with which school counselors utilize accountability

measures and deliberate practice and how they influence perceived levels of counselor self-efficacy and student academic success. Edwards' (2009) study assessed the degree to which counselors utilize accountability measures, but her study focused solely on counselors from Alabama (Topdemir, 2010). One of the outcomes of Edwards' (2009) study is that districts need to train counselors to utilize accountability measures if they want their students to be academically successful (Topdemir, 2010).

Although solely being accountable doesn't make one an exceptional counselor, according to Loesch & Ritchie (2005), "all of the best school counselors are accountable and any school counselor who is accountable is, at the very least, a better school counselor (p. 126). The amount of stakeholder groups that counselors must be accountable to are increasing and it is sensible for all school counselors to be cognizant and to respond to this trend (Loesch & Ritchie, 2005).

Web-Based Surveys and Response Rates

In a study conducted by Mathai (2002), the researcher sent out a web-based survey to 517 state certified school counselors from across the nation. The researcher contacted and emailed 517 school counselors and had a survey response rate of 47% (Mathai, 2002). Thus, 243 of the 517 counselors responded to the web-based survey.

In another study conducted by Dollarhide & Lemberger (2006), the researchers conducted a national study and contacted ASCA in order to post a survey on various school- counseling listservs offered by ASCA. ASCA reported that there were 1,760 members who subscribed to these listservs. Approximately 210 members out of 1,760

members replied to their survey, which was posted for a month. Thus, Dollarhide & Lemberger (2006) had a response rate of 12%.

In a study conducted by Jacobson & Bauman (2007) the researchers conducted a web-based survey study on school counselors' responses to bullying incidents in the school setting. The researchers conducted a study on school counselors living in Arizona and emailed school counselors who had their email listed in the Arizona Department of Education guidance directory. There were 974 counselors who had their email addresses listed and 183 participants responded to the survey. Thus, Jacobson & Bauman (2007) had a response rate of 18.8%. Of the 183 participants, 26.4% were male (n=48) and 73.6% were female (n=134) (Jacobson & Bauman, 2007).

In a national study conducted by Diambra (2011) the researcher emailed 25,568 members of ASCA from each of the four regions. The study asked participants questions regarding counseling duties and accountability. The response rate was 10.7% and there were 3374 viable responses out of a total of 5878 responses. Diambra (2011) stated that some of the respondents who completed the survey stated that they weren't the intended office or were no longer working counselors, which decreased the response rate further.

In a study conducted by Steen, Bauman, & Smith (2007) the researchers sent out a web-based survey to 8,038 members of ASCA whose e-mails were listed in the member directory. The topic of the survey was on professional school counselors and their practice of group work. 802 school counselors out of 8,038 members responded to the survey thus the researchers response rate was approximately 10% (Steen et al., 2007).

Research has shown that there are several benefits of using Internet surveys rather than traditional survey methods even though Internet surveys may have lower response

rates (Dillman, 2000). However, Internet surveys require minimal expense, have less time commitment, simplify data entry, and are relatively simple to execute (Dillman, 2000).

Summary

It is essential for school counselors to be aware of the population that they serve. School counselors are in the unique position to transform schools, advocate for students, become leaders, collaborators, and change agents (ASCA, 2003). In order to establish counselors as respected professionals, counselors must be data-driven and use empirically based interventions that have been found to be effective with their students. Counselors need to be accountable for their actions and the services that they provide

It can be assumed that counselors who used deliberate practice and engaged in action research were more confident, had higher self-efficacy, were more efficient at work, more self and other aware, had students with higher grade point averages, more motivated, in tune with academia, personally and professionally successful, utilized accountability measures, and established themselves as key players in the reform of schools and the overall counseling profession. In addition, studies that validated and substantiated the effectiveness of using deliberate practice and enhancing levels of self-efficacy are presented. A clear statement of the concepts and assumptions underlying the problem being investigated are discussed, and several predictions that were consistent with the hypotheses and assumptions were offered. A discussion about web-based surveys and responses rates are also included.

92

Chapter 3 will focus on the design of the study and the methodologies used to assess, measure, and analyze data collected.

CHAPTER 3

Methods

Organization of the Present Chapter

This chapter includes the design of the study, significance of threats to external

and internal validity of the design, a presentation of the formal hypotheses, a description

of the sample, the instruments used, the data collection procedures, the statistical

analysis, a statement of the methodological assumptions regarding instruments, the

sample, and data collection procedures, as well as, a summary of the chapter and

introduction of the next chapter.

Discussion of Logic, Structure, and Design of Study

The basic design of this study was a quantitative study using survey methodology.

The PI sent out a national web-based survey to all ASCA members. The survey consisted

of five components. The survey was titled 'Deliberate Practice and Accountability

Measures: Impact on Perceived Levels of Self-Efficacy and Student Outcomes.'   The

abridged title of this survey was School Counselor Self-Assessment (SCSA). The

population in this study was 24,568 in-service school counselors from the Northern

Atlantic, Southern, Mid-Western, and Western regions who were members of the

American School Counseling Association. The PI utilized the ASCA member directory

and Listserv to email participants a thirty-four question survey regarding demographic

information accountability measures and the ASCA National Model, deliberate practice,

94

self-efficacy, and counselor perceptions regarding the impact that they believe their counseling services had on student outcomes (academic success). Results enabled the PI to assess the frequency and degree to which in-service school counselors' utilized deliberate practice and accountability measures and how they influenced levels of self-efficacy and student outcomes (academic success) and if they were a function of experience and ASCA National Model use.

Participants submitted their responses electronically. All participants completed the same survey and outcomes were compared and analyzed. Creswell (2003) asserted that quantitative research is viewed as confirmatory and deductive in nature. According to Johnson and Onwuegbuzie (2004), "The major characteristics of traditional quantitative research are a focus on deduction, confirmation, theory/hypothesis testing, explanation, prediction, standardized data collection, and statistical analysis" (p. 18).The goal of the study was to determine the extent to which the ASCA school counselor standards of practice (ie. accountability measures, following the ASCA National Model, using deliberate practice) impact perceived levels of counselor self-efficacy and perceived levels of student academic success.

Prior to e-mailing the survey to ASCA members, the researcher conducted a pilot study consisting of two components. The first component included a critical review of the survey by six working school counselors with expertise with the ASCA National Model. The counselors critiqued and provided feedback regarding the degree to which the questions accurately reflected the purpose of the study, and identified errors of omission and commission. The PI made recommended revisions to the survey based on the feedback of these experts prior to emailing the survey to the national sample.

95

The second component of the pilot study consisted of e-mailing the survey to 1,000 participants on January 25, 2012. The PI utilized the ASCA e-mail listserv and emailed the first 1,000 participants via copy and pasting their emails into Survey Monkey ® as they were in random order and not divided into different regions. The PI initially expected that at least 100 (10%) would respond. However, five days after the survey was sent out, only 56 participants had responded. Therefore, on January 30, 2012 the PI chose to email 500 more participants. The PI utilized the ASCA e-mail listserv and emailed the next 500 participants in consecutive order and copy and pasted their emails into Survey Monkey and sent them the survey. On January 30, 2012, the PI sent out email reminders to all 1,500 participants to remind them to complete the survey if they hadn't done so. One week later, on February 6, 2012, 109 participants had completed the survey, and the PI sent out another reminder email to all 1,500 participants asking them to complete the survey (if they hadn't done so) by February 9th, 2012 the closing date for the pilot study survey. By February 9, 2012, 174 participants completed the survey. Reminder emails were sent out in hopes of improving the response rate. Sending out reminder emails, helped to increase the response rate from 56 to 174 ASCA members or 6% of the sample. Thus, 174 of the 1,500 ASCA members (11.6%) responded to the pilot study. Once participants responded, the PI conducted analyses and made necessary changes prior to sending the survey out to the remaining 23,068 ASCA members. The 174 counselors' responses to the pilot study were not included in the national survey and were only used to assess the reliability of the constructs in the pilot study.

Appropriateness of Design

A survey methodology was deemed an appropriate methodological approach to investigate the research questions. The approach enabled the researcher to assess the level and frequency of implementation of the ASCA practice standards between school counselors who received formal training regarding the ASCA practice standards and those who did not receive training across the various domains (deliberate practice and accountability measures and how they influenced student outcomes and levels of self-efficacy) using a multivariate analysis of variance strategy. Although participants weren't assigned to levels of the independent variables, quasi-causal inferences were made provided results are statistically significant at the .05 confidence level. An experimental design was not appropriate for the study since participants could not be randomly assigned in that the PI could not control which participants receive training on the ASCA practice standards. That is, the PI couldn't physically control whether or not participants received training on the ASCA practice standards nor did the PI have control over the years of experience the participants' had as working school counselors.

Presentation of Formal Hypotheses

The primary objective was to determine the relationship between the implementation of the ASCA Model and training. It was hypothesized that counselors who received formal training in the ASCA principles were significantly more likely to implement deliberate practice and accountability measures compared to counselors who did not receive training. The secondary objective was to determine the relationship

between years of experience and implementation of the ASCA Model. That is, counselors' years of experience was significantly and inversely associated with their reported level of implementation of the ASCA Model. The third objective was to determine the relationship between the implementation of deliberate practice, accountability measures, and perceived levels of counselor self-efficacy. It was hypothesized that counselors' who implemented deliberate practice and accountability measures reported higher levels of perceived self-efficacy in comparison to counselors who did not use the ASCA principles. The fourth objective was to determine the relationship between the implementation of deliberate practice, accountability measures, and perceived levels of students' academic success. It was hypothesized that school counselors who utilized ASCA principles reported that their students attained higher degrees of academic success compared to counselors who did not implement ASCA principles.

H1_0: There is not a strong and positive relationship between formal ASCA training and likelihood of implementing deliberate practice and accountability measures.

H2_0: There is a significant and positive relationship associated between counselors' years of experience and their reported level of implementation of the ASCA model (accountability measures and deliberate practice).

H3_0: There is a significant negative relationship between the level of implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy.

H4$_0$: There is a significant negative relationship between the level of implementation of deliberate practice and accountability measures on perceived levels of students' academic success.

The following alternative hypotheses reflect expected findings.

H1: There's a direct and positive relationship between counselors who received formal training in the ASCA principles and use of deliberate practice and accountability measures. That is, counselors who received formal training in ASCA principles were significantly more likely to utilize ASCA principles in comparison to counselors who did not received formal training.

H2: There is an inverse relationship between years of experience and reported level of implementation of the ASCA Model (accountability measures and deliberate practice). That is counselors who had been working for longer periods of time, were significantly less likely to implement this model in comparison to counselors who had working for shorter periods of time.

H3: There is a significant positive relationship between the level of implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy. That is, school counselors who utilized ASCA principles (deliberate practice and accountability measures) reported higher levels of perceived self-efficacy in comparison to counselors who did not use the ASCA principles.

H4: There is a significant positive relationship between level of implementation of deliberate practice and accountability measures on perceived levels of student academic success. That is, school counselors who utilized ASCA principles

(deliberate practice and accountability measures) perceived and reported that their students attained higher levels of academic success compared to counselors who did not implement ASCA principles.

Description of Sample

The PI conducted a national survey. Participants in this study were composed of school counselors within the Northern Atlantic, Southern, Mid-Western, and Western region of the United States. There were a total of 23,068 possible participants in this study. All of the participants were chosen using the ASCA member directory and Listserv that disclosed the e-mail addresses of working school counselors who are members of the American School Counselor Association. Possible participants' ages ranged from 20-65+ and the study was composed of male (16.3%) and female (83.7%) subjects who either worked in the elementary (27%), middle (20.7%), and high school level (37.3%). The ethnicities of participants included Black/African American (8.4%), White/ Caucasian (81.1%),Hispanic or Latino, Asian (4.3%),Native American (.7%), Hawaiian or Pacific Islander (.5%), or Other (1.1%). The subjects had varying levels of work experience and had differing perceptions regarding the importance of using deliberate practice and accountability measures and how both variables impacted student outcomes (academic success) and levels of perceived self-efficacy.

Survey

A web-based survey was created via Survey Monkey and sent out to potential participants in this study. Web-based surveys are becoming widely used in both social

science and educational research (Solomon, 2001). Researchers have found that response representativeness is more important than response rate in survey research. However, response rate is important if it impacts representativeness (Cook, Heath, & Thompson, 2000).Therefore, both entities need to be taken into account when conducting web-based surveys. It has been found that response rates doubled when follow-up reminders are sent out (Cook et al., 2000). Thus, in addition to sending out a cover letter prior to e-mailing the survey in order to alert participants that they were receiving a survey, the PI sent out follow up emails to increase response rate, as well as, to remind participants to complete the survey at their earliest convenience. Further it has been found that differences in questionnaire layout have been acknowledged to effect responses and response rates (Dillman, Sinclair, & Clark, 1993). This web-survey had a paging design which involved having separate pages with a submit button at the end of the survey. The PI chose a paging design because they took less time to complete in comparison to the scrolling design and they also reduced errors of commission (inapplicable questions based on previous responses (Peytchev et al., 2006).

Prior to carrying out the study, a two-phase pilot study was conducted. The first phase consisted of e-mailing the survey to six working school counselors who had expertise in the ASCA National Model. They read and reviewed questions for face validity, assessed the degree to which the questions reflected the purpose of the study, identified for errors of omission and commission (questions that are irrelevant/redundant or questions that are necessary and missing), as well as, critiqued the clarity and comprehensiveness of the questions.

Based upon the feedback received from these counselors who had expertise regarding the ASCA Model, changes to the survey were made prior to sending the survey out to the 1,500 participants who would potentially participate in the second phase of the pilot study. The changes were predominantly technical rather than content based. For instance, some grammatical changes were made (capitalizing Likert Scale), a few changes were made to the wording of some stem questions, certain questions were combined together, and a few changes were made regarding the formatting of some questions so that they appeared more aligned in the survey. The six expert counselors, failed to identify any errors of omission or commission therefore, the survey questions' contents remained the same and no other survey questions were added or deleted.

The second phase of the pilot study initially consisted of e-mailing the survey to 1,000 participants on January 25, 2012. The purpose of the second phase of the pilot study was to conduct a reliability analysis to measure the reliability coefficient of the survey. The ASCA e-mail listserv was used and 1,000 randomly selected ASCA members were invited to the complete the survey using Survey Monkey®. Although it was expected that at least 100 (10%) would respond, five days after the survey was sent out, only 56 participants had responded. Therefore, on January 30, 2012, 500 additional members were invited to participate following the same procedures that were used for the first 1,000 participants. On January 30, 2012,reminder emails were sent to all 1,500 participants again asking them to complete the survey if they hadn't already done so. One week later, on February 6, 2012,109 participants had completed the survey, and the PI sent out a second reminder email to all 1,500 participants asking them to complete the survey (if they hadn't done so) by February 9th, 2012 the closing date for the pilot study

survey. By February 9, 2012, 174 respondents had initiated completing the survey.

Sending out reminder emails helped to increase the response rate by 6%. The only

domain within the survey that had been utilized before is the self-efficacy scale, which

has a reliability coefficient of .78 (Goldberg, 2000).

This was a national study that assessed the frequency and implementation of the

ASCA domains (deliberate practice, accountability measures) and the way in which those

two entities impacted perceived levels of counselor self-efficacy, as well as, the impact of

counselor services on student outcomes. The instrument used is composed of one survey,

which addresses five different topics including demographic information, use of

accountability measures, use of deliberate practice, levels of perceived self-efficacy, and

the degree to which counseling services were believed to impact student academic

success. The survey was titled, 'Deliberate Practice and Accountability Measures:

Impact on Perceived Levels of Self-Efficacy and Student Outcomes.'   The abridged title

of this survey was School Counselor Self Assessment (SCSA). There were a total of 34

questions. Each of the domains contained in the survey were developed by the PI, with

the exception of the Self-Efficacy Scale, which was developed by Goldberg (2000). It

was assumed that the survey would take approximately 30 minutes to complete. The PI

asked participants who completed the pilot studies to disclose the time it took them to

complete the measure so that if questions needed to be omitted before the survey was sent

out to all ASCA participants to make the survey shorter, they would be.

The first fifteen questions addressed the demographic information of potential

respondents, including reporting their age, whether or not they were currently employed,

whether or not they had received formal ASCA training, gender, ethnicity, years of

professional school counselor experience, grade levels in which they worked (elementary, middle, high school, K-12), region in which they lived, socio-economic status of their school, and percentage of time they spend doing various counseling activities. The information on respondents' ethnicity was obtained based upon the standards established by the Office of Management and Budget and implemented by the U.S. Census Bureau's Racial and Ethnic Classifications in Census 2000 and Beyond (U.S. Census Bureau, 2000). The racial categories that were used in current surveys and other data collections included American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White. Participants were asked to delineate their years of work experience which were grouped into the following categories: 1-5 years, 6-10 years, 11-15 years, and 16+, which was based upon the School Counselor Multicultural Self-Efficacy Scale (SCMES) (Holcomb-McCoy, Harris, Hines, & Johnston, 2008).

Questions 16 through 22, consisted of items that assessed participants' frequency and degree of use of accountability measures and deliberate practice and how those entities influenced perceived levels of self-efficacy and student outcomes; particularly academic success. Questions 23 through 27 discussed whether or not counselors had a written mission or philosophy statement and whether or not they implemented it. Question 28 was divided into ten different parts that assessed participants' perceived levels of self-efficacy. The Self-Efficacy scale used in this study was developed by Goldberg (2000) and was drawn from the International Personality Item Pool (IPIP) website, which was intended as an international effort to develop and continually refine a set of personality inventories, whose items are in the public domain, and whose scales

can be used for both scientific and commercial purposes. The Self-Efficacy scale was part of the NEO group of measures that have been empirically tested to determine reliability. All measures were free and researchers do not need special permission to use. Respondents assessed their perceived levels of self-efficacy using a Likert scale in which 1= Always, 2= Frequently, 3=Sometimes, 4=Rarely and 5=Never.

Questions 29 through 34 addressed the degree to which counselors' believed that their services benefitted and impacted student outcomes; particularly their academic success. There were a total of 34 questions on the survey. Participants had an opportunity to enter their email addresses upon completion of the survey, if they would have liked to have been considered for the computer generated drawing in which they could possibly have won a fifty dollar Visa gift card. Questions from each of the five topics were randomly ordered in Survey Monkey. Four fifty-dollar gift cards were auctioned off as an incentive for participants upon completion of the survey. No other instruments were used.

Questions 16-22asked respondents to use a Likert scale to report their frequency of use of the ASCA practice standards where 1-Rarely, 2-Seldomly, 3-Sometimes, 4-Frequently 5-Almost Always. Questions 29 through 34were composed of statements reflecting a Likert scale rating regarding the degree of agreement to which counselors believed their services impacted student academic success where 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree. Participants were allowed to enter their email address upon completion of the survey as four fifty-dollar gift cards were auctioned off as a monetary incentive to randomly chosen participants.

Data Collection and Procedure

An electronic survey composed of 34-questions created on Survey Monkey ® was preceded by a pilot study that included two phases. The first phase used six expert counselors who provided feedback regarding the clarity, comprehensiveness, and relevance of questions asked. The second phase of the pilot study consisted of piloting the survey on a sample of 1,500 ASCA members

Once the survey was corrected based upon feedback from respondents who completed the pilot study, the PI emailed the national survey to the remaining school counselors from the North Atlantic, Southern, Mid-Western, and Western regions that were members of the American School Counselor Association. A total of 23,068 ASCA members received the survey. The PI retrieved the email addresses of participants using the ASCA member directory Listserv. Respondents completed the survey (composed of five domains) utilizing Survey Monkey ®**.** Upon receipt of the completed surveys, the PI analyzed the results, reported the findings, and developed recommendations for counselor practice and future research.

Based upon previous web-based surveys conducted, the web-based survey to 23, 068 members of ASCA and anticipated a response rate between 10% and 15%.

Data Analysis

In regards to analyzing H1: The relationship between receipt of formal ASCA training and the implementation of the ASCA Model, a Multiple Analysis of Covariance (MANCOVA) was conducted. MANCOVA is an extension of an ANCOVA and used when there is more than one dependent variable and where the dependent variables

cannot be combined easily. The dependent variables were deliberate practice and accountability measures. The independent variable was receipt of formal training in ASCA Model. The covariate was years of experience, which allowed the residual effects and relationship between training and implementation of the ASCA Model to be assessed while controlling for years of experience.

In regards to analyzing H2: The relationship between years of experience and implementation of the ASCA model, Pearson Product correlations, among years of experience, use of deliberate practice, and accountability measures were calculated. Pearson Moment correlations were used to measure the strength of linear dependence between three variables (years of experience, use of deliberate practice, and accountability measures).

In regards to analyzing H3: To examine the relationship of implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy, Linear Regression analysis was performed. The dependent variable was perceived levels of counselor self-efficacy. The predictors were deliberate practice and accountability measures. The covariates were years of experience and formal training in the ASCA Model. Therefore, in order to assess the relationship between the implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy, years of experience and formal training in the ASCA Model were held constant in order to examine the residual effects between use of deliberate practice and accountability measures on perceived levels of counselor self-efficacy.

In regards to analyzing H4: The relationship between level of implementation of deliberate practice and accountability measures on perceived levels of students' academic

107

success, Linear Regression analyses were performed. The dependent variable was perceived level of student academic success and the predictors were deliberate practice and accountability measures. The covariates were experience and receipt of formal training in the ASCA Model. Therefore, in order to assess the relationship between the implementation of deliberate practice and accountability measures on perceived levels' of students' academic success, years of experience and receipt of formal training in the ASCA Model were again held constant so that the residual effects of the relationship between the use of deliberate practice and accountability measures on perceived level of students' academic success could be examined.

Ethical Considerations

Ethical standards for this study were followed, as the individuals participating in the study did so voluntarily and provided data that was accurate and honest. In addition, each participant followed directions for the self-assessment instruments used for data collection. Moreover, the surveys completed by respondents accurately reflected their opinion. Finally, in order to have ensured ethics and the safety of all participants, prior to participants completing the survey, all study processes and procedures were reviewed and approved by the USF Institutional Review Board.

Confidentiality

No individually identifiable information was disclosed or published, and all results were presented as aggregate, summary data. The information was kept confidential and secure by design. All aggregate data will be stored in a secured file for a

minimum of five years and then permanently destroyed. If any content is published, it will only be done so for scientific purposes. That is, data was used to further the cause of science rather than for personal reasons.

Informed Consent

Respondents' participation in the survey was strictly voluntary and did not present any risks or benefits resulting from their participation. The informed consent form was used to provide information concerning the rationale for the study and the participants' role in the study. The informed consent form contained a statement that participation in the study is strictly voluntary and confidential. In addition, the participants chose to decline or complete the study at any time and confirmed that they were at least 18 years of age. The letter of intent detailed the construct of the study; informed the participants that there were no risks resulting from their participation in the study, and assured respondents confidentiality regarding their involvement in the study.

Voluntary Participation. Participation was voluntarily and refusal to participate involved no penalty or loss of benefits.

Risks and Benefits. There were no physical risks for being in the study. There were some benefits in regards to participating in this study, in that it may have helped to increase further research on the topic. It also may have enlightened and reminded participants' of the importance of using of deliberate practice and accountability measures and how doing so enhances levels of perceived self-efficacy, which positively impacts student outcomes.

Summary

This survey study was designed to explore the effects of using deliberate practice and accountability measures on perceived levels of school counselor self-efficacy and perceived student outcomes; particularly academic success. This chapter described the research methodology that was used to accomplish this purpose. Additionally, this chapter also described the participants, instrumentation, study validity, data collection procedures, and data interpretation/analysis. Finally, ethical considerations were addressed to ensure confidentiality and protection of participants.

Chapter 4 included a description of the demographic profile of the participants, the data analysis procedures, and the results of the study as they pertain to the hypotheses and research questions. Chapter 5 discussed an overview of the study, summary, discussion of findings, limitations of the study suggestions for future research, implications of the findings, and final conclusions.

CHAPTER 4

Results

Organization of the Present Chapter

This chapter includes the results from the pilot study, which included two components, administering the survey to six counselors who had expert knowledge regarding the ASCA model, as well as, to 1,500 randomly selected ASCA members in order to assess the reliability of the study. Also discussed were the results from national study sent out to the remaining 23,068 participants.

Pilot Study Overview

A two-phase pilot study of the survey was conducted prior to its use. The purpose of the first phase of the pilot study was to address the clarity and comprehensiveness of the survey questions, as well as, to address any errors of omission or commission. Upon receipt of feedback from the six expert reviewers, the majority of changes made to the survey were technical (grammatical and syntax related) rather than content based. The feedback that the PI received regarding the clarity and comprehensiveness was very positive and the expert reviewers reported that the questions were concise and understandable. Once all of the initial necessary changes were made, the second phase of the pilot study was initiated.

The second phase of the pilot study initially consisted of e-mailing the survey to 1,000 participants on January 25, 2012. The PI utilized the ASCA e-mail listserv and

emailed the first 1,000 participants via copy and pasting their emails into Survey Monkey as they were in random order and not divided into different regions. The PI initially expected that at least 100 (10%) would respond. However, five days after the survey was sent out, only 56 participants had responded. Therefore, on January 30, 2012 the PI chose to email 500 more participants. The PI utilized the ASCA e-mail listserv and emailed the next 500 participants in consecutive order and copy and pasted their emails into Survey Monkey and sent them the survey. On January 30, 2012, the PI sent out email reminders to all 1,500 participants to remind them to complete the survey if they hadn't done so. One week later, on February 6, 2012, 109 participants had completed the survey, and the PI sent out another reminder email to all 1,500 participants asking them to complete the survey (if they hadn't done so) by February 9th, 2012 the closing date for the pilot study survey. By February 9, 2012, 174 participants completed the survey. Reminder emails were sent out in hopes of improving the response rate. Sending out reminder emails, helped to increase the response rate from 56 to 174 ASCA members or 6% of the sample. Thus, 174 of the 1,500 ASCA members (11.6%) responded to the pilot study. Once participants had responded, the PI conducted analyses and made necessary changes prior to sending the survey out to the remaining 23,568 ASCA members.

Pilot Study Results

Conducting the pilot study was beneficial and imperative for several reasons. The PI learned that there was too much missing data to accurately assess the reliability of the measure. Therefore, prior to administering the survey to the national sample of 23,068

school counselors, the PI revised the survey requiring all questions to be mandatorily answered by respondents before they could progress to the next survey question and minimizing the skip logic in order to eliminate missing data from confounding and limiting the outcome of the study. This strategy proved generally effective although it was subsequently learned that respondents were still permitted to skip some questions as a result of the skip logic incorporated into the survey.

The results from the pilot study revealed that there were issues with the exportation of the data. There were two older questions (one regarding academic performance and another regarding facilitation of counseling groups) that were hidden rather than deleted, which skewed the analyses of the data since they showed up on the Excel sheet as still being existing questions, even though they were hidden on the survey. Therefore, the analyses had to be re-run and the survey needed to be revamped (delete old questions) to ensure that all questions were properly aligned with SPSS in order to get a more accurate reliability assessment of the survey.

Initially, when the PI first analyzed the data it was in text format rather than numerical format. Thus, in order to fix issues with exportation, the PI had to change the analysis to numerical form (which Survey Monkey does automatically) so that the text were changed to and reflected the numbers on the Likert Scales that were used in the survey.

Further, the PI learned that she needed to make changes to the survey's cover letter that was sent to all participants. The cover letter was included in the survey and was sent to participants in order to raise their awareness regarding the topics being addressed in the survey. The PI made revisions to the cover letter including that all

questions must be answered, since this is a Doctoral dissertation study and missing data will prevent the PI from computing data accurately. Thus, participants were required to answer all questions or else they wouldn't be able to move forward in the survey. Participants were requested to make an educated guess if they were unsure about answering a question.

The reliability of the (SCSA) was examined, once the pilot study was completed. The scales used in this survey (SCSA) were assessed of five different constructs (demographics, accountability measures, deliberate practice, self-efficacy, and counselor perceptions). Therefore, the reliability of the different constructs was assessed separately. All measures were scored via averages except or the Self-Efficacy Scale, which was scored via summing.

The reliability for the 27-item Accountability Measure Scale was assessed. However, one item regarding data gathering was removed due to missing data, which reduced the scale to 26-items. 99 out of 174 people completed all 26-items on the Accountability Measures Scale. The response rate for this scale was 57%. The Cronbach's alpha of the Accountability Measures Scale was .91, which indicates a strong reliability coefficient. The general convention in research has been prescribed by Nunnally and Bernstein (1994) who state that one should strive for reliability values of .70 or higher. The mean score was 3.69. The minimum score was 2.37 and the maximum item means was 4.64, therefore, the scores were in the middle and did not appear to have a floor or ceiling effect (scores that are too low or too high). The theoretical values ranged from 1 to 5. Since the Cronbach's alpha was .907, it can be assumed that this measure had a strong reliability.

The reliability for the Deliberate Practice Scale was also estimated. Out of 174 people who started this construct, only 75 completed all 13-items. Thus, the response rate for this scale was 43%. The Cronbach's Alpha was .86. The mean score was 3.28 (the minimum score was 1.77 and the maximum score was 4.62. Because the mean was 3.28 there was no floor or ceiling effect (scores that are too high or too low). The theoretical values ranged from 1 to 5. Given the Cronbach's Alpha was .86 (which is over .70) it can be assumed that this construct had a strong reliability.

Additionally, the PI ran the reliability for the Self-Efficacy Scale. This scale was composed of 10-items and was scored via summing. Out of 174 people, 23 participants completed all 10-items on this scale. Thus, the response rate for this scale was 13%. The Cronbach's alpha for this scale was .40. The mean score was 29.04 (the minimum score was 24.00 and the maximum score was 33.00). The theoretical values ranged from 10 to 50. Because the Cronbach's alpha was only .40 (either due to 87% of missing data or a poorly constructed scale) it can be assumed that this scale had a poor reliability in comparison to the other three constructs (Accountability Measures, Deliberate Practice, and Counselor Perceptions).

Further, the PI assessed the reliability for the Counselor Perceptions Scale. Out of 174 participants, only 2 participants completed all 27-items on this scale. The response rate for this scale was 1%. Thus, due to the extremely high level of missing data, the reliability of this sale could not be estimated.

Thus, the pilot study was beneficial as it identified problems associated with the issue of missing data. This information was used to construct and design the survey for

the national study in a way attempted to reduce large amounts of missing data. The pilot

results revealed that two of the four scales had strong reliability with Cronbach alphas

ranging from .85 to .90, one scale had a questionable reliability (Self-Efficacy Scale) and

one scale's reliability (Counselor Perception Scale) could not be estimated. The alphas

for the factors are presented in Table 1.

Table 1

Cronbach's Alpha Statistics for the Various Scale

Measure	# Items	# Resp.	Alpha	Scoring
Deliberate Practice	13	75	.85	Average
Accountability Measures	26	99	.90	Average
Self-efficacy	10	23	.40	Sum
Counselor Perceptions	27	2	N/A	Average

The descriptives for the key variables can be found in Table 2.

Table 2

Descriptive Statistics for the Primary Variables (N = 174)

	Min	Max	Mean	*SD*
Deliberate Practice	1.77	4.62	3.28	.56
Accountability Measures	2.37	4.63	3.68	1.91
Self-efficacy	24.00	33.00	29.04	2.26
Counselor Perceptions	2.17	5.00	3.42	.97

Note.SD = Standard Deviation, Min = Minimum, Max. = Maximum.

Thus, none of the constructs appeared to have a floor or ceiling effect, as none of the means were extremely high or low.

Overview of National Study

The survey was sent out on February 10, 2012 to all 23,068. ASCA participants. A reminder e-mail was sent out 10 days later to all participants who had not yet completed the survey. A second and final reminder was e-mailed 10 days after the first asking potential participants to complete the survey if they had not yet done so. Of the 1,753 counselors who initiated a survey response, 17% reported that they were not working as school counselors and were therefore ineligible to participate in the study. Based on this it was assumed that 17% of the non-respondents (21,315) were also not likely to be working as school counselors making the denominator for calculating the response rate 17,691 rather than 21,315. Given 1,084 counselors completed the entire survey, the adjusted response rate was 6.1% and the unadjusted response rate was 4.7%.

The sample size of this study was 1,084 participants, since 1,084 participants completed all 34 questions in the survey. Although 1,753 participants started the survey, the length of the survey and difficulty answering questions reduced the sample size to 1,084 since 669 participants opted out and exited the survey prior to completing it. Additionally, several respondents omitted some of the key terms related to self-efficacy and other items and therefore their data could not be used.

Results of Research Questions

The following research questions guided this study:

RQ1: Are counselors who receive formal training regarding ASCA principles more likely to implement deliberate practice and accountability measures compared to counselors who have not received formal training?

RQ2: What is the relationship between counselors' years of work experience and their reported level of implementation of the ASCA Model?

RQ3: What is the relationship between the level of the implementation of deliberate practice and accountability measures and perceived levels of counselor self-efficacy?

RQ4: What is the relationship between the level of the implementation of deliberate practice and accountability measures and perceived levels of students' academic success? The research question and corresponding hypotheses were explored quantitatively using SPSS, version 18 and Pearson correlations, MANCOVA, and multiple linear regression. The results of the analysis are summarized below.

Data Preparation

Although 1,753 participants entered the survey, when asked, "Do you agree to participate in this study?" 24 participants did not provide informed consent. This decreased the sample to 1,719. The next questions asked "Are you currently a working school counselor?" Three hundred four participants indicated they were not currently working as a school counselor and as such, they were told they were not eligible for the study. This decreased the sample size to 1,337. A total of 1,084 respondents completed all questions and these data were used in all subsequent analyses.

118

Participants

A total of 1,084 participants completed the survey. Table 3 shows the frequency and percentages for various demographic factors and nominal-response questions. Age varied and ranged from 20-65+ years of age. Additional information and descriptives for the participants' demographic characteristics can be found in Table 3.

The majority of respondents to this survey were female (83.7%), Caucasian (81.1%) and ranged from 25-29(14.9%) years of age. Fifty-five percent of the respondents reported that their school received Title I funding. There was an ample variability regarding respondent work setting as 37.5% reported working in a suburban school setting, 22% in urban settings, 31.5% reported working in rural settings, 6.6% worked in 'other' settings, and the remaining 2.2% worked in Charter school settings. 38.6% of the participants indicated that they had experience working outside of the school setting and 37.3% of respondents reported working at the high school level, 27% worked at the elementary school level, 20.7% worked at the middle school level, and 15% worked in 'other' levels. The plurality of respondents (34.1%) resided in the Southern region.

In regards to respondents' knowledge of the ASCA Model, 81% reported having received formal training on the ASCA National Model. 63.1% of the respondents received formal training regarding ASCA as a part of their graduate program. Overall, 76.9% of the respondents indicated that they had attended workshops that addressed the ASCA National Model.

Table 3

Participant Demographic and School Experience Variable Characteristics

Characteristic	*N*	*%*
Age		
20-24	16	1.5
25-29	161	14.9
30-34	147	13.6
35-39	119	11.0
40-44	154	14.2
45-49	117	10.8
50-54	141	13.0
55-59	144	13.3
60-64	75	6.9
65 + years old	10	.9
Total	1,084	100.0
Ethnicity		
American Indian	8	.7
Asian	19	1.8
Black	91	8.4
Hispanic	47	4.3
White	879	81.1
Pacific Islander	5	.5
One or more races	23	2.1
Other	12	1.1
Total	1,084	100.0
Gender		
Male	177	16.3
Female	907	83.7
Total	1,084	100.0
Type of school you are working at:		
Urban	239	22.0
Rural	342	31.5
Suburban	407	37.5
Charter	24	2.2
Other	72	6.6
Total	1,084	100.0

Table 3 *(cont'd)*

Participant Demographic and School Experience Variable Characteristics

Characteristic	*N*	*%*
Formal training regarding the ASCA National Model		
No	202	18.7
Yes	880	81.3
Total	1,082	100.0
Formal training regarding ASCA as a part of your graduate program?		
Yes	675	63.1
No	395	36.9
Total	1,070	100.0
Attended workshops or conferences that addressed the		
ASCA National Model		
Yes	831	76.9
No	250	23.1
Total	1,081	100.0
Does your school receive Title 1 funding?		
Yes	592	55.2
No	480	44.8
Total	1,072	100.0
Other counseling experience outside of the school setting		
Yes	418	38.6
No	666	61.4
Total	1,084	100.0
Grade levels to which you are assigned		
Elementary	293	27.0
Middle	224	20.7
High school	404	37.3
Other	163	15.0
Total	1,084	100.0
Region you work in		
North Atlantic	265	24.4
Southern	370	34.1
Midwestern	182	16.8
Western	207	19.1
Other	60	5.5
Total	1,084	100.0

Table 4 contains the descriptive statistics (years of counseling experience outside of school setting and percentage of time spent completing counseling services) for the interval level variables. The average number of years counselors had outside of the school setting was 6.17. 20.7% of counselors spent most of their time on conducting individual, small group, or peer crisis counseling sessions. Approximately 15.2% of counselors' time was spent on individual student planning, appraisal, and advisement. Approximately 14.1% of counselors' time was spent on conducting classroom presentations and workshops. Counselors' spent an average of 12.7% of their time on consulting, collaborating, and teaming with other school stakeholders. Approximately 10% of counselors' time was spent on monitoring student progress, evaluating student success, and on data analysis. Approximately 9.8% of counselors' time was spent on helping students with career and college planning, as well as, 9.0% of counselors' time was spent on course selection and scheduling. Approximately 5.0% of counselors' time was spent on making school or agency wide referrals and 3.4% of counselors' time was spent on 'other' tasks, which included test administration, disciplinary issues, or lunch duty. The majority of counselors' spent their time on conducting individual, small group, or peer counseling crisis, on individual student planning and advisement, and on conducting classroom presentations and workshops.

Table 4

Descriptives Statistics on How Counselors Spend Their Time

	N	Min	Max	Mean	*SD*
How many years of counseling experience outside of the school setting do you have? - Open-Ended Response	408	1	45	6.17	6.10
% of Time spent in Individual Student Planning / Appraisal / Advisement	1,084	0	80	15.19	11.27
% of Time Spent on Consultation / Collaboration / Teaming	1,084	0	100	12.71	8.40
% of Time Spent on Monitoring Student Progress / Evaluating Student Success (Data Analysis)	1,084	0	70	9.99	7.59
% of Time Spent on Conducting Classroom Presentations / Workshops	1,084	0	100	14.06	14.93
% of Time Spent on School or Agency Referrals	1,084	0	50	5.04	4.33
% of Time Spent on Career and College Planning	1,084	0	80	9.81	10.88
% of Time Spent on Individual / Small Group / Peer / Crisis Counseling	1,084	0	80	20.71	15.65
% of Time Spent on Course Selection / Scheduling	1,084	0	75	9.04	10.34
% of Time Spent on 'Other'	1,084	0	100	3.45	10.14

Primary Analysis

Data Preparation and Reliability

Data were imported into SPSS 18.0 for analysis. Cronbach's alpha was used to determine the internal consistency of the Deliberate Practice, Accountability Measures, Self-Efficacy, and Counselor Perceptions Scales.

The Deliberate Practice, Accountability Measures, and Counselor Perceptions Scales were scored via averaging, while the Self-Efficacy Scale was scored via summing the items. The alphas for the scales are presented in Table 5. All of the scales had strong reliability with alphas ranging from .81 to .90. As previously mentioned, Nunnally and Bernstein (1994) stated that one should strive for reliability values of .70 or higher. Thus, given the Deliberate Practice scale had a reliability of .86, the Accountability Scale had a reliability of .90, the Self-Efficacy scale had a reliability of .81, and the Counselor Perceptions had a reliability of .90, all of the scales had strong reliabilities.

Table 5

Cronbach's Alpha Statistics for the Various Factors (N=1,084)

Measure	# of items	Alpha	Scoring
Deliberate Practice	13	.86	Average
Accountability Measures	27	.90	Average
Self-efficacy	10	.81	Sum
Counselor Perceptions	27	.90	Average

In Table 6, scores for the Self-Efficacy Scale ranged from 29 to 50. The mean of the Self-Efficacy scale was 41.77. The Deliberate Practice scale ranged from 1 to 5 and had a mean of 3.44. The Accountability Measures scale ranges from 1 to 5 and had a

mean of 3.67. The Counselor Perceptions scale ranges from 1 to 5 and had a mean of

4.42. Years of Accumulative Counseling Experience ranged from 0 to 45 (less than one

year to 45 years) and had a mean of 9.65. There was no real floor or ceiling effect in that

all of the means were around the halfway point between 1 and 5. As a whole, the mean

scores for each scale did not reflect extreme scores in this regard. The only mean that was

slightly elevated was that of Counselor Perceptions which had a mean of 4.42. This may

have been due to bias and self-reporting in that counselors may have had ideal

perceptions regarding the degree to which their services impacted student outcomes.

The descriptives for the key variables can be found in Table 6.

Table 6

Descriptive Statistics for the Primary Variables (N = 1084)

	Min	Max	Mean	*SD*
Self-efficacy total	29.00	50.00	41.77	3.63
Deliberate Practice	1.69	5.00	3.44	.621
Accountability Measures	1.74	5.00	3.67	.525
Counselor Perceptions Total	1.37	5.00	4.42	.37
Years of accumulative school counseling experience	0	45	9.65	8.20

Note.SD = Standard Deviation, Min = Minimum, Max. = Maximum.

Hypothesis 1

In regards to analyzing H1: The relationship between receipt of formal ASCA

training and the implementation of the ASCA Model, a Multiple Analysis of Covariance

125

(MANCOVA) was performed. The dependent variables were deliberate practice and

accountability measures. The independent variable was receipt of formal training in

ASCA Model. The covariate was years of experience.

Table 7 demonstrates that out of 1,082 participants 81.3% received formal ASCA

training on Deliberate Practice and on Accountability Measures. The mean of those

participants who received formal training regarding Deliberate Practice was 3.49 and

those who did not receive formal training was 3.23. The mean of those respondents who

received formal training regarding Accountability Measures was 3.70 and the mean for

those who did not receive formal training was 3.51.Thus, the means for those who

received formal training were higher than those who did not receive formal training; that

is, those respondents who received formal training in the ASCA Model engaged in

deliberate practice and accountability measures more frequently than those who did not

receive training.

Table 7

Descriptive Statistics for the Dependent Variables by Receipt of Formal Training

	Formal training regarding the ASCA National Model or another counseling framework?	Mean	*SD*	*N*
Deliberate Practice	No	3.23	.64	202
	Yes	3.49	.60	880
	Total	3.44	.62	1082
Accountability Measures	No	3.51	.51	202
	Yes	3.70	.52	880
	Total	3.66	.52	1082

Table 8 contains the multivariate tests. The results of the analysis revealed there was a significant multivariate effect, per Wilk's Lamda. Therefore, there was a statistically significant effect of receipt of formal training in ASCA Model (Wilk's Lambda = .968, $F(2,1078)$ = 17.72, $p<$ 0.05, partial eta squared = .029) for both dependent variables (deliberate practice and accountability measures). This finding is relevant in that counselors who received formal training in their graduate programs, continuing education courses, and workshops were more likely to engage in and utilize deliberate practice and accountability measures more frequently than counselors who did not receive formal training. Thus, it would be beneficial to have formal training be integrated into counseling programs and workshops so that all counselors have the opportunity to learn about the importance of engaging in accountability measures and deliberate practice once they start working. Counselors who received training were more likely to use the ASCA principles since they possessed the knowledge regarding the benefits of documenting their services, obtaining feedback, and implementing feedback in order to make necessary changes and improvements to their counseling program. The effect size for this analysis (partial eta squared = .029), indicated that only 2.9% of the variance in deliberate practice and accountability measures was accounted for by receipt of formal training in ASCA Model indicating a small effect size (Cohen, 1988).

In addition, there was a statistically significant effect for the covariate years of experience (Wilk's Lambda = .971, $F(2,1078)$ = 16.38, $p<$ 0.05, partial eta squared = .032) on both dependent variables (deliberate practice and accountability measures). The effect size for this analysis (partial eta squared = .032), indicated that only 3.2% of the

variance in deliberate practice and accountability measures was accounted for by years of

experience, indicating a small effect size (Cohen, 1988).

Table 8

Multivariate Test Results (Wilk's Lamda)

Effect	Wilks' Lambda	*F*	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	.064	7926.73	2.00	1078.00	.00	.936
Years of experience	.971	16.38	2.00	1078.00	.00	.029
Formal training	.968	17.72	2.00	1078.00	.00	.032

Note. Statistics were computed using alpha = .05.

The power was significantly high for this analysis (Power = 1.00). As seen in

Table 9, there was a significant univariate effect for receipt of formal training in ASCA

Model for deliberate practice (F(1, 1082) = 35.24, p = .00, partial eta squared= .029) and

accountability measures (F(1, 1082) = 28.39, p = .00, partial eta squared= .022) when

controlling for years of experience. The partial eta squares for the univariate effects

indicated a small effect size (Cohen, 1988). More specifically, those who indicated they

received formal training (*M* = 3.49, *SD* = .60) had higher deliberate practice scores than

those who indicated they did not received formal training (*M* = 3.23, *SD* = .64). In

addition, those who indicated they received formal training (*M* = 3.70, *SD* = .52) had

higher accountability measure scores than those who indicated they did not received

formal training (*M* = 3.51, *SD* = .51).

Table 9A

Tests of Between-Subjects Effects for Deliberate Practice (Dependent Variable)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	3487.42	1	3487.42	9505.93	.00	.054
Years of experience	12.03	1	12.03	32.79	.00	.898
Formal training	12.93	1	12.93	35.24	.00	.029
Error	395.85	1079	.367			
Total	13255.30	1082				
Corrected Total	418.54	1081				

Table 9B

Tests of Between-Subjects Effects for Accountability Measures (Dependent Variable)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	4119.28	1	4119.28	15553.23	.00	.042
Years of experience	6.29	1	6.29	23.74	.00	.935
Formal training	7.52	1	7.521	28.39	.00	.022
Error	285.77	1079	.265			
Total	14867.77	1082				
Corrected Total	298.33	1081				

Given these results we can accept the researcher's hypothesis that there is a positive relationship between counselors who received formal training in the ASCA principles and use of deliberate practice and accountability measures (when controlling for years of experience). That is; those who received formal training engaged in

129

deliberate practice and accountability measures more frequently than those who did not receive formal training.

Hypothesis 2

Hypothesis 2 addressed the relationship between years of work experience and implementation of the ASCA model. To explore this hypothesis, Pearson Product correlations were calculated to examine the relationship between years of work experience and use of deliberate practice and accountability measures. The dependent variables for this analysis were deliberate practice and accountability measures and the independent variable was years of experience. As seen in Table 10, there were several significant correlations. There was a small positive significant correlation between years of accumulative school counseling experience and deliberate practice ($r = .15$, $p = .00$), indicating that as years of accumulative school counseling experience increased, use of deliberate practice also increased. This accounts for 2.25% of the variance. Similarly, there was a small positive significant correlation between years of accumulative school counseling experience and accountability measures ($r = .13$, $p = .00$), indicating that as years of accumulative school counseling experience increased, use of accountability measures also increased. This accounts for 1.69% of the variance. As per Cohen (1988), these correlations can be considered small.

Table 10

Pearson Correlations Between Deliberate Practice, Accountability Measures and Years of Experience (N = 1,084)

		1.	2.	3.
1. Years of accumulative school counseling experience	R	--		
	P			
	N			
2. Deliberate Practice	R	.15**	--	
	P	.00		
	N	1084		
	% of variance	2.25		
3. Accountability Measures	R	.13**	.86**	--
	P	.00	.00	
	N	1084	1093	
	% of variance	1.69	73.00	

Note. ** Indicates the correlation is significant at the .01 level.

Given the findings, the hypothesis that there would be an inverse relationship between years of experience and reported level of implementation of the ASCA Model was not supported, as a positive relationship was found to exist between years of work experience and use of ASCA principles.

131

Hypothesis 3

Hypothesis 3 addressed the relationship between implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy. To explore this hypothesis, the researcher used simultaneous multiple linear regression with forced entry. The dependent variable was perceived levels of counselor self-efficacy. The predictors were deliberate practice and accountability measures. The covariates were years of experience and formal training in the ASCA Model. Therefore, in order to assess the relationship between the implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy, years of experience and formal training in the ASCA Model were held constant in order to examine the residual effects between use of deliberate practice and accountability measures on perceived levels of counselor self-efficacy.

The model as a whole was statistically significant ($F(4,1081) = 45.40$, $p = .00$). The regression model explained 14.0% of the total variance of counselor self-efficacy ($R^2 = .14$). The test of the regression model indicated that years of accumulative school counseling experience ($B = .05$, $p = .00$) and accountability measures ($B = .24$, $p = .00$) are significantly and positively associated with counselor self-efficacy. Based on the regression coefficients in Table 11, with all other variables being held constant, as years of accumulative school counseling experience increased, counselor self-efficacy increased. In addition, when accountability measures increased, counselor self-efficacy increased. No other variables significantly predicted counselor self-efficacy for this analysis.

132

Table 11

Regression Coefficients for the Relationship Between Deliberate Practice and Accountability Measures, Years of Experience, Formal Training (Independent Variables) and Counselor Self-Efficacy (The Dependent Variable, N =1,082)

Model	*B*	Std. Error	*B*	*t*	*P*
Formal training regarding the ASCA National Model or another counseling framework?	-.118	.268	-.013	-.440	.660
Years of accumulative school counseling experience	.050	.013	.114	3.959	.000
Deliberate Practice	-.043	.327	-.007	-.132	.895
Accountability Measures	.246	.385	.355	6.392	.000

Given the results of this study, the hypothesis that there would be a significant positive relationship between the level of implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy was only partially supported. The regression analysis showed there was a positive relationship between years of accumulative school counseling experience and self-efficacy; that is the more years of work experience one had, the higher their perceived levels of self-efficacy was. There was also a significant positive association between the use of accountability measures and counselor self-efficacy; that is the more one utilized accountability measures, the greater one's perceived level of self-efficacy was. However, deliberate practice was not associated with counselor self-efficacy. Thus, the results indicated that a positive relationship existed between years of work experience, use of accountability

133

measures, and perceived levels of self-efficacy. Therefore, the longer one worked and the more one used accountability measures, the more competent one felt.

Hypothesis 4

Hypothesis 4 examined the relationship between level of implementation of deliberate practice and accountability measures on perceived levels of students' academic success. To explore this hypothesis, multiple linear regression analysis was performed. The dependent variable was perceived level of student academic success and the predictors were deliberate practice and accountability measures. The covariates were years of work experience and receipt of formal training in the ASCA Model.

The model as a whole was statistically significant ($F(4,1079) = 40.54$, $p = .00$). The regression model explained about 13% of the total variance of perceived levels of students' academic success ($R^2 = .128$). The test of the regression model indicated that years of accumulative school counseling experience ($B = -.004$, $p = .005$) was significantly and negatively associated with perceived levels of students' academic success; accountability measures ($B = .173$, $p = .000$) was significantly and positively associated with perceived levels of students' academic success; deliberate practice ($B = .081$, $p = .016$) was significantly and positively associated with perceived levels of students' academic success. Based on the regression coefficients in Table 10, with all other variables being held constant, as years of accumulative school counseling experience increased, perceived levels of students' academic success decreased. In addition, when accountability measures increased, perceived levels of students' academic success increased. In addition, when deliberate practice increased, perceived levels of

students' academic success increased. No other variables significantly predicted

perceived levels of students' academic success for this analysis.

Table 12

Regression Coefficients for the Relationship Between Deliberate Practice, Accountability Measures, Years of Experience, Formal Training (Independent Variables) and Perceived Level of Student Academic Success (The Dependent Variable)(N=1,084)

Model	B	Std. Error	B	t	p
Formal training regarding the ASCA National Model or another counseling framework?	-.012	.028	-.013	-.433	.665
Years of accumulative school counseling experience	-.004	.001	-.083	-2.848	.004
Deliberate Practice	.081	.034	.136	2.403	.016
Accountability Measures	.173	.040	.243	4.337	.000

Given these results, the researcher's hypotheses that there would be a significant

positive relationship between level of implementation of deliberate practice and

accountability measures on perceived levels of student academic success was supported

and can be accepted. That is, school counselors who utilized ASCA principles reported

that they believed that their students attained higher levels of academic success compared

to counselors who did not implement ASCA principles. The regression analysis showed

there was a significant positive association between the use of accountability measures

and deliberate practice and perceived levels of student academic success. That is; in the

future, counselors who engage in ASCA principles more frequently will perceive that

their students have better outcomes and will also be more likely to believe that their

services positively impact student outcomes, in comparison to counselors who don't

utilize the ASCA principles.

However, an inverse relationship was found between years of counseling experience and student outcomes; that is counselors who had more work experience were less likely to believe that their services positively impacted student outcomes. This may have been due to counselor burnout or the fact that counselors may have possessed the knowledge about the importance of engaging in deliberate practice and accountability measures, but failed to execute these measures properly resulting in poorer student outcomes.

Summary

Research Question 1 was, 'Are counselors who receive formal training regarding ASCA principles more likely to implement deliberate practice and accountability measures compared to counselors who have not received formal training?' The hypothesis was that there would be a strong, direct, and positive relationship between counselors who received formal training in the ASCA principles and use of deliberate practice and accountability measures. The hypothesis was fully supported in that the results revealed that there was a strong and positive relationship between counselors who received formal training in the ASCA principles and use of deliberate practice and accountability measures.

Research Question 2 was,' What is the relationship between counselors' years of work experience and their reported level of implementation of the ASCA Model?' The hypothesis was that there would be an inverse relationship between years of experience and reported level of implementation of the ASCA Model (accountability measures and deliberate practice). The hypothesis was not supported in that the results revealed that

there was a significant positive relationship between years of experience and use of deliberate practice and accountability measures.

Research Question 3 was, 'What is the relationship between the level of the implementation of deliberate practice and accountability measures and perceived levels of counselor self-efficacy? 'The hypothesis was that there would be a significant positive relationship between the level of implementation of deliberate practice and accountability measures on perceived levels of counselor self-efficacy. The hypothesis was only partially supported in that the results indicated that years of accumulative school counseling experience and accountability measures were significantly and positively associated with counselor self-efficacy, however, no relationship was found between use of deliberate practice and self-efficacy.

Research Question 4 was, 'What is the relationship between the level of the implementation of deliberate practice and accountability measures and perceived levels of students' academic success?' The hypothesis was that there would be a significant positive relationship between level of implementation of deliberate practice and accountability measures on perceived levels of student academic success. The hypothesis was fully supported in that the results revealed that years of accumulative school counseling experience was significantly and negatively associated with perceived levels of students' academic success; accountability measures was significantly and positively associated with perceived levels of students' academic success; deliberate practice was significantly and positively associated with perceived levels of students' academic success.

137

CHAPTER 5

Overview and Summary

Organization of Present Chapter

Chapter 5 provides an overview, summary of results, discussion, limitations of study, suggestions for future research, implications for the counseling field, and final conclusions.

Overview

This study focused on the relationship between school counselors' frequency and degree of utilization of the ASCA principles; accountability measures and deliberate practice, and the degree to which these variables impacted perceived levels of counselor self-efficacy, as well as, counselors' perceptions regarding the extent to which they believe their services influence student academic success. The summary of results, discussion of findings, limitations of the study, suggestions for future research, implications for the school counseling field, as well as, final conclusions will be addressed.

Summary of Results

This study emphasized the impact that the use of accountability measures and deliberate practice had on perceived levels of counselor self-efficacy, as well as,

138

counselors' perceptions regarding the degree to which they believed their services influenced student academic success. A pilot study was conducted in order to assess the reliability of the SCSA. The Cronbach's alpha demonstrated high internal consistency and reliability. Descriptive statistics and correlations were also analyzed. Quantitative analyses provided information as to the relationship that existed between the degree to which using accountability measures and deliberate practice impacted perceived level of counselor self-efficacy and counselors' perceptions regarding student success.

Hypotheses 1 and 4 were fully supported. Hypothesis 3 was partially supported and Hypothesis 2 was unsupported by the findings. These findings are discussed in greater detail below.

Hypothesis 1 was fully supported. This hypothesis suggested that a relationship existed between receiving formal training regarding the ASCA Model (deliberate practice and accountability measures) and the likelihood of utilizing deliberate practice and accountability measures. The results of this study indicated that there was a positive relationship between receipt of formal training regarding the ASCA principles (deliberate practice and accountability measures) and the utilization of deliberate practice and accountability measures; that is, those participants who received formal training regarding the ASCA principles reported using deliberate practice and accountability measures more frequently, in comparison to participants who didn't receive formal training regarding ASCA principles (deliberate practice and accountability measures). This finding supported Scarborough and Culbreth's (2008) study in that the researchers also found that participants who received ASCA training were more likely to implement ASCA principles.

Hypothesis 2 was not supported. This hypothesis suggested that an inverse relationship would exist between years of counseling experience and implementation of the ASCA Model (use of accountability measures and deliberate practice). The results of this study showed that there was a small positive significant correlation between years of experience and utilization of accountability measures and deliberate practice; that is, as years of counseling experience increased, the utilization of accountability measures and deliberate practice also increased. The findings from this study refuted the Stone and Dahir (2003) study, which found that counselors who had been working in the field for ten or more years lacked the knowledge and skills regarding the implementation of accountability measures and deliberate practice. The Stone and Dahir (2003) study found that there was an inverse relationship between years of work experience and the use of deliberate practice and accountability measures. The findings of this study also refuted the O'Shaughnessy (2010) findings that stated that an inverse relationship existed between years of work experience and positive student outcomes. In contrast, this study found that there was a positive relationship between years of work experience and the use of deliberate practice and accountability measures. That is, the more years of work experience one had, the more likely one implemented the ASCA principles.

Hypothesis 3 was partially supported. The hypothesis suggested that a positive relationship existed between the implementation of deliberate practice and accountability measures and perceived levels of counselor self-efficacy. The results of the study showed that there was a significant and positive relationship that existed between utilization of accountability measures and self-efficacy, that is, as counselors' use of accountability measures increased, their perceived levels of self-efficacy also increased.

140

Another positive and significant relationship existed between years of work experience and perceived levels of counselor self-efficacy; that is, as years of work experience increased, the level of perceived counselor self-efficacy also increased. However, no significant relationship was found between use of the deliberate practice and perceived levels of self-efficacy; that is, the utilization of deliberate practice was found to have no effect on perceived levels of counselor self-efficacy. These findings supported the Scarborough & Culbreth (2008) study in that both studies found that a positive relationship existed between use of accountability measures and enhanced self-efficacy. Research has shown that counselors with higher degrees of self-efficacy are more likely to believe in their abilities and are more likely to implement a comprehensive counseling program.

Hypothesis 4 was fully supported. This hypothesis proposed that a positive relationship existed between the utilization of deliberate practice and accountability measures and counselors' perceptions regarding student academic success. The results from this study indicated that there was a significant and negative relationship between years of accumulative counseling experience and student academic success; that is, counselors who have worked for longer periods of time did not perceive that their counseling services had as positive an impact on their students' academic success, as did their more novice counterparts. This study's findings supported Scarborough and Culbreth's (2008) finding that counselors who have had more years of work experience doubted their abilities, which negatively impacted student outcomes, as well as, negatively impacted counselors' perceptions, regarding the degree to which they believed their services impacted student outcomes.

141

The results from this study also showed that a significant and positive relationship existed between the utilization of accountability measures and deliberate practice and counselors' perceptions of student academic success; that is, counselors who utilized accountability measures and deliberate practice on a regular basis were more likely to believe that their services had a positive impact on student academic success, in comparison to counselors who didn't use accountability measures or deliberate practice regularly. The findings of this study verified Bodenhorn's (2010) findings, in that both studies indicated that counselors who used ASCA principles had a more positive impact on student academic achievement. This study also substantiated Paisley and Hayes's (2003) finding that counselors today must use deliberate practice in order to be aware of the interventions that are most advantageous and ensure students' academic success. This study demonstrated that counselors who implemented deliberate practice on a regular basis reported having more positive perceptions regarding the impact that their services have on student outcomes and believed that their students were more academically successful, in comparison to counselors who didn't engage in deliberate practice.

Discussion

The purpose of this study was to examine counselors' frequency and degree of utilization of accountability measures and deliberate practice and their impact on perceived levels of school counselor self-efficacy, as well as, perceived levels of student academic success. In accordance with Green and Keys (2001), both studies found that given the current emphasis on school counselor accountability and student performance,

it's important to note school counselors' critical contributions to student success.

Therefore, recognition of the impact that accountability measures and deliberate practice

have on perceived levels of counselor self-efficacy and student academic success is

paramount to the counseling field, since using these ASCA principles had a significant

and positive impact on levels of perceived competency, as well as, on counselors' beliefs

regarding the degree to which they impact student outcomes. This study demonstrated

that counselors who utilized accountability measures and deliberate practice were more

likely to be able to document and validate their importance in the school setting and show

that their counseling services and interventions did help students to be more academically

successful.

The findings from this study reflected Borders' (2002) finding that all counselors

must demonstrate how their programs contribute to student achievement and positive

school behaviors. This study showed that counselors who used accountability measures

and deliberate practice had empirical evidence that substantiated that their counseling

program enhanced student achievement and school behaviors/climate. Counselors who

used accountability measures and deliberate practice assessed their program more

frequently, obtained and implemented feedback more regularly, and made program

revisions, in order to meet the needs of students and stakeholders.

As Paisley and Hayes's (2003) study found that it's imperative for counselors to

use deliberate practice, in order to be cognizant of the interventions that are most

advantageous to ensure academic success, this study also found that counselors who

utilized deliberate practice and accountability measures obtained baseline data and

mastered interventions that elicited positive outcomes. Counselors currently must be able

to prove that what they do produces positive results for the students that they serve, in order to be recognized as key stakeholders within the school setting.

According to Borders, (2002) school counselors frequently need to advocate for their students and for their professional role in the school community. The current study validated Border's (2002) previous research in that it showed that 63.7% of counselors 'almost always' advocated for their students in their school; 41.9% of counselors reported that they 'frequently' assumed leadership roles; 38.6% of counselors stated that they 'frequently' designed activities to meet the needs of the underperforming students in order to close the achievement gap and 34.5% of counselors reported that they 'frequently' used school counseling interventions that helped to close the achievement gap; 34.4% reported that they got involved 'frequently' in the implementation of procedural and policy changes; and 42% of counselors reported that they engaged in professional development activities via in-service training, post-graduate education, or as members of professional associations.

In accordance with Bodenhorn et al., (2010), the researchers found that counselors with higher levels of self-efficacy performed better and experienced better student outcomes than counselors with lower self-efficacy. This study also authenticated this finding in that counselors who reported having higher levels of self-efficacy also reported using accountability measures more frequently and felt that their students had better student outcomes, in comparison to counselors who reported having lower levels of self-efficacy.

Moreover, the results of this study corroborated Scarborough and Culbreth's (2008) finding in which years of work experience negatively impacts counselors'

144

perceptions of student outcomes. Although the results from this study indicated that counselors who had more years of accumulated work experience utilized accountability measures and deliberate practice more frequently than counselors with less work experience, they reported having poorer student outcomes. This finding may have been due to the fact that counselors with more years of work experience were emotionally burned out, due to multiple job demands, role ambiguity, large caseloads, and lack of clinical supervision (Scarborough & Culbreth, 2008), which prevented them from clearly seeing the impact that their services had on students' outcomes.

Another explanation for this finding may be that although counselors with more years of work experience utilized deliberate practice and accountability measures more frequently than their novice colleagues, they may have experienced more anxiety and doubted their abilities to disaggregate data properly, since their graduate programs may not have incorporated the ASCA Model or focused on data analysis into their training. In addition, their knowledge of the ASCA Model may have based upon attendance at continuing education courses, conferences, workshops, or being self-taught. Therefore, the counselors may have neglected making necessary changes to their counseling program based on essential data, thereby failing to meet the needs of their students, which resulted in poorer student outcomes. Even though counselors with more work experience may have possessed knowledge regarding the ASCA Model, and were aware of the importance of demonstrating accountability and using deliberate practice, they may not have been capable of executing the behaviors, due to a lack of appropriate training

Additionally, there also may have been extenuating circumstances that caused poor student outcomes such as budget cuts, sub-par teachers, lack of relevant curriculum,

145

socio-economic status of students, or lack of parental involvement. All of these variables, which are unrelated to counselors' practices, may have impeded students' abilities to achieve academic success. Despite counselors' countless efforts to close the achievement gap and help all students to succeed, they may lack the essential resources, internalized the failure of students, and neglected to see the beneficial impact that their services had on student outcomes.

Limitations

Like all studies, this study has its limitations, particularly related to the generalizability of the results. The extent to which the findings of this study can be generalized to all school counselors who are working full time in either a public or private charter school, elementary school, middle school, high school, or K-12 setting is unknown given the small response rate and the fact that the only respondents were members of the American School Counseling Association (ASCA). Despite the limitation, the school counselors responding to the survey had a wide range of years of work experience as well as varying exposure to the ASCA model, accountability measures, and deliberate practice, specifically in regards to whether or not they received formal training, received training in their graduate program, or attended conferences or continuing education workshops. This study excluded feedback from retired counselors, school counselors whom are no longer working as school counselors, or graduate students completing their internships. Future studies should incorporate a question asking participants how long they have followed a counseling framework and if they felt that following a specific framework enhanced their performance.

Another limitation was not every ASCA counselor member listed his or her e-mail in the member directory, and not every working school counselor belonged to ASCA. Therefore, this survey was only sent to those school counselors who had their e-mails listed in the ASCA member directory. Moreover, although a monetary incentive was offered to four participants whose e-mails were chosen via computer generation, this incentive alone didn't motivate all potential participants to respond to the survey.

Another limitation was the accuracy of self-reporting in that responses may have been biased to reflect a respondent's belief system rather than actual practice. For instance, on question number 28, 'I am sure of my philosophical position,' 47.9% of respondents answered 'Always'. Therefore, it can be assumed that participants may have reported having stronger beliefs than they actually do, in order to protect and enhance their self-esteem and self-worth. Other questions regarding the use of deliberate practice or accountability measures may have had higher reported ratings, due to the fact that school counselors are cognizant of how important it is to document services, obtain feedback, and implement feedback from key stakeholders. Counselors are taught that demonstrating accountability is equated with good practice and positive student outcomes, thus counselors have self-reported findings based upon professional expectations.

Furthermore, the format of the survey was a limitation. Even though all questions were mandatory to answer, participants didn't respond to all parts of each question. For example, on question number 14, respondents were asked to indicate the percentage of time they spent completing a counseling task. However, rather than entering a zero, many participants didn't enter any numerical value even if they didn't spend time

completing that task. Thus, their data was assumed to be missing rather than as '0'. Therefore, future surveys should require all components of every question be answered.

Lastly, missing data was a limitation. The purpose of the pilot study was to make changes to the survey in order to avoid missing data. Prior to administering the survey to the national sample of 23,068 school counselors, the survey was revised and required all questions to be mandatorily answered by respondents before they could progress to the next survey question. The purpose was to minimize the skip logic and eliminate missing data from confounding and limiting the outcome of the study. This strategy proved generally effective, although it was subsequently learned that respondents were still permitted to skip some questions as a result of the skip logic incorporated into the survey. Therefore, due to skip logic and people starting the survey without completing it, all questions were not completely answered and data was missing.

Suggestions for Future Research

The study's instrument, the SCSA, was created specifically for this research. The self-efficacy construct within this survey was developed by Goldberg (2000), however, the three other constructs (accountability measures, deliberate practice, and counselor perceptions) were developed by the PI. Future researchers using this survey may want to incorporate other questions, including the length of time that counselors have followed a national counseling framework and its effect on their work performance.

Furthermore, given accountability is at the forefront of the counseling field, research has suggested that counselor education programs need to begin training school counselors in accountability measures, although, little has been written about how to do

so (Brott, 2006). Therefore, a need for further research regarding integrating

accountability measures into counselor practice, as well as, training counselors about

properly executing accountability measures need to be incorporated into graduate

counseling programs. In order for counselors to be viewed as integral professionals in the

school setting an emphasis on learning what data to analyze, disaggregating data for all

student groups including the underserved population, utilizing program practices that are

found to be effective so that counselors obtain necessary information and are taught how

to actually demonstrate and implement accountability measures on a regular basis.

Training regarding accountability measures will make counselors privy to the importance

of engaging in it. This in turn, will help counselors to establish themselves as

professionals who are assets to their schools and will help to make their overwhelming

jobs more feasible. A comprehensive school-counseling program is data driven. School

counselors must review a wide variety of data from several perspectives.

Moreover, additional research needs to be conducted on utilizing deliberate

practice in the school setting itself. 18.4% of participants reported that they 'seldom'

engage in deliberate practice and 7.7% reported that they 'rarely' engage in deliberate

practice. Therefore, it would be beneficial to train counselors in their graduate programs,

as well as, working school counselors by explaining the concept of deliberate practice,

what it entails, and how it can be utilized in the school setting. Additionally, it would be

helpful to conduct research regarding the impact that deliberate practice has on counselor

performance in terms of counseling techniques and time management.

Further, more research should also be conducted on the degree to which using

accountability measures and deliberate practice impacts counselors' stress levels, job

satisfaction, and job commitment. Isaacs (2003) found that counselors who use data and obtain feedback are less stressed, more satisfied, and more committed to their jobs, since they have empirical evidence that what they are doing is working and helping all students to achieve their academic potential. Other research needs to be conducted to determine the impact and relationship between use of ASCA principles and counselors' well being.

In addition, further research needs to be carried out to determine which counseling interventions elicit the most positive outcomes for students' academic success. Once these interventions are determined, counselors can engage in deliberate practice in order to master the techniques that render the most positive outcomes for students. Additionally, using deliberate practice would assist counselors in spending their time wisely rather than wasting their limited time on strategies that are ineffective.

Lastly, more research needs to be conducted to ascertain any differences that exist between counselors' beliefs and their actual practices, as these two separate entities don't always mirror one another. Counselors' beliefs may directly impact their practice, but at times there are mitigating factors such as time, budgetary, or administrative constraints that prevent counselors from practicing in a way that reflects their beliefs. Therefore, it would be beneficial to conduct a national study measuring the degree to which counselors' feel that their beliefs influence their practice, as well as, to determine which factors or barriers prevent them from practicing in a way that replicates their beliefs.

Implications for the Field

This study answered several important questions regarding school counselors' use of accountability measures and deliberate practice and how these variables impact

150

perceived levels of counselor self-efficacy, as well as, counselors' perceptions regarding the degree to which they believe their services impact student academic success. The insight gained from this study added to the limited amount of research in this area and shed light on the perceptions and beliefs of school counselors, in regard to the importance of utilizing accountability measures and deliberate practice and their impact on overall counselor performance and student achievement.

The findings of this study will be beneficial to university counselor education departments, as well as, to working school counselors nationwide. Counselors will be cognizant of the degree and frequency in which their peers engage in deliberate practice and accountability measures. This study also helped to determine the relationship between deliberate practice and accountability measures and how these entities influenced perceived levels of self-efficacy, as well as, counselors' perceptions of student outcomes.

The findings from this study indicated that graduate level counseling programs need to incorporate ASCA principles (accountability measures and deliberate practice) in order for graduate level counseling students to understand the importance of utilizing accountability measures and deliberate practice and the positive impact that these entities produce on student academic success. The results of this study also showed that the utilization of accountability measures had a strong and direct impact on perceived levels of counselor self-efficacy. As a result, counselors who are trained to utilize accountability measures will experience enhanced self-efficacy.

The results of this study also demonstrated that using accountability measures and deliberate practice had a positive impact on student academic success. Therefore, if

counselors are trained to use these ASCA principles, their students will be more likely to achieve their academic goals. In all likelihood, counselors who are trained to use the ASCA principles in their graduate programs, will be more likely to implement the ASCA principles when they begin working as school counselors.

Additionally, results from this study demonstrated that courses on data analysis needs to be integrated into graduate counseling programs so that counselors feel comfortable and competent to analyze and disaggregate data rather than avoid the use of data. 9.2% of respondents in this study indicated that they were 'moderately uncomfortable' analyzing data and 1.7% of participants reported that they felt 'very uncomfortable' analyzing data. Counselors need to be able to analyze pertinent data, obtain feedback from students and stakeholders, implement the feedback from students and stakeholders, and integrate effective practices into their counseling programs. It's paramount that counselors know how to collect data, interpret data, and analyze student data in order to make the best decisions about their counseling practice and services that they are providing to students. Data informs counselors about which of their services have the greatest impact on student growth and academic achievement. Therefore, once they analyze the data and are cognizant of the most advantageous services, counselors can spend time mastering the techniques and delivering their services.

Moreover, the findings of this study showed that even though deliberate practice didn't significantly influence levels of perceived counselor self-efficacy, it did influence perceived level of student academic success. In this study, 36.3% of respondents reported that they 'sometimes' engaged in deliberate practice; 18.4% reported that they 'seldom' engage in deliberate practice; and 7.7% reported that they 'rarely' engage in deliberate

practice. Therefore, it is incumbent upon counselors to more frequently engage in deliberate practice as their services will render better student outcomes. Using deliberate practice will enable counselors to accomplish a multitude of tasks in a comprehensive manner since they will be setting goals and objectives, following a methodical framework, and will be using empirically proven techniques and interventions that elicit positive student outcomes. School counselors will then be able to substantiate that their actions positively make a difference in the lives of their students. Using deliberate practice will also allow them to work smarter rather than harder, since they will gain expertise as to the techniques that elicit the most positive student outcomes.

In addition, the results of this study indicated that 37.6% of participants 'sometimes' obtain feedback from stakeholders; 18.8% 'seldom' obtain feedback, and 8.5% 'rarely' obtain feedback from stakeholders at their school regarding the effectiveness of their counseling program and counseling services that are provided. It would be beneficial for counselors to ask stakeholders for feedback more regularly so that they can assess and determine which services produce the most positive outcomes and which services require changes or are ineffective.

Furthermore, this study showed that 32.3% of participants 'sometimes' assessed outcome data; 26.3% 'seldom assessed outcome data; and 19.4% 'rarely' assessed outcome data. Thus, counselors need to assess data on a more frequent basis, in order to measure the impact that their program has on student academic success and the degree to which students benefit from their services. Program evaluation is essential as it helps counselors to gauge the impact that their services have on student achievement, as well as, on the school setting.

Additionally, based on feedback from the survey, 25.2% of participants reported that they 'sometimes' conducted program audits; 24.5% reported that they 'seldom' conducted program audits; and 33.9% of counselors reported that they 'rarely' conducted program audits to ensure if their counseling programs, were aligned with the components of the ASCA model or other counseling framework. Neglecting to conduct program audits jeopardizes student outcomes and threatens the counseling profession. Therefore, counselors need to conduct audits more frequently to make sure that their counseling department integrates and reflects the ASCA model or other counseling framework to ensure that they are following the proper protocols and stay abreast of all changes in the school counseling profession to meet needs of all students.

Moreover, based on written feedback from school counselors nationwide, several counselors reported that role confusion was still prevalent and that there was not enough time or funding to accomplish all that they need to on a daily basis. Many counselors reported that they were being assigned non-counseling related tasks (bus duty, test administration, disciplining students), which was preventing them from completing their mandatory duties such as classroom guidance, conducting workshops, doing individual or small group counseling, or facilitating meetings. In addition to many schools having budget cuts, the expectations of counselors are too high and there aren't enough school counselors at each school to complete the duties that they are assigned. School counselors are not machines and there are too many additional tasks that they are expected to fulfill, which may lead to emotional burnout and detracts from their ability to implement a comprehensive counseling program.   Therefore, in order to save the profession and establish themselves as critical stakeholders, it is imperative for counselors to become

154

more assertive by documenting and demonstrating the effect of their services and contributions in order to clarify their significant role in the school setting.

Final Conclusions

Demonstrating accountability by documenting services and its effects and utilizing deliberate practice in order to master the most advantageous interventions that ensure student success are at the heart of the counseling field. Today counselors must prove that their practices and services are in fact helping all students to reach their academic potential. Utilizing accountability measures is dually beneficial for counselors and students alike, since it enables counselors to monitor their performance and be mindful the strategies are most beneficial while helping students to receive empirically based interventions that have shown to bring about positive student outcomes and enhance student success.

The findings of this study are significant for the counseling field in that counselors who utilize accountability measures will experience increased levels of perceived self-efficacy and feel more competent about their job performance. This study found that counselors who utilized ASCA principles were also more likely to believe that their services rendered positive outcomes for students, especially pertaining to their academic success. Therefore, demonstrating accountability and utilizing deliberate practice is critical for counselors, since it enables them to be mindful of, practice, and gain expertise in the techniques and services that are most beneficial for students. It can be assumed that counselors with higher degrees of self-efficacy feel more motivated,

155

secure, and have a greater belief in their ability to elicit change, which further positively impacts student achievement.

Moreover, this study validated that utilizing deliberate practice enhanced counselors' perceptions of student academic success. Deliberate practice is a crucial skill to master, since it allows counselors to practice and gain expertise with the interventions that elicit the most positive student outcomes. Deliberate practice is especially important to use in the school environment, due to the limited time that counselors have to accomplish all of their responsibilities. This study found that using deliberate practice improved counselor perceptions regarding student outcomes.   Further research needs to be conducted on deliberate practice, particularly in the school setting, in order to determine the most efficient ways to train school counselors on using deliberate practice and how doing so will enhance their job performance and improve students' academic success.

Therefore, it can be asserted that counselors who demonstrate accountability, master certain interventions, obtain feedback from stakeholders, and implement feedback to make necessary changes will report having greater levels of self-efficacy, perceive their services to be beneficial to students, and will have improved student outcomes, as they are using empirically proven techniques that positively impact student achievement, and tailor their counseling program to meet the individual needs of students.   Most importantly, being accountable and using deliberate practice will help counselors to feel more confident in their abilities and optimistic in their capacity to evoke positive outcomes for their students. In this regard, they will be recognized as systemic change agents, leaders, collaborators, and advocates in the school community. Finally,

counselors who implement the ASCA principles will have the knowledge and be

empowered to solidify themselves as key stakeholders who significantly influence the

academic achievement of all students.

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Appendix A: School Counselor Self-Assessment (SCSA)

Utilizing Accountability Measures & Deliberate Practice & Their Impact on Perceived Self-Efficacy & Student Outcomes

IRB #6559

Dear ASCA Member,

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is an informed consent form that will discuss the purpose of the study, risks and benefits, and other relevant information pertaining to the study. The person who is in charge of the study, is Allison Paolini, a fourth year Doctoral student at the University of South Florida.

The purpose of this study is to collect data for dissertation research. The primary researcher will be assessing school counselors' frequency and degree of implementation of deliberate practice and accountability measures and how those two entities influence perceived levels of school counselor self-efficacy, as well as, student academic success.

The study is a national web-based survey that will be sent to approximately 25,000 members of the American School Counseling Association. The survey consists of approximately 30-questions and will take approximately thirty minutes to respond to. Participants will be able to respond to the survey at any time. If participants agree to participate in the study, they will be automatically redirected to the survey. Potential participants will be asked to respond to demographic information so that we can assess certain respondents characteristics, questions regarding usage of accountability measures and deliberate practice, questions regarding self-efficacy, and questions that allow counselors to examine the degree to which they believe their services impact student outcomes.

We are unsure if you will receive any benefits of participating in this research study. However, this study is considered to be minimal risk and there are no known additional risks to those who do participate in this study.

If you do choose to participate in this study, you will have the option of being awarded one of four $50 Visa gift cards. You are not required to, but at the end of the survey all participants who want to, will be asked to enter their email addresses if they would like to be considered for a computer generated drawing. Four e-mail addresses will be randomly selected via computer generation and those participants will be awarded a gift card. There will be no additional costs to you as a result of participating in this study.

We will keep your study records private and confidential and all data will be coded. Certain people may need to see your study records including the researcher, study coordinator, other research staff, certain university members who need to know more about the study and the University of South Florida Institutional Review Board (IRB) and the Department of Health and Human Services and their related staff who have oversight responsibilities for the study.

You should only take part in this study if you want to volunteer. Your job or membership to ASCA will NOT be impacted if you do not participate in this study. You are free to participate in this research or withdraw at any time and there will be no penalty or loss of benefits from doing so.

If you have any questions, concerns, or complaints about this study please contact the USF IRB at (813) 974-5638 or the PI at (813) 974-3515.

Please indicate whether or not you agree or disagree to participate in this study. If you do not agree to participate in this study then you will not be able to respond to the survey questions nor have access to the survey. By agreeing, you will be automatically redirected to the survey and will have full access to the questions. Thank you for your time and participation, as it is greatly appreciated.

Sincerely,
Allison Paolini, Doctoral Candidate, NCC, RMHI

If you choose to agree to complete the survey, you will be redirected to the first page of the survey and be able to answer all survey questions. If at any time you need to stop, you will be able to save your work and return to the last question that you completed when you resume taking the survey. If you do not agree to complete the survey you will be redirected to a page thanking you for your time and efforts, but will not have access to the survey questions.

✱ 1. Do you agree to participate in this study?

◯ Yes

◯ No

This survey will take approximately 30 - 45 minutes of your time to complete. The survey is composed of approximately 34 questions, which utilize the Likert Scale and are in a table format.

The first 15 questions address demographic and background information regarding participants' characteristics.

The remainder of the survey is comprised of questions that address school counselors' frequency and degree of utilization of accountability measures and deliberate practice and how both entities impact perceived levels of counselor self-efficacy, as well as, student outcomes.

Since the purpose of this survey is to collect data for a Doctoral dissertation, it is required that you answer all questions within the survey. You will not be able to move on to the next question until you have provided an answer to the previous question.

Your participation is voluntary, but it is greatly appreciated. At the end of the survey your email address will be automatically entered into Survey Monkey. Four participants' email addresses will be selected via a random computer generated drawing, awarding each of the winners with a $50 Visa Gift Card.

Again, thank you so much for your time and efforts in completing this survey.

*2. Are you currently a working school counselor?

◯ Yes

◯ No

3. Thank you for your time. We are sorry that you are either not eligible to complete the survey or choose not to complete it. If you have any questions, want to leave any comments about the study, or choose to briefly discuss the reason(s) as to why you did not respond to the survey your feedback is greatly appreciated.

＊4. Please indicate your age range:

○ 20-24 years old

○ 25-29 years old

○ 30-34 years old

○ 35-39 years old

○ 40-44 years old

○ 45-49 years old

○ 50-54 years old

○ 55-59 years old

○ 60-64 years old

○ 65 + years old

＊5. Have you...

	Yes	No
Received formal training regarding the ASCA National Model or another counseling framework?	○	○
Received formal training regarding ASCA as a part of your graduate program?	○	○
Attended workshops or conferences that addressed the ASCA National Model?	○	○
Does your school receive Title 1 funding?	○	○

＊6. Please select the type of school you are working at:

○ Urban

○ Rural

○ Suburban

○ Charter

○ Other (please specify)

[   ]

∗7. Please indicate your ethnicity:

○ American Indian/Alaska Native

○ Asian

○ Black or African American

○ Hispanic or Latino

○ White

○ Native Hawaiian or Other Pacific Islander

○ One or More Races

○ Other (please specify)

[   ]

∗8. Years of accumulative school counseling experience.

[   ]

∗9. Do you have other counseling experience outside of the school setting?

○ Yes

○ No

*10. If yes, how many years of counseling experience outside of the school setting do you have?

[_____]

*11. Indicate the grade levels to which you are assigned.

◯ Elementary

◯ Middle

◯ High School

◯ K-12

◯ Other (please specify)

[_____]

*12. What is your gender:

◯ Male

◯ Female

◯ Other (please specify)

[_____]

*13. Please indicate which region you work in:

◯ North Atlantic

◯ Southern

◯ Midwestern

◯ Western

◯ Other (please specify)

[_____]

*14. Please calculate the amount of time you spend completing the following daily tasks using percentages. The total needs to add up to 100%. Please enter ONLY the numerical value and not the percentage sign (%) in the boxes. If you do not complete any of the tasks indicated, please enter zero. You have the opportunity to input the tasks that you do complete in the box labeled 'other' and the percentage of time that you spend on those activities.

Individual Student Planning / Appraisal / Advisement	
Consultation / Collaboration / Teaming	
Monitoring Student Progress / Evaluating Student Success (Data Analysis)	
Conducting Classroom Presentations / Workshops	
School or Agency Referrals	
Career and College Planning	
Individual / Small Group / Peer / Crisis Counseling	
Course Selection / Scheduling	
Other	

15. If you put a percentage of time in for 'other' in question #14, please indicate what the other task(s) is that you spend time completing.

*16. Please respond to the following statements using the stem question," How often do you....?"

	Rarely	Seldom	Sometimes	Frequently	Almost Always
Collect data (pre and post surveys, questionnaires, rating scales, free writes, or evaluations) for parent workshops, faculty presentations, and classroom guidance lessons, etc.?	○	○	○	○	○
Utilize research-based counseling interventions?	○	○	○	○	○
Engage in professional development activities, through in-service training, post- graduate education, or as a member of a professional association?	○	○	○	○	○
Participate in consultation, collaboration and teaming activities?	○	○	○	○	○
Participate in planning and managing school counseling program activities (policies, procedures and data analysis)?	○	○	○	○	○
Use a daily log, weekly calendar, and master annual calendar to monitor your use of time?	○	○	○	○	○
Initiate activities designed to meet the needs of under-served, underperforming and under-represented populations to close the achievement gap?	○	○	○	○	○
Utilize deliberate practice? (Obtain baseline feedback, practice and master interventions that elicit positive outcomes, implement feedback received to help students reach goals).	○	○	○	○	○

The following questions relate to the implementation of accountability measures and deliberate practice in the school in which you currently work.

Accountability measures include using data and feedback in order to document effectiveness of services.

Deliberate practice promotes counselors to obtain and implement stakeholder feedback in order to enhance students' academic success.

✳17. Please respond to the following statements using the stem question,"How often do you...?"

	Rarely	Seldom	Sometimes	Frequently	Almost Always
Utilize accountability measures (collecting data & obtaining feedback) at your school?	○	○	○	○	○
Advocate for students at your school?	○	○	○	○	○
Assume leadership roles in your school?	○	○	○	○	○
Facilitate a teamwork approach amongst teachers, counselors, and administrators at your school?	○	○	○	○	○
Get involved in the implementation of procedural and policy changes at your school?	○	○	○	○	○
Implement activities and make revisions to your school counseling program, based on data received from stakeholders?	○	○	○	○	○
Obtain feedback from stakeholders at your school, regarding the effectiveness of the counseling program and counseling services that are provided?	○	○	○	○	○

✳18. Please respond to the following statements using the stem question,"How often do you...?"

	Rarely	Seldom	Sometimes	Frequently	Almost Always
Work with students to assist them in acquiring the attitudes, knowledge and skills that contribute to effective learning in school?	○	○	○	○	○
Work with students to assist them in understanding the relationship that exists between school, their personal lives, and the community?	○	○	○	○	○
Help students to understand the relationship between personal qualities, education, training and careers?	○	○	○	○	○
Work with students to assist them in developing strategies to achieve their future career goals?	○	○	○	○	○
Work with students to help them acquire the knowledge, attitudes and interpersonal skills to respect themselves and others?	○	○	○	○	○
Work with students to assist them in decision-making, goal setting and initiating actions to achieve their goals?	○	○	○	○	○
Conduct classroom lessons on topics such as bullying, interpersonal communication, study skills, career development, or college readiness?	○	○	○	○	○

✳19. Please respond to the following statements using the stem question, "How often do you...?"

	Rarely	Seldom	Sometimes	Frequently	Almost Always
Participate on interdisciplinary teams (collaborating with other department and stakeholders) to develop curriculum in school guidance and content areas?	○	○	○	○	○
Conduct student / parent workshops and informational sessions for students / parents to address the needs of the school community?	○	○	○	○	○
Work with students to analyze and evaluate their abilities, interests, skills and achievement, using test information and other data?	○	○	○	○	○
Consult with parents or guardians, teachers, or other key stakeholders regarding strategies to help students and families?	○	○	○	○	○
Analyze feedback that you receive regarding the delivery of school counseling services?	○	○	○	○	○
Provide individual and small group counseling for students expressing personal or social concerns?	○	○	○	○	○
Provide crisis counseling and support to students and families facing emergency situations?	○	○	○	○	○

✱20. Please respond to the following statements using the stem question, "How comfortable do you...?"

	Very uncomfortable	Moderately uncomfortable	Neutral	Moderately comfortable	Very comfortable
How comfortable do you feel analyzing data?	○	○	○	○	○

✱21. Please respond to the following statements using the stem question, "How often do you...?"

	Rarely	Seldom	Sometimes	Frequently	Almost Always
Use student-achievement data such as standardized test data, grades, SAT and ACT scores, graduation rate, promotion and retention rates, and dropout rates to monitor student progress?	○	○	○	○	○
Design counseling activities to assist students to attain academic success and or to demonstrate college and career readiness.	○	○	○	○	○
Use achievement-related data such as discipline referrals, suspension rates, attendance rates, and course enrollment patterns to monitor student progress?	○	○	○	○	○
Disaggregate data, based on gender, ethnicity, socio-economic status to ensure that every student achieves high academic standards?	○	○	○	○	○
Assess outcome data (how students are measurably different) as a result of the school counseling program?	○	○	○	○	○

✱22. Please respond to the following statements using the stem question, "How often do you...?"

	Rarely	Seldom	Sometimes	Frequently	Almost Always
Conduct a program audit to assess if your counseling program is aligned with the components of the ASCA National Model or another counseling framework?	○	○	○	○	○
Engage in self-reflection in order to gain an understanding about underserved populations at your school?	○	○	○	○	○
Utilize school counseling program interventions that help to close the achievement gap?	○	○	○	○	○

✱23. Does your school counseling program include a written philosophy targeting the needs of students?

○ Yes

○ No

*24. Do you adhere to this written philosophy?

◯ Yes

◯ No

*25. If yes, how often do you adhere to this philosophy in your role as school counselor?

[   ]

*26. Has a written mission statement been developed for your school-counseling program?

◯ Yes

◯ No

*27. If yes, how often do you incorporate the school mission in your practice?

[ ]

The following questions are related to self-efficacy, which is one's belief in his or her ability to complete a task successfully.

*28. Please respond to these statements using the following Likert Scale.

	Always	Frequently	Sometimes	Rarely	Never
I complete tasks successfully.	○	○	○	○	○
I excel at what I do.	○	○	○	○	○
I handle tasks smoothly.	○	○	○	○	○
I am sure of my philosophical position.	○	○	○	○	○
I come up with good solutions.	○	○	○	○	○
I know how to get things done.	○	○	○	○	○
I misjudge situations.	○	○	○	○	○
I don't understand things.	○	○	○	○	○
I have little to contribute.	○	○	○	○	○
I don't see the consequences of things.	○	○	○	○	○

✱29. Please respond to the following statements using the stem statement, "I believe that..."

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It's relevant to help students to adjust to their school setting?	◯	◯	◯	◯	◯
It's important to spend time helping students with course selections and scheduling.	◯	◯	◯	◯	◯
It's beneficial to assist my students with college planning, including college searches, college admissions criteria, ACT/SAT exams, college applications, financial aid etc. relevant to assist students in their adjustment to their school setting.	◯	◯	◯	◯	◯
It's important for me to facilitate or participate in Child Study Team or Instructional Support Team meetings for students who are struggling behaviorally or academically.	◯	◯	◯	◯	◯
It's relevant to be involved in the Response to Intervention process, wherein schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.	◯	◯	◯	◯	◯
It's necessary to complete referrals for school psychological evaluations in order to identify students with learning or other disabilities.	◯	◯	◯	◯	◯
It's important to make referrals for students to outside agencies, if circumstances are beyond my scope of competency and authority.	◯	◯	◯	◯	◯

✱30. Please resond to the following using the stem statement, "I believe that..."

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It's important to engage in reflective practice to assess how well my services are meeting my students' needs and expectations.	◯	◯	◯	◯	◯
It's important to gather and use data to assess the impact of my school counseling practices on my students' outcomes, particularly academic success.	◯	◯	◯	◯	◯

181

The following questions are related to student outcomes and encourage counselors to reflect upon the degree to which they feel they believe services impact student academic success.

Academic success is operationalized, according to GPA, attendance, graduation rates, or standardized test scores.

*31. Please respond to the following using the stem statement, "I believe that..."

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My facilitation of individual and group counseling sessions focus on assisting students with academic concerns.	◯	◯	◯	◯	◯
Group-counseling sessions help students to develop and refine their social skills and interpersonal communication skills.	◯	◯	◯	◯	◯
Individual or group counseling sessions that are related to coping, decision-making, and problem solving skills are beneficial to students' academic, personal /social, and career success.	◯	◯	◯	◯	◯

*32. I believe that presenting classroom guidance lessons regarding the following topics are relevant:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Personal / social issues	◯	◯	◯	◯	◯
College and Career Readiness	◯	◯	◯	◯	◯
Bullying	◯	◯	◯	◯	◯
Character Education	◯	◯	◯	◯	◯
Academic Performance (Study and Test Taking Skills)	◯	◯	◯	◯	◯

*33. I believe that conducting parent workshops on the following topics are critical to student success:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Bullying	◯	◯	◯	◯	◯
Drug / Alcohol Awareness	◯	◯	◯	◯	◯
Academic Resources / Study Skills	◯	◯	◯	◯	◯
College Planning	◯	◯	◯	◯	◯
Career Development	◯	◯	◯	◯	◯

*34. I believe that consulting and collaborating with teachers and other stakeholders regarding the following topics are essential:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Student Academic Success	○	○	○	○	○
Personal / Social Concerns	○	○	○	○	○
Familial / Behavioral Concerns	○	○	○	○	○
Career Awareness and Exploration	○	○	○	○	○
School Culture and Environment	○	○	○	○	○

35. Thank you very much for your participation. Your time and efforts are greatly appreciated. Four participants' email addresses will be automatically entered into a random drawing for a $50 Visa Gift Card. If you have any questions after completing this survey, you can contact the PI at apaolini@mail.usf.edu for further assistance. Thank you again for your feedback!

Appendix B: Cover Letter for Pilot Study # 1

eIRB #6559

Dear Participant,

As a working school counselor, you have been selected to participate in a pilot study that will be conducted prior to carrying out dissertation research. You will be asked to answer each of the questions on the survey titled, 'Utilizing Accountability Measures and Deliberate Practice and Their Impact on Perceived Levels of Self-Efficacy and Student Outcomes.' The instrument is composed of five domains including: demographic information, accountability measures, deliberate practice, self-efficacy, and influence of counseling services on student outcomes. Please critically read over each of the questions in order to assess the degree to which they reflect the content being addressed. In addition, please briefly provide written feedback regarding errors of omission or commission (questions that you feel need to be asked that aren't asked in the survey or questions that you feel are superfluous, redundant, and not necessary). Lastly, please address the clarity and understandability of the questions. Upon completion of the survey, please email me your feedback and any questions or concerns you may have. Thank you very much for your time and effort. Your feedback is greatly appreciated.

Warmly,

Allison Paolini, Doctoral Candidate, NCC, CPC

Appendix C: Cover Letter for Pilot Study # 2

eIRB #6559

Dear Participant,

As a working school counselor, you have been selected to participate in a pilot study that will be conducted prior to carrying out dissertation research. Your email has been randomly selected via the ASCA directory member listserv. You will be asked to answer each of the questions on the survey titled, 'Deliberate Practice & Accountability Measure: Impact on Self-Efficacy and Student Outcomes.' The purpose of conducting this pilot study is to assess the reliability of this instrument. The instrument is composed of five domains including: demographic information, accountability measures, deliberate practice, self-efficacy, and influence of counseling services on student outcomes. There are a total of 34-questions on the survey and the survey should take you approximately 30 minutes to complete. The purpose of the survey is to assess the relationship between practice and accountability measures and how those variables impact perceived levels of counselor self-efficacy, as well as, students' academic success. Please respond to the survey within the next seven days. If you have any questions you can contact the PI at apaolini@mail.usf.edu or (813) 951-6088. Thank you for your time and efforts. Your participation is greatly appreciated.

Sincerely,

Allison Paolini

Doctoral Candidate, NCC, RMHI

Appendix D: Cover Letter for National Study

eIRB #6559

Dear Participant,

My name is Allison Paolini and I am a fourth year Doctoral candidate at the University of South Florida completing my Ph.D. in Counselor Education. As a working school counselor, you have been selected to participate in a national Doctoral dissertation research study. There are a total of 34-questions on the survey and the survey should take you approximately 30 minutes to complete. The purpose of the survey is to assess the relationship between deliberate practice and accountability measures and how those variables impact perceived levels of counselor self-efficacy, as well as, students' academic success. This is a reminder email to **please respond to the survey within the next ten days, if you have not yet responded.** If you have any questions you can contact the PI at apaolini@mail.usf.edu or (813) 951-6088. Thank you for your time and efforts. Your participation is greatly appreciated.

Sincerely,

Allison Paolini

Doctoral Candidate, NCC, RMHI

Appendix E: Consent Form For National Study

eIRB #6559

Dear ASCA Member,

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document an informed consent form that will discuss the purpose of the study, risks and benefits, and other relevant information pertaining to the study. The person who is in charge of the study, is Allison Paolini, a fourth year Doctoral student at the University of South Florida.

The purpose of this study is to collect data for dissertation research. The primary researcher will be assessing school counselors' implementation of deliberate practice and accountability measures and how those two entities influence perceived levels of school counselor self-efficacy, as well as, student academic success.

The study is a national web-based survey that will be sent to approximately 25,000 members of the American School Counseling Association. The survey consists of 34-questions and will take approximately thirty minutes to respond to. Participants will be able to respond to the survey at any time. If participants agree to participate in the study, they will be automatically redirected to the survey. Potential participants will be asked to respond to demographic information so that we can assess certain respondents characteristics, questions regarding usage of accountability measures and deliberate practice, questions regarding self-efficacy, and questions that allow counselors to examine the degree to which they believe their services impact student outcomes.

We are unsure if you will receive any benefits of participating in this research study. However, this study is considered to be minimal risk and there are no known additional risks to those who do participate in this study.

If you do choose to participate in this study, four participants will have the option of being awarded a $50 Visa gift card. You are not required to, but at the end of the survey all participants who want to, will be asked to enter their email addresses if they would like to be considered for a computer generated drawing. Four e-mail addresses will be randomly selected via computer generation and those participants will be awarded the gift cards. There will be no additional costs to you as a result of participating in this study.

We will keep your study records private and confidential and all data will be coded. Certain people may need to see your study records including the researcher, study coordinator, other research staff, certain university members who need to know more about the study and the University of South Florida Institutional Review Board (IRB) and the Department of Health and Human Services and their related staff who have oversight responsibilities for the study.

You should only take part in this study if you want to volunteer. Your job or membership to ASCA will NOT be impacted if you do not participate in this study. You

are free to participate in this research or withdraw at any time and there will be no penalty or loss of benefits from doing so.

  If you have any questions, concerns, or complaints about this study please contact the USF IRB at (813) 974-5638 or the PI at (813) 974-3515.

  Please indicate whether or not you agree or disagree to participate in this study. If you do not agree to participate in this study then you will not be able to respond to the survey questions nor have access to the survey. By agreeing, you will be automatically redirected to the survey and will have full access to the questions. Thank you for your time and participation, as it is greatly appreciated.

☐ I agree to participate in this study.
☐ I do not agree to participate in this study.

Sincerely,
Allison Paolini, Doctoral Candidate, NCC, RMHI

Appendix F: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
How many years of counseling experience outside of the school setting do you have? - Open-Ended Response	408	1	45	6.17	6.102
Please indicate which region you work in:	1084	0	4	2.19	1.167
Time spent in Individual Student Planning / Appraisal / Advisement	1082	0	80	15.22	11.275
Consultation / Collaboration / Teaming	1084	0	100	12.71	8.407
Monitoring Student Progress / Evaluating Student Success (Data Analysis)	1081	0	70	10.02	7.597
Conducting Classroom Presentations / Workshops	1080	0	100	14.12	14.930
School or Agency Referrals	1081	0	50	5.05	4.330
Career and College Planning	1077	0	80	9.87	10.882
Individual / Small Group / Peer / Crisis Counseling	1083	0	80	20.72	15.656
Course Selection / Scheduling	1074	0	75	9.12	10.345
Other	662	0	100	5.66	10.142
Valid N (listwise)	250				

Appendix G: Frequency of Utilization of ASCA Principles

Collect data (pre and post surveys, questionnaires, rating scales, free writes, or evaluations) for parent workshops, faculty presentations, and classroom guidance lessons, etc.?

Collect data (pre and post surveys, questionnaires, rating scales, free writes, or evaluations) for parent workshops, faculty presentations, and classroom guidance lessons, etc.?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	203	18.7	18.7	18.7
	seldom	227	20.9	20.9	39.7
	sometimes	383	35.3	35.3	75.0
	frequently	214	19.7	19.7	94.7
	almost always	57	5.3	5.3	100.0
	Total	1084	100.0	100.0	

Utilize research-based counseling interventions?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	29	2.7	2.7	2.7
	seldom	87	8.0	8.0	10.7
	sometimes	336	31.0	31.0	41.7
	frequently	469	43.3	43.3	85.0
	almost always	163	15.0	15.0	100.0
	Total	1084	100.0	100.0	

Engage in professional development activities, through in-service training, post- graduate education, or as a member of a professional association?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	14	1.3	1.3	1.3
	seldom	84	7.7	7.7	9.0
	sometimes	372	34.3	34.3	43.4
	frequently	455	42.0	42.0	85.3
	almost always	159	14.7	14.7	100.0
	Total	1084	100.0	100.0	

Participate in consultation, collaboration and teaming activities?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	7	.6	.6	.6
	seldom	65	6.0	6.0	6.6
	sometimes	253	23.3	23.3	30.0
	frequently	544	50.2	50.2	80.2
	almost always	215	19.8	19.8	100.0
	Total	1084	100.0	100.0	

Participate in planning and managing school counseling program activities (policies, procedures and data analysis)?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	67	6.2	6.2	6.2
	seldom	171	15.8	15.8	22.0
	sometimes	324	29.9	29.9	51.8
	frequently	365	33.7	33.7	85.5
	almost always	157	14.5	14.5	100.0
	Total	1084	100.0	100.0	

Use a daily log, weekly calendar, and master annual calendar to monitor your use of time?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	63	5.8	5.8	5.8
	seldom	109	10.1	10.1	15.9
	sometimes	187	17.3	17.3	33.1
	frequently	265	24.4	24.4	57.6
	almost always	460	42.4	42.4	100.0
	Total	1084	100.0	100.0	

Initiate activities designed to meet the needs of under-served, underperforming and under-represented populations to close the achievement gap?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	33	3.0	3.0	3.0
	seldom	113	10.4	10.4	13.5
	sometimes	333	30.7	30.7	44.2
	frequently	418	38.6	38.6	82.7
	almost always	187	17.3	17.3	100.0
	Total	1084	100.0	100.0	

Utilize deliberate practice? (Obtain baseline feedback, practice and master interventions that elicit positive outcomes, implement feedback received to help students reach goals).

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	83	7.7	7.7	7.7
	seldom	199	18.4	18.4	26.0
	sometimes	393	36.3	36.3	62.3
	frequently	314	29.0	29.0	91.2
	almost always	95	8.8	8.8	100.0
	Total	1084	100.0	100.0	

Utilize accountability measures (collecting data & obtaining feedback) at your school?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	70	6.5	6.5	6.5	
	seldom	191	17.6	17.6	24.1	
	sometimes	408	37.6	37.6	61.7	
	frequently	326	30.1	30.1	91.8	
	almost always	89	8.2	8.2	100.0	
	Total	1084	100.0	100.0		

Advocate for students at your school?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	1	.1	.1	.1	
	seldom	3	.3	.3	.4	
	sometimes	39	3.6	3.6	4.0	
	frequently	351	32.4	32.4	36.3	
	almost always	690	63.7	63.7	100.0	
	Total	1084	100.0	100.0		

Assume leadership roles in your school?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	10	.9	.9	.9	
	seldom	35	3.2	3.2	4.2	
	sometimes	188	17.3	17.3	21.5	
	frequently	454	41.9	41.9	63.4	
	almost always	397	36.6	36.6	100.0	
	Total	1084	100.0	100.0		

Facilitate a teamwork approach amongst teachers, counselors, and administrators at your school?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	15	1.4	1.4	1.4
	seldom	22	2.0	2.0	3.4
	sometimes	145	13.4	13.4	16.8
	frequently	468	43.2	43.2	60.0
	almost always	434	40.0	40.0	100.0
	Total	1084	100.0	100.0	

Get involved in the implementation of procedural and policy changes at your school?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	50	4.6	4.6	4.6
	seldom	140	12.9	12.9	17.5
	sometimes	314	29.0	29.0	46.5
	frequently	373	34.4	34.4	80.9
	almost always	207	19.1	19.1	100.0
	Total	1084	100.0	100.0	

Implement activities and make revisions to your school counseling program, based on data received from stakeholders?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	74	6.8	6.8	6.8
	seldom	132	12.2	12.2	19.0
	sometimes	367	33.9	33.9	52.9
	frequently	338	31.2	31.2	84.0
	almost always	173	16.0	16.0	100.0
	Total	1084	100.0	100.0	

Obtain feedback from stakeholders at your school, regarding the effectiveness of the counseling program and counseling services that are provided?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	92	8.5	8.5	8.5
	seldom	204	18.8	18.8	27.3
	sometimes	408	37.6	37.6	64.9
	frequently	281	25.9	25.9	90.9
	almost always	99	9.1	9.1	100.0
	Total	1084	100.0	100.0	

Work with students to assist them in acquiring the attitudes, knowledge and skills that contribute to effective learning in school?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	4	.4	.4	.4
	seldom	14	1.3	1.3	1.7
	sometimes	122	11.3	11.3	12.9
	frequently	499	46.0	46.0	58.9
	almost always	445	41.1	41.1	100.0
	Total	1084	100.0	100.0	

Work with students to assist them in understanding the relationship that exists between school, their personal lives, and the community?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	8	.7	.7	.7
	seldom	22	2.0	2.0	2.8
	sometimes	164	15.1	15.1	17.9
	frequently	478	44.1	44.1	62.0
	almost always	412	38.0	38.0	100.0
	Total	1084	100.0	100.0	

Help students to understand the relationship between personal qualities, education, training and careers?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	8	.7	.7	.7
	seldom	26	2.4	2.4	3.1
	sometimes	195	18.0	18.0	21.1
	frequently	474	43.7	43.7	64.9
	almost always	381	35.1	35.1	100.0
	Total	1084	100.0	100.0	

Work with students to assist them in developing strategies to achieve their future career goals?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	13	1.2	1.2	1.2
	seldom	60	5.5	5.5	6.7
	sometimes	229	21.1	21.1	27.9
	frequently	452	41.7	41.7	69.6
	almost always	330	30.4	30.4	100.0
	Total	1084	100.0	100.0	

Work with students to help them acquire the knowledge, attitudes and interpersonal skills to respect themselves and others?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	2	.2	.2	.2
	seldom	13	1.2	1.2	1.4
	sometimes	114	10.5	10.5	11.9
	frequently	429	39.6	39.6	51.5
	almost always	526	48.5	48.5	100.0
	Total	1084	100.0	100.0	

Work with students to assist them in decision-making, goal setting and initiating actions to achieve their goals?

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	2	.2	.2	.2
	seldom	14	1.3	1.3	1.5
	sometimes	131	12.1	12.1	13.6
	frequently	486	44.8	44.8	58.4
	almost always	451	41.6	41.6	100.0
	Total	1084	100.0	100.0	

Conduct classroom lessons on topics such as bullying, interpersonal communication, study skills, career development, or college readiness?

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	62	5.7	5.7	5.7
	seldom	130	12.0	12.0	17.7
	sometimes	280	25.8	25.8	43.5
	frequently	308	28.4	28.4	72.0
	almost always	304	28.0	28.0	100.0
	Total	1084	100.0	100.0	

Participate on interdisciplinary teams (collaborating with other department and stakeholders) to develop curriculum in school guidance and content areas?

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	127	11.7	11.7	11.7
	seldom	205	18.9	18.9	30.6
	sometimes	333	30.7	30.7	61.3
	frequently	311	28.7	28.7	90.0
	almost always	108	10.0	10.0	100.0
	Total	1084	100.0	100.0	

Conduct student / parent workshops and informational sessions for students / parents to address the needs of the school community?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	149	13.7	13.7	13.7
	seldom	246	22.7	22.7	36.4
	sometimes	414	38.2	38.2	74.6
	frequently	223	20.6	20.6	95.2
	almost always	52	4.8	4.8	100.0
	Total	1084	100.0	100.0	

Work with students to analyze and evaluate their abilities, interests, skills and achievement, using test information and other data?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	73	6.7	6.7	6.7
	seldom	165	15.2	15.2	22.0
	sometimes	407	37.5	37.5	59.5
	frequently	344	31.7	31.7	91.2
	almost always	95	8.8	8.8	100.0
	Total	1084	100.0	100.0	

Consult with parents or guardians, teachers, or other key stakeholders regarding strategies to help students and families?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	23	2.1	2.1	2.1
	seldom	55	5.1	5.1	7.2
	sometimes	286	26.4	26.4	33.6
	frequently	497	45.8	45.8	79.4
	almost always	223	20.6	20.6	100.0
	Total	1084	100.0	100.0	

Analyze feedback that you receive regarding the delivery of school counseling services?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	110	10.1	10.1	10.1
	seldom	220	20.3	20.3	30.4
	sometimes	385	35.5	35.5	66.0
	frequently	272	25.1	25.1	91.1
	almost always	97	8.9	8.9	100.0
	Total	1084	100.0	100.0	

Provide individual and small group counseling for students expressing personal or social concerns?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	46	4.2	4.2	4.2
	seldom	67	6.2	6.2	10.4
	sometimes	209	19.3	19.3	29.7
	frequently	409	37.7	37.7	67.4
	almost always	353	32.6	32.6	100.0
	Total	1084	100.0	100.0	

Provide crisis counseling and support to students and families facing emergency situations?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	27	2.5	2.5	2.5
	seldom	86	7.9	7.9	10.4
	sometimes	279	25.7	25.7	36.2
	frequently	363	33.5	33.5	69.6
	almost always	329	30.4	30.4	100.0
	Total	1084	100.0	100.0	

How comfortable do you feel analyzing data?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	very uncomfortable	18	1.7	1.7	1.7
	moderately uncomfortable	100	9.2	9.2	10.9
	neutral	173	16.0	16.0	26.8
	moderately comfortable	470	43.4	43.4	70.2
	very comfortable	323	29.8	29.8	100.0
	Total	1084	100.0	100.0	

Use student-achievement data such as standardized test data, grades, SAT and ACT scores, graduation rate, promotion and retention rates, and dropout rates to monitor student progress?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	98	9.0	9.0	9.0
	seldom	109	10.1	10.1	19.1
	sometimes	270	24.9	24.9	44.0
	frequently	403	37.2	37.2	81.2
	almost always	204	18.8	18.8	100.0
	Total	1084	100.0	100.0	

Design counseling activities to assist students to attain academic success and or to demonstrate college and career readiness.

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	76	7.0	7.0	7.0
	seldom	108	10.0	10.0	17.0
	sometimes	336	31.0	31.0	48.0
	frequently	384	35.4	35.4	83.4
	almost always	180	16.6	16.6	100.0
	Total	1084	100.0	100.0	

Use achievement-related data such as discipline referrals, suspension rates, attendance rates, and course enrollment patterns to monitor student progress?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	71	6.5	6.5	6.5	
	seldom	119	11.0	11.0	17.5	
	sometimes	305	28.1	28.1	45.7	
	frequently	398	36.7	36.7	82.4	
	almost always	191	17.6	17.6	100.0	
	Total	1084	100.0	100.0		

Disaggregate data, based on gender, ethnicity, socio-economic status to ensure that every student achieves high academic standards?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	196	18.1	18.1	18.1	
	seldom	289	26.7	26.7	44.7	
	sometimes	321	29.6	29.6	74.4	
	frequently	196	18.1	18.1	92.4	
	almost always	82	7.6	7.6	100.0	
	Total	1084	100.0	100.0		

Assess outcome data (how students are measurably different) as a result of the school counseling program?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	210	19.4	19.4	19.4	
	seldom	285	26.3	26.3	45.7	
	sometimes	350	32.3	32.3	78.0	
	frequently	176	16.2	16.2	94.2	
	almost always	63	5.8	5.8	100.0	
	Total	1084	100.0	100.0		

Conduct a program audit to assess if your counseling program is aligned with the components of the ASCA National Model or another counseling framework?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	367	33.9	33.9	33.9	
	seldom	266	24.5	24.5	58.4	
	sometimes	273	25.2	25.2	83.6	
	frequently	129	11.9	11.9	95.5	
	almost always	49	4.5	4.5	100.0	
	Total	1084	100.0	100.0		

Engage in self-reflection in order to gain an understanding about underserved populations at your school?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	41	3.8	3.8	3.8	
	seldom	69	6.4	6.4	10.1	
	sometimes	292	26.9	26.9	37.1	
	frequently	438	40.4	40.4	77.5	
	almost always	244	22.5	22.5	100.0	
	Total	1084	100.0	100.0		

Utilize school counseling program interventions that help to close the achievement gap?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	72	6.6	6.6	6.6	
	seldom	123	11.3	11.3	18.0	
	sometimes	368	33.9	33.9	51.9	
	frequently	374	34.5	34.5	86.4	
	almost always	147	13.6	13.6	100.0	
	Total	1084	100.0	100.0		

I am sure of my philosophical position.

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	rarely	6	.6	.6	.6
	sometimes	116	10.7	10.7	11.3
	frequently	443	40.9	40.9	52.1
	always	519	47.9	47.9	100.0
	Total	1084	100.0	100.0	

About the Author

Allison Paolini was born in South Florida and raised on Long Island, New York. She graduated Summa Cum Laude from Hofstra University in 2003 with a Bachelor of Arts degree in Communications. In 2005, Allison completed her Master's Degree with honors in School Counseling from Long Island University. Upon graduating, Allison worked as a school counselor at a Title 1 elementary school in Tampa, Florida and was awarded the Russell C. Hill Outstanding Guidance Counselor of the Year Award in 2007. As a student in the University of South Florida's Counselor Education Doctoral program, she worked as both a graduate teaching and research assistant. In 2010, Allison received the Provost's Award for Outstanding Teaching by a Graduate Teaching Assistant. She is also a Certified Parent Coordinator, as well as a Registered Mental Health Intern in the state of Florida.

After graduation in August 2012, Allison will be serving as an Assistant Professor of Counselor Education at Kean University in Union, New Jersey while completing her Post-Doctoral Professional Counselor licensure. A prolific and passionate writer, Allison hopes to one day publish books on counseling-related topics.