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Perceptions of Arkansas School Counselors Regarding the Barriers of Implementing the ASCA National Model

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PERCEPTIONS OF ARKANSAS SCHOOL COUNSELORS REGARDING THE
BARRIERS OF IMPLEMENTING THE ASCA NATIONAL MODEL

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Title: Perceptions of Arkansas School Counselors Regarding Barriers to Implementing the ASCA National Model

Program: School Leadership

Degree: Doctor of Education

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Abstract

Counselors are an important part of our schools and student development. According to the American School Counselor Association (ASCA) there are three domains of development in which school counselors have received specialized training: academic development, career development, and social/emotional development (ASCA, 2012). These domains, along with ASCA's four themes (leadership, advocacy, collaboration and systemic change) make up the ASCA National Model framework for school counseling programs (ASCA, 2012). However, many counseling programs in the state of Arkansas do not implement this model as part of their program. This study investigated the lack of implementation of the ASCA model in Arkansas counseling programs. The follow research questions guided the study: 1. How well aligned to the ASCA National Model do Arkansas counselors report their school counseling program as being? and 2. What barriers do school counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model? The survey instrument that was employed in this study was adapted from the American School Counselor Association Readiness Survey from the University of Massachusetts – Amherst College of Education. As a result of the survey and open response question, counselors identified lack of time, advocacy, resources and lack of knowledge as barriers to implementing the ASCA National Model framework in their school counseling programs. The results of the responses received from this study provided implications for counselors and administrators to work together to improve school counseling programs across Arkansas.

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Chapter One: Introduction to the Study

The need for school counseling programs became apparent in the late 19th century as the United States was faced with immigration issues and a growing industrial society (Pope, 2009; Solomonson, Roaten, Jones & Albrecht, 2014). According to Solomonson et al. (2014), in response to these societal issues, schools developed vocational guidance programs at the start of the 20th century. During this time, school counselors were struggling to define their role. Counselors were advocates for students, social workers, career and human resource directors and many other jobs. As long as the position of counselor has been in existence in a public school, the role of the counselor has varied with no clear definition from school to school, even from district to district.

According to the American School Counselor Association (2012), advocates of counseling in schools were concerned about the role and responsibilities of school counselors. Some lobbied for school counselors to focus on human development while others thought that the counselor's role was to serve as a change agent in the schools by advocating for improvements for students and counseling programs. Along with trying to arrive at a clear definition of the counselor's role, questions arose as to whether these professionals should be termed "school counselors" or "guidance counselors."

One change that helped define the counselor's role was the implementation of National Standards for School Counseling Programs (NSSCP) in the 1990s (Dahir, 2001; Foster, Young, & Hermann, 2005). Even with these standards, discussions continued among practitioners and writers about the work and function of the school counselor (ASCA, 2012). The American School Counselor Association (2012) recorded that

writers were conflicted as to whether school counselors should focus on mental health issues, careers, or academics.

In March, 2001, the American School Counselor Association (ASCA) began working on creating a national model for counselors (Dahir, 2001; Foster, 2005). This was in part a reaction to the Goals 2000: Educate America Act (103d Cong., 1994, H.R. 1804), signed by President Bill Clinton, as a way to include school counselors in the reform discussions.

The ASCA National Model is a framework that provides standards for school counselors in the following areas:

- Foundation: program focus, student and professional competencies

- Management: assessments and tools

- Delivery: how to give and offer services for students

- Accountability: data analysis, evaluation and improvement

The ASCA National Model, developed in 2012, helps counselors meet the needs of all students and offers a framework of standards to guide counselors in developing a true comprehensive counseling program. The ASCA National Model (2012) was designed to give structure and "uniformity" to counseling programs and supported the role of the counselor in helping students succeed academically, personally and socially, and in planning for the future with career guidance. "School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model" (ASCA, 2012, p. 148).

Problem Statement

Comprehensive school counseling programs should be in place in schools in order to help increase student achievement (ASCA, 2012). However, many school counselors do not know what their role is in their school and their programs are not seen as an important part of the school setting (ASCA, 2012; Salina et al, 2013). According to the ASCA website, no Arkansas school has received the Recognized ASCA Model Program (RAMP) designation. However, each state that borders Arkansas has at least one RAMP program (Missouri – 4, Oklahoma – 1, Tennessee – 4, Texas – 7).

The research topic will be a study on the barriers to implementing the American School Counseling Association National Model for public school counselors in the state of Arkansas. The ASCA National Model is a framework for school counselors that provides information to implement a program that is comprehensive and focused on student achievement (ASCA, 2012). These standards focus on the three tenets of counseling students: personal/social, academic, and career counseling.

Purpose of the Study

The purpose of this study is to analyze school counseling programs in Arkansas public schools and possible barriers faced in structuring counseling programs that comport with the ASCA National Model.

Research Questions

The research questions that drove this study were:

1. How well aligned to the ASCA National Model do Arkansas counselors report their school counseling program as being?

2. What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?

Significance of the Study

According to the Arkansas Department of Education website (2014), public schools are accountable in several areas, both on the state level and the federal level. Every four years as mandated by state law, schools in Arkansas are monitored and checked for compliance in many areas. In addition to monitoring for compliance, and probably more important to parents, is the accountability to the students in relation to grades and academic performance. Some of the efforts to include accountability are the No Child Left Behind Act (NCLB) of 2001, the Obama administration's Race to the Top initiative and NCLB waivers, and most recently, the Every Student Succeeds Act (ESSA) of 2015.

Definition of Key Terms

1. ASCA National Model: a framework for school counselors that provides the components of a comprehensive counseling program.

2. Common Core: an educational initiative that provides guidance on what students should learn in both English and math at the end of each grade, K-12.

3. ESSA (Every Student Succeeds Act): an education law signed by President Obama in 2015 that reauthorized the Elementary and Secondary Education Act for commitment to equal opportunity for all students.

4. RAMP (Recognized ASCA Model Program): recognition by the American School Counselors Association of schools who have proved to have successfully implemented the ASCA National Model in their comprehensive programs.

5. Student Services Annual Report: an annual report submitted by each Arkansas school

district to the Arkansas Department of Education that outlines its compliance with

and implementation of plans for the provisions of the Public School Student

Services Act (A.C.A. § 6-18-1001., 2015).

Assumptions

It is assumed the questions that were included in the survey instrument employed

in this study were relevant to all practicing school counselors across the state of

Arkansas. Another assumption is that school counselors who participated in the survey

are both well informed about their schools and districts. It is also assumed that they have

a general knowledge of the ASCA National Model. Finally, it is the assumption that

school counselors who responded to the survey instrument answered in an honest,

forthcoming manner.

Limitations

The survey instrument that was employed in this study was delivered by email to

addresses that were on file in the counselor database of the Arkansas Department of

Education. Participants were able to clink on a link to the survey or to navigate to the

webpage of the online provider that hosted the survey. Data collection was limited to

public school counselors in the state of Arkansas. Consequently, while the resulting data

may be applicable to schools in other states, these results will likely not be representative

of schools across the United States. Given the qualitative nature of this study, some

might perceive the reliance upon my sensitivity and integrity as the primary research

instrument as a limitation. Merriam (1998) stated, "Qualitative case studies are limited,

too, by the sensitivity and integrity of the investigator" (p. 42). I have taken all

appropriate steps at all stages of this investigation to ensure the trustworthiness of all data presented and all conclusions drawn. The researcher was also an instrument by analyzing and interpreting the data given from the open response question of the survey. Merriam (1998) stated that in qualitative studies the researcher can be the "primary instrument" as they are the ones who will gather, interpret and code data collected.

Chapter Two: Literature Review

School counselors and school administrators often have conflicting views on what a counselor's job or role is in the school (Dodson, 2009; Wilkerson, 2010). Counselors across the United States work to define their role and many state leaders are showing support for counseling programs in the schools by developing policies and state models for successful counseling programs (Martin, Carrey, & DeCoster, 2009). With many states adopting school counseling models to support their school counselors, why are so many counselors struggling each day to work with students instead of on the various other tasks assigned to them, many that have very little to do with school counseling (Wilkerson, 2010)? What does this mean for schools in Arkansas?

Search Description

The following research was found using ProQuest and EBSCOhost education databases from the Arkansas Tech University Pendergraft Library and Technology Center system. Literature searches were limited to peer reviewed sources with publication dates from 2000 to 2016. Search terms used were: *school counseling, comprehensive school counseling programs, ASCA model, barriers for school counselors, counseling framework,* and *public school counselors.* Surveys and information were also located using websites from the University of Massachusetts Amherst College Of Education, the American School Counselor Association, the Arkansas School Counselor Association and the Arkansas Department of Education.

Conceptual Framework

The ASCA National Model will serve as the conceptual framework for this investigation. More specifically, that model's theme of 'Systemic Change' will serve as the lens through which collected survey data are analyzed. It is appropriate for school counselors to provide the data to be examined as "school counselors are uniquely positioned to identify system barriers to student achievement" (ASCA, 2012, p. 8). In the present study, participating school counselors are asked to rate the degree to which their own school counseling programs include (or not) prescribed components of the ASCA National Model (foundation, management, delivery and accountability) by answering multiple choice questions. For the second part of the survey, participating school counselors were asked to share their own perceptions about what (if any) barriers are preventing them from aligning those programs to that model. Brigman and Campbell (2003) reported that when school counselors provide group counseling along with guidance lessons in a classroom setting, the results were positive in terms of student academics and behavior.

History of School Counseling

The research reported that school counseling, in some form, has been in existence for more than 100 years. The "vocational guidance counselor," as the school counselor was at one time know, supplemented the work of the classroom teacher and had an impact on students' academic performance (Cinotti, 2014). This was part of a plan developed by Jesse Davis in 1913 known as the "Grand Rapids Plan" (Pope, 2009). "Widely considered to be the first school counselor in the United States," Davis worked to create a guidance program in the state of Michigan (Pope, 2009). By incorporating

guidance lessons into the regular classroom curriculum, Davis' plan was to build a program for school and career counseling (Pope, 2009).

Cinotti (2014) reported that the "Grand Rapids Plan" led to conversations among educators about the role and responsibility of counselors. As counselors helped to influence students in their academics this also had an impact on their choice of vocations or careers. This, in turn, led to the realization that counselors could have a more comprehensive plan for students that could involve not only career choices and other academic decisions, but could also include work in the personal and social domains that might increase overall student achievement.

Comprehensive Counseling Programs in Public Schools

Dahir (2004) found that counselors are still struggling to find their role. As a response to the search for an identity for the school counselor, ASCA (2012) developed the ASCA National Model: A Framework for School Counseling Programs to help answer the question "What do school counselors do?" The goal of this framework is to support the school, and to guide schools and counselors in developing comprehensive school counseling programs (ASCA, 2012; Perkins, Oescher & Ballard, 2010).

Dahir (2000) explained that the counseling national standards represent what students should understand and be able to apply as a result of their participation in a school counseling program. These standards should help counselors as they design their comprehensive program and write their guidance curriculum. The American School Counseling Association (2012) enumerates four components of the framework: foundation, management, delivery and accountability. In addition to the components,

ASCA provides a list of counselor "do's and don'ts" relating to activities that the counselor should be involved in at school.

Dodson (2009) reported that even with the development of the ASCA National Model, school counseling programs continued to experience difficulty, mostly as a result of differences of opinion among stakeholders about the school counselor's role. "The history of school counseling demonstrates that there has been role incongruence since the earliest roles of school counselors were organized and recorded" (Dodson, 2009).

Unfortunately, school counselors and school administrators often have conflicting views on what a counselor's job or role is in the school (Wilkerson, 2010). Counselors across the United States work to define their role and many state leaders are showing support for counseling programs in the schools by developing policies and state models for successful counseling programs (Martin, Carey, & DeCoster, 2009). With all of these efforts to positively support school counselors, and many states even adopting school counseling models, why are so many counselors struggling each day to work with students instead of on the various other tasks assigned to them, many that have very little to do with school counseling (Wilkerson, 2010)? What does this mean for schools in Arkansas?

The first change to help define counselors' roles came with the implementation of national standards for school counseling programs. Carol Dahir (2001) stated that the American School Counselor Association (ASCA) began working on creating national standards for counselors. This was, in part, a reaction to Goals 2000: The Educate America Act which was written in 1994. Goals 2000 ensured a way to include school counselors in discussions about education reform.

In 2003, counselors continued the struggle to find their role. Counselors were test coordinators, teacher-parent liaisons, and many other jobs and tasks that their administrators felt needed to be done (Dahir, 2004). As a response to the search for an identity for the school counselor, ASCA developed the ASCA National Model: A Framework for School Counseling Programs to help answer the question "What do school counselors do?" (ASCA, 2012). This framework exists to support schools, and to guide schools and counselors in developing comprehensive counseling programs. There are four components to the framework: foundation, management, delivery, and accountability. In addition to the components, ASCA provides a list of activities in which school counselors should and should not be involved at school (ASCA, 2012).

Even with the development of standards and a national model, many school districts and counselor groups believed there should be more clarification about the role of the counselor (Kaffenberger, Murphy, & Bemak, 2006). Not only is ASCA working to support and maintain defined roles for counseling programs, they have received support from the National Association of Secondary School Principals (NASSP). These organizations agree on the importance of training and implementing a comprehensive counseling program that supports each school and its mission (Dahir, 2000). In order for counseling programs to have the desired effect of promoting student success, according to Dahir (2000), counselors, school leaders, and others must first possess a true understanding of what a school counseling program should be.

One initiative sponsored by ASCA to encourage school counseling programs to align with the national model framework is the Recognized ASCA Model Program (RAMP). RAMP was designed to provide recognition to those counseling programs that

have undergone the difficult but important work of aligning to the ASCA National Model. In his study of RAMP versus Non-RAMP schools, Wilkerson, Perusse, & Hughes, (2013) discovered that schools with comprehensive programs that are data-driven boast higher academic outcomes than schools without these programs. Currently there are no RAMP designated schools in the state of Arkansas.

Dodson (2009), likewise, reported that counseling programs bearing the RAMP designation have been shown to be data driven. Counselors in RAMP schools use data to design comprehensive programs that meets the needs of all students and work to provide services in this regard.

Young and Kaffenberger (2011) identified that school counselors in RAMP designated schools use program evaluation to enhance student success. Counselors in RAMP schools constantly evaluate their programs and practices to look for areas of success, as well as deficiencies in need of improvement, to ensure higher success for their students, both personally and academically.

When looking at the counseling programs of Arkansas' bordering states, each state, Missouri, Tennessee, Texas and Oklahoma, has at least one RAMP designated school.

The American School Counseling Association Model

The American School Counseling Association promotes counselors as those who are responsible for performing activities that are designed to foster student success in the academic, career, and personal/social development of students (Cinotti, 2014). Counselors need to maintain duties that are student-centered and that do not conflict with the role of the school counselor as aligned with the national model and standards; when

counselors do activities that are "non-counseling-related," it hampers their role and "the counselor experiences role ambiguity" (Cinotti, 2014, p. 420).

With the development of the ASCA National Model, counseling programs now have the tools to build data-driven comprehensive counseling programs (Camizzi, Clark, Yacco, & Goodman, 2009). Camissi et al. (2009) state that the ASCA national model is a "bridge" that connects school counseling and student achievement. Counselors need to use this model as they work with teachers, parents and administrators.

The use of data has become an important part of some school counseling programs in the state of Utah (Bitner et al., 2009). Bitner et al. (2009) discussed that, in 2004, secondary schools in Utah receiving state funding submitted two reports to Utah's Office of Education in relation to their school's comprehensive counseling and guidance programs (CGP). These data reports were part of the counseling programs' approval process. Counseling programs then presented their data to their school faculties, and also to their local school boards. According to Bitner et al. (2009), Utah schools used their data as needs assessments for their schools, and developed programs based on their data. One example given was a program in a junior high focusing on increasing grades for 7th and 8th graders.

Anita Young and Carol Kaffenberger (2011) looked at RAMP schools and how they used data. Part of the RAMP process is program evaluation along with an assessment of how counselors use data to identify their program goals. Young and Kaffennberger (2011) discovered that RAMP school counselors used their data to drive their programs and program decisions. RAMP counselors shared their data with their stakeholders, thus promoting their programs and the importance of the comprehensive

counseling program to their schools. According to one counselor interviewed by Young and Kaffenberger (2011), understanding and using data in her/his counseling program created a concern for the "effectiveness of our programs" (p.73).

Wilkerson (2010) discussed how educational reforms called for increased accountability with regard to student performance. This increased accountability drove school principals to promote cultures of high expectations in their schools. Wilkerson (2010) found that administrators tended to look at their counselors as "quasi-administrators" and often assigned to them tasks that were clerical, managerial and not tied to the standards or the national model.

School counselors need to use ASCA standards and the national model as guides to promote themselves as stakeholders in school reform (Wilkerson, 2010). By using the national model as a guide, counselors can showcase and expand their roles in student success through the four components of the model (foundation, management, delivery, management, and accountability), become partners with principals and work together to improve student success and bring change.

Wilkerson, Perusse, & Hughes (2013) reported that schools that bear the Recognized ASCA Model Program (RAMP) designation are data-driven and appear to have a positive impact on student achievement. In this study, Wilkerson et al. (2013) reported that Indiana is one state that has worked with schools to develop and implement data driven counseling programs. Utah is another state that is using data as an instrument not only to drive instruction but to drive their counseling programs. (Bitner, Stevenson, Burnham, Whitely, Whitaker & Sasche, 2009).

Wilder and Ray (2013) reported that parents of high school age students are more satisfied when counselors are working with students in activities that are aligned with the ASCA National Model. This study was conducted to find out parental preferences for secondary counselors. The report focused on counseling activities from personal/social counseling individually to small group counseling.

According to Wilder and Ray (2013), even though parents prefer counselors to conduct activities that are more aligned to the national model, there were some things like scheduling with which parents wanted their counselors to help their student. Personal and social issues, such as family issues, were not highly favored among surveyed parents in comparison to issues concerning academics and behaviors. When looking at socio-economic status, parents who earn lower incomes depend more on counselors to guide their students when making choices about college and careers than do parents of higher incomes (Camizzi, Clark, Yacco, & Goodman, 2009).

Lapan (2012) discussed the findings of the Public Agenda study of school counseling programs. Lapan (2012) reported that there continued to be an inconsistency pertaining to the delivery and practice of school counseling programs. Lapan (2012) stated that there are many students that pass through our schools without the benefit of a relationship with their school counselor. According to Lapan (2012), this impacts advising and prolongs the academic needs of the students.

Bemak, Williams, & Chung (2015) wrote that school counselors play a vital role in student academic success but need to be able to promote their program. School counselors need to develop systems of accountability of their programs, and to be able to share with stakeholders the part that they play in student achievement. Bemak et al.

(2015) researched four main areas of accountability for school counselors and counseling programs: grades, attendance, disciplinary referrals, and suspension rates. This report provided tools and suggestions for counselors to develop a system of accountability in their schools.

Administrators' Perception

In his study, Kevin Wilkerson (2010) used information from the National Association for Secondary School Principals (NASSP) Bulletin and from the American School Counselor Association (ASCA) to ascertain if there was any correlation between the perceptions of the two groups. Wilkerson (2010) stated that a comprehensive counseling program developed by school counselors often does not align with tasks that principals would have them do at school and the job expectations that many administrators have for their counselors.

Wilder and Ray (2013) stated that administrators believe that secondary counselors should be involved in many activities that realistically could be considered clerical such as record keeping, registration and scheduling. Testing is also a priority for many administrators regardless of grade level (Leuwerke, Walker & Shi, 2009). Wilder and Ray (2013) found that teachers see a counselor's role as one that is more aligned with the ASCA model. However, teachers also believed that counselors should be responsible for many of the same tasks that administrators found a priority: record keeping, scheduling, registration and testing. Bemak (2000) reported that school counselors have been assigned other duties such as cafeteria duty and bus duty.

A study by Dodson (2009) examined the perceptions of administrators towards high school counselors and their roles in secondary schools. The researcher looked at

RAMP schools compared to schools that did not have the RAMP designation and the effectiveness of counselors from each school. It was discovered that administrators from RAMP schools had a more favorable opinion of their counselors and believed that they played an important role in the school by collaborating with teachers and in curriculum development (Dodson, 2009).

Dodson (2009) concluded that administrators of RAMP model schools could identify several areas in the school in which counselors had an impact, such as counseling students with discipline problems, conducting more classroom guidance activities, better interpretations of student data and records, and providing teachers with management strategies and ideas.

Dodson (2009) found that many administrators do not understand, or possibly may not be aware of, the ASCA National Model and the standards, including job descriptions for the school counselor as stated by ASCA. Perusse, Goodnough, Donegan & Jones (2004) believed that school principals help to shape the role of the school counselor in the building. "The top three inappropriate tasks which secondary school counselors performed were the same as those endorsed by more than 80% of secondary school principals" (Perusse et al, 2004, p. 153).

Kaffenberger, Murphy and Bemark (2006) found that there are a multitude of issues concerning the role and approach that counselors should take in school. There continues to be the feeling that the school counselor is a role that is misunderstood by both administrators and teachers. Kaffenberger et al. (2006) discussed the jobs that counselors are often asked to do that are unrelated to actual school counseling and working with students.

Lack of Counselor Vision

Watkinson (2013) reasoned that lack of vision of what their school counseling program could and should be like is a potential barrier for counselors wanting to implement the ASCA National Model. In her study, Watkinson (2013) acknowledged the fact that school counselors often take on "quasi-administrative" duties and several other duties not directly related to students or counseling. She believed that counselors should use their leadership skills to develop a vision for their program and then promote their program to the staff and administration as they begin to implement a comprehensive school counseling program. Watkinson (2013) stated that counselors could also use their understanding of interventions and how counseling interventions connect to increased student achievement to help to define their role to the staff and stakeholders.

Job Satisfaction

Pyne (2011) researched the job satisfaction of counselors, comparing the differences between counselors who had or had not implemented comprehensive programs based on the ASCA National Model. Pyne (2011) discovered that many counselors felt overworked due to "non-counseling" activities as defined by the ASCA National Model. Pyne (2011) found that 49% of the school counselor's job satisfaction comes from the relationship that they have with their administrator. Pyne (2011) determined that school counselors that have administrative support, the ability to communicate with faculty and have a plan of action for their counseling program have an increased level of satisfaction with their role as a counselor.

Chapter Summary

When schools' counseling programs are aligned with the ASCA National Model, student achievement improves, counselors' job satisfaction increases, and data is used effectively to maintain and refine those programs. The relationship between the administrator and the counselor is key. Administrators must see counselors as more than "quasi-administrators" and begin to understand the role of the school counselor as defined and outlined by the framework of the ASCA National Model (ASCA, 2012).

The research literature reviewed in this section concluded that many view the administrator as a barrier to school counselors implementing true comprehensive counseling programs aligned with the ASCA National Model. School counselors should create a vision of their program and not only implement their vision but also develop ways to create accountability for their program. Accountability for a comprehensive counseling program will help school counselors promote their program and provide information to teachers, administrators and other stakeholders on the value of the counseling program. Research literature revealed that when school counselors implement a counseling program that is comprehensive and student centered, counselors contribute to an increase in student achievement.

As counselors implement the ASCA National Model, they should use data to develop a data-driven comprehensive program. Through a data-driven program, counselors will be able to evaluate the counseling program and identify areas of strengths and relative weakness. Counselors could collaborate with teachers and administrators and use their data to develop programs in schools that will support and promote student achievement through counseling activities. In addition to using data to develop programs

in schools, counselors can use data to promote their own work. Counselors should take their data and make presentations to stakeholders, such as at Parent Teacher Association meetings and school board meetings.

Research is still needed in areas of professional development for counselors. Larger school districts often provide professional development for their counselors, but many are forced to attend state conventions or association conferences to stay current in their field. Conventions and conferences incur a cost not only to the school district but also to the counselor, so many may choose not to attend. Included in the need for more research on professional development for counselors would be research on non-traditional counselors – that is, counselors who have no background as teachers in the classroom. In addition to conferences, as a way to stay current with counseling techniques and research, counselors should develop relationships and partnerships with local colleges and universities. Counselors and counselor education programs should be resources for each other. Pursuing National Board Certification through the National Board for Professional Teaching Standards is another way for counselors to become reflective practitioners, stay current with research practices, and connect with colleagues state and nationwide.

The current study was undertaken in efforts to provide state, district, and building leaders with information about how to support the alignment of comprehensive school counseling programs with the ASCA standards. Such alignment promises to contribute significantly to student achievement and success.

Chapter Three: Methodology

The purpose of this study was to analyze school counseling programs in Arkansas public schools, and to identify any barriers that school counselors in the state experienced in structuring counseling programs that comport with the ASCA National Model. The following questions drove the study:

1. How well aligned to the ASCA National Model do Arkansas counselors report their school counseling programs as being?

2. What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?

Chapter 3 describes the method by which the necessary data were collected to complete this study.

Research Design

The design of this dissertation was qualitative in nature. Permission had been given by the University of Massachusetts – Amherst School Counseling Program to use surveys that are publicly available on their webpage (email, October 7, 2016) (see Appendix A). One such instrument, The American School Counselor Association (ASCA) Readiness Survey "Are You Ready for the ASCA National Model?" was used (see Appendix B). This survey is designed for gathering information at the school district level to determine a "district's readiness to implement the ASCA National Model and to determine what [the district] will need to achieve successful implementation" (Carey, Harrity, & Dimmitt, 2005).

For this study, the survey was slightly modified to gather school-level information in addition to the district-level information that it was designed to solicit (see Appendix

C). To increase the richness of the data, a demographic section was added. Each

counselor was asked to identify the building level (K-5, 6-8, 9-12); school population (1-

500, 501-1000, 1000 +); district population (1-1000, 1001-5000, 5000 +); school

description (Rural, Suburban, Urban); counselor experience (1-5 years, 6-10 years, 11-20

years, 21 +); and years at present school (1-5 years, 6-10 years, 11-20 years, 21 +).

The survey consisted of 69 items answered according to a Likert scale model

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree), which

provided information about how well counselors felt that their school counseling

programs align to the ASCA National Model. Responses to these questions, which were

organized into the following seven components, address the first research question:

- Community Support

- Leadership

- Guidance Curriculum

- Staffing/Time Use

- My Beliefs and Attitudes

- My Skills as a School Counselor

- District Resources

The survey included a single, open-ended question designed to obtain information

with which to answer the second research question. According to Patton (2002), open

response questions are a way to gather data from respondents that allow them to

discuss their experiences, thoughts and feelings about the subject. This survey was

peer reviewed by junior high counselors and a career development facilitator from the

Fort Smith Public Schools. Feedback from this review by peers provided information that resulted in modification of wording to ensure clarity for research participants.

Given the qualitative nature of this study, my role as the researcher was not only to analyze participants' responses to items that they had rated on a Likert scale, but also to interpret their answers to the open ended items (Merriam, 1998; Patton, 2002). Patton (2002) stated, "Data consist of verbatim quotations with sufficient context to be interpretable" (p. 4).

Setting and Sample

The survey was administered to Arkansas public school counselors (K-12) using *Survey Monkey©*. A list of counselor names and email addresses was received from the office of Suzanne Knowles, Guidance and School Counseling Program Coordinator with the Arkansas Department of Education. Using this database of email addresses, a link to the survey instrument was sent to 1,265 public school counselors in Arkansas.

Data Collection

An application seeking permission for data collection and research was submitted to the Institutional Review Board at Arkansas Tech University and approval was given (see Appendix D). An introductory paragraph explaining the purpose of the survey along with the link to *Survey Monkey©* was emailed to 1,265 Arkansas public school counselors (see Appendix E). A reminder email was sent after the first week to those who had opened and had not yet completed the survey, or who had not opened it at all. A "Thank You" email was sent to those that completed the survey. The survey was open for a period of two weeks.

Data Analysis

The data was analyzed through the application of the conceptual frame of the ASCA National Model. More specifically, that model's theme of 'Systemic Change' served as the lens through which collected survey data was analyzed. School counselors' provision of the data examined in this investigation is appropriate; "school counselors are uniquely positioned to identify system barriers to student achievement" (ASCA, 2012, p. 8). In the present study, participating school counselors are asked to rate the degree to which their own school counseling programs include (or not) prescribed components of the ASCA National Model (foundation, management, delivery and accountability) by answering multiple choice questions. The second section asked participants to share their own perceptions about what (if any) barriers are preventing them from aligning those programs to that model.

Participants' responses from the multiple choice questions were analyzed to identify patterns, or "recurring regularities" as Patton (2002) described. The open responses from participants were read multiple times, again to ascertain any commonalities or discrepancies. The data from the open response question was also matched with the multiple choice question data to look for patterns or discrepancies.

Chapter Four: Results

The purpose of this study was to collect data from public school counselors in the state of Arkansas regarding their perceptions of the barriers they face in implementing the ASCA National Model. A survey was distributed to 1,265 school counselors across the state in an effort to find answers to the two research questions:

1. How well aligned to the ASCA National Model do Arkansas counselors report their school counseling programs as being?

2. What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?

The data from the multiple choice section was divided into seven components from the UMASS Survey "Are You Ready for the National Model?" Demographic questions were also added to the survey. The sections of the survey are as follows:

1. Demographics

2. Community Support

3. Leadership

4. Guidance Curriculum

5. Staffing/Time Use

6. My Beliefs and Attitudes

7. My Skills as a School Counselor

8. District Resources

The comments from the open response question were read several times in order to begin looking for patterns and commonalities among the answers. Answers were color coded according to the topic, and grouped together. A simple tally was taken of each

response. This resulted in 42 different topics that had been submitted by respondents as barriers to the implementation of the ASCA National Model in their counselor comprehensive program at their school. These responses were then grouped together by common themes. Five themes emerged from this process. The five themes are:

1. Time

2. Advocacy

3. Resources

4. Lack of Knowledge

5. None (no barriers listed)

The survey instrument was distributed by email to 1,265 Arkansas public school counselors. Of the 1,265 surveys, 843 (67%) were unopened, 9 (0.07%) were not delivered, 463 (37%) were "clicked through", meaning that recipients read through the survey but did not respond, and 2 (0.01%) chose not to participate. There were 412 (33%) counselors that selected to participate. Of the 412 responses, 330 (80%) were complete and 82 (20%) were partially completed. For the open response question, 222 (54%) responded while 190 (46%) chose not to answer.

Demographics

The first section of the survey asked respondents to provide information for Building Level (K-5, 6-8, 9-12), School Population (1-500, 501-1000, 1000 +), District Population (1-1000, 1001-5000, 5000 +), School Description (Rural, Suburban, Urban), Counselor Experience (1-5 years, 6-10 years, 11-20 years, 21 + years) and Years as Counselor at Present School (1-5 years, 6-10 years, 11-20 years, 21 + years).

Half of the respondents reported that they are in K-5 schools with populations no larger than 500 students in their school. The majority of respondents described their districts as rural and almost half of the responses came from counselors working in districts between 1000 and 5000 students. Just over 40% of the respondents had one to five years of experience as a school counselor, while 18.40% reported six to ten years counselor experience and 40.20% of respondents identified as having over 11 years of school counseling experience. Table 1 represents the reported demographic information.

Table 1

Demographics

Building Level	K-5	6-8	9-12	
	50.10%	20%	29.80%	
School Population	1-500	501-1000	1000+	
	52.60%	39.60%	7.80%	
District Population	1-1000	1001-5000	5000+	
	22.90%	44.80%	32.30%	
School Description	Rural	Suburban	Urban	
	61%	20.50%	18.50%	
Counselor Experience	1-5 yrs	6-10 yrs	11-20 yrs	21 +
	41.40%	18.40%	23%	17.20%
Years As Counselor at Present School	1-5 yrs	6-10 yrs	11-20 yrs	21 +
	64.10%	16.80%	14.10%	4.90%

Community Support

The next section of the survey inquired about the counselor's knowledge of the support they receive from the community. The definition for community in this section included the school board, parents, student, teachers, business and community leaders. According to the responses received, counselors believe that they have the support of

parents, students and teachers (Q 9, Q10, and Q11). Counselors also believe that they are

recognized by teachers for having expertise in their field (Q14). However, almost two-

thirds of counselors disagree or neither agree nor disagree that teachers collaborate with

them in meeting the school counseling program goals and objectives. Table 2 represents

the response data from school counselors on community support for implementing the

ASCA National Model.

Table 2

Community Support

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q7 (school board)	1.79%	9.44%	20.15%	54.59%	14.03%
Q8 (school board)	1.03%	8.97%	32.31%	48.21%	9.49%
Q9 (parents)	1.55%	15.21%	22.68%	54.38%	6.19%
Q10 (parents)	0.52%	5.68%	20.93%	62.79%	10.08%
Q11 (students)	0.52%	3.35%	8.76%	68.04%	19.33%
Q12 (teachers)	0.78%	12.44%	17.88%	54.66%	14.25%
Q13 (teachers)	0.78%	18.35%	19.38%	51.94%	9.56%
Q14 (teachers)	2.07%	9.33%	12.69%	58.03%	17.88%
Q15 (parents)	1.04%	12.99%	26.75%	54.29%	4.94%
Q16 (business)	3.84%	19.18%	31.97%	40.41%	4.60%
Q17 (community)	1.28%	10.23%	47.31%	38.36%	2.81%

Leadership

The third section of questions asked of counselors in the survey was about

Leadership. This section focused on both building and district level leadership. Over

80% of school counselors reported that they believe that their building principal believes

that the school counseling program is a vital part of meeting the mission of their school

(Table 3, Q18). They also reported that they feel that their principal believes that the

school counseling program helps to support the academic achievement of students and is

an essential component of the mission of the school. (Table 3, Q18 & 19). However, the

majority of the school counselors who responded to the survey do not have a designated

person at the district level that would be considered their leader that supports their school

counseling program (Table 3, Q 20) and they report that they do not have a principal who

commits resources to supporting their school counseling program development (Table 3,

Q 21). Almost 80% of school counselors agree that their principal believes that school

counselors should be engaged in developmental and preventive activities and over 80%

of counselors report that their principal believes that the school counselor should be

involved in the academic achievement of their students. However, almost 60% of

reporting school counselors disagree or neither agree nor disagree that their principal

would be willing to relieve them from non-counseling duties, such as clerical and

administrative duties, that take them away from spending at least 80% of their time

directly working with and supporting students. Table 3 is a breakdown of the

percentages of the school counselors' responses on their assessment of leadership in their

school and district.

Table 3

Leadership

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Q18 (principal)	0.54%	5.66%	5.93%	47.17%	40.70%
Q19 (principal)	0.27%	4.04%	7.28%	50.13%	38.27%
Q20 (district leader)	13.86%	22.28%	16.58%	31.25%	16.03%
Q21 (principal)	10.63%	17.98%	23.16%	36.78%	11.44%
Q22 (district leader)	10.60%	18.48%	31.52%	29.89%	9.51%
Q23 (district leader)	2.70%	11.62%	12.97%	49.73%	22.97%
Q24 (principal)	0.27%	5.18%	7.90%	58.04%	28.61%
Q25 (principal)	0.27%	2.16%	8.38%	55.68%	33.51%
Q26 (principal)	1.92%	12.60%	20.27%	48.49%	16.71%
Q27 (principal)	1.08%	6.50%	15.45%	54.47%	22.49%
Q28 (principal)	10.54%	21.35%	25.41%	30.54%	12.16%

Guidance Curriculum

The data in Table 4 is of school counselors' views of their school counseling

programs in relation to their objectives and student outcomes, how these objectives

connect to the ASCA National Standards and their districts' academic curricula. Over

67% of responding school counselors agree or strongly agree that their school counseling

programs have measureable student outcomes and are connected to the district's

academic curriculum. When looking at school counseling programs and the ASCA

National Standards in question 31, 82.6% of counselors agreed or strongly agreed that

their school counseling programs are based on these standards and local norms. Table 4

shows the breakdown of each of the four questions in the Guidance Curriculum section of the survey.

Table 4

Guidance Curriculum

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Q29	1.69%	13.28%	16.38%	58.76%	9.89%
Q30	1.42%	11.05%	13.03%	63.74%	10.76%
Q31	1.69%	6.21%	10.45%	66.54%	16.10%
Q32	1.41%	12.71%	18.36%	58.19%	9.32%

Staffing/Time Use

Staffing and Time Use was the next section in the survey for school counselors. School counselors strongly disagreed, disagreed or neither agreed nor disagreed (64.16%) when asked if their workload was consistent with the National Model program of 300 students per elementary counselor; 200 students per middle/high school counselor. School counselors (54.04%) reported that they strongly disagreed, disagreed or neither agreed nor disagreed that they spent at least 80% of their time in activities that would directly benefit students. When reporting on school counselors' work load in reference to the National Model program (teacher-student ratio) 64.16% of school counselors strongly disagreed, disagreed or neither agreed nor disagreed that their teacher-student ratio was aligned with the ASCA National Model. In addition, question 48 states "I do not spend an inordinate amount of time on routine clerical tasks." Fifty percent of respondents

either strongly disagreed or disagreed with this statement and 15.70% neither agreed nor

disagreed. Table 5 gives the data for the Staffing/Time Use section of the survey.

Table 5

Staffing/Time Use

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Q33	26.30%	32.66%	5.20%	26.59%	9.25%
Q34	14.45%	26.01%	13.58%	37.28%	8.67%
Q35	7.83%	13.91%	8.41%	61.16%	8.70%
Q36	5.20%	20.23%	12.72%	55.78%	6.07%
Q37	18.60%	31.40%	15.70%	29.65%	4.65%

My Beliefs and Attitudes

Section six was a reflective section for school counselors in that it asked

questions about their beliefs and attitudes of their school counseling program. Every set

of responses for the questions in this section were overwhelmingly either agree or

strongly agree. Two questions had over seven percent of respondents neither agreeing

nor disagreeing. Question 39 stated "In general, I believe it important to adopt the ASCA

National Model." Only 1.17% of reporting counselors disagreed with this statement and

7.33% neither agreed nor disagreed. Question 42 asked counselors if that it is "important

to collect outcome data in order to be able to modify interventions." Of the reporting

counselors, only 0.29% disagreed and 7.67% neither agreed nor disagreed on this

question. One question that comes to mind upon reflection would be the level of

knowledge that these counselors have of a) the ASCA National Model and/or b)

interventions, or the use of interventions in their program. Do all counselors that

responded to the survey have the same understanding of the ASCA National Model and

how to implement the model? Also, what types of interventions do counselors use in

their schools that they collect data for (attendance, discipline, graduation rate)? Table 6

provides detailed data of all answers for section six.

Table 6

My Beliefs and Attitudes

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Q38	0.29%	0.00%	2.06%	63.53%	34.12%
Q39	0.00%	1.17%	7.33%	56.30%	35.19%
Q40	0.00%	0.00%	3.23%	43.99%	52.79%
Q41	0.00%	0.30%	4.15%	54.90%	40.65%
Q42	0.00%	0.29%	7.67%	58.11%	33.92%
Q43	0.00%	0.59%	2.95%	55.46%	41.00%
Q44	0.00%	0.30%	0.30%	52.66%	46.75%
Q45	0.00%	0.00%	0.29%	33.14%	66.57%

My Skills as a School Counselor

For this section of multiple choice questions, respondents were asked to reflect

on their skills as a school counselor. Questions focused on counseling skills such as

interventions (whole school, classroom guidance, small group and individual counseling),

their ability to identify interventions used to "enhance academic achievement, career

development and personal/social development", and the effectiveness of interventions.

School counselors also responded to questions about their current counseling program,

the level of their advocacy (knowledge of being an advocate for students) and the ability to identify current problems in the school. Lastly, counselors were asked to report on their use of technology as a communication tool and resource for data. Similar to the previous section, the majority of the responding school counselors were very positive in their answers. Less than 5% reported disagreeing or strongly disagreeing on any of the questions in this section. From the data in this section, school counselors advocate for their students and feel confident in using data to provide interventions for students and set goals for their success. School counselors report that they are familiar with the principles of educational reform and can identify the relationships between counseling activities and school performance. Almost 95% of responding school counselors utilize technology as a way to communicate with stakeholders such as parents, students and teachers. Over 80% of counselors report that they believe they are recognized as a leader in their school and 78.37% answered that they can document their impact on students that they have had through their school counseling program. Table 7 provides detailed data of school counselors' responses of their skills as a counselor.

Table 7

My Skills as a Counselor

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Q46	0.30%	0.90%	3.60%	54.05%	41.14%
Q47	0.60%	2.71%	12.05%	63.86%	20.78%
Q48	0.00%	1.21%	5.14%	69.79%	23.87%
Q49	0.30%	2.41%	9.94%	69.58%	17.77%
Q50	0.00%	0.91%	3.66%	62.20%	33.23%
Q51	0.00%	3.34%	17.02%	66.57%	13.07%
Q52	0.00%	1.81%	7.85%	72.51%	17.82%
Q53	0.00%	3.13%	5.96%	61.44%	29.47%
Q54	0.00%	0.91%	4.56%	58.97%	35.56%
Q55	0.00%	1.21%	4.53%	58.01%	36.25%
Q56	1.84%	2.76%	13.80%	60.74%	20.86%
Q57	0.00%	1.22%	6.71%	69.21%	22.87%
Q58	0.30%	4.50%	16.82%	63.66%	14.71%

District Resources

Information collected in section eight from respondents related to questions on district resources for their school counseling program. According to the data, school counselors reported that their district has a performance evaluation system for counselor (57.59% agree/strongly agree), however there does not seem to be agreement on any implementation of system(s) that provide(s) ongoing support and/or evaluation for school counseling programs. Only 31.99% of reporting counselors agree or strongly agree that there has been a system implemented for monitoring and improving their school

counseling program. When asked about an implemented system for periodic evaluation for their school counseling program, only 28.30% of school counselors agreed or strongly agreed that this was an occurrence in their district. These questions also correspond to questions in the Leadership section, regarding districts providing a district-level leader for school counselors in that counselors may be dependent on a district leader to evaluate their program. Table 8 provides the data from school counselors' responses in reference to district resources.

Table 8

District Resources

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Q59	5.25%	26.54%	30.25%	35.49%	2.47%
Q60	5.88%	27.24%	20.74%	40.87%	5.26%
Q61.	4.95%	19.20%	18.27%	47.37%	10.22%
Q62	1.85%	10.80%	14.51%	61.42%	11.42%
Q63	2.80%	21.18%	18.38%	50.16%	7.48%
Q64	3.74%	25.86%	22.12%	42.37%	5.92%
Q65	5.88%	21.98%	22.29%	42.11%	7.74%
Q66	10.87%	26.09%	31.06%	29.19%	2.80%
Q67	11.32%	26.42%	33.96%	27.04%	1.26%
Q68	10.28%	26.79%	26.48%	33.33%	3.12%
Q69	8.67%	19.50%	26.32%	39.32%	6.19%

Open Response Question Concerning Possible Barriers

The final section of the survey was an open response question to address the second research question,

- *What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?*

Of the 412 counselors who responded to the survey, only 222 counselors provided answers to this question (see Appendix F). Several of the responses listed multiple answers and a few listed one, while some typed "none" which was interpreted that they did not experience any barriers to alignment with the ASCA National Model. Out of the 222 individual responses, each one was read several times and I began to look for similar answers. I first wrote down each answer and began a simple tally with the data. There were 42 different answers recorded. I then took this list and began to group items in similar categories. Five main barriers (categories) emerged from this list:

1. Time

2. Advocacy

3. Resources

4. Lack of Knowledge

5. None (no barriers to implementation)

Table 9 shows the frequency of the answers as it relates to the appropriate barrier.

Table 9

Frequency of Respondents Answers of Alignment to ASCA Model Barriers

Barrier	Frequency
Time	322
Advocacy	62
Resources	52
Lack of Knowledge	28
None	4

Time. Arkansas school counselors who responded to this question repeated again and again that time is their main barrier when it comes to trying to implement the ASCA National Model in their school counseling program. There were 20 different factors that counselors listed that take their time from directly working with students each day (individual counseling, small group counseling or classroom guidance) in a consistent, systematic way. These factors range from clerical and administrative duties to actually teaching other subjects or relieving classroom teachers. State mandated testing was the biggest contributor in the realm of non-counseling duties listed. Ninety-one times, counselors reported that testing is a barrier to the counseling profession. One respondent stated, "It is out of our hands as to how much time we get to spend directly with our students specially [sic] during assessment…" Another counselor reported, "I spend the majority of my time with students, I often have to work 12 hour days to accomplish all of the other tasks put on my plate. So I would say I'm spending 6/8 school hours with kids…I am still spending 6/12 hours on paperwork, managerial tasks in order to coordinate, plan and follow up on all of the tasks I have been made responsible for." Yet

another respondent said, "TIME, too busy as the ESOL coordinator, 504 coordinator, and Assessment Coordinator. I do not feel like a counselor." One counselor emailed me about not completing the survey. She stated, "I would love to take your survey but 20 mins. put me 40 mins. more behind" (see Appendix G). Another counselor's response was, "…the role of the test coordinator which requires an excessive amount of time and at times of the year virtually shuts down the implementation of the school counseling program."

Other responses relating to "time" were clerical and administrative duties, registrar duties and scheduling, and various coordinators in their schools such as the RTI Coordinator, Homeless Liaison, Dyslexia Coordinator, Gifted and Talented Coordinator, ESOL Coordinator, AP Coordinator and the Parental Involvement Coordinator. Many counselors wrote that they are in small schools and there are not enough staff members to cover all the positions that are required or needed at their school. Two counselors reported that they teach classes other than guidance classes. One stated that they are the Gifted and Talented teacher while another is the Physical Education teacher for their school.

Below is a table of the responses given along with the frequency with which each appeared in the survey. These are all grouped into the "time" category, but there is also a "time (unspecified)" response (some simply put "time" as their barrier with no explanation). In addition, 34 recorded "other duties (unspecified)" as their barrier. One counselor wrote, "I am the counselor, the records clerk, the school test coordinator, the building 504 coordinator, and the parental involvement coordinator. Although I have

tried my hardest to balance between the clerical and the counseling, many days I have to fight to do the job I was hired to do."

Three counselors mentioned their concern of the reporting of time on the Student Services Annual Report and other records. The Student Services Annual Report (see Appendix H) is a document that each counselor in the state of Arkansas is to submit to the Department of Education each year. One of the main components of the plan is to document the amount of time school counselors spend directly with students and how much time is spent on "non-counseling" duties or administrative tasks. According to the Arkansas Department of Education Rules Governing Public School Student Services, school counselors are to spend 75% of their time each day in direct contact with students. This could be individual counseling, group counseling or classroom guidance. Twenty-five percent of their time can be allotted to administrative tasks, or anything not directly involving students. One counselor wrote, "Counselors in my district are being overwhelmed with secretarial/registrar duties but everyone is afraid to speak up for fear of being released." Another counselor wrote, "Turned in a time sheet with documentation for Student Service plan and was told, 'Not to let it happen again.'" Again another counselor wrote, "Most counselors know it is expected of them to say 'yes 80% of my time is spent directly with students' even when that is not true." These responses were grouped in "honest reporting of time" as a category. All of these answers correlate to the responses given in the "Staffing/Time Use" section.

Table 10

Frequency of Time Barriers

Barrier	Frequency
Testing	91
Time (unspecified)	83
Clerical	41
Other Duties (unspecified)	34
Scheduling	22
504	17
Registrar	11
RTI Coordinator	5
Honest Reporting of Time	3
Homeless Liaison	2
More Behavior/Mental Health Needs	2
Multiple Schools	2
Parental Involvement Coordinator	2
AP Coordinator	1
Discipline	1
Dyslexia Coordinator	1
ESOL Coordinator	1
GT Coordinator	1
GT Teacher	1
PE Teacher	1
Relieving Teachers	1

Advocacy. There are two types of "advocacy" discussed in this section; both the need for advocacy from others and the need for counselors to advocate for themselves. Some of the comments by counselors coded in the advocacy category are those that reflect the need of support, how others perceive counselors and how the role of the

counselor varies sometime from school to school and district to district. In both the Leadership component and the District Resources component of the survey, questions were asked about school counselors working with a district leader over the counseling programs. Twenty-four times, the lack of district support or a district leader was mentioned in the comments from counselors. This is correlated to the results of the survey, as most questions pertaining to district support or leadership for counselors found that 20-30% of respondents reported that they had little or no leadership. One counselor, who also wrote that time was a barrier to her program, stated, "We do not have a school counseling leader for our district, which leaves us with no one to advocate for our positions at the district level. This leaves us with a lot of tasks that are not school counseling-related that we must accomplish in addition to our normal duties." Another counselor wrote, "The importance & effectiveness of school counselors has not been accepted by all school districts/leaders…..I am not valued or appreciated at my location."

Some counselors mentioned the lack of respect that they perceive from teachers and administrators and believe their principal to "put us in any role they choose." Several counselors who indicated that they do not have district leaders report that they have to advocate for themselves, with no support from the district. One counselor stated, "In our district there is no one accountable or representing the counselors. We are on our own to find appropriate professional development and there is no connection between buildings."

Three counselors reported that they believed "tradition" to be a barrier to implementing the ASCA Model. One counselor stated, "Old 'traditions'…School leaders believe school counselors are 'traditionally' responsible for testing, clerical work and other unrelated duties. Many staff members are not open to change."

Counselors also reported a need to advocate for their counseling programs. One respondent stated, "For the state as a whole, counselors must advocate for their position and educate school and district administrators on the appropriate/inappropriate activities for school counselors based on the ASCA National Model." Another respondent wrote, "School counselors usually have to take the initiative to teach their roles in accordance with the ASCA National Model to the incoming principals and assistant principals. As principals begin to understand the role of the school counselor, they become their strongest supporter as counselors advocate for the whole child."

Table 11 provides the information given by counselors that have been coded as advocacy.

Table 11

Frequency of Advocacy Barriers

Barrier	Frequency
No District support/Leader	24
Advocacy (counselors as advocates)	10
No administrator support	10
Lack of Respect	5
Program Alignment	5
Tradition	3
State regulations not aligned to ASCA	2
Different counselor expectations	1
Lack of parental involvement	1
Slow process of change	1

Resources. Several comments made by school counselors when asked about possible barriers to the implementation of ASCA standards were coded as Resources.

This included the student to counselor ratio, or the number of students for whom counselors are responsible; professional development or lack thereof; financial issues; lack of mental health and social workers; lack of skills; and lack of technology. Several counselors reported that they are serving "too many students" when compared to the numbers recommended by the ASCA model (300 students/elementary counselor; 200 students/middle school-high school counselor). One counselor wrote, "In a school where I have over 500 students and only me to help them, it makes it almost impossible to do more than reactionary [sic] counseling." Another counselor cited, "too many students with severe emotional needs and only one of me." According to another respondent, "the district has part-time counselors to cover the #s but essentially you are on your own with 650 kids with no social work or clerical assistance." Table 12 lists the categories reported by counselors with the frequency of times reported.

Table 12

Frequency of Resource Barriers

Barriers	Frequency
Number of Students	27
Lack of Professional Development	7
Resources	6
Financial	4
Mental Health/Social Workers	4
Lack of Technology Skills	3
Lack of Technology	1

Lack of knowledge. Several counselors reported the lack of knowledge about the ASCA National Model as a barrier in implementing that model. Lack of knowledge was

reported in four main groups: administrators, teachers, parents, and counselors. According to the data reported, counselors believe that administrators do not understand the counselor's role. One counselor said, "We get evaluated by principals who also have very little understanding of a strong counseling program so there is little direct consultation or suggestions of how to improve other than us seeking our own training or resources. Most principals and district officials have not heard of ASCA, so that means nothing to them in trying to grow the program. I'm not sure how much training is given to principals and admin on all aspects of their educational team like counselors." "Total lack of administrator's knowledge of anything regarding ASCA National Model and an understanding of what the role of a school counselor is," was listed by one counselor as a barrier to ASCA National Model implementation. One respondent stated, "I feel like a lot of times staff members/teachers do not think about how I may be able to help with a situation. I feel like they do not think of "counseling" as a resource. I think I could help a lot more if they did." Another respondent wrote, "Teacher, Parent, and Administrator mindset as to what a school counselor does." The three categories are listed in Table 13 with the frequency count of each.

Table 13

Frequency of Lack of Knowledge Barriers

Barrier	Frequency
Administrator Knowledge	20
Teacher	3
Parent	3
Counselor	2

Chapter Summary

This study investigated Arkansas school counselors' perceptions of barriers they face when trying to implement the ASCA National Model into their comprehensive counseling program. The two research questions presented to collect data for the study are:

1. How well aligned to the ASCA National Model do Arkansas counselors report their school counseling programs as being?

2. What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?

The survey, adapted from the University of Massachusetts – Amherst College of Education was emailed to over 1,200 counselors in the state of Arkansas. The survey consisted of 70 questions: 69 multiple choice questions and one open response question. The information gathered from the 69 multiple choice questions addressed the first research question. These questions were categorized into eight sections: Demographics, Community Support, Leadership, Guidance Curriculum, Staffing/Time Use, My Beliefs and Attitudes, My Skills as a School Counselor, and District Resources.

The comments from the open response question were used to address the second research question. After reading and coding the responses, five barriers emerged from the 222 comments: Time, Advocacy, Resources, Lack of Knowledge, and None (no barriers reported).

The results of this chapter will be discussed in chapter five. In addition, implications and recommendations will be given based upon the data collected from the survey in this study.

Chapter Five: Conclusion

Schools across the country that incorporate the ASCA National Model may apply for Recognized ASCA Model Program (RAMP) status. This designation is given to schools that apply and successfully prove that they have implemented the ASCA National Model in their school counseling program. Currently there are no schools in the state of Arkansas with the RAMP designation. The purpose of this study was to collect data from public school counselors in the state of Arkansas regarding their perceptions of the barriers that they face in implementing the ASCA National Model. A survey consisting of 69 questions and one open response question was distributed to 1,265 school counselors across the state in an effort to find answers to the two research questions:

1. How well aligned tot the ASCA National Model do Arkansas counselors report their school counseling programs as being?

2. What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?

Summary of Findings

Half of the respondents were in K-5 schools with school populations of 500 or less students. Sixty-one percent of respondents described their schools as rural. Over 40% of respondents had five years or less of experience, and over 60% of respondents had been in their building for five years or less. The information from questions employing a Likert scale was divided into eight components. Those eight components were: Demographics, Community Support, Leadership, Guidance Curriculum, Staffing/Time Use, My Beliefs and Attitudes, My Skills as a School Counselor, and District Resources.

"Are you ready for the ASCA national model?". The questions for this study were adapted from a survey from the UMASS-CSCORE website. A demographic section was also added to enrich the study. The answers given in the eight multiple choice sections helped to answer the first research question:

How well aligned to the ASCA National Model do Arkansas counselors report their school counseling programs as being?

The counselors that responded to the survey were positive on their answers in most of the multiple choice sections including community support and counseling skills and beliefs, meaning that they strongly agreed or agreed to the questions given. Community support included parents, teachers, students, administration, community, and business leaders. However, when asked about their views of leadership (specifically principal and district leadership) and resources, such as professional development that would assist counselors in developing skills necessary for the ASCA National Model implementation, respondents were not as optimistic, many answering more negatively (disagree/strongly disagree). According to the data gathered, responding school counselors believe that they are an important component in the overall success of their students, and that the knowledge and skills that they bring to their schools help students succeed both academically and socially.

The component "Staffing/Time Use" in the multiple choice section of the survey exposed discrepancies with current practice of both time and student to counselor ratio when compared to the ASCA National Model. According to the collected responses, counselors reported that their case load (student-counselor ratio) is not consistent with that recommended under the ASCA National Model (i.e. 300 students/elementary

counselor; 200 students/middle school-high school counselor). The current regulation

from the Arkansas Department of Education is 450 students to one counselor. In addition

to their caseload, counselors reported that much of their time is spent on clerical tasks.

Watkinson (2013) referred to counselors taking on "quasi-administrative" roles or duties.

Wilder and Ray (2013), likewise, reported that administrators believe that school

counselors should do many tasks that could be considered clerical, such as record

keeping, student registration and scheduling.

The use of time, or lack thereof, was again found to be the number one barrier listed

by school counselors in the open response section of the survey, which addresses the

second research question:

What barriers do counselors in Arkansas face when attempting to align their

comprehensive school counseling programs with the ASCA National Model?

Respondents' answers for the open response question were coded into five groups:

Advocacy, Lack of Knowledge, Resources, Time, and None (no barriers reported).

Time. There were 20 different factors that counselors listed that take their time

from seeing students each day. Over 300 issues or concerns reported by counselors were

categorized as a "Time" in implementing the ASCA National Model. One respondent

stated:

Counselors have too many inappropriate tasks. For example, I am also the GT

coordinator, 504 coordinator, an RTI member, and have even tried to cover the

office phones. Even with all of that, I am expected to somehow have time to see

individual students, have small group sessions, and come up with a full

comprehensive counseling program. It's literally impossible.

Other counselors reported to be the "catch all" person for "jobs others do not want to do" and went on to list duties that they had been asked to do (tutoring director, special education referrals, and paperwork for other people). Included also were actually teaching other subjects or relieving a classroom teacher. State mandated testing was the biggest contributor in the realm of non-counseling duties listed. Ninety-one times, counselors reported that testing is a barrier to the counseling profession. A respondent reported, "Testing and administrative duties that make up 75% of our day instead of counseling students." This is the exact opposite of the state mandate 75% of a counselor's time is in direct contact with students while 25% of the time is for administrative activities, which according to Arkansas Department of Education (n.d.) states that these administrative activities 'relate to the provision of guidance services' as found in ADE's Rules for Governing Student Services. These statements from responding Arkansas school counselors reinforce what previous researchers have found. For example, Wilder and Ray (2013) reported that testing was a priority among administrators. Many jobs school counselors often do are not related to counseling or working with students (Bemak, 2000; Kaffenberger, Murphy, and Benmark, 2016).

Advocacy. The next highest reported barrier was coded as advocacy. Advocacy was recognized as a barrier in two ways: the need for other stakeholders to advocate for counselors and counseling programs, and the need for counselors to advocate for themselves. Barriers in this group are those that reflect the need of support, how others perceive counselors and how the role of the counselor varies sometime from school to school and district to district. According to the responses collected, some counselors report the lack of advocacy in their school by not having a district leader or having an

unsupportive principal. In both the Leadership component and the District Resources component of the survey, questions were asked about school counselors working with a district leader over the counseling programs. Twenty-four times, the lack of district support or a district leader was mentioned in the comments from counselors. These comments reflect what had been seen earlier from the respondents' answers to the questions from the UMASS survey instrument. In the survey, 20-30% of respondents reported that they had little or no leadership.

Other respondents recognized the need for counselors to advocate for themselves. One counselor stated, "In my experience, it is important that one sells their skills and program as indispensable to the school and administration." According to the data gathered from the UMASS survey used for this study, Arkansas counselors believe very strongly about their program and their role as the counselor. Over 80% of respondents agreed or strongly agreed that it is important to adopt the ASCA National Model and over 90% of respondents believe that they are responsible for helping students achieve academically. Almost 100% of respondents believe in the importance of being an advocate for underserved students. The conclusion could be drawn from this data that counselors want to do their job and work with students. However, Bemak, Williams & Chung (2015) discussed that school counselors need to be the one to advocate for their program to all stakeholders and be accountable for the role that they play in student achievement.

Counselors cannot wait for someone to advocate for them or lead them. The first theme of the ASCA National Model is Leadership. "Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling

program" (ASCA, 2012, p. 1). Dixon (2014) wrote that by implementing the ASCA National Model counselors are "directed to engage in leadership practices." In a 2014 study, Dixon found that even though school counselors have been empowered by the ASCA National Model to become leaders, in the district that she studied no participating counselor tried to lead. In the study, Dixon (2014) discussed the lack of professional development for counselors, yet no counselor had tried to discuss this with their building administrator or collaborate with other counselors to try to find a solution.

   Resources. Several comments made by school counselors when asked about possible barriers to the implementation of ASCA standards were coded as Resources. Twenty-seven respondents reported that the student-counselor ratio was a barrier to the ASCA National Model implementation. The ASCA National Model recommends a student to counselor ratio of 300 students per elementary counselor and 200 students per middle/high school counselor. According to the Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, Standard XI for Support Services, "Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450)" meaning one counselor to 450 students (http://www.arkansased.gov/public/userfiles/rules/Current/FINAL_Standards_for_Accred itation.pdf). According to some respondents, schools have part time counselors that work in schools with populations over 450 students. However, as a part time counselor, this leaves the full time counselor in situations with a higher case load than 450 students many times of the week. In addition, according to one respondent, these part time counselors are not in the school long enough to develop relationships and build rapport

with students and teachers, leaving students and teachers to rely on the full time

counselor.

Respondents also reported lack of appropriate professional development for

practicing counselors. Often times, the most effective professional development for

counselors would be at state and regional conferences. This would incur expense and is

typically scheduled during the school year, which means you are away from your

building and students. Larger districts often bring in guest speakers and provide

professional development tailored to meet the needs of the school counselor, but this is

not the norm across the state, according to the survey respondents.

School counselors reported financial resources as a monumental barrier that

hinders the implementation of the ASCA National Model. Counselors wrote that

"financial issues impact the ability to obtain the necessary resources" and "Funding and

legislation at state/local level does not help in moving counseling programs towards

aligning programs…"

Six times respondents stated that lack of resources was a barrier, but no resources

were defined or specified. Four counselors believed there needed to be more mental

health and social workers in their school. One respondent stated, "Responsive Services is

a much greater demand at my school especially, as it pertains to social welfare and crisis

counseling than the 40% time slated for." Another respondent wrote, "…my experience

is that the needs are much higher than the resources. I do spend the majority of my time

with students, but oftentimes these are in crisis situations."

Three respondents cited lack of technology skills and one respondent cited lack of technology as a barrier to ASCA National Model implementation. One counselor wrote that there should be better tools for data collection.

Lack of knowledge. Several counselors reported that "lack of knowledge" is a barrier in implementing the ASCA National Model. Lack of knowledge was categorized in three main groups: administrators, teachers and parents, and counselor knowledge. Dodson (2009) found that many administrators are not aware or may not fully understand the ASCA National Model. Building administrators receive classes on curriculum, but do not receive any instruction on guidance curriculum or what the role of the counselor should be in a school. Wilkerson (2010) referred to counselors as "quasi-administrators." According to the respondents, some counselors often do "things that the principal doesn't have anyone else to do." Bemak (2000) reported that school counselors have been given duties such as cafeteria and bus duty. This puts the counselor in a position diametrically opposed to their role as a child's advocate. A counselor works to build relationships with students and be a support person for them at school not only with academic issues, but with personal and social issues. When a counselor is a supervisor of students performing cafeteria, bus or playground duty, for example, this puts them in a disciplinary role. Instead of a child seeing their counselor as their advocate they may see them as their adversary. The lack of knowledge the administrator has of the ASCA National Model hinders the development of a comprehensive school counseling program. Administrators need to view their counselor through the lens of the ASCA National Model. They need to understand how counselors, through the implementation of the ASCA National Model

in their comprehensive counseling program, can provide interventions and support for students (Dodson, 2009; Fitch, Newby, Ballestero, & Marshall, 2001).

Respondents reported that they believe another barrier is the lack of knowledge both teachers and parents have for the role of the school counselor. Responding counselors believe that the level of respect that administrators give counselors has an impact on how they are viewed by teachers, students, and parents. Other respondents said they are seen as a "break for teachers." Lastly, two respondents remarked that counselors themselves lack knowledge of the ASCA National Model.

Conclusions

Survey data collected through this study supports what was found in the literature in regards to the barriers listed: time, advocacy and lack of knowledge. As an instrument for this study by analyzing and interpreting the data given from the open response question of the survey I read each response several times as I worked to interpret and organize the data. As the primary instrument for collecting, analyzing, and interpreting the data for the open response item, I read each response multiple times in order to interpret and organize the information (Merriam, 1998).

One finding from the literature that was reviewed was not supported by the data that were collected and analyzed in the present study: Lack of Counselor Vision. In 2013, Watkinson reasoned that the counselor's lack of vision might possibly be a barrier when wanting to implement the ASCA Model. It was assumed this would be the case as well prior to the collection of data, and was pleasantly surprised this is not the case. According to survey data collected, Arkansas school counselors are confident in their guidance curriculum, skills and beliefs, but believe they are lacking in time, resources

and support. Counselors who responded to the survey want to do the job for which they have trained and prepared. After reading the responses from counselors across the state, there is concern that without eliminating non-counseling duties for some of our counselors, our state could find itself in another shortage of qualified counselors. One counselor wrote, "I am ready to do outside agency work, so I can be a counselor." People that go into the counseling profession typically have a heart for kids and a passion to help them be successful. The path to becoming a certified counselor is not an easy one. In order to be a counselor in the state of Arkansas, a person must earn a graduate degree in School Counseling and complete a Praxis exam. This is extra time and extra money that many of our teachers are willing to spend in order to learn a specialized skill that benefits our students and schools. To put men and women in specialized positions in our schools only to have them do clerical tasks and substitute for other teachers devalues their hard work and the counseling profession.

The survey data also shows the need for systemic change for our counselors and the counseling program in the state of Arkansas. According to the ASCA National Model (2012, pg. 9) "They [educators] do not recognize that they system is fundamentally out of sync…" School districts are given guidelines and regulations from the Arkansas Department of Education, but due to lack of resources, mostly financial, some school districts seem to follow the letter of the law but not the intent when documenting their time spent with students on the annual Student Services Report for the Arkansas Department of Education. Some of the responses from respondents were "Most counselors know it is expected of them to say 'yes 80% of my time is spent directly with students' even when that is not true" and "…the district has part-time counselors to

cover the #s but essentially you are on your own with 650 kids with no social work or clerical assistance."

Recommendations

One recommendation is for building administrators to be trained in the ASCA National Model and have a general understanding of the role of the school counselor according to this model. Another suggestion is for principals and counselors to collaborate and complete an annual agreement. This agreement, as outlined in the ASCA National Model (2012), would provide a way for counselors to have conversations with their building administrator and devise a plan for their counseling program each year. This plan would help to educate administrators in the various aspects of not only the counseling program in their school, but also the ASCA National Model. The Missouri Department of Education has an adapted version of the ASCA Annual Agreement on their website along with talking points for the counselor and administrator to guide them through the process of completing the agreement (see Appendix I). I would encourage counselors to visit this website and see what might be applicable to assist them with their ASCA National Model implementation. I would like to see more resources available for Arkansas counselors on the Arkansas Department of Education's webpage also.

Another recommendation would be to reduce the current student-counselor ratio from 450:1 to match the ASCA National Model guidelines of 300 students/elementary counselor; 200 students/middle school-high school counselor. A study by Lapan, Gysbers, Stanley and Pierce (2012) revealed that schools with a student to counselor ratio following the ASCA National Model recommendation had better graduation rates, a decrease in discipline incidents and an increase in attendance in high poverty schools.

Each year administrators across the state attend the Arkansas Association of Educational Administrators conference. This would be a great opportunity to have sessions for building leaders given by counselors educating them about the ASCA National Model and the importance of the role of the school counselor in their building. This would be good for district leaders as well.

One last recommendation would be a future study that would focus on the size of the district or possibly a specific area of the state. Some of the responses to the survey in the current study suggest the smaller schools and districts are especially under resourced.

Implications

Counselors need help. School counselors in Arkansas are struggling with the demands of their job, mostly coming from outside influences/duties that they did not train for or sign up to do. This survey was sent to over 1,200 counselors with only 412 responding. I received one email from a former counselor who had heard about my study. She stated that the reason she is no longer a counselor is because she never got to do what she went to school for: to work with students. Instead of spending her day helping students with career plans or how to raise their grade in math class or how to get along with others she spent her days preparing for testing or other non-counseling activities that did not impact students. School counselors are not trying to stay in their office or trying to avoid work, they just want to do their specialized job. As reported in this study, time is the biggest barrier to those that responded to this survey. The responses received from counselors across the state show a desire to do what they have been trained to do – help students be successful. Counselors need more time and want more time to help students succeed. Counseling programs across the state focus on the

ASCA National Model and counselors are trained in the model, only to find out in most situations that this is not the "real world." A few years ago, school counseling was one of the areas listed as a critical shortage area. Fortunately, this is not currently the case in Arkansas, but it is not something that we want to return to. School districts and the department of education must find a way to reduce the number of students assigned to our counselors and educate our administrators on effective comprehensive counseling programs for their schools. One counselor stated "I did [not] devote 7+ years to higher education to fax and/or email records!"

Camizzi, Clark, Yacco & Goodman (2009) reported that the ASCA National Model is a "bridge" that connects school counseling and student achievement. As educators we talk about educating the whole child (Hoerr, 2017; Association for Supervision and Curriculum, n.d.). We want our students to feel safe, engaged, supported and challenged. School counselors play a vital role in educating the whole child every day. When we limit our counselors, whether it is because we have them spend their time away from students or it is because their administrator may not fully understand the role of the counselor, we are limiting possibilities for our students. We are limiting their success, not only academically, but socially, emotionally and in terms of lifelong success. We need our school counselors to do the job they have been trained to do and it is up to all of us to find ways to improve our system in the state of Arkansas in order to meet the needs of our counselors, our schools and our students.

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surveys
2 messages

Keri Rathbun   Thu, Sep 29, 2016 at 5:43 PM
To: CSCORE AMHERST <cscore.umass@gmail.com>

Hello,

I am a doctoral candidate and would like to use questions from surveys that I found under your resources tab. However, I cannot find an author for these surveys or who I would need to seek permission from. The surveys I am interested in are found under "Resources for Counselors: Surveys for Program Evaluation and Review"

Thank you for any information you can provide.

Sincerely,

Keri Rathbun

CSCORE AMHERST <cscore.umass@gmail.com>   Fri, Oct 7, 2016 at 8:03 PM
To: Keri Rathbun   j>

Yes, please feel free to use any of the surveys provided on our CSCORE website. They are available to any practitioners or researchers.

Best of luck with your dissertation!
[Quoted text hidden]

Appendix B

Are You Ready for the ASCA National Model?

This tool is designed to help you assess your district's readiness to implement the ASCA National Model and to determine what you will need to achieve successful implementation.

Components:	Like My District	Somewhat Like My District	Not Like My District	Possible Interventions if Not Like My District
A. Community Support				
1. The school board recognizes that school counseling is an important component of all students' public education.				
2. The school board believes school counselors can play an influential role in closing the achievement gap.				
3. Parents understand the intended benefits of the school counseling program.				
4. Parents support the school counseling program.				
5. Students believe the school counseling program is an important resource.				
6. Teachers at all levels appreciate the importance of the school counseling program.				
7. Teachers at all levels collaborate with school counselors in meeting school counseling program goals and objectives.				
8. School counselors are recognized by teachers for their expertise in issues that have an impact on learning and teaching.				
9. Parents from all racial/ethnic and socioeconomic backgrounds believe school counseling can be an important source of help for to all students.				
10. Influential business and community leaders are familiar with and support the school counseling program.				
11. Community leaders would be eager to be active participants on a school counseling advisory board.				
B. Leadership				
1. The superintendent believes the school counseling program is an essential component of the district's educational mission.				
2. The superintendent believes the school counseling program can help support students' academic achievement.				
3. The school counseling program has a full-time, district-level leader who is respected by the superintendent, principals and school counselors.				
4. The superintendent commits resources to support school counseling program development.				
5. The district's school counseling leader knows the principals of standards-based reform and can communicate the relationships between school counseling activities and student learning outcomes.				

6. The district's school counseling leader knows how to initiate and coordinate systemic change in the school counseling program.				
7. The majority of principals believe school counselors ought to be engaged in developmental and preventive activities.				
8. The majority of principals believe school counselors ought to be involved in helping students achieve academically.				
9. The majority of principals would be receptive to redefining school counselor activities.				
10. The majority of principals would be receptive to creating yearly plans with school counselors.				
11. The majority of principals would be willing to commit resources to alleviate school counselors from routine clerical/administrative duties so they can devote at least 80 percent of their time to activities directly benefiting students.				
C. Guidance Curriculum				
1. The school counseling program operates from a set of student learning objectives that have measurable student outcomes.				
2. The school counseling program operates from a set of student learning objectives that are grouped by grade or grade cluster.				
3. The school counseling program operates from a set of student learning objectives grounded in both the ASCA National Standards and local norms.				
4. The school counseling program operates from a set of student learning objectives connected to the district's academic curricula.				
D. Staffing/Time Use				
1. School counselor workload is consistent with needs of a National Model program (e.g. 300 students/elementary counselor; 200 students/middle school-high school counselor).				
2. School counselors spend at least 80 percent of their time in activities the directly benefit students.				
3. School counselors spend at least 25 percent of their time in educational activities that promote student development and prevent problems.				
4. School counselors spend less than 30 percent of their time responding to crises, emergencies and delivering mental health counseling,				
5. School counselors do not spend an inordinate amount of time on routine clerical tasks.				
E. School Counselors' Beliefs and Attitudes				
1. In general, school counselors are open to change.				
2. In general, school counselors believe it is				

important to adopt the ASCA National Model.				
3. In general, school counselors believe they should be responsible for helping all students achieve academically.				
4. In general, school counselors believe it is important to demonstrate how students are different as a consequence of guidance interventions.				
5. In general, school counselors believe it is important collect outcome data in order to be able to modify interventions.				
6. In general, school counselors agree on a mission statement that establishes the school counseling program as an essential educational program that is designed to serve all students.				
7. In general, school counselors are willing to devote the time to learn new skills.				
8. In general, school counselors believe it is important that they serve as advocates for underserved students.				
F. School Counselors' Skills				
1. School counselors are competent in a wide range of interventions (whole school, classroom guidance, small group and individual counseling).				
2. School counselors understand the individual and systemic factors associated with poor academic achievement and the achievement gap.				
3. School counselors are familiar with the principles of standards-based educational reform and can identify the relationships between school counseling activities and student performance.				
4. School counselors can identify evidence-based interventions that enhance academic achievement, career development and personal/social development.				
5. School counselors know how to be effective advocates for underserved students.				
6. School counselors can measure how students are different as a consequence their interventions.				
7. School counselors can use institutional data (e.g. achievement, attendance, school climate surveys) to describe current problems and set goals.				
8. School counselors use technology effectively to access needed student data.				
9. School counselors use technology effectively to accomplish routine clerical tasks efficiently.				
10. School counselors use technology effectively to communicate with students, parents and colleagues.				
11. School counselors are recognized as leaders in their schools.				
12. School counselors can establish goals and benchmarks for school counseling in their own schools.				
13. School counselors can document their impact on students for principals, school committees and the				

community.				
G. District Resources				
1. The district's school counseling program has developed or adopted a set of instruments, referenced to the student learning objectives, to measure student change in academic development, career development and personal/social domains.				
2. The district provides school counselors with regular institutional data reports (disaggregated student achievement, attendance and school climate data) in user-friendly form in order to facilitate monitoring students and defining problems.				
3. The district has a school counselor performance evaluation system that evaluates counselor effectiveness in a broad range of activities (e.g. whole school, classroom guidance, small group and individual counseling).				
4. The district has a school counselor performance evaluation system based upon professional performance standards.				
5. The district has a school counselor performance evaluation system connected to meaningful professional development.				
6. The district has a system for ensuring all school counselors have access to developmental supervision to improve practice.				
7. The district is committed to providing professional development to help school counselors develop skills necessary for the implementation of the ASCA National Model.				
8. The district school counseling leader has implemented a system for monitoring the ongoing outcomes and continuously improving programs in each school.				
9. The district school counseling leader has implemented a system for periodic program evaluation for the entire school counseling program.				
10. The district school counseling leader has implemented a system for coordinating school counseling program activities (e.g. a master calendar).				
11. The district school counseling leader has implemented a system ensuring good communication and information sharing across the school counseling program.				

(Carey, in press)

4

Appendix C

1. Welcome to My Survey

Thank you for taking the time to complete this survey. This survey is being distributed to school counselors in the state of Arkansas. Your honest responses will assist in improving school counselor programs across the state. All information collected will be kept confidential. Your participation in this survey is VOLUNTARY. The data gathered from this survey will be used as a tool to advocate for school counselors and their programs.

This tool is designed to help you assess your school's readiness to implement the American School Counselor Association National Model and to determine what you will need to achieve successful implementation (Carey, 2005).

If you decide to participate in this survey, you will give your consent by pressing the "Next" button below. The survey should take approximately 20 minutes to complete.

Thank you for participating in our survey. If you have questions regarding your rights as a research participant, general questions or concerns about the research, please contact Keri Rathbun, a doctoral candidate working under the supervision of Dr. Christopher Trombly at 479-414-3085 or contact Dr. Christopher Trombly at 479-968-0424.

2. Demographic Information

1. Building Level

○ K-5

○ 6-8

○ 9-12

2. School Population

○ 1-500

○ 501-1000

○ 1000 +

3. District Population

○ 1-1000

○ 1001-5000

○ 5000 +

4. School Description

○ Rural

○ Suburban

○ Urban

5. Counselor Experience

○ 1-5 years

○ 6-10 years

○ 11-20 years

○ 21 +

6. Years As Counselor at Present School

- ◯ 1-5 years
- ◯ 6-10 years
- ◯ 11-20 years
- ◯ 21 +

3. Community Support

Please mark the appropriate tab that best represents your counseling program.

7. The school board recognizes that school counseling is an important component of all students' public education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
○	○	○	○	○

8. The school board believes school counselors can play an influential role in closing the achievement gap.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

9. Parents understand the intended benefits of the school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

10. Parents support the school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

11. Students believe the school counseling program is an important resource.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

12. Teachers at all levels appreciate the importance of the school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

13. Teachers at all levels collaborate with school counselors in meetings school counseling program goals and objectives.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

14. I am recognized by teachers for my expertise in issues that have an impact on learning and teaching.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

15. Parents from all racial/ethnic and socioeconomic backgrounds believe school counseling can be an important source of help for all students.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

16. Influential business and community leaders are familiar with and support the school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

17. Community leaders would be eager to be active participants on a school counseling advisory board.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

4. Leadership

18. The principal believes the school counseling program is an essential component of the school's educational mission.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

19. The principal believes the school counseling program can help support students' academic achievement.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

20. The school counseling program has a full-time, district-level leader who is respected by the superintendent, principals and school counselors.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

21. The district's school counseling leader knows the principals of standards-based reform and can communicate the relationships between school counseling activities and student learning outcomes.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

22. The district's school counseling leader knows how to initiate and coordinate systemic change in the school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

23. The principal commits resources to support school counseling program development.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

24. The principal believes school counselors ought to be engaged in developmental and preventive activities.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

25. The principal believes the school counselor ought to be involved in helping students achieve academically.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

26. The principal would be receptive to redefining school counselor activities.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

27. The principal would be receptive to creating yearly plans with the school counselor.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

28. The principal would be willing to commit resources to alleviate the school counselor from routine clerical/administrative duties so they can devote at least 80 percent of their time to activities directly benefiting students.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

5. Guidance Curriculum

29. The school counseling program operates from a set of student learning objectives that have measurable student outcomes.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

30. The school counseling program operates from a set of student learning objectives that are grouped by grade or grade cluster.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

31. The school counseling program operates from a set of student learning objectives grounded in both the ASCA National Standards and local norms.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

32. The school counseling program operates from a set of student learning objectives connected to the district's academic curricula.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

6. Staffing/Time Use

33. My workload is consistent with needs of a National Model program (e.g. 300 students/elementary counselor; 200 students/middle school-high school counselor).

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

34. I spend at least 80 percent of my time in activities the directly benefit students.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

35. I spend at least 25 percent of my time in educational activities that promote student development and prevent problems.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

36. I spend less than 30 percent of my time responding to crises, emergencies and delivering mental health counseling,

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

37. I do not spend an inordinate amount of time on routine clerical tasks.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

7. My Beliefs and Attitudes

38. In general, I am open to change.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

39. In general, I believe it is important to adopt the ASCA National Model.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

40. In general, I believe that I am responsible for helping all students achieve academically.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

41. In general, I believe it is important to demonstrate how students are different as a consequence of guidance interventions.

Strongly Disagree	Disagree	Neither Disagreen nor Agree	Agree	Strongly Agree
○	○	○	○	○

42. In general, I believe it is important to collect outcome data in order to be able to modify interventions.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

43. In general, I agree on a mission statement that establishes the school counseling program as an essential educational program that is designed to serve all students.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

44. In general, I am willing to devote the time to learn new skills.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

45. In general, I believe it is important to serve as advocates for underserved students.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

8. My Skills as a School Counselor

46. I am competent in a wide range of interventions (whole school, classroom guidance, small group and individual counseling).

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

47. I am familiar with the principles of standards-based educational reform and can identify the relationships between school counseling activities and student performance.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

48. I understand the individual and systemic factors associated with poor academic achievement and the achievement gap.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

49. I can identify evidence-based interventions that enhance academic achievement, career development and personal/social development.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

50. I know how to be an effective advocate for underserved students.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

51. I can measure how students are different as a consequence their interventions.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

52. I can use institutional data (e.g. achievement, attendance, school climate surveys) to describe current problems and set goals.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

53. I use technology effectively to access needed student data.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

54. I use technology effectively to accomplish routine clerical tasks efficiently.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

55. I use technology effectively to communicate with students, parents and colleagues.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

56. I am recognized as a leader in my school.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

57. I can establish goals and benchmarks for my school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

58. I can document my impact on students for my principal, school committees and the community.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

9. District Resources

59. The district's school counseling program has developed or adopted a set of instruments, referenced to the student learning objectives, to measure student change in academic development, career development and personal/social domains.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

60. The district provides me with regular institutional data reports (disaggregated student achievement, attendance and school climate data) in user-friendly form in order to facilitate monitoring students and defining problems.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

61. The district has a school counselor performance evaluation system that evaluates counselor effectiveness in a broad range of activities (e.g. whole school, classroom guidance, small group and individual counseling).

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

62. The district has a school counselor performance evaluation system based upon professional performance standards.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

63. The district has a school counselor performance evaluation system connected to meaningful professional development.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

64. The district has a system for ensuring all school counselors have access to developmental supervision to improve practice.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

65. The district is committed to providing professional development to help school counselors develop skills necessary for the implementation of the ASCA National Model.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

66. The district school counseling leader has implemented a system for monitoring the ongoing outcomes and continuously improving programs in each school.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

67. The district school counseling leader has implemented a system for periodic program evaluation for the entire school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

68. The district school counseling leader has implemented a system for coordinating school counseling program activities (e.g. a master calendar).

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

69. The district school counseling leader has implemented a system ensuring good communication and information sharing across the school counseling program.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
○	○	○	○	○

10. Open Response

70. What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?

Appendix D

APPLICATION FOR REVIEW OF HUMAN PARTICIPANTS RESEARCH

Submit to Jack Tucci, Ph.D., College of Business, Rothwell 445 or email (preferred) as an attachment to jtucci@atu.edu

Principal Investigator(s): *I acknowledge that this represents an accurate and complete description of my research.*

Keri Rathbun	krathbun@atu.edu	11-28-16
Name of Primary PI	Email	Date

Additional Researchers' Names

Department and Office Number		Telephone

The Collaborative Institutional Training Initiative (CITI) is an online training module teaching research methods. Researchers must complete the CITI training course prior to beginning their project. Please print the confirmation page at the end of the training and include it with IRB application. The CITI training course can be found here: www.citiprogram.org

Adviser (complete if PI is a student): I agree to provide the proper surveillance of this project to ensure that the rights and welfare of the human participants are properly protected.

Christopher Trombly, Ph.D.	ctrombly@atu.edu	11-28-16
Name of Adviser	Email	Date
Center for Leadership and Learning	CLL-108	479-968-0424
Adviser's Department	Adviser's Office Number	Telephone

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

PLEASE NOTE: All applications should be typewritten and edited prior to submission for review. If sufficient space is not provided below for a complete description of the proposed project, please use additional pages as necessary.

IRB Approval Number: Rathburn_121216   ℓχ : 12-12-19

Date

Appendix E

M Gmail   Keri Rathbun <keri.rathbun145@gmail.com>

counseling survey
1 message

Keri Rathbun   Tue, Jan 10, 2017 at 11:45 AM
To: ·
Bcc: keri.rathbun145@gmail.com

Hello,

I am a former school counselor and currently working on my dissertation. My study is to look at the ASCA Model Standards and the barriers school counselors face when trying to implement their comprehensive counseling programs (clerical duties, administrative duties, discipline, testing, etc.). My hope is that this will be an advocacy piece for you and to make other stakeholders aware of the time you spend doing things that prevent you from working with students.

I would greatly appreciate it if you would take a few minutes and complete my survey. It should not take too long.

Thank you,

Keri Rathbun

https://www.surveymonkey.com/r/arkansascounselorinfo

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Appendix F

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

Q70 What barriers do counselors in Arkansas face when attempting to align their comprehensive school counseling programs with the ASCA National Model?

Answered: 222   Skipped: 198

#	Responses	Date
1	none	1/26/2017 4:32 PM
2	Time to talk to students.	1/23/2017 10:38 AM
3	Time	1/20/2017 10:59 PM
4	Not enough time to work on it.	1/18/2017 2:11 PM
5	Breaking from norms of how school counseling has been done for years; others expectations of what school counselors should do.	1/18/2017 11:30 AM
6	Time- daily things that happen-	1/18/2017 11:12 AM
7	Financial issues impact the ability to obtain the necessary resources.	1/18/2017 10:29 AM
8	Time required for activities not considered direct services for students. Our district does not have a district person overseeing the counseling program.	1/18/2017 9:29 AM
9	Time to do all the things that a counselor needs to do in a day.	1/18/2017 9:28 AM
10	Common dedicated time to work together.	1/18/2017 8:43 AM
11	None that I am aware of at my school	1/17/2017 4:27 PM
12	Since we do not have a school counseling leader at the district level, I responded to most of those questions neither agree or disagree. My school setting is unique in that it is only one grade level. I am not responsible for testing or clerical activities so I am fortunate that I do not face those barriers that many school counselors have which keep them from implementing the model. I also believe many school counselors do not know how to advocate for themselves and their role as a professional school counselor. In my experience, It is important that one sells their skills and program as indispensable to the school and administration, that way administrators help find a way to make it happen.	1/17/2017 3:51 PM
13	Some principals and administrators do not understand the importance of allowing counselors to follow the ASCA National Model and not do other duties that are not aligned with the model.	1/17/2017 2:12 PM
14	The overwhelming tasks of testing and scheduling	1/17/2017 1:50 PM
15	Lack of technology equipment in the counseling department at the high school level.	1/17/2017 1:29 PM
16	Everyday occurences. Too much to do, too little time!	1/17/2017 1:17 PM
17	We are asked to do so many things that the principal doesn't have anyone else to do. We end up staying late so much to do those things with no compensation. Also, these things interfere with school time, too.	1/17/2017 1:06 PM
18	The number of students and expectations that take time away from direct involvement with students.	1/17/2017 12:42 PM
19	Having enough time to fit it into the schedules with the ACT Aspire interim and summative assessments.	1/17/2017 12:41 PM
20	Serving too many students - inappropriate student/counselor ratios. Also, more severe mental health and behavioral needs are occuring which take inordinate amount of time to deal with each day. Funding and legislation at state/local level does not help in moving counseling programs towards aligning programs and the use of counselor's time/students served appropriately. Testing in our district has been removed from counselors and this has helped. However, some of our student populations vary so greatly in this one huge district that some are serving such needy populations that additional counselors could be justified but not hired - based on current state ratios. Need to look at lowering Arkanas numbers/ratios to that of national model and also looking at those schools with high free/reduced populations having additional help or social workers, or mental health services.	1/17/2017 12:35 PM
21	We are asked to do so many inappropriate activities (e.g., data entry, supervising students in common areas, performing disciplinary action, etc.) according to ASCA that it makes it difficult to really implement an effective program aligned to the ASCA National Model. On every contract I have signed, it says, "All other duties as assigned," and this allows principals to put us in any role they choose.	1/17/2017 12:09 PM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

22	Student to Counselor ratio for the amount of work to be done for each individual student. The amount of time needed to see students, especially the K-12 counselors.	1/17/2017 12:01 PM
23	Student to Counselor ratios; TESTING coordinating; performing registrar duties; 504 plan maintenance; We are the "extra" person that all the "extras" get thrown to. State needs to allow funding for testing coordinators/registrars etc.	1/17/2017 11:46 AM
24	Clerical Duties Test Coordinating Interim Test Coordinating Throughout the Year	1/17/2017 11:30 AM
25	Responsive Services is a much greater demand at my school especially, as it pertains to social welfare and crisis counseling than the 40% time slated for.	1/17/2017 11:20 AM
26	Lack of administration support.	1/17/2017 11:08 AM
27	Many of the tasks given to school counselors are clerical task rather than serving students needs. There is little to no time for individual or group counseling.	1/17/2017 11:06 AM
28	I can only speak for me. My barrier is that I lack the skills and expertise on collecting data to run a comprehensive program.	1/17/2017 10:49 AM
29	We have to spend too much of our time working with testing!	1/17/2017 10:47 AM
30	Too much time has to be devoted to state testing and leading up to the state test.	1/17/2017 10:34 AM
31	time and energy	1/17/2017 10:29 AM
32	Arkansas allows each counselor to serve 350 middle school students instead of the 200 proposed by the model.	1/17/2017 10:28 AM
33	A lack of time	1/17/2017 10:27 AM
34	To my knowledge, my district does not have a district counseling leader. For the state as a whole, counselors must advocate for their position and educate school and district administrators on the appropriate/inappropriate activities for school counselors based on the ASCA National Model.	1/17/2017 10:21 AM
35	School Counselors in Arkansas are tied to the State Testing which takes a considerable amount of time so this would be one of the biggest barriers that we face.	1/17/2017 10:18 AM
36	Being split between schools.	1/17/2017 10:10 AM
37	We do not have a district school counseling leader. Therefore, we do not have someone to provide guidance and instruction for improvement. Additionally, coordinating testing and 504 services	1/17/2017 10:06 AM
38	Old "traditions". School leaders believe school counselors are "traditionally" responsible for testing, clerical work, and other unrelated duties.. Many staff members are not open to change. There is no designated staff at my school to do testing and clerical duties, other than the school counselor.	1/17/2017 10:00 AM
39	I feel lack of resources and knowledge of the ASCA National Model by administrators along with the many roles and duties of the school counselors in Arkansas, including but not limited to the role of test coordinator, has prevented total alignment with the model.	1/17/2017 9:58 AM
40	TESTING! Testing takes up a majority of the spring semester.	1/17/2017 9:52 AM
41	Aligning our programs with the classroom teachers programs(time wise, class periods wise).	1/17/2017 9:50 AM
42	Testing responsibilities.	1/17/2017 9:50 AM
43	Counselors are simply asked to do too much. It is impossible to align your program with the model when you are also serving as a district test coordinator, 504 coordinator, AP Coordinator, or whatever other duties may fall to you.	1/17/2017 9:48 AM
44	At my school, I am very fortunate to have very few barriers in implementing the ASCA National Model. I have a very strong principal that believes in letting me create a very effective program.	1/17/2017 9:46 AM
45	Teacher, Parent, and Administrator mindset as to what a school counselor does. Additionally, our district does not have a School Counseling Leader to help promote our work and keep us abreast of the many changes that occur in our district affecting our ability to do our work.	1/17/2017 9:45 AM
46	Time: teachers are reluctant to give up core instruction time Resources: very few resources for Guidance Curriculum	1/17/2017 9:43 AM
47	State regs are different than ASCA model. Counselors are often seem more as the scheduling person and less than Professional mental health support. It is hard to evaluate how much you have helped a student when you only have them under you for 1 or 2 years because of grade configuations.	1/17/2017 9:43 AM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

48	Lack of Leadership at the District Level. Elementary School Lead Counselor is not proficient with advance technology to help others simplify clerical tasks, but has brought in other people to help. District Leader is trying to do two jobs and is unable to allocate time needed to improve counseling program with the times. District Test Coordinator should have assistant who is proficient in technology to do some of the testing uploads for school sites. It would be easier to train one person than all counselors to do their own.	1/17/2017 9:38 AM
49	I have trouble incorporating the testing organization and 504 responsibilities with true guidance.	1/17/2017 9:37 AM
50	I personally do not face any barriers in aligning my program with the ASCA model. I am given freedoms in how I create my program, while also attending an Elementary Counselors' PLC at our Coop for additional support, and attending regularly district wide elementary counselors' PD meeting monthly. Our counseling district supervisor is new this year, but she is wonderful and is already requesting needs/wants to help continue to build our program. Hope this help....good luck to you! :)	1/17/2017 9:27 AM
51	My principal and I have good communication, but I think that at times this can be a problem. The principal's goals and perceptions might not align with the counselor's goals.	1/17/2017 9:26 AM
52	Support from the district level.	1/17/2017 9:26 AM
53	too much time is spent testing - that responsibility needs to be reassigned to someone else - we are covered up!!!	1/17/2017 9:21 AM
54	A clear understanding of how to include and implement the ASCA National Model in the school counseling curriculum	1/17/2017 9:21 AM
55	Testing	1/17/2017 9:20 AM
56	Resources, conflicting expectations, inappropriate job duties assigned.	1/17/2017 9:20 AM
57	Continued lack of understand what the counselor's role in education and post education.	1/17/2017 9:19 AM
58	Planning time.	1/17/2017 9:17 AM
59	Performing in the role as the building test coordinator.	1/17/2017 9:16 AM
60	The responsibility of testing is a barrier.	1/17/2017 9:14 AM
61	The push for more time to be in the classroom. With stakes being set high for standardized testing, teachers are pressed for instructional time.	1/17/2017 9:12 AM
62	In our smaller districts we do not have testing coordinators and individuals who complete scheduling etc. It is out of our hands as to how much time we get to spend directly with our students specially during assessment and scheduling high points of the year. Most counselors know it is expected of them to say "yes 80% of my time is spent directly with students" even when that is not true. There should be a requirement for districts to employ a testing coordinator. Considering the number of coaches on each school's payroll it seems we have the manpower.	1/17/2017 9:05 AM
63	State mandated testing	1/17/2017 9:04 AM
64	I am the test coordinator, registrar, 504 Designee, and RTI coordinator. Too many responsibilities to give 80% to direct services. I'm not sure if Administration know about the ASCA National Model.	1/17/2017 9:04 AM
65	- No district level counseling leader to advocate for building level counselors - standardized testing demands - too many students per counselor	1/17/2017 8:57 AM
66	Each administration views the roles and validity of Counselors differently. Depending on the respect they show in terms of viewing that as a leadership role impacts how teachers, students, and parents view the role of that office as well as the person who occupies that office.	1/17/2017 8:54 AM
67	Assignment of counselor to student ratios. Mine is 1/325 Additional roles assigned is too great- I am testing coordinator, 504 coordinator and registrar in addition to what ASCA National Model requires.	1/17/2017 8:53 AM
68	Testing, Time being protected	1/17/2017 8:52 AM
69	One barrier is that sometimes parents and the community do not understand the importance and goals of the counseling program.	1/17/2017 8:52 AM
70	Barriers: Time for direct contact with whole group as well as individual needs in addition to tools for program evaluation	1/17/2017 8:51 AM
71	I simply do not have time. I am given job duties that are inappropriate for a counselor to do and this makes it stressful for me to complete legit counseling duties.	1/17/2017 8:48 AM
72	1. Large student caseload --leads to school counselors constantly "putting out fires" 2. Lack of appropriate professional development 3. "Other Duties" often times pile up and are then seen as the "essential part" of our jobs 4. Administration, staff, etc. need to really understand what our job means	1/17/2017 8:47 AM
73	counselors having to do clerical tasks.	1/17/2017 8:45 AM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

74	Being the school test coordinator.	1/17/2017 8:44 AM
75	Many counselors in Arkansas are also test coordinators. This is not clerical work but it takes an enormous amount of time away from counseling activities.	1/17/2017 8:44 AM
76	The amount of time required to complete testing and clerical tasks (like scheduling) is daunting.	1/17/2017 8:44 AM
77	Taking on other time consuming duties such as 504 coordinator or testing coordinator.	1/17/2017 8:40 AM
78	Clerical duties, testing coordinator duties (not only spring assessments, but periodic assessments 3+ more times per year, which take as long as the old paper tests used to)	1/16/2017 5:02 PM
79	Time in the day, clerical duties, and the worse is testing.	1/16/2017 10:13 AM
80	Many principals, when moving into administrative positions, do not understand the role of the school counselor. School counselors usually have to take the initiative to teach their roles in accordance with the ASCA National Model to the incoming principals and assistant principals. As principals begin to understand the role of the school counselor, they become their strongest supporter as counselors advocate for the whole child.	1/15/2017 10:53 PM
81	Time spent on testing	1/15/2017 10:39 PM
82	Mainly - it's the administrative duties, ex. report cards, scheduling, registration, testing, etc. that takes away from counselor's being able to plan and implement activities to support student's emotional and academic success.	1/15/2017 7:28 PM
83	The strongest barrier for me is a lack of time. I am the only school counselor and I just can't seem to get everything done.	1/15/2017 1:36 PM
84	Time and other assigned duties - registrar, testing coordinators, 504 coordinators, managing master schedules, gloried secretaries	1/14/2017 12:45 PM
85	School Counselors in Arkansas are expected to do too much administrative/clerical activities.	1/14/2017 9:37 AM
86	We do not have a "district school counseling leader".	1/13/2017 5:45 PM
87	Counselors in my district are being overwhelmed with secretarial/registrar duties but everyone is afraid to speak up for fear of being released. We are about to experience deep cuts at the end of the year.	1/13/2017 3:44 PM
88	Not enough time to follow through on a model - too many other duties that have been in place from previous years that counselors are expected to do....such as being the testing coordinator and administering ELL testing.	1/13/2017 3:25 PM
89	Arkansas has rural schools with few employees who have to perform duties as assigned. It is difficult to align with the National Model when there are other duties and no one to assign them to other than the school counselor. Administrators need more professional development on school counseling.	1/13/2017 3:03 PM
90	Administrators, while often appreciative and aware of the importance of counseling and guidance, very often overload the counselors with administrative tasks. These range from testing to creating a master schedule to being the person in charge of withdrawing students, printing report cards, etc. These tasks take valuable time and energy that the counselor could and should focus on students.	1/13/2017 1:30 PM
91	Resources: The counselors in my area appear to be a "catch all" for tasks. A majority of my time is spent as a test coordinator and secretary. I am also between two buildings, which takes away valuable time for my primary building.	1/13/2017 12:35 PM
92	Testing and scheduling consumes our time. There is little time to help students.	1/13/2017 11:36 AM
93	TESTING!	1/13/2017 10:31 AM
94	School Counseling Leader? Our district does not have a single counselor who is the "leader" of our school-wide program. Most principals/superintendents do not seem to understand that clerical duties need to be just that...I did devote 7+ years to higher education to fax and/or email records! I doubt most upper admin are even aware of the ASCA Model, what it means or the time necessary away from clerical duties, testing, etc. to effectively accomplish.	1/13/2017 9:12 AM
95	n/a	1/13/2017 8:34 AM
96	Counselors have too many inappropriate tasks. For example, I am also the GT coordinator, GT and enrichment teacher, district and building test coordinator, 504 coordinator, an RTI member, and have even had to cover the office phones. Even with all of that, I am expected to somehow have time to see individual students, have small group sessions, and come up with a full comprehensive counseling program. It's literally impossible.	1/13/2017 8:32 AM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

97	First of all, most junior high/high school counselors are working with a number of students more in the 400-450 range. It is difficult to do all the aspects of the ASCA model when you are working with that many students- the clerical tasks of scheduling alone is very big with the sheer number of students. How I have had to handle the paperwork, managerial tasks of this is that I wait until after school hours to do most of those tasks. So while during the school day I spend the majority of my time with students, I often have to work 12 hour days to accomplish all of the other tasks put on my plate. So I would say I'm spending 6/8 school hours with kids... I am still spending 6/12 hours on paperwork, managerial tasks in order to coordinate, plan, and follow up on all of the tasks I have been made responsible for. In my current district, we do have a leader that meets with counselors once every month, but she has no background in counseling and no knowledge of what a counseling program should look like. Therefore, there is not district oversight guiding all of the counseling programs together seeing how they vertically align and helping them improve. She is also over many other programs in the district so Counseling is not her main priority. We get evaluated by principals who also have very little understanding of a strong counseling program so there is little direct consultation or suggestions of how to improve other than us seeking our own training or resources. Most principals and district officials have not heard of ASCA, so that means nothing to them in trying to grow the program. I'm not sure how much training is given oto principals and admin on all aspects of their educational team like counselors. They have a solid grasp on what is needed from teachers, but seem more hands off on what could help counselors and the district level often looks to the counseling department as a place to cut back if they can keep kids in the 1:450 ratio. Other support staff that is helpful to the counseling department such as registrars is also a place where cutbacks are made. We have been cut down to a part time registrar at our school which means that when she is gone, those administrative duties often fall to the counselor.	1/12/2017 9:39 PM
98	Most of us are testing coordinators and have other assigned clerical duties, especially high school. I never get to us the national model and never spend 75% of my time on students. I only have enough time to stomp out crisis and do clerical work. I can not do any preventive things.	1/12/2017 7:51 PM
99	Time to work together and maintain the support of their administration.	1/12/2017 4:31 PM
100	Some are burdened with many clerical and testing responsibilities that may interfere with the ASCA National Model.	1/12/2017 3:55 PM
101	Required to do all testing !!!	1/12/2017 3:37 PM
102	Attitudes about the need for school counselors and the actual duties a school counselor should be attending to.	1/12/2017 2:51 PM
103	Time is a huge barrier.	1/12/2017 1:38 PM
104	Time management Student counselor ratio Not respected as being a vital asset to the school	1/12/2017 1:24 PM
105	We do not have a school counseling leader for our district, which leaves us with no one to advocate for our positions at the district level. This leaves us with a lot of tasks that are not school counseling-related that we must accomplish in addition to our normal duties. In a school where I have over 500 students and only me to help them, it makes it almost impossible to do more than reactionary counseling.	1/12/2017 12:40 PM
106	Counselors need user friendly tools for data collection and analysis.	1/12/2017 12:13 PM
107	The major road block would be the huge amount of clerical work that include but are not limited to test coordinating, enrollment, ADE and Federal reports, etc... These task take away our direct time with our students. We are also limited as to the amount of time we can go into high school classes if at all due to the amount of time teachers are spending on curriculum to prepare for testing.	1/12/2017 11:54 AM
108	One of the biggest challenges is finding enough time throughout the day. I spend a lot of my time each day just "putting out fires". I always have good intentions at the beginning of the year to have a more comprehensive program, but it is very hard to maintain a program that would fit the model counseling program.	1/12/2017 11:23 AM
109	Personally, my barrier is being seen by my administration as a "catch all" person for jobs others do not want to do (e.g. tutoring director, special ed referrals, and others). I spend most of my time doing paperwork for other people. I am not valued or appreciated at my location. The counselor that retired was not either. We are seen as "catch all" secretaries and a 30 minute break for teachers.	1/12/2017 10:45 AM
110	Not enough advocacy for the profession...Everyone (educators, lawmakers, stakeholders) have a job and feel overworked and stressed. It is often hard to get everyone present that needs to be in order to enact quality change for the best. Support can be depending on your school and administration a big barrier.	1/12/2017 10:44 AM
111	Too much time spent on clerical duties, administrative duties, 504 coordinator, dyslexia coordinator, master schedule and TESTING. Turned in a time sheet with documentation for Student Service Plan and was told, "Not to let it happen again." We do not have a Lead Counselor in our district.	1/12/2017 10:18 AM
112	In small schools the counselor is the leader at the school level to implement the school counseling program. This is hidden under the Arkansas Comprehensive School Improvement Plan which is the priority of the district program along with standards, testing programs, TESS. There are so many interest groups and programs that are required and school counselors serve on many of these as student advocates. To directly state the ASCA National Model is the guideline would be a false hood but in our hearts the knowledge and objectives maybe placed within other program.	1/12/2017 10:13 AM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

113	TIME, too busy as the ESOL coordinator, 504 coordinator, and Assessment Coordinator. I do not even feel like a counselor.	1/12/2017 9:44 AM
114	Counselor to Student ratios are not recognized. Lack of parental involvement. Appropriate professional development that involve "counselor" opportunities. Admin that may not recognize the use of counselor time in completing clerical processes.	1/12/2017 8:55 AM
115	The importance & effectiveness of school counselors has not been accepted by all school districts/leaders.	1/12/2017 8:41 AM
116	When counselors are asked to be testing coordinators they are unable to devote their time to developing and implementing a proper school counseling program.	1/12/2017 8:37 AM
117	Too many students with severe emotional needs and only one of me. Ratio is 1:450. Being Test coordinator interrupts much of my time	1/12/2017 8:35 AM
118	This year I've done all the work for ACT Aspire Classroom assessments, all four subjects, in October & February. I'm currently preparing ELPA21 testing while finishing Aspire & then will prepare for the ACT Aspire Summative.	1/12/2017 8:18 AM
119	Testing and administrative duties take up 75% of our day instead of counseling students.	1/12/2017 8:11 AM
120	Roles in testing is my major barrier. Our district does not have a LEAD counselor.	1/12/2017 8:10 AM
121	high caseload and clerical tasks assigned to the counselor take up a bulk of time.	1/12/2017 7:41 AM
122	The main barrier is TESTING!! They might as well give us a different job title...instead of School Counselor, they should just call us Testing Coordinators!!	1/12/2017 7:33 AM
123	Clerical tasks and testing	1/12/2017 7:26 AM
124	I don't know that I can speak for Arkansas as a whole, but my experience is that the needs are much higher than the resources. I do spend the majority of my time with students, but oftentimes these are in crisis situations.	1/11/2017 11:11 PM
125	We spend entirely too much time with tasks that a secretary or paraprofessional could do instead of working with students on college/career goals, etc.	1/11/2017 7:39 PM
126	Multiple duties	1/11/2017 6:23 PM
127	Much of my time is spent on clerical duties and test coordinator duties/meetings.	1/11/2017 5:36 PM
128	Administrative tasks, scheduling and registration duties, testing, student load too large, secretary duties are so overwhelming that counselor has to compensate, 504 coordinator duties. Complete administrative reports.	1/11/2017 5:22 PM
129	Allotted time for counselors to be away from schools.	1/11/2017 4:26 PM
130	Time	1/11/2017 4:03 PM
131	Being assigned as building school test coordinators which takes a lot of time away from the duties and responbililities of being a counselor.	1/11/2017 3:49 PM
132	The biggest barrier in Arkansas, at least in smaller schools like mine, is that counselors have become test coordinators and the counseling is done by school-based mental health services.	1/11/2017 3:45 PM
133	I have been a counselor for less than a year so I will know more about this next year.	1/11/2017 3:40 PM
134	Still required to do testing/clerical duties that take up large amounts of time. (i.e. testing, scheduling, etc)	1/11/2017 3:37 PM
135	Arkansas School Counselors are burden with many hats Duties, testing, clerical issues, tec.) that are not conducive to the time specifications of the ASCA National Model.	1/11/2017 3:34 PM
136	I disagree with the emphasis over documentation of achievement of objectives as opposed to actual practice. Counselors in Arkansas are seen as glorified secretaries.	1/11/2017 3:32 PM
137	Administration and school boards are generally unfamiliar with the ASCA model.	1/11/2017 3:28 PM
138	Too many indirect services that are asked of counselors so that the direct services suffer such as testing, school-wide positive behavior systems, scheduling, etc.	1/11/2017 3:26 PM
139	Testing, clerical duties	1/11/2017 3:26 PM
140	Time. Most of my time this year has been doing registrar work and being the school test coordinator. I am finishing up my 20th year as a school counselor. I am going to tell the person who does our contracts that my contract should read registrar and test coordinator. Other assigned duties would be school counselor. I am ready to do outside agency work, so I can be a counselor.	1/11/2017 3:25 PM
141	Being assigned non-counseling duties	1/11/2017 3:22 PM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

142	State testing	1/11/2017 3:18 PM
143	There is no incentive to implement the National Model, other than 'knowing your doing a good job' No one outside of my office, building level or district level could tell you anything about the ASCA National Model. I make sure my guidance lessons are aligned with the standards, but I am the only one who knows the standards.	1/11/2017 3:17 PM
144	There isn't a streamlined way to do this.	1/11/2017 3:17 PM
145	We lack the appropriate resources to have the types of counseling programs I would like to have. I am the counselor, the records clerk, the school test coordinator, the building 504 coordinator, and the parental involvement coordinator. Although I have tried my hardest to balance between the clerical and the counseling, many days I have to fight to do the job I was hired to do. This is my first year, and I am trying to build a program that aligns with the National Model. The main barrier is that I am one person with multiple jobs. If you look at my program you would never know the struggle, because I do not want my program to show it. However, it is an everyday challenge to keep the balance of my duties.	1/11/2017 3:16 PM
146	Even at a large school district we do not have a district person that helps and supports counselors and the programs. We do try to meet as a district group to work together on things.	1/11/2017 3:16 PM
147	Clerical work such as scheduling and grades takes up a majority of your time. Also, a big piece of the counseling duties includes testing. Setting up tests, monitoring tests, and doing make-up tests takes up the time I could be counseling students.	1/11/2017 3:15 PM
148	Money, Administration, Parents - the understanding our role. The model is set up as an ideal model in a dream world - However, reality and time hit and it is nearly impossible to do what needs to be done with the students - Especially in the area of data	1/11/2017 3:09 PM
149	time	1/11/2017 3:06 PM
150	We have responsibilities such as test coordinators, registrars, and 504 coordinators that prevent us from having time to conduct counseling activities with individual, small, and whole groups. As test coordinators, we have had three (were supposed to have four) ACT Interim test sessions (multiple days preparing the test sessions and two weeks for each session supervising the testing of the four subjects). We will also have the summative ACT Aspire to prepare for which will take up much of our spring semester. We also have NAEP to work in. A tremendous amount of our time is spent on testing! We also spend a great deal of our time registering new students. We also spend a lot of time producing reports. No time to plan lessons and get into the classroom to work directly with students or to fully plan and implement a comprehensive counselor's program.	1/11/2017 3:06 PM
151	The slow process of systemic change and supporting reasoning behind changes.	1/11/2017 3:00 PM
152	There are many things that we are asked/told to accomplish, which often enough does not give us enough time to fully work, support, and advocate for our students.	1/11/2017 3:00 PM
153	Unforeseen interruptions throughout each day	1/11/2017 2:56 PM
154	State Mandated Testing and Interim Testing, ACT/Aspire (given 4 times per school year), ELPA, NAEP are extremely time consuming and taking days and days of counselor time that could be used working more with actual student issues both in the classroom and in small group and individual settings. Our principals and administrators are wonderful in our school system, yet their hands are tied regarding this issue as well. Thank you for your interest and concern. (:	1/11/2017 2:55 PM
155	I feel like a lot of times staff members/teachers do not think about how I may be able to help with a situation. I feel like they do not think of "counseling" as a resource. I think I could help a lot more if they did.	1/11/2017 2:54 PM
156	The many roles that are required of counselor's to play, such as 504 Coordinator, scheduling, Homeless liaison, etc. Lack of a district leader and facilitator for the district counseling program.	1/11/2017 2:53 PM
157	lack of time large numbers of students to serve families are more needy than they have been in the past	1/11/2017 2:52 PM
158	I think the barriers we face are ignorance of the model and how school counselors are helpful.	1/11/2017 2:52 PM
159	Small districts mean that you serve many students and wear many hats.	1/11/2017 2:50 PM
160	Being able to counsel students more opposed to clerical work and other issues that does not involve counseling students or doing enough activities with students	1/11/2017 2:48 PM
161	School Counselors cannot fully implement the ASCA National Model within there perspective schools.	1/11/2017 2:47 PM
162	Principal and administrative expectations regarding data entry, master scheduling, and clerical tasks.	1/11/2017 2:45 PM
163	Student/Counselor ratio, standardized testing duties, scheduling duties (secondary), administration buy-in for significant change, lack of district counselor leader in every district, significance of the Department of Education Guidance and School Counseling's personnel/department (very small) to help promote change	1/11/2017 2:44 PM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

164	need more time in the day	1/11/2017 2:43 PM
165	We spend most of our time on testing and clerical, record keeping duties rather than with students.	1/11/2017 2:43 PM
166	In our district there is no one accountable or representing the counselors. We are on our own to find appropriate professional development and there is no connection between buildings. Also, the district has part-time counselors to cover the #s but essentially you are on your own with 650 kids with no social work or clerical assistance.	1/11/2017 2:42 PM
167	Eschool, testing, scheduling, and clerical duties have been dumped on school counselors. My day consists of creating and changing schedules, running grade reports, master schedules, ALL testing at the 7-12 level, and watching the front office. I do no classroom guidance and very little one on one. However, this is a better situation than I had a my previous district.	1/11/2017 2:41 PM
168	Time	1/11/2017 2:36 PM
169	Lack of time due to clerical and administrative duties, constant interruptions when doing actual counseling activities, and scheduling and test coordinator duties are my largest barriers.	1/11/2017 2:33 PM
170	Time management. There is just not enough time in the day to perform counseling duties for 2 buildings, be the testing coordinator, serve on multiple committees, etc...	1/11/2017 2:32 PM
171	There are so many "other" duties that it is hard to align programs and carry them out!	1/11/2017 2:29 PM
172	Non support from Administrators Non Counseling Duties Lack of Respect from Adminisrators	1/11/2017 2:29 PM
173	Total lack of administrators knowledge of anything regarding ASCA National Model and an understanding of what the role of a school counselor is.	1/11/2017 2:29 PM
174	I spend a tremendous amount of time on testing duties. My school is doing ACT Aspire interim's so we test almost every month. I have grades 3-6 with 6 rooms in each grade to test alone. It makes meeting the 80/20 time percentages very difficult.	1/11/2017 2:26 PM
175	We do not have a district leader that understands school counseling and we do not have enough training or meetings together on a regular basis to help grow our programs.	1/11/2017 2:25 PM
176	Time	1/11/2017 2:22 PM
177	Having the duty of test coordinator, 504 coordinator, and scheduling.	1/11/2017 2:22 PM
178	Scheduling	1/11/2017 2:21 PM
179	TOO TOO much time spent on duties that a high school graduate could complete very easily. It is a waste of money that could be better spent if counselors could implement FULLY the ASCA National Model.	1/11/2017 2:21 PM
180	Many are 504 coordinators and building test coordinators	1/11/2017 2:21 PM
181	As an elementary counselor, I have often felt that others see me as nothing more than a character education teacher.	1/11/2017 2:21 PM
182	We are assigned too many students. We also have difficulty seeing our students because of the growing amount of administrative and clerical duties we have to perform.	1/11/2017 2:20 PM
183	Extra duties, testing, relieving teachers, administrative assignments, group leading, understaffed, high counselor to student ratio (1-450+)	1/11/2017 2:19 PM
184	Persons who are not supporters of Mental Health.	1/11/2017 2:19 PM
185	Too much clerical work. Scheduling, college courses, Virtual Arkansas registration, testing, etc.	1/11/2017 2:17 PM
186	The alignment may not be cohesive with what the district requires.	1/11/2017 2:15 PM
187	We don't have a leader. Counselors are left to figure things out on their own and only to communicate with each other.	1/11/2017 2:12 PM
188	Access to content specific Professional Development that is new and research based interventions and strategies.	1/11/2017 2:12 PM
189	Leadership from administration that values what is offered in a counseling program. Leadership/ Administrator view counselors as the go to person when something clerical or extra needs to be done, because they are not tied to students in a classroom setting.	1/11/2017 2:11 PM
190	Too many students, not enough support from administrators (building and district), miscelleneous jobs are pushed to the counselors, counselors are not included in decision making for building plans.	1/11/2017 2:09 PM
191	Counselor to student ratio	1/11/2017 2:08 PM
192	We really don't have a district counseling leader. A large amount of our time is spent in workshops learning about testing, planning for testing, training teachers for testing, monitoring testing, and returning testing materials. Testing has become our role in the school. We need a serious change because we're testing more and more each year.	1/11/2017 2:07 PM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

193	Clerical and administrative work takes up most of my day as well as having and abundance of students on my caseload.	1/11/2017 2:06 PM
194	too many other roles (testing, schedule making, technical operations, clerical duties due to lack of personnel)	1/11/2017 2:05 PM
195	While I don't have trouble at my building I know several counselors that do have to spend a lot of time on testing duties. They have to receive, administer, and collect the test materials and are responsible for shipments and other things. Starting with the second semester this would take up a good bit of your time that could be devoted to direct access to students.	1/11/2017 2:05 PM
196	scheduling	1/11/2017 2:05 PM
197	We are given too many hats, especially when it comes to school and district testing. I currently was appointed District Test Coordinator, after explaining in detail why I would not be able to perform my counseling job effectively if given this position in addition to counseling. I am the McKinney-Vento, ESL, and 504 coordinator. I also am the only counselor in by 9-12 building of 405 students. I am responsible for scheduling, schedule changes, submitting transcripts (etc.) to colleges, registering students for concurrent college classes, all building level testing duties, and a variety of other tasks.	1/11/2017 2:05 PM
198	None	1/11/2017 2:04 PM
199	Testing coordinator for my building, RTI coordinator for my building, currently teaching twice the amount of recommended guidance lessons	1/11/2017 2:04 PM
200	All the extra things we are in charge of or asked to do.	1/11/2017 2:04 PM
201	Time to plan and time to document.	1/11/2017 2:03 PM
202	lack of support from administrators who don't fully understand the role of a school counselor	1/11/2017 9:11 AM
203	Time!	1/10/2017 6:41 PM
204	I think that a major barrier that we face are duties outside of our job description. In my district counselors are test coordinators which means that we are not only asked to coordinate summative testing, we are also responsible for interim testing at least 3 times per year, and NAEP. I do my best to align with the ASCA Model, but because of an imbalance of responsibilities I am often unable to effectively implement the Model. Scheduling has also become an issue in our district. The counselors are asked to schedule students which takes a lot of time during the day when new students enroll.	1/10/2017 4:11 PM
205	non-counseling responsibilities effective professional development time and support	1/10/2017 3:24 PM
206	School counselors in small schools serve as the testing coordinator. There is not enough time for counseling after that.	1/10/2017 1:27 PM
207	Some of the barriers that we face are extra responsibilities such 504 coordinator, physical activity or physical education teacher, RTI committee, ASCIP committees, and whatever else is expected of us that work in small school districts.	1/10/2017 1:07 PM
208	TIME, clerical expectations, testing duties, RTI duties, taking the time to just sit down and set the goals and expectations and track the data for students. Administration not understanding the National Model and the expectations we are supposed to follow.	1/10/2017 12:50 PM
209	Other professionals who are afraid of Mental Health domains.	1/10/2017 12:45 PM
210	Other duties assigned	1/10/2017 12:29 PM
211	TIME! Counselors are asked to do so many different things and be "in charge" of so many different tasks that are not within the National Model's description of a counselor. Without spending an inordinate amount of off-contract time at work, it is difficult for the National Model to be a reality.	1/10/2017 12:07 PM
212	I am spread very thin, covering many duties. I spend much more time with scheduling and academic concerns as well as grades, eschool issues, than I do working to achieve counseling program goals.	1/10/2017 11:56 AM
213	District requirements of time/numbers/role expectations and procedures; Lack of time to work collaboratively with other counselors or with staff; lack of ASCA-aligned PD; lack of technology skills; different counselor role expectations per building and per district; Multiple programs and instructional strategies/programs given precedence so limited time to work with students and/or staff; testing coordinator role expansion; lack of funding given for counselors to participate in ASCA conferences or trainings; etc.	1/10/2017 10:23 AM
214	In many cases we are assigned the role of test coordinator which requires an excessive amount of time and at times of the year virtually shuts down the implementation of the school counseling program.	1/9/2017 11:20 AM

Perceptions of School Counselors Regarding Barriers to Implementing the ASCA National Model

215	We have too many students and not enough time to meet the needs of our students through the 3 domains of counseling; Social/Emotional, Career, and Academic. There is not enough time in the day to plan, implement, and evaluate a developmental guidance plan if you have 300-400 students you are responsible for in a high diverse school setting.	1/6/2017 9:16 PM
216	Time spent on testing.	1/4/2017 6:51 PM
217	The amount of administrative and secretarial work, such as testing duties, require a large portion of counselors' time.	1/4/2017 1:11 PM
218	Test Coordination takes up a majority of Counseling time which should used in helping meet students' needs.	1/4/2017 10:43 AM
219	Time, administrative support, unclear expectations and goals from administrators and leaders, the history of traditional school counselors and those who want to continue to do what is comfortable	1/4/2017 8:39 AM
220	TESTING.......	1/4/2017 8:18 AM
221	We cannot effectively be both the school counselor and building test coordinator. During the testing season which is now from Jan. to May, I feel I am not able to perform as a preventive counselor at the elementary level.	1/3/2017 3:41 PM
222	Counselors are traditionally viewed as more of an academic support, rather than performing mental health and social emotional guidance.	1/3/2017 3:31 PM

Appendix G

M Gmail   Keri Rathbun <keri.rathbun145@gmail.com>

20 min. survey
2 messages

To: keri.rathbun145@gmail.com   Thu, Jan 26, 2017 at 8:32 AM

Keri I would love to take your survey but 20mins puts me 40mins more behind. Testing & clerical are the problem.
Also, Arkansas does not follow national numbers for the counselor student ratio. Hope this helps.

11th - 12th Counselor

Keri Rathbun <keri.rathbun145@gmail.com>   Tue, Jan 31, 2017 at 4:12 PM
To: krathbun@fortsmithschools.org

[Quoted text hidden]

Appendix H

ARKANSAS DEPARTMENT OF EDUCATION

2015-2016 Student Services Annual Report

3. Demographic Information

27%

Please complete the boxes as directed.

* 1. Name of the school counselor submitting this report

Prefix (Mr., Mrs., Dr., etc.)

First Name

Middle Name (or nickname)

Last Name

* 2. The counselor submitting this form is licensed as a school counselor or has an approved ALP to work as a school counselor in Arkansas. If your answer is no, please contact the ADE office of Guidance and School Counseling at 501-682-4354.

✔ Yes

◯ No

* 3. LEA Number and School: Choose from the drop-down list. Note: The charter schools are listed in alpha order under the traditional schools. If your school is not listed, choose SCHOOL NOT LISTED and complete question #4.

[' ___ ___ .. ▲▼]

4. If you chose SCHOOL NOT LISTED, type the 7-digit LEA and the school name in the boxes below.

LEA # [   ]

School Name [   ]

* 5. District LEA and district name: Choose from the drop-down list. If your district is not listed, choose DISTRICT NOT LISTED and complete question #6.

[. . ▲▼]

6. If you chose DISTRICT NOT LISTED, type the 7-digit LEA and the district name in the boxes below.

District LEA# [   ]

District name [   ]

* 7. School principal's name:

Prefix (Mr., Mrs., Ms., Dr., etc.) [   ]

First Name [   ]

Last Name [   ]

* 8. District superintendent's name:

Prefix (Mr., Ms, Dr., etc.)	
First Name	
Last Name	

* 9. School mailing address:

Number & Street or P.O. Box	
City	
State	
Zip Code	

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ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

2015-2016 Student Services Annual Report

4. Demographics - Page 2

36%

* 10. County - Select one from drop-down list:

---

* 11. Counselor's school e-mail address:

* 12. Confirm counselor's e-mail address:

* 13. Counselor's school phone number (area code and number - no dashes, periods, or spaces):

* 14. What is your FTE (Full-time Equivalent) at the school listed above? Round to nearest tenth as shown (FTE of .78 would be rounded to .8). Make sure you consider ALL of the schools you work with so that you do not identify yourself as more than a full-time (1.0) counselor. If you are full-time at one school; you cannot be part or full-time at another.

Select one:

- ◯ .1 - one-half day per week in this school
- ✓ .2 - one day per week in this school
- ◯ .3 - one and one-half days per week in this school
- ◯ .4 - two days per week in this school
- ◯ .5 - two and one-half days per week in this school
- ◯ .6 - three days per week in this school
- ◯ .7 - three and one-half days per week in this school
- ◯ .8 - four days per week in this school
- ◯ .9 - four and one-half days per week in this school
- ◯ 1.0 - five days per week in this school

* 15. How many students in each grade at this school are regularly assigned to you? Use totals from your district's October 1 report. Include only the grades in which you serve students. If there are other counselors in your school, please make sure that students are counted only one time.

K	
1st	
2nd	
3rd	
4th	8
5th	64
6th	
7th	
8th	
9th	
10th	
11th	
12th	

* 16. What is the TOTAL number of students regularly assigned to you at this school as of October 1st? Include only those students you regularly work with, not the entire school population unless you are the only counselor. (Total number of students identified in question #14).

72

* 17. A building-based Student Services Plan has been written for this school building.

☑ Yes

◯ No

* 18. List names and positions/titles of other personnel implementing the Student Services Plan for this school (counselors, nurses, social workers, mental health workers, psychologists, health services, career services, special education services, 504 coordinators etc).

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ARKANSAS DEPARTMENT OF EDUCATION

2015-2016 Student Services Annual Report

5. Direct Counseling

45%

For each numbered item in the section below, mark "YES" or "NO" if it occurs in your school or district (do not leave any item blank).

* **19. Counseling - individual (personal and social development, academic development, and age-appropriate career development)**

- ✓ Yes
- ◯ No

* **20. Counseling - classroom (personal and social development, academic development, and age-appropriate career development)**

- ✓ Yes
- ◯ No

* **21. Counseling - small groups (personal and social development, academic development, and age-appropriate career development)**

  ☑ Yes

  ◯ No

* **22. The counselor consults with student(s).**

  ☑ Yes

  ◯ No

* **23. The counselor consults with parents (with student present).**

  ☑ Yes

  ◯ No

* **24. The counselor consults with school personnel or outside agencies (with student present).**

  ☑ Yes

  ◯ No

* **25. The counselor provides test interpretation to the student(s).**

  ☑ Yes

  ◯ No

* **26. The counselor reviews records and files with the student(s).**

  ☑ Yes

  ◯ No

* 27. The counselor provides classroom guidance which is limited to no more than forty (40) minute class sessions not exceeding three (3) per day.

  ☑ Yes

  ○ No

* 28. The counselor provides classroom guidance which is limited to no more than forty (40) minute class sessions not exceeding ten (10) per week.

  ☑ Yes

  ○ No

* 29. Orientation activities are provided for new students at each level of education.

  ☑ Yes

  ○ No

* 30. Academic advisement for class selection is provided to students.

  ☑ Yes

  ○ No

* 31. Academic goals are established for students at all levels.

  ☑ Yes

  ○ No

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**ARKANSAS
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2015-2016 Student Services Annual Report

6. Administrative Activities

55%

For each item in the section below, mark "YES" or "NO" if it occurs in your school or district.

* 32. Consultation with parents is provided (without student present).

☑ Yes

◯ No

* 33. Consultation with school personnel or outside agencies is provided (without student present).

☑ Yes

◯ No

* 34. Incidents/concerns regarding child abuse or neglect are reported as required by law.

☑ Yes

◯ No

* 35. Referrals or recommendations are made for additional services.

✔ Yes

◯ No

* 36. Test interpretation for parents is provided.

✔ Yes

◯ No

* 37. Test interpretation for school personnel and/or community agencies is provided.

✔ Yes

◯ No

* 38. Records and files are reviewed and updated for the counselor's use.

✔ Yes

◯ No

* 39. Academic, personal/social, and career development resources are available for students, parents, and other stakeholders to support educational decision making.

✔ Yes

◯ No

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* 40. What is the estimated percentage of your time spent providing direct counseling services for each time frame below? (Total should be 100 for each column).

	September-October	November-December	January-February	March
Direct Counseling	75 ⬍	75 ⬍	75 ⬍	75 ⬍
Administrative	25 ⬍	25 ⬍	25 ⬍	25 ⬍
Total	100 ⬍	100 ⬍	100 ⬍	100 ⬍

41. If your response to "estimated percentage of the school counselor's time spent providing direct counseling services" is less than 75% for any two-month time frame, please provide an explanation in the text box below. If you have documented your time on a use of time data chart or other time keeping record, please send it by mail, email or fax to the ADE Office of Guidance and School Counseling when you submit your report.

ADE/Guidance & School Counseling
Four Capitol Mall, Mailbox 13
Little Rock, AR 72201
Fax: 501-682-4220
Suzanne.knowles@arkansas.gov

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Exit this survey

ARKANSAS DEPARTMENT OF EDUCATION

2015-2016 Student Services Annual Report

8. General LEA/District Information

73%

These services are provided at the school or district level.

* 42. A building-based system of parental involvement has been implemented.

✔ Yes

◯ No

* 43. Psychological services are being offered to students.

✔ Yes

◯ No

* 44. A nurse coordinates health services for students.

✔ Yes

◯ No

* 45. Conflict resolution services are available to students.

   ✓ Yes

   ◯ No

* 46. A School/District bully prevention program has been developed and implemented.

   ✓ Yes

   ◯ No

* 47. A School/District suicide awareness and prevention program has been developed and implemented.

   ✓ Yes

   ◯ No

* 48. The school/district provides data analysis to assist in the school improvement process for developing interventions and for assisting students who fail to reach proficiency on state-mandated assessments.

   ✓ Yes

   ◯ No

* 49. There is a district-level tracking system for school dropouts that includes an exit interview and follow-up.

   ✓ Yes

   ◯ No

* **50. The School/District has a system to follow up on high school graduates.**

☑ Yes

◯ No

* **51. The district provides a liaison between the home and school by making home visits and referring students for assistance.**

☑ Yes

◯ No

* **52. The district has available alternative methods of classroom management such as:**

	YES	NO
Behavioral contracting	☑	◯
Dispute resolution	☑	◯
Classroom meetings	☑	◯
Logical consequences	☑	◯
Assertive discipline	☑	◯
Behavior Modification	☑	◯
Career & academic counseling	☑	◯

* 53. The school counselor administers the TABE or the High School Equivalency exam. The program can be managed by the counselor, but the assessment must be administered by a staff member other than the counselor.

◯ Yes

◯ No

☑ School does not have a TABE or High School Equivalency program or is an elementary or middle school

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**ARKANSAS
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2015-2016 Student Services Annual Report

9. Career Planning

82%

* **54. Each counselor serving students in grades K - 12 provides age-appropriate career planning. Choose all that apply to you.**

☑ School counselor provides career awareness and career information to students.

☐ School counselor provides employment readiness tools and information to students.

☑ School counselor supports student development of knowledge and skills necessary to achieve career goals.

☑ School counselor helps students see the relationship between classroom performance and success in school.

☑ School counselor encourages parents to support partnerships in their child's learning and career process.

* **55. How is career information shared with students in this school? Choose all that apply. Career information may also be provided by others (listed in the box on question #18 of this report).**

☐ Individual   ☐ Small groups   ☑ Classroom guidance

* 56. During regular parent-teacher conferences, the counselor encourages parents to support partnerships in their students' learning and career planning process.

✅ Yes

◯ No

* 57. The counselor provides advisement to students on workforce or career opportunities available.

✅ Yes

◯ No

* 58. The school/district provides advisement to students on college assessments available.

✅ Yes

◯ No

* 59. Do you serve any students in grade 8 or above?

◯ Yes - please respond to next question regarding the Career Action Planner

✅ No - skip to next section

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Exit this survey

ARKANSAS DEPARTMENT OF EDUCATION

2015-2016 Student Services Annual Report

10. Submitting the Report

100%

Note: Before you select the Submit button, you can go to previous pages to review and/or print them. Printing the survey is optional. You can go back one page at a time by clicking the Prev button at the bottom of each page. After you have made corrections and printed the pages, select Next at the bottom of each page to advance to the end. ONCE THE SUBMIT BUTTON IS SELECTED, YOU WILL EXIT AND NO LONGER BE ABLE TO ACCESS THE SURVEY.

60. Additional comments regarding the Student Services Report:

* 61. After entering the date, the Submit button must be selected to finalize the reporting process and ensure your report has been submitted.

Date Survey submitted:

	MM	DD	YYYY
Date	03	15	2016

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Appendix I

Missouri Comprehensive School Counseling Program
Principal/Counselor Annual Agreement

School Counselor _____ Principal _____ Year _____

Section 1: School Counseling Program Mission Statement

Section 2: Program Goals

School Counseling Program Goals The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the School's Comprehensive School Counseling Program Manual.

Goal 1 _____ Goal 2 _____ Goal 3 _____

Section 3: School Counselor Use of Time

The School Counselor plans to spend the following percentage of time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

Current Caseload (Student to Counselor Ratio) _____ Desirable State and National Counselor to Student Ratio 250/1

DIRECT SERVICES TO STUDENTS PROGRAM COMPONENTS	Goal: % Time State Recommendation	School's % Actual Time
Curriculum–Time delivering school counseling curriculum Activities Include: _____ _____ _____	Elementary - 35-45% Middle School/Jr. High - 25-35% High School - 15-25% K-12 Schools - 25 - 35%	
Individual Student Planning–Assist Students with career development and educational planning Activities Include: _____ _____ _____	Elementary - 5-10% Middle School/Jr. High - 15-25% High School - 25-35% K-12 Schools - 20 - 30%	
Responsive Services–Address immediate concerns of students _____ _____ _____	Elementary - 30-40% Middle School/Jr. High - 30-40% High School - 25-35% K-12 Schools - 25 - 35%	

Talking Points for the Missouri Comprehensive School Counseling Program
Principal-Counselor discussion for the Annual Agreement

Section 1 - Mission Statement

The counselor will:

- Share school counseling program mission statement. If one is not available, refer to the school mission statement.
- Discuss how the school counseling program impacts the school's mission statement.

Section 2 – Program Goals

The counselor will:

- Review the school's Comprehensive School Improvement Plan (CSIP) before the meeting.
- Identify and share school counseling program goals focusing on achievement, attendance, behavior and/or school safety. Goals should support the CSIP goals based on district/school data.
- Discuss program goals with the principal detailing the activities that promote the goals found in the school counseling curriculum, individual student planning, and responsive services.

Section 3 – Use of Time

The counselor will:

- Present the state recommended time percentages and activities related to direct and indirect services for program planning and school support. Recommended times are shown on the front of the agreement. You can also reference the MCSCP Manual.
- Ensure that the administrator understands the program components (Curriculum, Individual Student Planning, Responsive Services and System Support).
- Explain that in order to fully implement the program 80-85% of the school counselors time should be spent in direct services (Curriculum, Individual Student Planning, and Responsive Services) and 15-20% of the counselors time should be spent in indirect services (System Support).
- Discuss the actual school counseling program percentages within the school.
- Discuss "Barriers to Implementation" and brainstorm strategies with the administrator to minimize the impact of barriers to the program (test coordination, 504 Coordinator, extra duties, etc.)