Principal and Counselor Cupport for Comprehensive Counseling Program Implementation[1]

Daniel J. Birdsong and Mary E. Yakimowski, *University of Montevallo and Samford University*

Abstract

To examine support for comprehensive counseling program implementation, we explored principals' and school counselors' perceptions and experiences from programs awarded the Alabama School Counseling Program of Distinction. A mixed-methods explanatory sequential design was employed. We found substantial agreement and no statistically significant differences between principals and school counselors on the *Assessment for School Counselor Needs for Professional Development* survey (Dahir & Stone, 2014). Interview results revealed four themes essential for program support: advocacy, collaboration, principal-school counselor relationship, and data use. Implications are presented, such as the need for communication and collaboration, and future avenues of research are provided.

Keywords: School counselor, school counseling, principal-counselor relationship, national counselor models, counselor accountability

---

Students experience mental health problems at increasingly alarming rates (Center for Disease Control and Prevention [CDC], 2020). These problems have been compounded by the coronavirus pandemic, which has significantly affected students' educational experiences (Coronavirus [COVID-19], 2021). Without appropriate intervention and support, these concerns can pose significant barriers to students' academic, career, and social/emotional development and success (American School Counselor Association [ASCA], 2020). While children and adolescents diagnosed with mental health disorders may experience limited access to treatment outside the school setting, students can receive comprehensive support facilitated by school counselors through comprehensive school counseling programs (CSCP) (Kaffenberger & O'Rorke-Trigiani, 2013).

Principals employ school counselors as credentialed educators to support students' success (ASCA, 2019a). Trained at the graduate level, school counselors are qualified to support students' academic, social/emotional, and behavioral needs. Under the guidance of the principal, school counselors implement CSCPs that are "comprehensive in scope, preventative in design, and developmental in nature" (ASCA, 2017, p. 64). School counselors implement CSCPs through the ASCA's National Model, herein, the National Model (ASCA, 2019a), and corresponding state plans. These programs are "integral to the school's academic mission" (p. xii), and through implementation, school counselors support all students' development and success, including improvements in student achievement, attendance, college-and-career readiness, and discipline outcomes.

Literature Review

School counseling, as a profession, began as vocational guidance during the turn of the 20th century (Gysbers, 2010). Vocational guidance focused on students' school-to-work transition and centered on adjustable psychological and personal problems (Gysbers & Henderson, 2012). In the 1960s and 1970s, the developmental guidance movement began, which shifted the focus from career transition and problem adjustment to holistic student development and problem prevention (Gysbers, 2010). This movement expanded in the 1980s and 1990s as developmental comprehensive school counseling programs emerged (Gysbers & Henderson, 2012). Today, most school districts and other organizations (such as state departments of education) embrace the concept of developmental comprehensive school counseling programs conceptualized through the National Model (Erford, 2019).

Guiding the work of school counselors, the National Model defines the components, domains, and standards for implementing data-informed CSCPs (ASCA, 2019a). The model further describes programs that are systemically delivered to all students and developmentally appropriate in addressing students' academic, social/emotional, and career development. Through the delivery of direct and indirect activities, programs focus on the mindsets and behaviors necessary for college-and-career readiness. Additionally, programs focus on closing gaps of opportunity and achievement as well as improving student outcomes. As shown in Figure 1, this model is divided into four components: define, manage, deliver, and assess.

Figure 1

The American School Counselor Association (ASCA) National Model Diamond
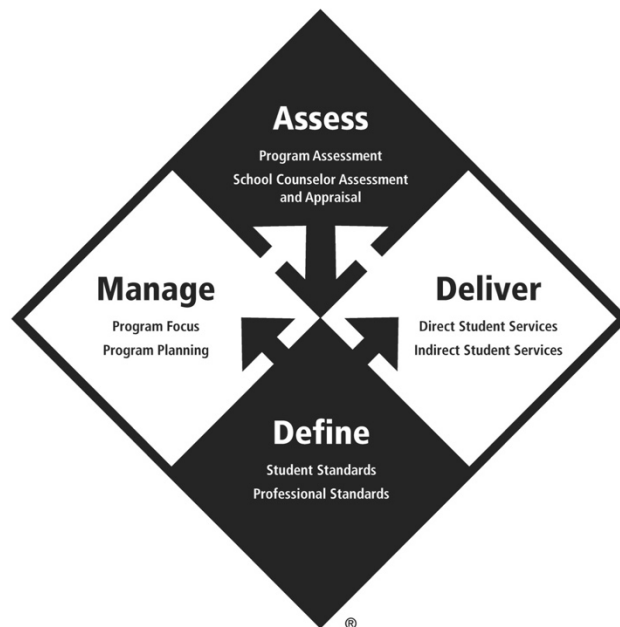
Note. Copyright 2019 by ASCA. Reprinted with permission.

Researchers have examined the correlation between National Model implementation and student outcomes. For example, Carey and Dimmitt (2012) found that school counseling programs more fully implemented and aligned with the National Model were associated with improved student outcomes such as academic achievement, attendance, and behavior. Similarly, by examining high school outcome measures and program implementation, Palmer and Erford (2012) discovered that as reported levels of implementation increased, academic performance improved. These authors further noted improvements in student attendance with increased levels of implementation. In a similar study, Carey et al. (2012) found that with increased implementation of differentiated program delivery systems, student outcomes improved, including lower suspension rates ($r = .59$), lower discipline incident rates ($r = .39$), higher mathematics proficiency ($r = .37$), and higher reading proficiency ($r = .53$).

After the publication of the National Model, the ASCA developed the Recognized ASCA Model Program (RAMP) award designed to recognize CSCPs fully aligned with the model (Akos et al., 2019). Because RAMP recipient schools represent an objective standard of excellence in implementation, researchers have examined the relationship between RAMP status and student outcomes (Akos et al., 2019; Wilkerson et al., 2013). To recognize CSCPs that demonstrate excellence, the Alabama School Counselor Association (ALSCA), in collaboration with the Alabama State Department of Education, developed the Alabama School Counseling Program of Distinction (herein called Program of Distinction) award (ALSCA, 2021). Schools seeking recognition complete a 15-component application fully documenting program implementation aligned with the National Model and Alabama State Counseling Plan, herein, the State Plan, and award recipients are automatically eligible to receive RAMP status.

Limited research exists examining CSCP implementation through the National Model and the State Plan (Dahir et al., 2009). While researchers have published multiple articles on the topic of implementation (Burnham, Dahir, & Stone, 2008; Chandler et al., 2018; Dahir et al., 2009), these publications have primarily examined the findings of one study conducted in 2005 following the initial implementation of the State Plan (Dahir et al., 2009). Beyond base level implementation data collected in 2005, few studies have examined aspects of implementation in Alabama.

Reflecting on the expansion of school counseling programs and accountability in Alabama, Cecil and Cecil (1984) stated that "school counselors have a definite function in the school and that the services they provide are worth whatever investment they require" (pp. 4-5). Despite the call to program accountability, school counselors may experience challenges implementing CSCPs as a result of large caseloads (Kim & Lambie, 2018), non-school-counseling responsibilities (Chandler et al., 2018), and limited principal support (Studer et al., 2011). While the National Model and corresponding state plan guide school counselors, ultimately, principals determine school counselors' roles and functions within the school (Chandler et al., 2018). Therefore, understanding principals' perceptions and experiences of implementation in successful programs may contribute to improved alignment and delivery.

As the role of the school counselor evolved through time, additional responsibilities and functions were added, modified, or removed (Lambie & Williamson, 2004). Unfortunately, the additional responsibilities and functions may contribute to role confusion and subsequent misalignment with the role as defined by the National Model (Chandler et al., 2018). Despite the potential for role confusion and misalignment, research demonstrates that school counselors can influence principals' perceptions of the role of the school counselor (Dollarhide et al., 2007; Leuwerke et al., 2007). If school counselors' roles are better understood, principals may serve as protective factors for an ASCA-defined role conceptualization and National Model implementation, enabling school counselors to influence student outcomes and school improvement initiatives (Carey & Dimmitt, 2012). As principals have the potential to facilitate or limit implementation (Amatea & Clark, 2005), understanding the perceptions and experiences of school counselors and principals who have demonstrated excellence in implementation may inform the practices of school counselors in Alabama and throughout the nation seeking to increase their level of CSCP implementation.

Researchers (e.g., Burkard et al., 2012; Carey et al., 2012; Dimmitt & Wilkerson, 2012) have examined the implementation of the National Model throughout the nation. In Alabama, limited original research has been conducted examining the implementation of the National Model through the State Plan (Burnham, Dahir, & Stone, 2008; Chandler et al., 2018; Dahir et al., 2009). While called to implement CSCPs, school counselors may face barriers to implementation, such as limited principal support (Studer et al., 2011). Some researchers (e.g., Amatea & Clark, 2005; Leuwerke et al., 2009; Zalaquette, 2005) have explored principal perceptions and the principal-school counselor relationship (Dollarhide et al., 2007; Janson et al., 2008; Waalkes et al., 2019). No known studies have examined principal and school counselor perceptions and experiences regarding implementation through the national and state plans. Therefore, the purpose of this study was to explore the implementation of and support for CSCPs through the National Model and State Plan in Program of Distinction schools.

Methods

To examine the research question exploring the implementation of and support for CSCPs, we utilized a mixed-methods approach by analyzing both quantitative and qualitative data to

understand Program of Distinction recipients' perceptions and experiences. We employed an explanatory sequential design to broadly explore Program of Distinction principal and school counselor perceptions of the priorities, roles, activities, and expectations in implementing CSCPs. Through the explanatory sequential design, the following specific research questions examined posited:

1. What are the perceptions of principals and school counselors regarding the priorities, roles, activities, and expectations in implementing CSCPs?
2. How are the perceptions of principals and school counselors similar and different?
3. What are the experiences of principals and school counselors implementing CSCPs?
4. What are the experiences of principals and school counselors providing or further obtaining support for CSCPs?

We used purposeful sampling to identify participants who were 2018-2019 Program of Distinction recipients. As the award was first presented recognizing accomplishments from the 2018-2019 school year, five schools were recognized, including three elementary schools and two middle schools (Alabama School Counselor Association, 2021). As described in Table 1, the names of the schools are provided, as these data are publicly accessible online. Each of the five schools employed at least one full-time school counselor and one half-time school counselor. Our target population was 15 individuals from these recognized schools (5 principals, 10 school counselors).

Table 1

Description of the 2018-2019 Alabama School Counseling Program of Distinction Schools

School Name	District	Grade Levels	Total Student Population	% of Free/Reduced Lunch	Student-to-Counselor Ratio
Fairhope Elementary	Baldwin County	PK-3	1,020	26.18	510:1
Fairhope Intermediate	Baldwin County	4-6	878	22.89	439:1
Foley Middle	Baldwin County	7-8	763	64.74	382:1
Helena Elementary	Shelby County	K-2	847	23.38	565:1
Homewood Middle	Homewood City	6-8	1,026	24.66	513:1

Note. Information obtained from the Alabama State Department of Education (2021).

For the quantitative component, we administered the *Assessment for School Counselor Needs for Professional Development* survey (Dahir & Stone, 2014). Burnham, Dahir, Stone, and Hooper (2008) examined the survey's technical properties through reliability estimates and an exploratory principal component factor. Their findings suggested strong evidence of validity and reliability. The internal consistency evaluated by Cronbach's alpha coefficient was determined to be within the acceptable range of .69 to .94. A total of six factors were detected, and subscale correlations were all moderate to high, ranging from .20 to .57 ($p < .01$).

For the second qualitative phase, we used a semi-structured interview protocol. We sought information regarding their perceptions of the role and function of the school counselor as well as their perceptions and experiences implementing CSCPs. Participants additionally described their experiences providing or obtaining support, including the principal-school counselor relationship and strategies to increase program support.

Specifically, to address the first specific research question examining the perceptions of principals and school counselors of the priorities, roles, activities, and expectations in implementing CSCPs, we calculated descriptive statistics. Analyses included frequency distributions, measures of central tendency (i.e., mean, median), and dispersion (i.e., standard deviation) measured by survey item and construct. To examine similarities and differences between principals and school counselors in the second specific research question, we used inferential statistics. The independent variable, measured at the nominal level, was the participant's position (i.e., principal or school counselor). The dependent variable, measured at the interval level, was participants' survey responses as measured by the survey. Because of the study's small sample size, we utilized the nonparametric Mann-Whitney U to test the following null hypothesis:

> *There is no statistically significant difference between principals and school counselors in terms of their perceptions of the priorities, roles, activities, and expectations of the school counselor in implementing a CSCP.*

To answer the third and fourth specific research questions examining the experiences of principals and school counselors regarding program implementation and support, we coded the data by the interview question. Following an initial exploratory analysis of the codes, we grouped the codes by similarities and differences. After grouping the codes, we examined the data to identify all relevant categories. We further reduced the categories into broad cross-cutting themes, reaching the saturation point at which no new themes or details of existing themes emerged. Then, we developed the identified themes to provide a detailed description of the central phenomenon of participants' perceptions and experiences (Mills & Gay, 2019).

Finally, we coded for soft triangulation by comparing the results of both phases (Creswell & Creswell, 2018). We compared extreme survey responses (e.g., items with high and low means) with interview responses to provide a greater understanding of the general research question examining program implementation and support. Open-ended survey responses were compared to corresponding interview responses to provide cross-validity.
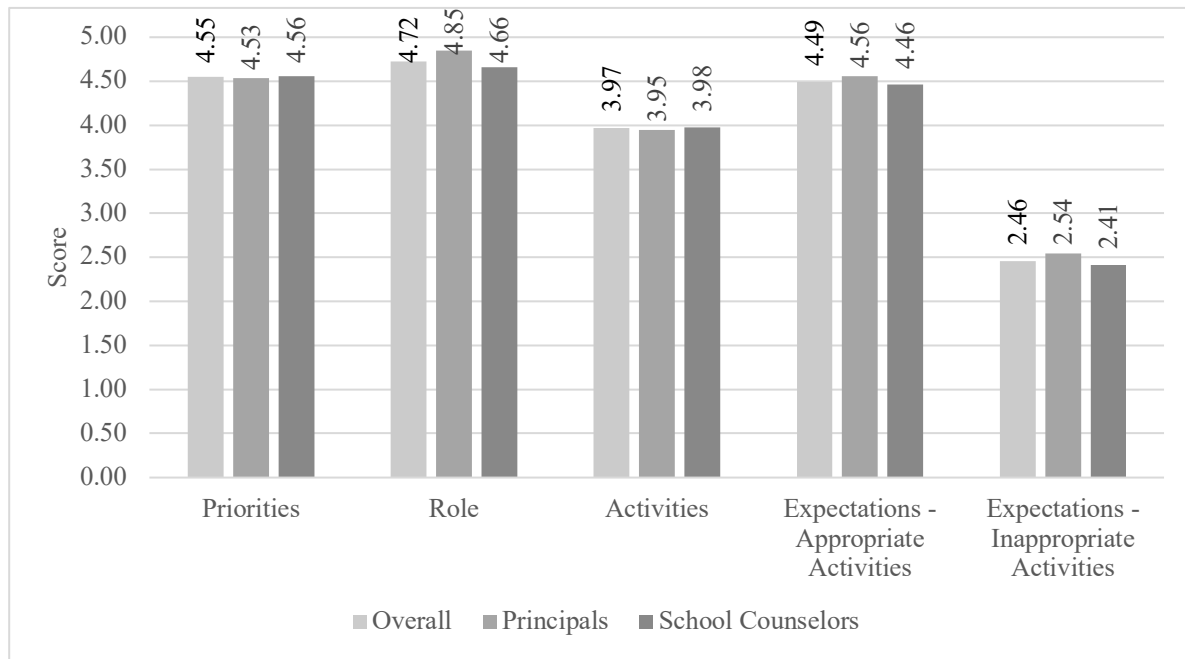
Results

The first phase yielded a 100% response rate as all 15 participants completed the survey. We had 8 of the 15 participants (53.33%) voluntarily participate in individual interviews (2 principals, 6 counselors; all but 2 from the elementary level).

Overall means of survey responses among principals and school counselors indicated much agreement in perceptions. Considering priorities, principals' and school counselors' overall means were 4.53 and 4.56, respectively, indicating very minimal differences ($\leq$ 0.03) in perceptions of school counseling priorities. Means of 4.85 and 4.66 were recorded for principals and school counselors, respectively, regarding perceptions of the school counselor's role, similarly indicating agreement ($\leq$ 0.19 difference). It is interesting to note, however, that principals perceived the counselor's role to be more aligned with the National Model than counselors.

Addressing perceptions of activities, principals' overall mean was 3.95, and school counselors' was 3.98, indicating little to no differences ($\leq$ 0.03) in perceptions of activities. Considering expectations, the means addressing ASCA-defined appropriate activities for

principals and school counselors were 4.56 and 4.46, respectively, indicating minimal differences (≤ 0.10). Means for items addressing ASCA-defined inappropriate activities for principals and school counselors were 2.54 and 2.41, respectively, similarly indicating minor differences (≤ 0.13). Figure 2 provides a visual representation of the means of each subscale overall and by participants' position.

Figure 2
Subscale Means Overall and by Position

In examining perceptions (i.e., priorities, roles, activities, and expectations) between principals and school counselors, Mann-Whitney *U* tests showed similar results by subscale, as summarized in Table 2. Similarly, we conducted Mann-Whitney *U* tests to examine differences in perceptions at the item level. Again, results indicated no statistically significant differences across any survey item.

Table 2
Principal and School Counselor Perceptions by Subscale

Subscale	Total	Principals	School Counselors			
	Mdn	*Mdn*	*Mdn*	*U*	*z*-value	*p*-value
Priorities	5.00	5.00	5.00	8608.00	1.02	0.31
Role	5.00	5.00	5.00	8224.00	-1.56	0.12
Activities	4.00	4.00	4.00	6529.00	0.27	0.79
Expectations	4.00	4.00	4.00	3418.00	-0.57	0.57

Note. *p ≤ .05 indicates a statistically significant difference between principals and school counselors.

Through qualitative analysis, we identified four cross-cutting themes describing participants' perceptions and experiences implementing and supporting CSCPs. As noted in Table 3, these themes were (1) advocacy, (2) collaboration, (3) principal-school counselor relationship, and (4) data use. All participants (n = 8) discussed advocacy, collaboration, the principal-school counselor relationship, and data use in describing their CSCP implementation and support. Specific participant quotes are provided to illustrate each theme further.

Participants described counselors as advocates for students and their programs. One counselor participant stated, "We're constantly looking for barriers that may be impacting students' success." In describing advocacy for program implementation, one principal participant described his school counselor as "really instrumental in maintaining a focus to follow the model with the greatest fidelity possible." Participants discussed their perceptions of and experiences in day-to-day collaboration with faculty/staff and the principal-counselor relationship. One counselor participant shared, "We work with general education and special education teachers…you just have to create those [collaborative] relationships." One principal participant discussed "having an open door, a willingness to listen, and building a collaborative relationship." Participants described the critical principal-school counselor relationship as essential for obtaining and providing implementation support. One counselor shared, "The biggest support, to me, is having a principal who values what you do and who you have built trust with." Principal participants spoke to their intentional efforts made to show tangible program support. Participants described their data use in CSCP implementation. One counselor participant shared, "We, in looking at our data, look at where we can impact our students' success…and develop programs to affect change." Participants described a continual process of collecting, analyzing, and reflecting on data. Data use was not only essential in participants' program implementation but also in gaining support for implementation.

Table 3

Qualitative Themes Emerging from Participants' Perceptions and Experiences (N = 8)

Theme	Example Code(s)	Example Quote	Corresponding SRQ(s)	n (%)
Advocacy	Removing barriers, student-centered	"We're constantly looking for barriers that may be impacting students' success."	1, 3, 4	8 (100)
Collaboration	Teamwork, working with stakeholders	"Everybody works as a team, and I think having a culture in a school that sees school counselors as an important team member is critical."	1, 3, 4	8 (100)
Principal-school counselor relationship	Resources, training	"The biggest support, to me, is having a principal who values what you do and who you have built trust with."	3, 4	8 (100)
Data use	Data-driven, outcome data	"We, in looking at our data, look at where we can impact our students' success…and develop programs to affect change."	1, 3, 4	8 (100)

Note: SRQ = Specific research question

We additionally found significant agreement among participants' quantitative and qualitative responses. For example, in the quantitative phase, participants indicated five items as extremely important, addressing counselors' work in assessment, collaboration, consultation, and counseling. Throughout the qualitative phase, participants clearly described these ASCA components. For example, one counselor participant stated, "Without communication and collaboration with all of the different stakeholders in a student's success, you cannot implement a comprehensive program." Similar results were found comparing each survey subscale with participants' interview responses.

Discussion, Implications, and Future Avenues of Research

In this study, participants described their perceptions and experiences implementing CSCPs. For example, participants emphasized school improvement and students' holistic needs through differentiated program delivery and services. This finding is consistent with Carey et al. (2012), who found that student outcomes covaried with the implementation of a differentiated program delivery system. Participants described their experiences implementing and supporting CSCPs and identified four cross-cutting themes of advocacy, collaboration, principal-school counselor relationship, and data use. Participants repeatedly mentioned the importance of the data use from their experiences implementing and supporting CSCPs. This finding is similar to Young and Kaffenberger (2011), who discovered that recipients of the national RAMP award valued data to use in program implementation because of observed positive student and school-wide benefits.

This study yields implications for practicing principals, school counselors, counselor educators, and professors of educational leadership. Participants discussed the importance of stakeholder understanding of the school counselor's role. As such, principals may benefit from familiarizing themselves with the National Model and the role of the school counselor. Participants discussed the importance of implementing CSCPs aligned with the National Model to fidelity. As such, school counselors may benefit from utilizing ASCA resources, including the Implementation Guide (ASCA, 2019b) and National Model implementation templates. Participants discussed the importance of collaboration in the principal-counselor relationship. In training future counselors and leaders, counselor educators and professors of educational leadership may benefit from providing opportunities for pre-service collaboration between educational leaders and school counselors, such as described by Morton and Upton (2020).

Future avenues of research could consider additional stakeholders—such as students, teachers, and parents/guardians—as this study considered the perceptions and experiences of principals and school counselors. This study described the perceptions and experiences of principals and school counselors from five schools receiving the Program of Distinction designation from the 2018-2019 school year. Future avenues of research could expand this study's findings to examine other Alabama schools, including all Alabama schools.

Another future avenue of research could examine the relationship of Program of Distinction status to student achievement, as has been examined in RAMP-designated schools (Akos et al., 2019; Wilkerson et al., 2013). As programs pursuing Program of Distinction and RAMP status must demonstrate improved student outcomes to achieve the designation, additional studies could examine student outcomes in several potential avenues. Studies could examine student outcomes before and after earned designation to measure potential differences. Additionally, studies could compare student outcomes in Program of Distinction-designated schools with student outcomes in non-designated schools. Understanding the relationship of

Program of Distinction status to student outcomes could potentially bring greater awareness to the role and work of school counselors.

As reported by participants in this study, CSCP implementation aligned with the State Plan and National Model is a complex process implemented over time. Additionally, support is essential for programs to implement these plans, particularly the principal's full support. As a result, school counselors should consider focusing their efforts on increasing and improving their advocacy, collaboration, principal-school counselor relationship, and data use. These critical findings may contribute to increased program implementation and support, so that more stakeholders, especially principals, may agree with the sentiment, "School counselors have a definite function in the school…and are worth whatever investment they require" (Cecil & Cecil, 1984, pp. 4-5).

References

Akos, P., Bastian, K. C., Domina, T., & Muñoz de Luna, L. M. (2019). Recognized ASCA model program (RAMP) and student outcomes in elementary and middle schools. *Professional School Counseling*, *22*(1). https://doi.org/10.1177/2156759X19869933

Alabama State Department of Education. (2021). *2018-2019 fall free lunch (by system-school)*. Retrieved from https://www.alsde.edu/dept/data/Pages/freelunch-all.aspx

Alabama School Counselor Association. (2021). *Program of distinction.* Retrieved from https://alabamaschoolcounselors.org/professional-recognition/program-of-distinction/

Amatea, E. S., & Clark, M. A. (2005). Changing schools, changing counselors: A qualitative study of school administrators' conceptions of the school counselor role. *Professional School Counseling*, *9*(1), 16-27. https://doi.org/10.1177/2156759X0500900101

American School Counselor Association. (2020). *The school counselor and student mental health.* Retrieved from https://schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Student-Mental-Health

American School Counselor Association. (2019a). *The ASCA National Model: A framework for school counseling programs* (4th ed.).

American School Counselor Association. (2019b). *The ASCA National Model implementation guide: Manage & assess* (2nd ed.).

American School Counselor Association. (2017). *The school counselor and school counseling programs.* Retrieved from https://schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf

Burkard, A. W., Gillen, M., Martinez, M. J., & Skytte, S. (2012). Implementation challenges and training needs for comprehensive school counseling programs in Wisconsin high schools. *Professional School Counseling*, *16*(2), 136-145. https://doi.org/10.1177/2156759X0001600201

Burnham, J. J., Dahir, C. A., & Stone, C. (2008). A snapshot in time: 1,244 school counselors speak out about the Alabama State Plan. *The Alabama Counseling Association Journal*, *34*(1), 1-17. https://eric.ed.gov/?id=EJ875390

Burnham, J. J., Dahir, C. A., Stone, C. B., & Hooper, L. M. (2008). The development and exploration of the psychometric properties of the assessment of school counselor needs for professional development survey. *Research in the Schools*, *15*(1), 51-63. https://eric.ed.gov/?id=EJ839487

Carey, J., & Dimmitt, C. (2012). School counseling and student outcomes: Summary of six statewide studies. *Professional School Counseling*, *16*(2), 146-153. http://doi.org/10.5330/PSC.n.2012-16.146

Carey, J., Harrington, K., Martin, I., & Hoffman, D. (2012). A statewide evaluation of the outcomes of the implementation of ASCA national model school counseling programs in rural and suburban Nebraska high schools. *Professional School Counseling*, *16*(2), 100–107. https://doi.org/10.1177/2156759X0001600202

Center for Disease Control and Prevention. (2020). *Data and statistics on children's mental health*. Retrieved from https://www.cdc.gov/childrensmentalhealth/data.html

Cecil, J. H., & Cecil, C. E. (1984). Excellence: Opportunity and challenge for Alabama's school counselors. *Alabama Personnel and Guidance Journal*, *10*(2), 3-9.

Chandler, J. W., Burnham, J. J., Riechel, M. E. K., Dahir, C. A., Stone, C. B., Oliver, D. F., Davis, A. P., & Bledsoe, K. G. (2018). Assessing the counseling and non-counseling roles of school counselors. *Journal of School Counseling*, *16*(7). http://www.jsc.montana.edu/articles/v16n7.pdf

Coronavirus (COVID-19). (2021). Retrieved from https://www.coronavirus.gov/

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. (5th ed.). SAGE.

Dahir, C. A., Burnham, J. J., & Stone, C. (2009). Listen to the voices: School counselors and comprehensive school counseling programs. *Professional School Counseling*, *12*(3), 182-192. http://doi.org/10.1177/2156759X0901200304

Dahir, C. A., & Stone, C. B. (2014). *The transformed school counselor* (2nd ed.). Wadsworth Publishing.

Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. *Professional School Counseling*, *16*(2), 125–135. https://doi.org/10.1177/2156759X0001600205

Dollarhide, C. T., Smith, A. T., & Lemberger, M. E. (2007). Critical incidents in the development of supportive principals: Facilitating school counselor–principal relationships. *Professional School Counseling*, *10*(4), 360-369. https://doi.org/10.1177/2156759X0701000409

Erford, B. T. (2019). *Transforming the school counseling profession* (5th ed.). Pearson.

Gysbers, N. C. (2010). *Remembering the past, shaping the future: A history of school counseling*. American School Counselor Association.

Gysbers, N. C., & Henderson, P. (2012). *Developing & managing your school guidance and counseling program* (5th ed.). Wiley.

Janson, C., Militello, M., & Kosine, N. (2008). Four views of the professional school counselor–principal relationship: A Q-methodology study. *Professional School Counseling*, *11*(6), 353-361. https://doi.org/10.1177/2156759X0801100601

Kim, N., & Lambie, G. W. (2018). Burnout and implications for professional school counselors. *The Professional Counselor*, *8*(3), 277-294. http://www.doi.org/10.15241/nk.8.3.277

Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling*, *8*(2), 124-131. https://eric.ed.gov/?id=EJ708714

Leuwerke, W. C., Walker, J., & Shi, Q. (2009). Informing principals: The impact of different types of information on principals' perceptions of professional school counselors. *Professional School Counseling*, *12*(4), 263-271. https://doi.org/10.1177/2156759X0901200404

Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications* (12th ed.). Pearson.

Morton, B. C., & Upton, A. W. (2020). Collaborative preparation: Educational leaders and school counselors building bridges for effective schools. *The Alabama Journal of Educational Leadership*, *7*, 9-17.

Palmer, L. E., & Erford, B. T. (2012). Predicting student outcome measures using the ASCA National Model program audit. *The Professional Counselor*, *2*(2), 152-159. https://doi.org/10.15241/lep.2.2.152

Studer, J. R., Diambra, J. F., Breckner, J. A., & Heidel, R. E. (2011). Obstacles and successes in implementing the ASCA National Model in schools. *Journal of School Counseling*, *9*(2). http://jsc.montana.edu/articles/v9n2.pdf

Waalkes, P. L., DeCino, D. A., Stickl Haugen, J., & Dalbey, A. (2019). The relationship between job roles and gender on principal-school counselor relationship quality. *Professional School Counseling*, *22*(1), 1-9. https://doi.org/10.1177/2156759X19861105

Wilkerson, K., Perusse, R., & Hughes, A. (2013). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus non-RAMP schools. *Professional School Counseling*, *16*(3), 172–184. https://doi.org/10.1177/2156759X1701600302

Young, A., & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. *Professional School Counseling*, *15*(2), 67–76. https://doi.org/10.1177/2156759X1101500204

Zalaquett, C. (2005). Principals' perceptions of elementary school counselors' roles and functions. *Professional School Counseling, 8*(5), 451-457. https://www.jstor.org/stable/42732488?seq=1