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CLASSROOM MANAGEMENT COMPETENCIES FOR SCHOOL COUNSELORS:

A DELPHI STUDY

by

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B.S. May 2006, Regent University
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A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

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ABSTRACT

CLASSROOM MANAGEMENT COMPETENCIES FOR SCHOOL COUNSELORS: A DELPHI STUDY

Helen Irene Runyan
Old Dominion University, 2012
Chair: Dr. Tim Grothaus

In spite of the calls for school counselors to be proficient classroom managers (American School Counselor Association [ASCA], 2012; Kyle & Rogien, 2006), the amount of coverage in the school counseling literature on this topic remains sparse (Akos, Cockman, & Strickland, 2007; Weinstein, Tomlinson-Clarke, & Curran, 2004). In order to fill this gap in the literature, this Delphi study utilized an expert panel of school counseling professionals to create a consensus list of classroom management competencies for school counselors. An open-ended question began the study. These responses were qualitatively coded by a research team to produce the items that were rated quantitatively in rounds two and three. The final panel consisting of 12 members with expertise in school counselor classroom guidance and classroom management agreed on a list of 81 classroom management competencies specifically for school counselors.

For my Father

ACKNOWLEDGEMENTS

This dissertation has not been a solo work. Many people have supported its successful completion. In fact, there are far more people than I can possibly name at this time. I apologize ahead of time to those not mentioned.

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To my colleague, Dr. Amy Upton who walked this very intense journey with me, I wish I could offer you more than this note of gratitude. You understood when no one

else could. I am thrilled that we ended this expedition together even closer than we began it.

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To my wonderful family, my husband John and our six beautiful children: I hope to be able to support you all in each of your endeavors as earnestly and fiercely as you have supported me. I appreciate every meal cooked, every chore completed, and the many prayers offered. This work is as much yours as mine. You simply put in your time away from the computer.

Finally, to my mother: We did it!

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Classroom Management Competencies for School Counselors: A Delphi Study

CHAPTER I

INTRODUCTION

Overview

The purpose of this Delphi study was to utilize a panel of school counseling professionals involved in successful classroom guidance to create a consensus list of classroom management competencies for school counselors. This chapter will give a brief summary of relevant literature, including a short history of classroom management and its significance for school counselors, followed by the purpose of this study. After this, the research question will lead into an overview of the methodology and definitions of the key terms.

This study was not intended to argue for or against the necessity of a teaching background for school counselors. The argument that school counselors should be teachers first seems to persist regardless of the research supporting the efficacy of school counselors without teaching backgrounds (Kakacek, 2010; Stein & DeBerard, 2010). While school counselors and teachers do share common characteristics, they also have distinct professional identities. One of the commonalities is the call to be an effective educator. The necessity of this for teachers is apparent, but the need for school counselors to be effective educators may not be as obvious to everyone (Sink, 2005). The call for school counselors to spend between 15% and 45% of their time in classroom guidance (ASCA, 2012) is evidence of this need. Effective classroom management is essential to successful classroom guidance (Geltner & Clark, 2005; Sink, 2005). The ASCA National Model (2005) includes the following statement: "Although

teaching experience is not required in some states, it is important for school counselors to receive training in ... classroom behavior management" (p. 16). Yet, the preponderance of the available material on classroom management comes from sources intended for teachers. Since school counseling and teaching are two distinct professions, it is possible that school counselors and teachers handle classroom management differently (Geltner & Clark, 2005). Since school counseling is a distinct profession with discrete roles, this study was intended to gather a list of classroom management competencies specific to school counselors.

In spite of the calls for school counselors to be proficient classroom managers (ASCA, 2012; Kyle & Rogien, 2006), the amount of coverage in the school counseling literature on this topic remains sparse (Akos et al., 2007; Weinstein et al., 2004). Journal articles and books about classroom management abound for teachers, but much of the focus in the teachers' literature is on discipline (e.g., National Education Association's [NEA] 2011; Zuber, 2003). However plentiful, using teachers' resources for school counselors could prove difficult because counselors are called to refrain from becoming disciplinarians (ASCA, 2011) and school counseling is a distinct profession with discrete roles. Since school counseling and teaching are two distinct professions, school counselors and teachers might handle classroom management differently (Geltner & Clark, 2005). Previous research on classroom management intended for school counselors is both undersupplied and mainly descriptive in nature (Geltner & Clark, 2005; Quarto, 2007). A brief summary of that literature follows.

Summary of Relevant Literature

Quarto's study (2007) described school counselor responses concerning their management of student behavior during their classroom guidance lessons. The respondents strongly preferred nondirective and nonverbal redirection to punitive methods. In a separate study, teachers were polled about their perceptions regarding classroom management (Roache & Lewis, 2011). In a survey of 508 Australian teachers, they reported using increasingly punitive and aggressive management styles, especially in response to misbehavior. Interestingly, all of the strategies offered (i.e., aggression, discussion, hinting, involvement, recognition, and punishment) seemed directive and/or verbal. Roache and Lewis (2011) recorded that hinting was the most often reported strategy by both primary and secondary school teachers in their study.

In addition, over two-thirds of the respondents also reported they had not received any training in classroom management while pursuing their degrees (Quarto, 2007). The paucity of classroom management training appears to be common throughout school counselor education programs (Geltner, 2007). This premise was the driving force behind Geltner's (2007) dissertation. She conducted a Delphi study in order to ascertain which curriculum components should be included in classroom management training specific to school counselors. After three rounds, her respondents produced a list of 40 items: 13 classified as knowledge components and 27 as skills. The top curriculum components were rule setting and ethical considerations for group work. These items may be important to include in school counselor training but may not indicate the end goal. For example, it is unclear how learning "ethical considerations for group work" leads to any specific classroom management competency(ies). Geltner's

(2007) study was also a modified Delphi. She gave the experts a list developed from the literature, rather than beginning with an open-ended question. Although Geltner's (2007) call for increased classroom management training in school counselor education is important, a more basic inventory which lists the competencies that work for school counselors during classroom guidance lessons may be warranted.

Although articles on classroom management abound, ones that focus on school counselors are limited. Some literature calls for school counselors to consult with teachers about the latter's classroom management (Clemens, 2007; Martin & Baldwin, 1996; Otwell & Mullis, 1997). It was the premise of this study, however, that while there may be some commonalities, classroom management is somewhat different for school counselors and teachers. The present study attempted to address this gap in the literature about classroom management specifically for school counselors.

History of Classroom Management Research

The systematic research of classroom management seemed to have its beginning in the 1970's with Jacob Kounin (Marzano, Marzano, & Pickering, 2003). After Kounin opened the door for a new paradigm in teaching that featured a focus on classroom management, others conducted research supporting his findings of several factors (e.g., "withitness") common to effective classroom management (Marzano et al., 2003). In a meta-analysis of 11,000 statistical findings, Wang, Haertel, and Walberg (1993) indicated that classroom management impacted student achievement more than any of the other 27 categories of significant learning influences. Since then, classroom management seems to have retained its importance in the field of teaching. "The research over the past 30 years indicates that classroom management is one of the

critical ingredients of effective teaching” (Marzano et al., 2003, “A Brief History of Classroom Management Research,” para. 7).

Significance for School Counselors

Evidence consistently supports the importance of classroom management to effective teaching (Marzano et al., 2003; Wang et al., 1993). Even though school counselors and teachers play different roles, they both teach in the classroom. Although it is not the same percentage as teachers, school counselors are called to spend between 15% and 45% of their time delivering classroom guidance lessons (ASCA, 2012). Quarto (2007) referred to performing classroom guidance as “a powerful method of helping students” (p. 3). With such a significant amount of time spent employing such a “powerful method,” it stands to reason that school counselors should learn and apply effective classroom management skills and techniques (Geltner, 2007; Geltner & Clark, 2005). In fact, if school counselors do not employ effective classroom management techniques, the students might not receive the benefits normally received from classroom guidance. Distractions and off-task behavior may limit the benefit of the lesson.

Purpose of the Study

Given the enduring association between effective classroom management and student achievement and the paucity of research for school counselors on this topic (Geltner & Clark, 2005; Lapan, 2005), the purpose of this study was to create a consensus list of classroom management competencies, as identified by school counseling professionals involved in successful classroom guidance. Professional school counselors may be able to use this list of proficiencies for effective classroom

management as a guide in their professional development plan. Counselor educators might use the list to guide their lesson plans for future school counselors. Supervisors could use this list when offering guidance to their school counseling supervisees.

Research Question

The purpose of this proposed research was to create a consensus list of classroom management competencies for school counselors, as identified by knowledgeable school counseling professionals involved in successful classroom guidance. The research question for this investigation was: Which classroom management competencies are important and effective for school counselors?

Overview of Methodology

The goal of the study was to establish a practical consensus of effective classroom management competencies for school counselors. Not only is the Delphi methodology an effective way to identify competencies (Nworie, 2011), it is also useful when no description currently exists and when acquiring the consensus of experts in the topic (Skulmoski & Hartman, 2007; Wiersma & Jurs, 2009; Wilhelm, 2001). The Delphi technique has been used in school counseling research to define students' college readiness (Milsom & Dietz, 2009), identify urgent school counseling research (Dimmitt, Carey, McGannon, & Henningson, 2005), and identify components needed when teaching classroom management to school counselors (Geltner, 2007).

This research followed the conventional Delphi method which Wilhelm (2001) claimed most closely resembles the original. This design consists of the following basic outline:

1. Question definition

2. Delphi-panel creation
3. Questionnaires
4. Analyses
5. Repeat 3-4 at least twice.
6. Final report

Although a modified Delphi process that begins with a structured questionnaire based on an extensive literature review has become acceptable and common practice (Hsu & Sanford, 2007), the dearth of literature focused on classroom management for school counselors precluded use of this practice from the present study.

The initial participants for this study were enlisted using a purposive sampling method. Since the purpose of this Delphi study was to gain expert opinion and consensus, a purposive sample was appropriate (Hsu & Sanford, 2007; Patton, 2002; Teddlie & Yu, 2007). The participants were not expected to represent the general public, but were intended to be experts in the field of school counseling classroom management (Hsu & Sanford, 2007; Skulmoski & Hartman, 2007). The experts were identified through a literature search, a search of recent presentations at state, regional, and national counseling conferences, an inquiry sent out through CESNET and professional school counseling organizations, and brainstorming with doctoral colleagues and counselor educators at Old Dominion University. Because the expert panel was homogenous, between 10 and 15 experts were necessary to produce satisfactory results (Skulmoski & Hartman, 2007). The research team identified as many potential participants as possible. The potential participants were contacted through email and fully informed about the study. The informed consent disclosed in detail the purpose,

procedures, and timeline of the study to prospective panelists. The expert panel consisted of those amenable to participating in the Delphi process. The goal was to acquire at least 25 experts in order to compensate for potential attrition (Akins, Tolson, & Cole, 2005).

Because the Delphi collects judgments from experts anonymously and over time, this methodology overcomes some of the challenges in many other forms of research (Clayton, 1997; Skulmoski & Hartman, 2007). One of these is the role of the researcher. I am a 45-year-old White female in the doctoral counselor education program at Old Dominion University in Norfolk, Virginia. I have experience working in schools at the elementary, high, and middle school levels, with a majority of my experience at the latter. I have presented on the topic of classroom management at two state conferences. One bias I possess is that culturally competent, learner-centered classroom management is essential to effective provision of school counseling services. Another bias I hold is that not enough training concerning classroom management is currently being provided to professional school counselors and school counselors in training. I also believe that a list of effective competencies may assist practicing school counselors and school counselor educators to gain a more accurate, thorough description of competent classroom management.

In order to lessen the impact of my assumptions and biases on the current study, I recruited a research team consisting of two members and an independent auditor. I utilized the research team and independent auditor to triangulate findings and improve the consistency of the findings (Patton, 2002). The research team received a complete orientation to the project prior to working with the data. I also established an audit trail

in order to improve methodological rigor and help substantiate trustworthiness (Hays & Singh, 2012; Rodgers & Cowles, 1993; Sadleowski, 1986).

In accordance with the classical Delphi process, round one began with an open ended question that spawned thinking and permitted panelists ample freedom in creating their answers (Hasson, Keeney, & McKenna, 2000; Hsu & Sanford, 2007; Skulmoski & Hartman, 2007). Participants were asked to delineate as many competencies associated with effective classroom management for school counselors as they were able (Hasson et al., 2000; Hsu & Sanford, 2007). The request was: Please list and/or describe the competencies (e.g., behaviors, knowledge, skills, abilities, attributes or other characteristics) that you associate with school counselors' effective classroom management.

The results of the first round were collected, screened for duplicates, and synthesized into a comprehensive list by each member of the research team individually (Keeney, Hasson, & McKenna, 2011; Powell, 2003). The team members met to compare and contrast their individual lists, reach consensus on each of the items, and compose a modified list consisting of these consensus items (Keeney et al., 2011).

This modified list was released as a second, structured questionnaire. The panelists were asked to use a 5-point Likert scale with each point labeled (i.e., *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, *Strongly Agree*) to indicate how important they believed the items on the list compiled from round one were to competent classroom management for school counselors (Keeney et al., 2011; Weijters, Cabooter, & Schillewaert, 2010). These responses were then summarized quantitatively by mean and standard deviation (Norman, 2010). In the third and final round, panel members were

provided the same list of competencies along with the mean and standard deviation of the group for each item (Keeney et al., 2011; Linstone & Turoff, 2002). They were instructed to revisit their opinions from earlier rounds, making changes if necessary as they reconsidered their previous responses (Keeney et al., 2011). Following the return of the third round data (Linstone & Turoff, 2002), the final list of competencies was composed. This consisted of all items with a mean of at least 4.0 and a maximum standard deviation of .85 (Neuer, 2011). A final report was compiled which summarized the initial research question, the processes, and the findings. The final report was disseminated among the research team members, as well as the panelists (Delbecq, Van de Ven, & Gustafson, 1975).

Definition of Terms

The following terms are used throughout this manuscript:

- Classroom guidance, also known as classroom instruction and delivering the school counseling curriculum, “is a sequence of learning activities and strategies that address the academic, career, and personal-social development of every K-12 student” (Dahir & Stone, 2012, p. 72). Classroom guidance lessons, delivered or coordinated by school counselors, are one of the ways school counselors deliver the guidance curriculum (see Figure 1.1).
- Classroom management refers to “managing both student behavior and the physical learning environment” (Zauber, 2003, para. 1). Classroom management is not about control; rather, the term management “emphasises [sic] that learning and teaching are complementary activities” (Smith & Laslett, 2002, p. viii).

- Classroom management competencies are behaviors, knowledge, skills, abilities, attributes or other characteristics that positively impact students' learning within the classroom (Valenzuela, 2010).

- Comprehensive developmental school counseling programs are comprehensive, preventive, systematic, data-driven, developmentally appropriate programs delivered by professional school counselors and focused on student achievement (ASCA, 2011).

ASCA's (2012) National Model is the most prominent of these models and is focused on four quadrants: the foundation, management system, accountability, and the delivery system (see Figure 1-1).

- School counseling (or guidance) curriculum is a term that encompasses the scope and sequence of classroom guidance lessons (see Figure 1-1). The ASCA National Model (2005) defines the guidance curriculum as consisting of "structured developmental lessons designed to assist students in achieving the competencies" (p. 151).

Summary

The purpose of this Delphi study was to create a consensus list of classroom management competencies for school counselors, as identified by school counseling professionals. This chapter briefly described pertinent research, the history of classroom management, its significance for school counselors, the purpose of this study, the research question, the methodology, and the key terms. The next chapter features a review of the literature relevant to professional school counselors, classroom guidance, and classroom management.

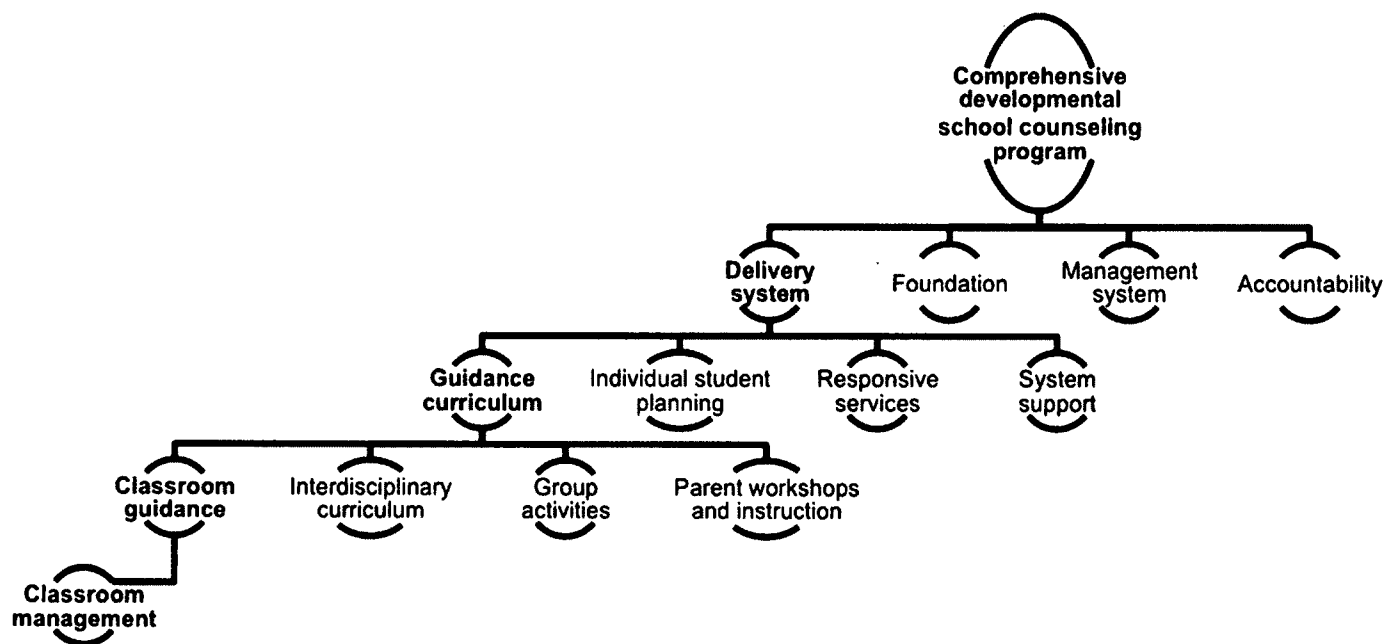


Figure 1-1. Relationship of classroom management to a comprehensive school counseling.

CHAPTER II

LITERATURE REVIEW

Overview

The previous chapter gave an overview of the importance of classroom management to school counselors. This chapter features a review of the current literature relevant to professional school counselors concerning classroom guidance and classroom management. It begins with a description of the current state of schools because this is the setting in which school counselors use their classroom management skills. This is followed by an examination of the importance of school counselors to the school and student achievement. A short history of school counseling then shows how school counselors' backgrounds have changed over time, especially since the former requirements of teaching experience have been dropped in most states. This has produced an influx of non-teachers, who may not have any background or training in classroom management, into the school counseling field. The subsequent discussion of classroom management will delve into its history and theories and a description of the positive effect it can have on students. Since a majority of the literature and training on classroom management focuses on teachers, the next section will examine the differences between teachers and school counselors. Classroom management skills are utilized in their developmental classroom guidance lessons, which are unique to school counselors. A short review of the literature specifically focusing on competence in classroom management precedes a section concerning the lack of training available specific to school counselors. Finally, these distinctions will precede a call for more research on classroom management specific to school counselors.

Introduction

It may seem intuitive to begin with schools since the title is school counselor; however, it was not that long ago that the designation guidance counselor was used (Herr & Erford, 2011). Although ASCA has been calling for a comprehensive school counseling model (and a more accurate title) since 1990 (ASCA, 2012), the term “guidance counselor” has been difficult to eliminate. Current literature reflects an inability to disconnect from this imprecise title (Munson, Moskal, Harriger, Lauriski-Karriker, & Heersink, 2010; Murray & Kane, 2010; Reese, 2010; Robbins & Hoke, 2010; Vinluan, 2011). The issue with this moniker is the reputation that it carries, one of a person who is in the school building but set apart from the day-to-day school operations (Martin & Robinson, 2011). In contrast to that is the modern school counselor, one who is an advocate for all students and a leader in the school building, a collaborator and consultant who works for systemic change, and an indispensable asset to the school (Martin & Robinson, 2011).

Current State of Schools

Today’s classroom is a very different place than it was fifteen or even five years ago. Teachers are faced with larger, more diverse classrooms during a time when teacher accountability is mandated as a result of the *No Child Left Behind* legislation. The ability to understand and respond appropriately to students’ cultural, racial, economic, social and learning differences will become increasingly important to effective teaching practices. Many educators get frustrated and wonder how they can measurably increase student motivation and academic performance, while at the same time manage their classrooms

effectively and cultivate the students' desire to embrace a lifetime of learning.

(Kariuki, 2009, p. 2)

Schools have evolved and educational reform has impacted how they run (Dahir & Stone, 2012; Volante & Jaafar, 2010). In particular, the Elementary and Secondary Education Act (ESEA; 1965) and its reauthorizations have continued to impress upon the educational establishment the importance of closing the achievement gap and ensuring that all students access to a quality education. The other shift is partially due to the world economy. As more and more unemployed people compete for jobs, college degrees become more important (Association of American Colleges and Universities [AACU], 2010). The Alliance for Excellent Education (2011) reported, "For young people entering the twenty-first-century job market, high school graduation is no longer the finish line, but the starting line" (p. 1). Because of this, achievement and high-stakes testing are today's catch phrases of education (Cuban, 2007; Dahir & Stone, 2012; Volante & Jaafar, 2010). As part of the educational team, school counselors must also take on these current issues (Williams, 2007).

One of the common measures of achievement in educational settings is high-stakes testing (Cuban, 2007; Nichols, Glass, & Berliner, 2006). These tests are used as a measuring stick for school and student achievement (Cuban, 2007; Nichols et al., 2006). Potential drawbacks include reported bias in the tests, a focus on measurement rather than learning (e.g., teaching to the test), narrowing curriculum, and increased exclusion rates from testing (Amrein-Beardsley, 2009; Gollnick & Chinn, 2009; Hanushek & Raymond, 2005; Hayes, Rueda, & Chilton, 2009; Smith & Kovacs, 2011). The positive aspects of the high-stakes testing movement include greater attention paid to students at-

risk, more accountability, increased student achievement, more uniformity in teaching, a common goal for each school, increased parental contact, and higher expectations (Brown, Galassi, & Akos, 2004). Some school counselors have used high-stakes testing in positive ways, such as disaggregating data to promote achievement for lower-performing groups (Bruce, Getch, & Ziomek-Daigle, 2009).

Research during this era of mandated testing has linked higher quality instruction to higher student achievement (Hershberg & Robertson-Kraft, 2010; National Writing Project, 2010; Quint, Akey, Rappaport, & Willner, 2007). "Quality of instruction is now understood as the single most important influence on student progress" (Hershberg & Robertson-Kraft, 2010, p. 128). Higher quality instruction and its products (e.g., higher student achievement) are not only central to the mission of comprehensive school counseling programs (ASCA, 2012); they are also highly correlated with classroom management (Freiberg, Huzinec, & Templeton, 2009). Classroom management is also integral to classroom guidance (Geltner & Clark, 2005), which is integral to the guidance curriculum (Goodnough, Perusse, & Erford, 2011), which is integral to the delivery system, which is integral to a comprehensive school counseling programs (Gysbers & Henderson, 2006; see Figure 1-1).

Comprehensive school counseling programs have been positively correlated with academic achievement (Carey & Harrington, 2010; Lapan & Harrington, 2010; Sink, Akos, Turnbull, & Mvududu, 2008). ASCA has been attempting to make school counselors more central to schools' accountability for student achievement (Brown & Trusty, 2005; Holcomb-McCoy, 2007). Efficacy in classroom guidance and other areas

where school counselors already serve is necessary in their attempt to demonstrate school counseling's centrality to student success.

Evolution of the School Counseling Profession

The historical belief remains that school counselors are simply support staff (Lee, 1993). Even though school counseling's underpinnings might be seen in ancient history as far back as the times and teachings of Plato and Aristotle (Gouleta, 2006; Herr & Erford, 2011), it can be argued that official school counseling programs did not begin until the twentieth century (Krumboltz & Kolpin, n.d.; Sink, 2005). The planned, systematic involvement of guidance within the educational system seems to be an American invention (Herr & Erford, 2011). Early school counselors were mostly focused on vocational and moral guidance (Krumboltz & Kolpin, n.d., para. 3; Sink, 2005). These initial "counselors" were often English teachers who were trained to incorporate the guidance program into their lessons (Krumboltz & Kolpin, n.d.; Sink, 2005).

As time progressed, 'guidance' counselors were often teachers who were trained to administer a vocational guidance curriculum (Krumboltz & Kolpin, n.d.). Once guidance counseling became a job in its own right, counselors continued to come from the ranks of teachers (Goodnough et al., 2011). Yet today, according to the American Counseling Association's (ACA) *Guide to State Laws and Regulations on Professional School Counseling* (2011), only four states (Arkansas, Connecticut, Nebraska, and Rhode Island) still require a teaching certificate or license in order to become a school counselor.

Research about the importance of a teaching background favors the uniqueness of school counseling. Bringman and Lee (2008) found a correlation between increased “self-perceived competence” in conducting classroom guidance lessons and prior classroom teaching experience for school counselors (p. 383). Peterson, Goodman, Keller, and McCauley (2004) listed unique, yet equally difficult challenges for school counseling interns with and without teaching experience. Peterson and Deuschle (2006) followed up on this study with a recommendation of a model specific to supervising school counseling interns without teaching experience in part to increase their classroom skills. Smith (2001) surveyed counselor educators and found that a majority of them saw teaching experience as helpful, but not necessary. Baker (1994) reported:

Research findings do not support suppositions that counselors with teaching experience are superior to those without it. The requirement seems to be a rare situation in which having experience in one line of work (teaching) is required in order to engage in another (counseling). Holding to an empirically indefensible criterion for acceptance into a profession seems both unfair and unwise.

(Conclusion section, para. 1)

Stein and DeBerard (2010) agreed, citing issues with studies that found a teaching background helpful. Among the limitations of these studies, they pointed to the former research being focused on perceptions rather than actual performance (Stein & DeBerard, 2010). Their research suggested that the actual performance of school counselors with and without teaching backgrounds had no statistically significant differences (Stein & DeBerard, 2010).

Classroom Management

Despite the transition away from a teaching background requirement, professional school counselors are still usually required to be in the classroom (Goodnough et al., 2011). ASCA (2012) suggests the importance of training in learning styles, behavior management, and instruction. These are all areas critical to successful classroom guidance (Geltner & Clark, 2005; Sink, 2005). With ASCA's push for comprehensive, developmental school counseling programs, school counselors are expected to be concentrating on the guidance curriculum between 15% and 45% of the time (ASCA, 2012). The recommended time increases inversely with grade levels, with high school counselors spending 15-25%, middle school counselors 25-35%, and elementary school counselors 35-45% of their time involved in the guidance curriculum (ASCA, 2012). Since school counselors are expected to spend this large chunk of time in the classroom and classroom management is essential to making the best use of this time (Geltner & Clark, 2005; Sink, 2005), it follows that school counselors should be effective classroom managers.

History of classroom management. Classroom management has been an issue for educators in diverse classroom settings throughout history (Butchart, 1998a; Cross, 2011; Hansen, 1957; John & Conway, 1967; Kirkpatrick, 1917; Noguera, 2003; Perry & Taylor, 1982; Southwest Indian Youth Center, 1971; Stevenson, 1991; Woofter, 1917). As long as there have been students, there have been theories about how to best manage their behavior. For example, in the earliest European-American schools, corporal punishment was endorsed (Hart, 1914). The rules of the Dorchester schools in 1641 stated, "The rod of correction is a rule of God necessary sometimes to be used upon

children. The schoolmaster shall have full power to punish all or any of his scholars, no matter who they are" (Hart, 1914, p. 207).

Numerous classroom management movements preceded the advent of school counseling in the early 1900's (Butchart, 1998a). For example, Joseph Lancaster's bureaucratic discipline in the early 1800's moved away from traditional classroom management based on punishment and fear to a competitive atmosphere which rank-ordered students and classes according to their obedience and achievement (Butchart, 1998b; Hogan, 1989). Early in the 19th century, "New England pedagogy" (Butchart, 1998b; Hogan, 1990) eschewed both the corporal punishment and fear tactics of traditional classroom management and the constant monitoring and external reward system of Lancasterian schools in favor of more behavioral approaches. The Progressive Era, which began in the 1890s, maintained some of the Lancasterian disciplinary structures until the mid-20th century (Butchart, 1998b). Concurrently, the progressive education movement added school psychologists and school counselors. This addition was "particularly momentous in regard to classroom discipline, for psychologists and counselors introduced a therapeutic view of behavior and discipline" (Butchart, 1998b, p. 33).

For their part in classroom management, school psychologists originally assessed students' behavioral issues and learning differences in an attempt to identify their special needs (Tharinger, Pryzwansky, & Miller, 2008). School counselors' involvement in early classroom management history stemmed from when they had teaching backgrounds. They were considered professional classroom managers (Krumboltz & Kolpin, n.d.; Sink, 2005). As such, their proficiency in classroom management was

assumed (Krumboltz & Kolpin, n.d.). As guidance counselors became professional school counselors, prior teaching experience, which translated to classroom experience, was required less and less (ACA, 2011). So, the assumption of their proficiency in classroom management has waned, even though they are still called to be in the classroom a good percentage of time (ASCA, 2012).

Culture and classroom management. Today, school counselors with their focus on multicultural competence have the capacity to advocate for equity and social justice in areas of classroom management (Holcomb-McCoy, 2007). One need for social justice arose because classroom management has often been implemented inequitably (Skiba, Michael, Nardo, & Peterson, 2002; Weinstein et al., 2004). One of the myths about behavior management is everyone needs to be treated equally (Zirpoli, 2012). This mindset does not allow for cultural differences or differentiation, both elements requiring a focus on equity rather than equality (Akos et al., 2007; Zirpoli, 2012). Furthermore, it appears that little gain has been made despite 25 years of findings of racial inequality in schools (Skiba et al., 2002). In their literature review on diversity and classroom management, Milner and Tenore (2010) found a preponderance of referrals originated from classrooms which involved students of color.

Weinstein et al. (2004) proposed a comprehensive model of culturally responsive classroom management to counteract some of these historical inequalities. In a conceptual article outlining five essential components for culturally responsive classroom management, Weinstein et al. (2004) made a plea for more research (or even discussion) about multicultural competence within the classroom. In their literature review, Weinstein et al. (2004) found limited literature on classroom management with a

multicultural focus and a shortfall in multicultural education concerning classroom management.

Since then, additional literature has focused on cultural competence in classroom management (e.g., Bradshaw, Mitchell, O'Brennan, & Leaf, 2010; den Brok, van Tartwijk, Wubbels, & Veldman, 2010; Flores & Riojas-Cortez, 2009; Higgins & Moule, 2009; Milner & Tenore, 2010; Peace Corps, 2008; Shin & Koh, 2008; Ullucci, 2009; Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011). The importance of interpersonal relationships was a common theme (den Brok et al., 2010; Flores & Riojas-Cortez, 2009; Shin & Koh, 2008; Ullucci, 2009). Others reported that experience and awareness in culturally diverse classrooms is an effective way to build culturally competent classroom management skills (Higgins & Moule, 2009; Milner & Tenore, 2010; Vincent et al., 2011). Bradshaw et al. (2010) focused on the reasons for the overrepresentation of Black students in discipline referrals. These studies tend to agree on the importance of more cultural training for educators in order to increase their classroom management competence.

Research on Classroom Management

Despite many prior theories and theorists, Jacob Kounin opened the door for a new paradigm in teaching with a focus on classroom management through his systematic research in the 1970s (Marzano et al., 2003; Wong, Wong, Rogers, & Brooks, 2012). Prior to this, articles concerning classroom management were largely declamations and self-reports of what was being taught in the classrooms (e.g., Allard, 1953; Justman, 1951; Kurz, 1922; Spears, 1946). In the 1970s, research began supporting Kounin's findings of several factors common to effective classroom

management, including “withitness,” overlapping, smoothness, and momentum (Hastie et al., 2007; Marzano et al., 2003).

Withitness is possibly the most popular idea by Kounin. It refers to teacher communication with students conveying the idea that the teacher is aware of all classroom activities (Hastie et al., 2007). Overlapping refers to the teacher’s ability to multitask (Hastie et al., 2007). The last two ideas mentioned above were smoothness and momentum, which refer to matters of timing. How well a teacher manages transitions and movement between activities has been shown to affect student engagement (Hastie et al., 2007).

Subsequent research has consistently recognized the importance of classroom management (Marzano et al., 2003; Wang et al., 1993; Wong et al., 2012). A milestone study was a meta-analysis that indicated classroom management impacted student achievement more than any of the other 27 categories of significant learning influences (Wang et al., 1993). A decade later, Marzano et al. (2003) stated that the 30 previous years of research still referred to classroom management as a critical component to student learning. In contrast to this significance, school counselors have been largely omitted in the classroom management literature.

Classroom Management and Achievement

Since school counselors are called to perform classroom guidance as a large part of comprehensive programs (ASCA, 2005, 2007, 2011, 2012), the scarcity of classroom management research and literature involving school counselors seems untenable. Classroom management has historically and consistently correlated with student achievement (Freiberg et al., 2009; Hough, 2011; Kane, Taylor, Tyler, & Wooten,

2011). Kane et al. (2011) reported that students achieved higher math scores from teachers who were better classroom managers. Hough (2011) agreed, stating that this held true with student populations of less economic means. Freiberg et al. (2009) reported classroom management to affect both math and reading scores. Wong et al. (2012) claimed that effective classroom management inspires students to manage their time better, improve their study skills, and increase efficient work habits.

With the common focus on student achievement, school counselors and teachers working together to improve classroom management practices might be warranted due to the correlation between classroom management and student achievement (Freiberg et al., 2009; Martin & Baldwin, 1996; Wang et al., 1993). Indeed, some have called for school counselors to be classroom management consultants for teachers (Martin & Baldwin, 1996). Brownell et al. (2009) reported that the classroom management skills of inexperienced teachers in special education classrooms influenced student achievement more than any other variable. A school counselor consulting with one of these special education teachers has the potential to increase student achievement in much greater numbers than in dealing with students on an individual basis. It seems practical for teachers and school counselors to work together to improve classroom management; however, it is still the premise of this research that the two positions will manage the classrooms differently when they are conducting lessons (Rich & Shiram, 2005).

Differences Between Teachers and School Counselors

On a practical level, teachers and school counselors play different roles within schools even though the same person often played these roles in the early history of classroom guidance (Krumboltz & Kolpin, n.d.; Sink, 2005). Teachers spend nearly all of their time in the classroom, whereas school counselors are called to spend only 15-45% of their time there (ASCA, 2012). Although research has shown they differ in strategies for handling many issues such as suicide and bullying (Bauman, Rigby, & Hoppa, 2008; Reis & Cornell, 2008; Rich & Shiram, 2005), this classroom time seems to be one of the biggest dividers. Because of the amount of time spent face-to-face with students, teachers are often the first responders to children's needs (Edwards, Thornton, & Holiday-Driver, 2010). This teacher response can result in a referral to the school counselor for help or to a dean for more disciplinary action.

This leads to another difference between school counselors and teachers, which is in their roles in discipline. According to the ASCA (2007) position statement on discipline, "It is not the professional school counselor's role to serve as an enforcement agent but rather a significant contributor to the development of the prevention and intervention plans through which problem behaviors are managed and positive behaviors are nurtured" (p. 15). This is not meant to intimate that teachers do serve the role as the enforcer, but it does reinforce the role of the school counselor in behavior management. School counselors are also called to consult with teachers and administrators to improve behavior management and thus enhance the entire school climate (Martin & Baldwin, 1996).

One of the other major differences between teachers and school counselors is their actual classroom lessons, the content of the material they are discussing with students. Teachers tend to deliver more academically focused lessons, such as math, reading, and science. School counselors deliver classroom lessons focused on broader issues which students can apply to better their achievement in the aforementioned academics (Fall, 1994). These classroom lessons will be covered in the next section.

Developmental Classroom Guidance

One of the distinctions between school counselors and teachers is the school counselor's responsibility for developmental classroom guidance. A significant portion of the school counselor's classroom time is spent delivering classroom guidance (ASCA, 2012). As a major part of the delivery system of the ASCA National Model, "the guidance curriculum consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities" (ASCA, 2005, p. 22). Developmental classroom guidance lessons are one of the most common, efficient ways school counselors deliver the guidance curriculum (Akos et al., 2007; Goodnough et al., 2011). Developmental classroom guidance lessons can also promote the visibility of school counselors, something teachers have reported as a promising development (Clark & Amatea, 2004).

Developmental Classroom Guidance and Classroom Management

While not identified as the 'guidance curriculum' originally, classroom guidance has been a part of school counseling from its onset. Some of the first guidance teachers were high school English teachers who were directed to set aside one period each week to provide moral and vocational guidance to their students (Baker & Gerler, 2008).

Although the look of classroom guidance has changed considerably, its importance in school counseling programs has not (Gysbers & Henderson, 2006).

Although classroom guidance has had a lengthy history (Baker & Gerler, 2008), researchers have only recently begun to link classroom guidance and classroom management (Akos et al., 2007). In their literature review, Akos et al. (2007) asserted the importance of classroom management to successful classroom guidance while highlighting the lack of research in this very important area. While the literature regarding classroom management and developmental classroom guidance is scant, the efficacy and efficiency of classroom guidance is well documented (Bergin, Miller, Bergin, & Koch, 1990; Gerler, 1985; Gerler, Drew, & Mohr, 1990; Villalba & Myers, 2008; Whiston, Wendi Lee, Rahardja, & Eder, 2011; Wilson, 1986). Since effective classroom management is essential to effective classroom guidance (Geltner & Clark, 2005) and classroom guidance is effective (Bergin et al., 1990; Gerler, 1985; Gerler et al., 1990; Villalba & Myers, 2008; Whiston et al., 2011; Wilson, 1986), school counselors ought to be efficient classroom managers.

Previous Research

Despite the efficacy and importance of classroom guidance, research discussing how school counselors can most effectively conduct it is scarce and mainly descriptive in nature. In one of the most recent publications, Quarto (2007) described the responses of school counselors on how they manage student behavior during their classroom guidance lessons. The respondents by far preferred nondirective and nonverbal redirection to punitive methods. Another interesting finding was that over two-thirds of the school counselors had not received any training in classroom management while

pursuing their degrees (Quarto, 2007). One of the limitations of school counselors reporting what they use for classroom management is that it does not inform the reader about the efficacy of these techniques. The present study helped address this gap by using an expert panel.

Geltner and Clark (2005) also reported classroom management strategies, but they focused on middle school counselors. While they listed some helpful strategies, their recommendations were mainly anecdotal. Another limitation is their almost exclusive references to research for teachers, rather than research about school counselors. This current study helped fill the gap in the literature concerning classroom management specifically for school counselors.

The final study in this review is a Delphi study that Geltner (2007) performed in order to ascertain which curriculum components should be included in classroom management training specific to school counselors. After the initial call for more research on the topic, the outcome of this Delphi study was a list of 40 components that would theoretically enhance the curriculum of school counseling programs in training school counselors to be effective in classroom management. This list might be helpful when designing the curriculum of a classroom management course for school counselors. One of the benefits of having this list is as a resource for counselor educators to actually create and teach the curriculum for these courses, which would hopefully better prepare school counselors-in-training for the field.

Among the limitations of this study was the background of the experts used. The panelists were not necessarily classroom management experts. Their expert qualifications hinged on some experience and professional identification as a school

counselor or school counselor educator. In contrast, this current study limited its panelists to those with classroom management expertise. Another limitation of the Geltner (2007) research was the predetermined list of responses based upon a review of the literature. Panelists were not permitted to delineate curriculum components that were not provided on the list. Also, the two terms classroom guidance and classroom management were used almost interchangeably. Although classroom management has been suggested as an effective means of increasing the efficacy of classroom guidance lessons, the two are not the same. As listed in the definitions in chapter one, classroom guidance lessons are “a sequence of learning activities and strategies that address the academic, career, and personal-social development of every K-12 student” (Dahir & Stone, 2012, p. 72). Classroom management refers to managing the “learning environment” (Zauber, 2003, para. 1) in order to increase the impact of the classroom guidance lessons. Finally, it might be beneficial to define and describe classroom management competencies as they pertain specifically to school counselors prior to deciding how to teach it. This final limitation is the purpose of the current study.

Competent Classroom Management

Even though Geltner's (2007) proposed curriculum does not seem to have been introduced into higher education classrooms as of yet, competent classroom management by school counselors is still expected (ASCA, 2012; Geltner & Clark, 2005; Sink, 2005). In order to describe what is meant by competence in classroom management, this section will review the existing literature on this topic. Although the premise of this study is that competencies have not yet been clearly established for school counselors, the literature does describe some characteristics of competent

classroom management for teachers which will be delineated below (Akar & Yildirim, 2009; Akos et al., 2007; Anderson, 2011; Farr, 2010; Freiberg et al., 2009; Geltner & Clark, 2005; Henington & Doggett, 2004; Hewitt, Pedretti, & Bencze, 2003; Kai-Ming & Ming-Yan, 2009; Paciotti, 2010; Saeed, 2009; Sayeski & Brown, 2011; Tal, 2010; Young, 2005).

Education literature. The education literature characterized teachers who are competent in classroom management as caring, enthusiastic, and relationship-oriented (Freiberg et al., 2009; Paciotti, 2010; Saeed, 2009). In addition to these characteristics, the way in which student teachers are taught to teach impacts their competence in classroom management (Akar & Yildirim, 2009; Hewitt, et al., 2003; Kai-Ming & Ming-Yan, 2009). Although actual classroom practice is likely to be the most effective way to build classroom management skills (Higgins & Moule, 2009), the necessity for classroom content on the topic for preservice teachers persists. Specifically, recent research has supported the efficacy of teaching classroom management in a social constructivist manner (Akar & Yildirim, 2009; Hewitt et al., 2003; Kai-Ming & Ming-Yan, 2009). Akar and Yildirim (2009) explained social constructivist teaching as collaborating in a collegial atmosphere and coming up with creative solutions to the issues. Teacher candidates who are taught classroom management in this manner tend to increase in competence through deeper self-awareness and greater awareness of individual differences (Akar & Yildirim, 2009; Hewitt et al., 2003; Kai-Ming & Ming-Yan, 2009). Once in the field, skilled administrators continue to help teachers to improve their performance in classroom management (Marzano, 2010). Some of the skills which have been reported to be effective in the literature include: high

expectations that are clearly and consistently communicated, interesting instruction that increases student engagement, positive rapport, and efficient time management (Anderson, 2011; Farr, 2010; Saeed, 2009; Sayeski & Brown, 2011; Tal, 2010; Wong et al., 2012).

School counseling literature. While many of these skills (especially rapport building) intuitively align with school counseling, not much research has been performed concerning school counselors' classroom management. Actually, classroom management in general is mentioned far less often in school counseling literature than it is in other educational journals. In addition to Geltner's (2007) suggested curriculum for school counselors, the skills that have been mentioned in the limited literature available include: collaboration, enthusiasm, humor, student engagement, differentiation, creativity, rule setting, and transitioning (Akos et al., 2007; Geltner & Clark, 2005; Goodnough et al., 2011; Henington & Doggett, 2004; Young, 2005). Geltner and Clark (2005) stated that school counselors who are competent classroom managers collaborate with classroom teachers, manage classroom dynamics through enthusiasm and humor, and engage students while managing their behavior. Akos et al. (2007) identified differentiation, which involves equitably individualizing instruction to best meet students' needs, as another necessity for effective classroom management. Young (2005) posited the necessity of creativity in order to maintain student attention. Henington and Doggett (2004) discussed four main areas of concern for professional school counselors when it comes to classroom management: physical classroom arrangement, rules and procedures, transitions, and student motivation. Although this literature delineates ways for school counselors to become effective classroom managers, it is based on conjecture.

No one has yet published research polling the experts' opinions on this important topic. A need still exists for a consensus, or at least an exploration into experts' descriptions of classroom management competencies.

Lack of training for school counselors. Despite the necessity of effective classroom management, many school counselors lack training in this critical area (Geltner, 2007). This is not surprising considering the lack of classroom management courses utilized in training educational professionals in general (Oliver & Reschly, 2010). Even in special education teacher preparation, where learning strong classroom management skills is "critical," only 27% of universities studied had a separate class dedicated to classroom management and a large majority of the remaining universities taught reactive rather than proactive behavior management skills (Oliver & Reschly, 2010). In their Counselor Education Assessment Data Report, the Virginia Commonwealth University (VCU) School Of Education (2007) found that the lack of teaching background among their school counseling students "pointed to the need for more specific consideration of classroom management strategies" (para. on Classroom Management). Despite this finding, this report recommended the inclusion of classroom management in only one class, their Practicum class (VCU School Of Education, 2007). If classroom management is so crucial to effective teaching, more training in classroom management might benefit school counselors.

Need for School Counselor-Specific Classroom Management

If a professional school counselor is looking for guidance on classroom management specific to school counselors, he or she may find it difficult to find in scholarly journals. It is included in some textbooks for school counseling; however, these texts often refer to classroom management techniques for teachers (e.g., see Henington & Doggett, 2004). Since school counseling and teaching are two distinct professions, it is possible that school counselors and teachers handle classroom management differently (Geltner & Clark, 2005). In an effort to tease out any differences that exist, this study polled school counseling experts on classroom management.

In one study, practicing school counselors ranked the teaching of classroom management skills near the bottom of the scale of items that should be covered by counselor education programs (Perusse & Goodnough, 2005). Nevertheless, if ASCA (2012) is calling for classroom guidance to be a major part of the role of the school counselor and others are calling classroom management “critical” to successful classroom guidance (Geltner & Clark, 2005), Perusse and Goodnough’s (2005) findings that practicing school counselors do not deem classroom management training to be critical does not rule out its importance. There may be many reasons for the school counselors in their study to rank other skills as more important in counselor education (e.g., their personal experience and lack of training in the area of classroom management; Quarto, 2007).

Summary

If classroom guidance is to remain an important and central part of school counselor practice (the ASCA National Model suggests it account for 15-45% of school counselors' time), it might be prudent to teach, document, and replicate evidence-based practices in classroom guidance. One way to increase the efficacy of classroom guidance lessons is to improve classroom management (Geltner & Clark, 2005; Sink, 2005). The ASCA National Model (2012) calls for school counselors to be competent, knowledgeable classroom managers. Previous research has attempted to report the importance of classroom management in school counseling, especially in regard to school counselor training (Geltner, 2007). Yet a determination of effective classroom management competencies specifically for school counselors remains a largely unresolved and important question, one this study hoped to address. The next chapter will explain the method used to address this important question.

CHAPTER III

METHODOLOGY

The previous chapter featured a review of the current literature. This chapter explains how this study will attempt to add to this body of literature. This chapter delineates the rationale for using the Delphi technique, the research question, the research design, the role of the researcher and research team in the study, the research plan, the creation of the Delphi panel, data collection procedures, data analysis, verification procedures, and limitations of the study. The purpose of this proposed research was to create a consensus list of classroom management competencies as identified by knowledgeable school counseling professionals involved in teaching and/or delivering successful classroom guidance. As available research on classroom management skills relates primarily to teachers rather than school counselors (Akos et al., 2007), the results of this study attempted to identify counselor-specific classroom management competencies to help establish best practices for practicing school counselors.

Rationale for the Study

The ASCA National Model suggests school counselors spend 15%-45% of their time delivering the guidance curriculum, depending on their grade level (ASCA, 2012). According to this distribution of time, school counselors spend a great deal of their time in the classroom delivering guidance lessons. These lessons are often the counselor's best chance to influence the most students at once (Goodnough et al., 2011). Although the literature on the classroom management skills necessary for effective guidance

lessons is limited, research suggests that effective classroom management is imperative in successful implementation of classroom guidance lessons (Geltner & Clark, 2005).

Although professional school counselors were formerly promoted from the ranks of teachers, this is no longer a prerequisite in most states (ASCA, 2010; Geltner, 2007). Many studies have found that the lack of a teaching degree does not negatively impact school counselors' job performance, most recently noted by Stein and DeBerard (2010). Nonetheless, professional school counselors do not always receive adequate instruction in classroom management techniques (Perusse, Goodnough, & Noel, 2001; Quarto, 2007).

Since it is not always covered in their preservice training, some studies point to modeling and mentoring by experienced school counselors as the most used, if not most effective, way school counselors learn classroom management (Quarto, 2007). Geltner (2007) proposed curricular components that might also enhance preservice training in classroom management for school counselors once the curriculum is established in school counselor education. Still, a consensus set of classroom management competencies has not been compiled for school counselors (Geltner, 2007).

Although teachers seem to have the majority of literature published on the topic of classroom management, this study was an attempt to deal strictly with the school counseling aspect of this important topic. Given the literature describing the importance of classroom guidance and the significant role classroom management plays in the delivery of guidance lessons (Geltner & Clark, 2005), the development of a consensus of experts' opinions on the competencies of effective classroom management specific to

school counselors may be beneficial to the field. That is the need this study proposed to meet.

Research Question

The purpose of this proposed research was to create a consensus list of classroom management competencies for school counselors. The research question for this investigation was: Which classroom management competencies are important and effective for school counselors?

Research Design

There is currently insufficient data on this topic, no definition or description has currently been agreed upon in the literature (Geltner, 2007), and the goal is to gather a consensus of experts on the topic. Accordingly, the Delphi method is an appropriate tool to answer the research question (Skulmoski & Hartman, 2007; Wiersma & Jurs, 2009; Wilhelm, 2001). This research technique is used to survey a panel of experts. Dalkey and Helmer (1962) were the pioneers of the Delphi method when they used expert opinion in an experiment titled, "Project Delphi." Since its inception, the Delphi technique has been used for many purposes, from forecasts to investigations, in many fields, from science and technology to public policy (Linstone & Turoff, 2002; Wilhelm, 2001). Due to its many uses, different versions of the Delphi have emerged; however, this research used the Conventional Delphi, which most closely resembles the original (Wilhelm, 2001). This design consists of the following basic outline:

1. Question definition
2. Delphi-panel creation
3. Questionnaires

4. Analyses
5. Repeat 3-4 at least twice.
6. Final report

The goal of the study was to establish a list of classroom management competencies for school counselors. Because of the necessity to approximate unidentified factors, the Delphi is an appropriate, viable technique to utilize (Wiersma & Jurs, 2009). The Delphi technique has been used in school counseling research to define students' college readiness (Milsom & Dietz, 2009), identify urgent school counseling research (Dimmitt et al., 2005), and, most similarly to this study, identify components needed when teaching classroom management to school counselors (Geltner, 2007).

Research Plan

The initial participants for this study were enlisted using a purposive sampling method. Since the purpose of this Delphi study was to gain expert opinion and consensus, a purposive sample was appropriate (Hsu & Sanford, 2007; Patton, 2002; Teddlie & Yu, 2007). The participants were not expected to represent the general public, but were intended to be experts in the field of classroom management for school counselors (Hsu & Sanford, 2007; Skulmoski & Hartman, 2007). The experts were identified through a literature search of school counselor literature focusing on classroom management, an inquiry sent out through Internet postings chosen in an attempt to access some of the small number of experts in the field of classroom management for school counselors (i.e., CESNET, Interest Network for Professional Counselors in Schools, ASCA Scene, Linked In- School Counselor Network/ASCA/Education Research and Statistical Analysis), a list of school counseling

program directors for CACREP-accredited universities, selected Research Committee Chairs for several state school counselor associations, and brainstorming with doctoral colleagues and counselor educators at Old Dominion University. The school counseling associations (Massachusetts, Virginia, and Arizona) were a convenience sample chosen by the ease of identifying contact information for the research committee chairs. All participants were vetted using the following criteria:

- Must have practiced school counseling for at least two years plus one of the following:
- Must have taught a class which included instruction about classroom management for school counselors
- Must have facilitated a training on classroom guidance or management for school counselors
- Must have published an article which focused on classroom guidance or management
- Must have presented on classroom guidance or management at a state, regional, or national conference.

These criteria were chosen through collaboration with my chair with the intention of eliciting expert opinions on the topic, rather than surveying the entire field of school counseling, in order to establish a list of best practices, rather than simply common practices. School counselors who have been in the field at least two years should be seasoned enough to have some expertise on the subject. Requiring more time in the field might narrow it down to even more seasoned professionals, but it would also rule out school counselors who might have had more recent exposure to training on the topic.

The other criteria sought to establish the panelists' expertise on classroom management. If they have taught a class, led a training or presentation, or published an article on classroom management or guidance, it is likely that they are considered by peers, supervisors, or publishers to have some expertise on the matter. The reason for including classroom guidance was because using only classroom management as the criterion here would have prohibitively limited the number of possible participants due to the lack of attention classroom management has received. Given the importance of classroom management to successful instruction (Geltner & Clark, 2005), it would appear safe to assume that experts on classroom guidance are likely to be knowledgeable about classroom management.

After this initial group of experts was identified, a snowball sampling procedure was utilized, whereby professionals in the field were asked to recommend more participants for an adequate, representative Delphi panel. According to Skulmoski and Hartman (2007), because the expert panel is homogenous (at least in terms of their expertise on the topic of classroom management), between 10 and 15 experts should produce satisfactory results. According to Neuer (2011), an average of 26.75% attrition can safely be assumed considering recently published Delphi studies. Although as many potential participants as possible were identified, contacted, and fully informed about the study, the goal was to acquire at least 25 experts in order to compensate for potential attrition. This threshold was met: 46 experts opened up and began the survey, while 34 completed it. Even though the myriad of ways to contact experts was meant to be culturally diverse, the demographics did not reflect this (see Figure 3-1). The

demographics remained constant; no demographic group dropped out at a greater rate than the others.

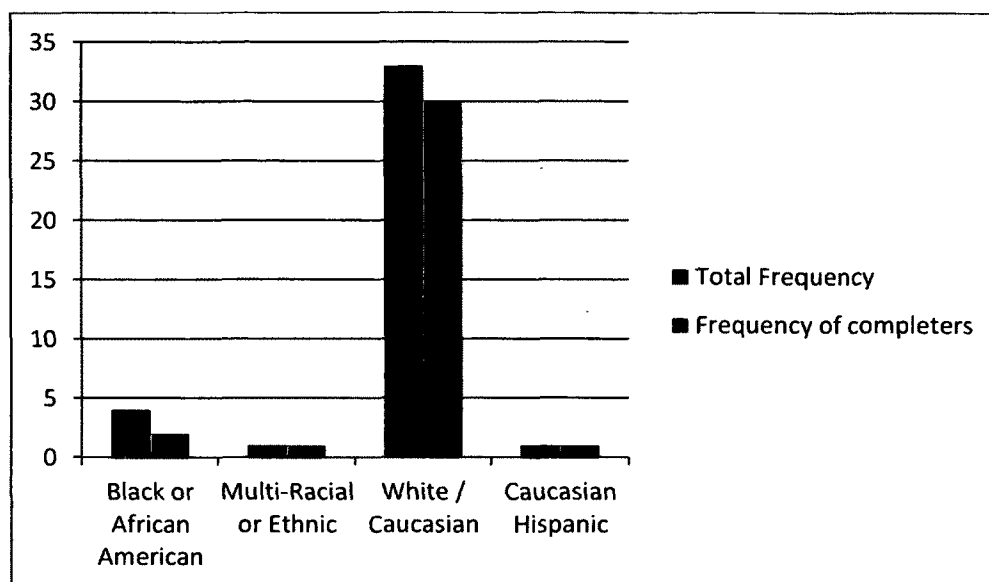


Figure 3-1. Demographics of initial expert panel.

One of the natural strengths of the Delphi method is its protection of participants' confidentiality and safety (Wilhelm, 2001). To safeguard these, participants received an invitation with a Survey Monkey link to an informed consent document (see Appendix A) and a demographics sheet (see Appendix B). The latter disclosed in detail the purpose, procedures, and timeline of the study that explained the parameters and purpose of this study. After indicating informed consent by checking the appropriate box on the form, panelists were assigned numbers (i.e., participant 1, participant 2, etc.), and each feedback form was coded with each panelist's individual code. As the lead researcher, I was the only person with access to the email address/individual code match. Also, the information collected through Survey Monkey was password protected. After collection, the data was handled in an anonymous fashion. The panelists' answers

were not linked to their names. The anonymous data was secured on a password protected flash drive and will be destroyed five years after the completion of the study. Because the research involved gathering the subjects' expert opinion on classroom management, any disclosure is not likely to cause harm.

Role of the Researcher and Research Team

Because the Delphi collects judgments from experts anonymously and over time, this methodology overcomes some of the challenges in many other forms of research (Clayton, 1997; Skulmoski & Hartman, 2007). One of these is the role of the researcher. Though the consensus of experts does alleviate some of the unintentional influence of the researcher, there are certain steps throughout the process where the values and experiences of the researcher might impact the study. Even the formulation of the research question is a process to which the researcher must pay close attention to avoid inadvertently impacting the outcome of the study (Hung, Altschuld, & Lee, 2008). Accordingly, I attempted to bracket my beliefs and judgments regarding the question definition, choosing the panel of experts, dissemination of first round information, synthesis of responses, and construction of questionnaires. I also attempted to delineate my assumptions and biases in an attempt to remain transparent.

I am a 45-year-old White female in the doctoral counselor education program at Old Dominion University in Norfolk, Virginia. I have experience working in schools at the elementary, high, and middle school levels, with a majority of my experience at the latter. I have presented on the topic of classroom management at two state conferences. One bias I possess is that culturally competent, learner-centered classroom management is essential to effectively providing school counseling. Another bias I hold is that not

enough training concerning classroom management is currently being provided to professional school counselors. I also believe that a list of effective competencies may improve the field as practicing school counselors and school counselor educators will have a more accurate, thorough description of competent classroom management.

In order to lessen the impact of these assumptions and biases on the current study, particularly during the times delineated above (the question definition, choosing the panel of experts, dissemination of first round information, synthesis of responses, and construction of questionnaires), I recruited a research team consisting of two members and an independent auditor. I utilized the research team and independent auditor to triangulate findings and improve the consistency of the findings (Patton, 2002).

According to Hays and Singh (2012), inclusion of other investigators, also called triangulation of investigators or stepwise replication, adds to the strength of the design. Specifically in this study, the research team analyzed the panelists' answers to create the list of competencies for the second round of inquiry. The research team members were recruited from the Old Dominion University doctoral counseling program. The members were trained in qualitative methodology as evidenced by their successfully passing the doctoral level Qualitative Research coursework. The research team members filled out a data sheet (see Appendix C) that included a question about classroom management to help bracket their assumptions about classroom management prior to beginning work on the data.

Team member 1 was a 32-year-old multi-ethnic female with 1 year and 10 months experience in qualitative research. She thought that multicultural sensitivity, "tone," and organization were the three most important classroom management competencies. Her

school counseling background included all the prerequisite coursework to get licensed as a school counselor; however, she had not yet done her practicum. Team member 2 was a 29-year-old Caucasian female with 7 years experience in qualitative research. Her school counseling experience included a school counseling internship in an elementary and high school. Prior to working with the data, she felt that organization and structure (including discipline), creating developmentally and culturally appropriate lesson plans, and student engagement were the most important competencies. The final member working with the data was the independent auditor. She was a 42-year-old Caucasian female with almost 4 years of experience with qualitative research. Refer to Table 3-1 for the demographics of the entire research team. Her preconceptions of classroom management included the importance of the instructor's preparation, clearly communicated expectations of student, and understanding and integration of students' biopsychosocial development and cultural context. All three research team members were mental health counselors who were acquainted with school counseling through course work, but none were school counselors at the present time. One of the research team members had experience in PK-12 schools in the form of a school counseling

Table 3-1

Research Team's Demographics

Member ID	Gender	Age	Ethnicity	Qualitative experience
Researcher #1	Female	32	Multi-ethnic	1 yr. 10 mo.
Researcher #2	Female	29	Caucasian	7 yrs.
Auditor	Female	42	Caucasian	3 yrs. 6 mos.

internship during her doctoral program. The independent auditor was an art therapist and had some experience in schools via that venue.

When the research team met together for orientation and instruction, we discussed their preconceptions of classroom management as it pertains to school counselors. The team members agreed that classroom management was important for school counselors but that they did not really know a whole lot about it. They voiced their eagerness to learn more as they worked on this research.

Following the initial orientation, the research team discussed these preconceptions about classroom management and how to preclude this from affect their coding. During this orientation, they learned how to follow the same basic open coding steps adapted from Creswell (2009) and Hays & Singh (2012):

- Thoroughly read through the materials to gain an overall sense of the responses.
- Memo or jot down notes regarding your thoughts about the data.
- Go through the data a second time. Mark the text (phrases) and develop codes as you progress through the data, using the panelists' words as much as you can.
- Once initial codes have been developed, review codes and organize them, combining similar codes and creating sub codes where appropriate.
- Jot down notes or memos of impressions or reactions as you proceed through coding process.
- As codes are developed and combined, jot down a definition or meaning for each code (if you think it is necessary for understanding).

We were to remain transparent about our biases noting them during our coding; however, since we did not hold the same biases (and especially since the other research team members admitting knowing very little about classroom management, we did not come across anything that brought it back to our attention). I also established an audit trail in order to improve methodological rigor and help substantiate trustworthiness (Hays & Singh, 2012; Rodgers & Cowles, 1993; Sadleowski, 1986). The audit trail is a collection of all the evidence collected throughout the study. It was helpful to the auditor who used the audit trail to verify the process and outcome of this research. The audit trail also stood as evidence of how the research was conducted to aid in future research.

Data Collection and Analysis

First-round questionnaire. In accordance with the conventional Delphi, round one began with an open-ended, qualitative question that spawned thinking and permitted panelists ample freedom in creating their answers (see Appendix D; Hasson et al., 2000). Participants were invited to participate via email or Internet posts on the PROF-COUNSELORS-IN-SCHOOLS mailing list (Interest Network for Professional Counselors in Schools), ASCA Scene, Linked In interest groups (i.e., School Counselor Network, ASCA, Education Research and Statistical Analysis), and CESNET and asked to delineate as many classroom management competencies for school counselors as they were able (Hasson et al., 2000; Hsu & Sanford, 2007).

The specific request was: Classroom management competencies are behaviors, knowledge, skills, abilities, attributes or other characteristics that positively impact students' learning within the classroom (Valenzuela, 2010). This study is focused on school counselors' direct use of classroom management while performing classroom

guidance lessons rather than consultations with teachers about classroom management. Please list and/or describe all of the competencies that you associate with effective classroom management for school counselors when teaching classroom guidance lessons.

The 46 participants were given 50 blank slots for answers and invited to put more than one answer per blank should they have more than 50 answers. Only 34 potential participants completed the first round survey. The highest number of answers for one expert was 37. Reminder emails were sent out to non-responders and reminder Internet invitations were posted on the fifth and eighth days after initial invitation. The first round was closed after 14 days.

The results (438 items) of the first round were collected, screened for duplicates, and synthesized into a comprehensive list through content analysis by each member of the research team individually (Keeney et al., 2011; Powell, 2003). Each team member received a copy of the panelists' unedited answers. The exact procedure established and agreed to by the research team (Creswell, 2009; Hays & Singh, 2012) was to read through the entire list to gain familiarity; read through the list again making notes of themes (common main ideas); read through the list again, grouping the items by themes; add themes as necessary to group all items; remove duplicates within each theme; and group like items together, rewording only if absolutely necessary. The decision to group items by main topics or themes (e.g., lesson planning, lesson structure) was made to help lend structure to an otherwise unwieldy list of 438 separate ideas.

Once each team member independently composed a single list, the team members met again to consensus code the data. We discussed each of the lists, agreed on

commonalities, debated differences, and finally reached consensus with 100% agreement (Keeney et al., 2011). The research team then compiled this single list of 122 items to use as the basis for a second, structured questionnaire (Clayton, 1997; Vázquez-Ramos, Leahy, & Hernández, 2007).

Second-round questionnaire. In this Subject Exploration round, the 34 panelists who completed the first round were asked to rate and rank the items compiled by the research team from the open ended responses in round one. Through the same media (e.g., email, CESNET post) initially used to gather the experts in round one, second round invitations were dispensed. Although my original intent was to email only the panelists who completed the first round, Internet posts were necessary because the original survey did not retrieve the email addresses of the panelists. Upon finding this mistake, the problem was corrected. However, the error necessitated the Internet post to invite the experts back for the second round. It was unconventional and may have contributed to the attrition rate.

Whether the panelists received the invitation through email or Internet, all 34 panelists received a link to Survey Monkey. The 122 competencies were randomly ordered. The panelists used a 5-point Likert scale anchored with *Strongly Disagree (SDi)*, *Disagree (D)*, *Neutral (N)*, *Agree (A)*, *Strongly Agree (SA)* to indicate how well they thought the competencies identified classroom management competencies for school counselors (Bendig, 1953; Keeney et al., 2011; Weijters et al., 2010). The specific request was: Please rate and rank the following items using Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree to indicate how well the items identify classroom management competencies for school counselors. Although some researchers

prefer the use of an even number of items to force respondents to take a positive or negative stance, this study used the 5-point scale to allow room for neutral responses (Wiersma & Jurs, 2009). Garland (1991) found that the lack of a mid-point forced respondents to choose to be positive or negative about the topic, but that the differences in scores were minimal. He said it was up to the researcher whether to include it or not. I believed that forcing panelists to pick a side might cause social desirability bias (Garland, 1991) resulting in a more positive score. In order to avoid having items on the list that perhaps many feel neutral about, the midpoint was included in this study. A comment box was attached to each individual item, inviting the experts' remarks on the competency (see Appendix E). Reminder emails and Internet posts were sent on the third and fifth days after initiation of the second round. The second round was closed after 14 days. Only round one Participants (N=34) were asked to participate in Round Two. Of those invited, 24 began Round two. Five surveys had missed more than six items. The data was eliminated from these five surveys because they did not answer more than 5% of the total. The responses of the 19 panelists who completed this round were summarized quantitatively by mean and standard deviation (Norman, 2010) so the experts would know how their colleagues scored during the third round. Their comments were compiled and utilized to insure the correct wording and meaning of each item was being received by the panelists. Although a few panelists commented on some of the items, no more than three panelists reported confusion to any particular item on the list. Therefore, the decision was made to keep the original items rather than alter them.

Third-round questionnaire. In this final Consensus round, the 19 participants who completed the second round were emailed a Survey Monkey link to the third round

survey. Internet posts were no longer necessary because there was a mandatory email address question added to the second round survey. The experts were given the list from round two augmented by displaying their individual scores (to remind them of the scores they previously gave) and the group mean and standard deviation for each individual item and given the option to keep, modify or justify their divergent scores through a comment box available with each item (Keeney et al., 2011; Wilhelm, 2001). These comments were compiled and utilized as in Round Two (see Appendix F); however, as in Round Two, most experts did not comment and no more than three panelists commented on any particular item on the list. Their comments were noted but did not influence the final list since it was the final round and the comments did not reflect the majority opinion.

The group mean and standard deviation were chosen as the measures of central tendency in this study because they seemed to be the most used among other researchers (Norman, 2010). This third opportunity to revisit their opinions from earlier rounds is usually enough to find stable, convergent opinions (Wilhelm, 2001). Reminder emails were sent on days three and seven to non-responders. The final round was closed after 20 days with 12 experts responding. All 12 surveys were complete. The final survey was altered to consist of forced completion items. If the panelist skipped a question, she or he received an error message, which could only be cleared by answering the question.

Final report. Following the three rounds, a final report was compiled which summarizes the initial research question, the processes, and the findings (Wilhelm, 2001). This report consisted of a list of the competencies followed by their final mean and standard deviation. The final list of competencies consisted of 81 items with a mean

of at least 4.0 and a maximum standard deviation of .85 (Neuer, 2011). Although mode, interquartile ranges, and other measures of central tendency were available and valid choices, *M* and *SD* were chosen because other Delphi researchers appeared to use them most often (Norman, 2010). The final list criteria of at least 4.0 *M* and less than .85 *SD* were chosen in congruence with Neuer's (2011) study. Although the Delphi methodology is quite ambiguous in this, neither requiring certain central tendencies nor cutoff points for final inclusion, Neuer's (2011) numbers were among the most stringent of the studies I had read. Both of these criteria for inclusion are arbitrary and cannot be interpreted exactly but allow the researcher to infer a high level of agreement. Participants were given a copy of the final report to aid in their understanding of Delphi's results (Wilhelm, 2001).

Verification Procedures

This Delphi poll is a mixed methods study. Because of this, both qualitative and quantitative methods of establishing rigor were used. Other Delphi researchers have used the transparency of the study (West, 2010), member checking (Manizade & Mason, 2011; West, 2010), participant validation (Manizade & Mason, 2011; West, 2010), recruitment of experts (Gandy & Coladangelo, 2011; West, 2010), pilot testing (Clibbens, Walters, & Baird, 2012), defining consensus (Clibbens et al., 2012), Cronbach's alpha (Tomasik, 2010), peer debriefing (Manizade & Mason, 2011), triangulation (Manizade & Mason, 2011), and research notes (Manizade & Mason, 2011). Evidently, there are many options to establish the methodological rigor of a Delphi study. The methods used in this study follow.

A dissertation, by its nature, is transparent. The specifics (e.g., collection, coding)

were displayed in detail. The transparency and revelation of the research team's biases concerning classroom management is evidence of reflexivity. "Four issues of trustworthiness in qualitative research that demand attention are credibility, transferability, dependability and confirmability" (Lincoln & Guba, 1985, p.290). Credibility was increased by the transparency of the researcher and the research team (Patton, 2002). We reflected on and attempted to bracket potential biases and assumptions. Credibility was also enhanced by the use of experts in the field and systematically analyzing the data produced by them. Credibility was likewise established through the review of the final product by the auditor (Patton, 2002). Dependability was verified through the establishment of the credibility of the study. "Since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter" (Lincoln & Guba, 1985, p. 316). Transferability is generally achieved through thick description (detailed experience within the context), but can also be established through triangulation, which this study performed through the use of a research team (Hays & Singh, 2012). Triangulation can be performed in a variety of ways, but this particular study triangulated analytical perspectives on the data (Patton, 2002). By having the research team members perform individual content analysis prior to coming together to discuss the condensed list, their different analysis of the data ensures that the experts' voices are more likely to be represented. The establishment of an audit trail enhanced confirmability. This verified the rigor and confirmability of the research and data collected (Patton, 2002). According to Hays and Singh (2012), this audit trail also helps to establish credibility, coherence, and substantive validation. At the end of the study,

the independent auditor used a copy of the audit trail to verify and establish trustworthiness. The auditor reported that the writing was very clear and the methodology was carefully explained.

Limitations

Regardless of these verification procedures, there are many limitations to this study. Due to the multiple rounds of the Delphi method and length of time involved, the attrition rate was high (Hasson et al., 2000). In an effort to counter that, I attempted to recruit a greater number of experts than necessary. I carefully detailed all that was involved to possible panelists prior to gaining their assent to participate. Another means of limiting attrition is the constitution of the panel of experts. By engaging experts in the field of classroom management, I hoped to retain their interest in the surveys. Fortunately, 46 panelists began the study, but only 12 continued through to complete the final survey.

Although having a panel with great interest in the field might reduce attrition, some researchers argue that it limits the generalizability of the study (Vázquez-Ramos et al., 2007). I believe that using only expert school counselors strengthens this study because the purpose is to gather a list of competencies specifically for school counselors. My definition of what constitutes an expert is another limitation, because another researcher might define experts in another way.

Along this same frame of reference, the experts who were chosen may not accurately represent the school counseling population. Diversity might have been impacted negatively by the methods of sampling. The demographics of the members of the third round expert panel remained fairly consistent in diversity from the initial first

round expert panel (see Figure 3-2). Many people who are experts and working in the field were not identified. Their voices were then unintentionally left out of this description of school counselor classroom management competencies.

Another possible drawback to using the Delphi method was the chance of experts conforming to the norm rather than defending their opinions that lie outside the normal variations (Hung et al., 2008; Vázquez-Ramos et al., 2007). I intended to exercise caution when disseminating statistical information and to carefully articulate the value of diverging as well as converging views. I inserted comment boxes under each question during each round to leave space for panelists to make comments for each question. I planned to include dissenting comments on the next round; however, the comments were never dissenting. Even so, the optimal levels of consensus, number of experts involved,

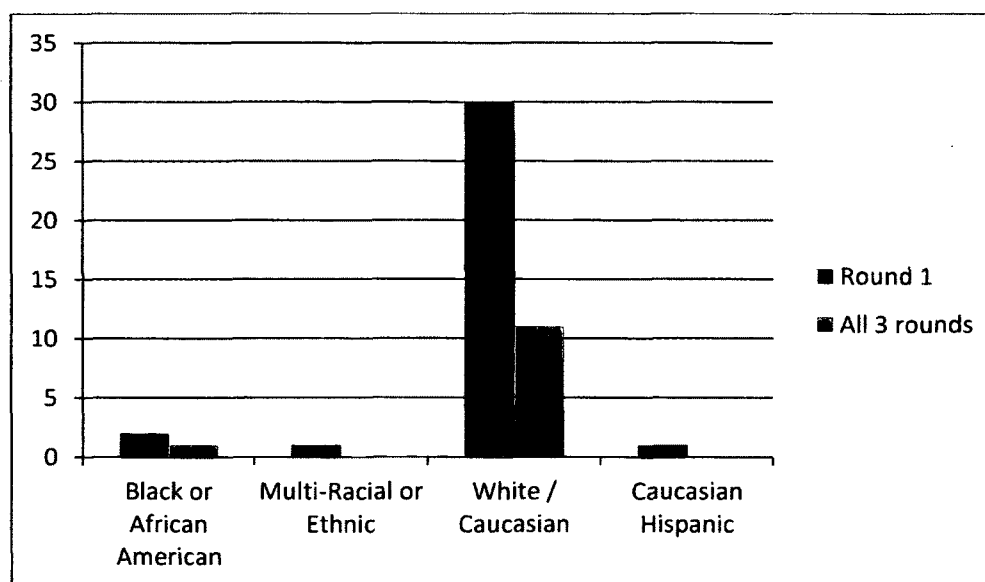


Figure 3-2. Comparison of demographics of initial versus final expert panels.

and methods for choosing these experts are rather ambiguous for the Delphi method (Hung et al., 2008). Although this attempt to foresee and combat possible limitations

was important, others may remain that were unrecognized and unforeseen. The methodological rigor of this study endeavored to inhibit these possible limitations.

Summary

This chapter highlighted the rationale for using the Delphi technique and explicated the methodology. This included the research question, design, and plan. This chapter also clarified the role of the researcher and team, the creation of the Delphi panel, data collection procedures, analysis, and verification procedures. Finally, the limitations of the study were explored.

CHAPTER IV

RESULTS

Chapter 3 featured the methodology used for this Delphi study purported to develop a list of classroom management competencies for school counselors. This chapter will review the results of that process. Because there was not much literature on classroom management directed toward school counselors, creating a list of fundamental competencies seemed useful. The Delphi methodology is an effectual way to identify competencies (Nworie, 2011) when literature is lacking and when acquiring the consensus of experts (Skulmoski & Hartman, 2007; Wiersma & Jurs, 2009; Wilhelm, 2001). The research question for this investigation was: Which classroom management competencies are important and effective for school counselors? The results of this attempt to answer that question compose the remainder of this chapter.

Participants

Round One participants were contacted via Internet posts, brainstorming with colleagues, and a list of school counseling program directors for CACREP universities. An Internet posting was chosen because of the small numbers of experts in the field of classroom management for school counselors. For the initial round, the invitation letter (see Appendix G) was posted on PROF-COUNSELORS-IN-SCHOOLS mailing list (Interest Network for Professional Counselors in Schools), ASCA Scene, Linked In-School Counselor Network/ASCA/Education Research and Statistical Analysis, and CESNET. A personalized version of the invitation letter was emailed to Research Committee Chairs for several state school counselor associations, school counseling contacts from CACREP accredited universities, and other identified school counselor

classroom management experts. The individual invitations were sent through Survey Monkey with a personal link embedded in the email. Follow-up invitations were posted/sent on days 3 and 5 for each round. Participants who met my expert criteria and completed the Round One survey numbered 34.

For Round Two, invitations (see Appendix H) were again posted on the aforementioned Internet sites, while personalized emails (see Appendix I) were sent to the experts whose email addresses were obtained from Round One. Only Round One Participants (N=34) were asked to participate in Round Two. Of those invited, 24 began Round Two. There were five surveys that missed more than six items. The data was eliminated from these five surveys because they did not answer more than 5% of the total.

The 19 experts who completed Round Two were retained for Round Three. These Round Three panelists were sent the link to the final survey via personalized email through Survey Monkey. After the reminders were sent on days 3 and 5, 12 experts completed all three rounds of the study.

The attrition rate from Round One to Round Three was 64.71%. This number is much higher than the 26.75% originally expected. Neuer (2012) reviewed a selection of Delphi studies and found attrition rates ranging from 8% to 61.7%. The 64.71% attrition rate found in this study is very high compared to these studies.

Expert Panel Demographics

Due to this attrition, the composure of the expert panel changed over the course of the Delphi. Table 4-1 details the demographics and expertise of each round. Although

Table 4-1

Demographics and Expertise of Panel per Round

Category	Variables	Round 1	Round 2	Round 3
Gender	Female	28	16	10
	Male	6	3	2
Age	21-29	1	1	1
	30-39	8	5	3
	40-49	10	3	3
	50-59	9	6	3
	60+	6	4	2
Race/Ethnicity	Black or African American	2	1	1
	Multi-Racial or Ethnic	1	0	0
	White/Caucasian	30	18	11
	Caucasian Hispanic	1	0	0
Average number of years/average number of experts in school level(s)/ position(s)*	Elementary School Counselor	6.83/24	6.42/12	6.38/8
	Middle School Counselor	4.65/20	5.22/9	6.2/5
	High School Counselor	5.5/18	3.67/6	4/2
	Counselor Educator	8.08/26	10.00/13	9.56/9
	School Counselor Supervisor	7.76/21	8.20/10	8.86/7
	Teacher (PK-12)	4.67/15	3.33/3	3.5/2
Number of courses taught on classroom management for school counselors	0	6	3	2
	1-3	16	9	4
	4-6	5	1	1
	7-9	2	0	0
	10+	9	6	5
Number of trainings facilitated on classroom guidance or management for school counselors	0	13	8	5
	1-3	14	6	2
	4-6	3	2	2
	7-9	0	0	0
	10+	9	3	3
Number of publications on classroom guidance or management for school counselors	0	23	10	6
	1-3	11	7	4
	4-6	0	0	0
	7-9	3	1	1
	10+	2	1	1
Number of presentations on classroom guidance or management for school counselors	0	19	10	7
	1-3	8	5	3
	4-6	3	1	0
	7-9	3	1	0
	10+	6	2	2
Classroom management training received	Average coursework hours	12.53	9.26	8.92
	Average workshop hours	19.14	20.05	27.08

*Note. These averages are the total hours/the number of experts working at that level

the final expert panel consisted of 12 panelists, regarding gender, age, and race/ethnicity, the attrition rates were relatively equal between each round. The numbers indicating the roles the experts had in schools are difficult to interpret fully due to the fact that the experts could and did have experience in more than one role within the schools. For example, there were 33 positions indicated in the final round, but only 12 experts held those positions. This indicates that a large number of school counselors have held more than one job during their school careers.

Looking solely at numbers of experts who had experience in each position as in Table 4-2, it appears that experts with high school counseling and teaching experience were reduced at a disproportionately higher rate than the other positions.

Table 4-2

Attrition of the number of experts according to previous experience

Position	# of experts		% of total experts		Attrition % of experts + or -
	Round 1	Round 3	Round 1	Round 3	
High school counselor	18	2	14.52	6.06	-8.46
Teacher (PK-12)	15	2	12.10	6.06	-6.04
Middle school counselor	20	5	16.13	15.15	-0.98
School counselor supervisor	21	7	16.94	21.21	4.28
Elementary school counselor	24	8	19.35	24.24	4.89
Counselor educator	26	9	20.97	27.27	6.30

An additional note demonstrated in this table is the relative number of school counselors with elementary school experience in comparison with those with experience in middle and high schools. In spite of this broad coverage, other categories were not covered as well. There were many more female than male respondents. The majority of the respondents were also white/Caucasian. The numbers of papers, presentations, courses, and trainings were relatively similar. One item to note is that most of the respondents' classroom management training was through workshops rather than coursework. This number also rose at a greater rate through attrition of other panelists (i.e., more of the experts who completed all three rounds gained their knowledge through workshops rather than coursework).

Round One Results

The primary open-ended question was sent to the research team and the dissertation committee for approval. Only slight changes were recommended and implemented to form the final open-ended question:

Classroom management competencies are behaviors, knowledge, skills, abilities, attributes or other characteristics that positively impact students' learning within the classroom (Valenzuela, 2010).

This study is focused on school counselors' direct use of classroom management while performing classroom guidance lessons rather than consultations with teachers about classroom management.

Please list and/or describe all of the competencies that you associate with effective classroom management for school counselors when teaching classroom guidance lessons.

Please list each idea in a separate text box. List as many ideas as you can. If you need more space, you may add multiple ideas in the final space. You do not need to fill up all 50 spaces.

The first invitation, containing the link to Survey Monkey, was distributed to the prospective panelists. The survey consisted of three parts: the informed consent document (Appendix A), the demographics sheet (Appendix B), and the open-ended question (Appendix D). The open-ended question was followed by spaces for 50 answers from each expert and an invitation to use the spaces for more than one answer should they need more space. There were 46 experts who began the survey, but only 34 completed the first round. While there was great variation in the numbers of responses provided, there were at most 37 separate comment boxes. All of the 34 respondents listed at least 6 separate competencies. The participants listed a total of 438 competencies.

Each member of the research team was given a list of the competencies, separated into each expert participant's responses (listed anonymously). The research team members individually coded the data, removing duplicate competencies or combining competencies that were close in meaning, while still retaining the voices of the expert panel. The research team then met together, compared their individually condensed lists, and unanimously agreed upon condensing the original 438

competencies suggested by the expert panel into the list of 122 discrete competencies comprising the codebook (see Appendix J).

When given this list to rate on a Likert scale during round two of the data collection, some participants made use of the comment boxes. Their comments were carefully read; however, there were less than three negative comments on any one competency to validate changing the competencies for the third round. Although a few panelists commented on some of the items, no more than three panelists reported confusion to any particular item on the list. The most common comment was that the competency was vague; however, these were individual comments on five separate competencies. All the comments have been listed in Appendices I and L.

Round Two Results

In Round Two, the 34 experts who completed Round One were invited to rank the 122 competencies in the codebook on a Likert Scale. The panelists were asked to use a 5-point Likert scale with each point labeled (i.e., *Strongly Disagree*, *Disagree*, *Neutral*, *Agree*, *Strongly Agree*) to indicate how important they believed the items on the list compiled from round one were to competent classroom management for school counselors (Keeney et al., 2011; Weijters et al., 2010). The specific question was: "Please rate and rank the following items using Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree to indicate how well the items identify classroom management competencies for school counselors." The survey contained a box for comments following the scale for each question.

The Likert scale responses were then summarized quantitatively by mean (*M*) and standard deviation (*SD*; Norman, 2010). Appendix E shows these results along with

the comments the experts made. The experts' comments are transcribed exactly as written. Some competencies had comments about vagueness, but there were so few remarks that the dissertation chair and I decided that rewording the items would decrease the robustness of the study considerably, especially since at least 85% of the panelists did not comment on the clarity of any of the items. In spite of losing five of the surveys due to incomplete answers, missing greater than six questions (5%), 19 experts completed this round.

Round Three Results

The third round invitation (Appendix K) was emailed to the 19 experts who completed Round Two. The directions to complete Round Three (Appendix L) were similar to Round Two, except that the experts were shown the *M*, the *SD*, and their previous response (PR) to the item. The panelists were directed to rerate the items remaining mindful of the groups' and his or her individual rating from Round Two. The results of this rerating process comprise Appendix F. Because of the high attrition rate between rounds one and two, due in part to incomplete surveys, the third round was entered into Survey Monkey in such a way that if the experts skipped a question by mistake, they would receive an error message prompting them to answer it. With these forced responses, all 12 of the experts who began round three completed it fully.

There was a move toward positive consensus in 39 items, meaning they had both an increase in *M* and a decrease in *SD* (see Table 4-3). The *SD* of 53 competencies decreased from round two to three. The *M* of 46 remained the same or increased between rounds two and three. Three items remained identical across both rounds. There

were 21 competencies moved away from consensus, meaning they had a decrease in *M* and an increase in *SD*. There were 18 competencies that had mixed results.

Table 4-3

Changes in M and SD Across Rounds Two and Three

Competency with final <i>M</i> and <i>SD</i>	Round 2		Difference between rounds 2 /3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Utilizing culturally sensitive materials, activities and language (M=4.42; SD=.51)	4.79	0.42	-0.37	0.09
2. Redirecting students to alternative, less problematic behaviors (M=4.50; SD=.52)	4.39	0.61	0.11	-0.09
3. Being genuine, authentic, and real (M=4.75; SD=.62)	4.84	0.37	-0.09	0.25
4. Fostering student self-expression (M=4.25; SD=.45)	4.32	0.58	-0.07	-0.13
5. Designing lessons which are engaging for students (M=4.92; SD=.29)	4.95	0.23	-0.03	0.06
6. Aligning lesson plan objectives with ASCA and state level guidance competencies (M=4.42; SD=.51)	4.42	0.69	0.00	-0.18
7. Invigorating- Displaying high energy (M=4.50; SD=.52)	4.53	0.61	-0.03	-0.09
8. Engaging in self-reflection on instructional effectiveness (e.g., use a recording to review effectiveness with a supervisor) (M=4.42; SD=.67)	4.37	0.68	0.05	-0.01
9. Using effective strategies for managing transitions (e.g., warm up activity to introduce lesson, no down time) (M=4.75; SD=.45)	4.63	0.50	0.12	-0.05
10. Organizing and using time, space, and materials effectively (M=4.75; SD=.45)	4.63	0.50	0.12	-0.05
11. Engaging parents whenever possible (e.g., have students seek parent input) (M=4.00; SD=.85)	3.95	0.97	0.05	-0.12

Table 4-3 Continued

	Round 2		Difference between rounds 2 /3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Competency with final <i>M</i> and <i>SD</i>				
12. Ability to set boundaries and limits (<i>M</i> =4.42; <i>SD</i> =.67)	4.50	0.79	-0.08	-0.12
13. Being knowledgeable about the school behavioral management system (<i>M</i> =4.58; <i>SD</i> =.51)	4.53	0.61	0.05	-0.10
14. Being patient (<i>M</i> =4.83; <i>SD</i> =.39)	4.63	0.50	0.20	-0.11
15. Designing lessons to be relevant, including encouraging students to reflect about how it applies to their lives (<i>M</i> =4.83; <i>SD</i> =.58)	4.89	0.32	-0.06	0.26
16. Being tactful yet firm when needed (<i>M</i> =4.75; <i>SD</i> =.45)	4.68	0.58	0.07	-0.13
17. Reflecting feeling (<i>M</i> =4.33; <i>SD</i> =.65)	4.37	0.76	-0.04	-0.11
18. Explaining who you are the first time you enter the classroom (<i>M</i> =4.83; <i>SD</i> =.39)	4.61	0.50	0.22	-0.11
19. Employing short and long-term planning (<i>M</i> =4.42; <i>SD</i> =.67)	4.63	0.60	-0.21	0.07
20. Creating and/or adapting classroom guidance lessons which meet the learning needs of all students and support their intellectual, social, and personal development (<i>M</i> =4.50; <i>SD</i> =.52)	4.68	0.48	-0.18	0.04
21. Planning lessons based upon knowledge of subject matter, students, the community, and curriculum goals (<i>M</i> =4.25; <i>SD</i> =.75)	4.47	0.84	-0.22	-0.09
22. Involving students in an end of lesson or take-home activity to reinforce the message of the lesson (<i>M</i> =4.17; <i>SD</i> =.72)	3.95	1.08	0.22	-0.36
23. Actively seeking out opportunities to grow professionally (<i>M</i> =4.58; <i>SD</i> =.51)	4.84	0.37	-0.26	0.14
24. Having a well-structured lesson which includes an agenda with a time frame (<i>M</i> =4.58; <i>SD</i> =.79)	4.56	0.70	0.02	0.09
25. Using attentive posture, positive facial expressions, eye contact, and other nonverbal (<i>M</i> =4.67; <i>SD</i> =.49)	4.79	0.42	-0.12	0.07

Table 4-3 Continued

	Round 2		Difference between rounds 2 /3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Competency with final <i>M</i> and <i>SD</i>				
26. Encouraging and acknowledging students' contributions (<i>M</i> =4.75; <i>SD</i> =.45)	4.61	0.61	0.14	-0.16
27. Building rapport (respectful, trusting, appropriate, positive relationships) with students while also maintaining control of the classroom (<i>M</i> =4.83; <i>SD</i> =.39)	4.79	0.54	0.04	-0.15
28. Using a variety of instructional strategies to encourage critical thinking and problem solving skills (<i>M</i> =4.58; <i>SD</i> =.51)	4.67	0.49	-0.09	0.02
29. Sanctioning behavior, not the student (<i>M</i> =4.25; <i>SD</i> =.75)	4.11	0.88	0.14	-0.13
30. Asking before telling in order to identify gaps in student subject matter knowledge (<i>M</i> =4.25; <i>SD</i> =.75)	4.17	0.79	0.08	-0.04
31. Flexibility- Maintaining/modifying the focus of the lesson as necessary using problem-solving and decision-making models to respond to emergent needs (<i>M</i> =4.33; <i>SD</i> =.65)	4.58	0.77	-0.25	-0.12
32. Encouraging positive social interaction (<i>M</i> =4.58; <i>SD</i> =.67)	4.53	0.77	0.05	-0.10
33. Drawing out (<i>M</i> =4.00; <i>SD</i> =.74)	4.16	0.83	-0.16	-0.09
34. Organizing and structuring lessons so they flow (<i>M</i> =4.75; <i>SD</i> =.45)	4.68	0.48	0.07	-0.03
35. Demonstrating care and concern for students (<i>M</i> =4.83; <i>SD</i> =.39)	4.84	0.37	-0.01	0.02
36. Ongoing assessment of learning (diagnostic, formative and summative) (<i>M</i> =4.50; <i>SD</i> =.52)	4.32	0.67	0.18	-0.15
37. Willingness to go into classrooms at all levels regularly (<i>M</i> =4.75; <i>SD</i> =.62)	4.68	0.58	0.07	0.04
38. Differentiating instruction based on student learning styles (<i>M</i> =4.50; <i>SD</i> =.67)	4.32	0.75	0.18	-0.08
39. Believing that all children can learn (<i>M</i> =4.83; <i>SD</i> =.39)	4.78	0.43	0.05	-0.04

Table 4-3 Continued

	Round 2		Difference between rounds 2 /3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Competency with final <i>M</i> and <i>SD</i>				
40. Teaching students the necessary social skills needed to engage in the classroom guidance activities (M=4.42; SD=.67)	4.42	0.84	0.00	-0.17
41. Providing appropriate guided group and independent practice (M=4.67; SD=.49)	4.47	0.61	0.20	-0.12
42. Using proximity to address minor behavioral issues (M=4.58; SD=.67)	4.42	1.02	0.16	-0.35
43. Using humor and levity to keep students interest level high (M=4.58; SD=.67)	4.68	0.58	-0.10	0.09
44. Valuing multiple points of view and methods of inquiry (M=4.33; SD=.65)	4.42	0.69	-0.09	-0.04
45. Using universalizing, linking, and connecting to show similarities among student ideas and opinions (M=4.42; SD=.67)	4.53	0.61	-0.11	0.06
46. Responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged) (M=4.83; SD=.39)	4.74	0.56	0.09	-0.17
47. Modeling appropriate behavior through effort, enthusiasm, attitude, initiative and passion (M=4.83; SD=.39)	4.79	0.42	0.04	-0.03
48. Clarifying (M=4.42; SD=.67)	4.44	0.62	-0.02	0.05
49. Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions (M=4.42; SD=.51)	4.26	0.73	0.16	-0.22
50. Using open, encouraging, supportive, developmentally appropriate language with students (M=4.50; SD=.67)	4.58	0.61	-0.08	0.06
51. Using strategies to reengage students who are off task (M=4.50; SD=.52)	4.68	0.48	-0.18	0.04

Table 4-3 Continued

	Round 2		Difference between rounds 2 /3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Competency with final <i>M</i> and <i>SD</i>				
52. Being aware of bias in the classroom and finding ways to minimize its impact (M=4.67; SD=.49)	4.63	0.60	0.04	-0.11
53. Beginning and ending on time (M=4.33; SD=.49)	4.32	0.48	0.01	0.01
54. Demonstrating professional demeanor (M=4.75; SD=.45)	4.37	0.76	0.38	-0.31
55. Stimulating effective classroom discussions, using props when necessary/appropriate (M=4.67; SD=.49)	4.58	0.51	0.09	-0.02
56. Reframing (M=4.33; SD=.65)	4.47	0.61	-0.14	0.04
57. Demonstrating unconditional positive regard (M=4.67; SD=.65)	4.42	0.69	0.25	-0.04
58. Seeking out professional literature, colleagues, and other resources to support one's development as a learner and instructor (M=4.42; SD=.67)	4.53	0.61	-0.11	0.06
59. Avoiding accidental reinforcement of inappropriate behavior (M=4.25; SD=.75)	4.17	0.71	0.08	0.04
60. Ability to discern whether students are "getting it" (M=4.33; SD=.65)	4.21	0.79	0.12	-0.14
61. Knowing and using appropriate accommodations for students with positive behavior support plans, IEP, or 504 plans (M=4.42; SD=.79)	4.47	0.70	-0.05	0.09
62. Calling on students by their names (M=4.58; SD=.67)	4.47	0.70	0.11	-0.03
63. Demonstrating and promoting multicultural awareness, knowledge, and skills (M=4.67; SD=.49)	4.74	0.45	-0.07	0.04
64. Using instructional strategies that are appropriate for the subject matter (M=4.67; SD=.49)	4.67	0.49	0.00	0.00
65. Including and valuing all students and their families (M=4.42; SD=.67)	4.53	0.84	-0.11	-0.17
66. Summarizing student responses frequently (M=4.50; SD=.52)	4.42	0.61	0.08	-0.09

Table 4-3 Continued

	Round 2		Difference between rounds 2 /3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Competency with final <i>M</i> and <i>SD</i>				
67. Thorough preparation of lessons that have a clear focus, including use of goal statements and measurable learning objectives ((<i>M</i> =4.50; <i>SD</i> =.52))	4.50	0.51	0.00	0.01
68. Recognizing the power of language and using it in a supportive, positive manner (<i>M</i> =4.67; <i>SD</i> =.49)	4.63	0.50	0.04	-0.01
69. Using positive and proactive behavior management techniques (<i>M</i> =4.83; <i>SD</i> =.39)	4.79	0.42	0.04	-0.03
70. Using professional oral and written skills (<i>M</i> =4.42; <i>SD</i> =.67)	4.47	0.70	-0.05	-0.03
71. Summarizing objectives to create closure for the lesson (<i>M</i> =4.58; <i>SD</i> =.67)	4.50	0.79	0.08	-0.12
72. Knowing evidence-based practices in classroom behavioral management and curriculum materials for guidance lessons (<i>M</i> =4.67; <i>SD</i> =.49)	4.68	0.48	-0.01	0.01
73. Using cutting off techniques for students who dominate conversation or might reveal more information than recommended in the large group setting (<i>M</i> =4.00; <i>SD</i> =.85)	4.37	0.76	-0.37	0.09
74. Using active listening and empathic responding (<i>M</i> =4.58; <i>SD</i> =.51)	4.63	0.60	-0.05	-0.09
75. Using multiple and explicit explanations of concepts or skills (<i>M</i> =4.58; <i>SD</i> =.67)	4.37	0.83	0.21	-0.16
76. Gaining and maintaining student attention (<i>M</i> =4.83; <i>SD</i> =.39)	4.68	0.58	0.15	-0.19
77. Developing and clearly communicating on a regular basis positively stated, written, understandable, developmentally appropriate classroom expectations and rules (<i>M</i> =4.42; <i>SD</i> =.67)	4.47	0.70	-0.05	-0.03

Table 4-3 Continued

	Round 2		Difference between rounds 2 /3	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Competency with final <i>M</i> and <i>SD</i>				
78. Reinforcing earlier lessons in order to build students' skill levels (<i>M</i> =4.58; <i>SD</i> =.51)	4.58	0.51	0.00	0.00
79. Teaching in a culturally responsive manner (<i>M</i> =4.67; <i>SD</i> =.49)	4.83	0.38	-0.16	0.11
80. Varying presentation format including technology when appropriate (<i>M</i> =4.67; <i>SD</i> =.49)	4.56	0.51	0.11	-0.02
81. Understanding the goals of students' misbehavior (<i>M</i> =4.58; <i>SD</i> =.51)	4.42	0.69	0.16	-0.18

Composing the Final List

The preset criteria were applied to the items and values in Appendix F. Items with either a mean less than 4.00 or a standard deviation greater than .85 were removed. The final list of competencies numbered 81 items (see Table 4-3 and Appendix M). The list of competencies that did not make the final list form Table 4-4.

Table 4-4

M/SD for Competencies That Did Not Make the Final List

Competency	<i>M</i>	<i>SD</i>
Demonstrating that one enjoys being with students	4.75	0.87
Acting ethically with integrity and fairness	4.58	0.90
Being accessible and visible to students outside the classroom to enhance familiarity with students	4.58	0.90

Table 4-4 Continued

Competency	<i>M</i>	<i>SD</i>
Building on student strengths in order to promote student growth	4.50	0.90
Following confidentiality guidelines, respecting students' rights to privacy	4.50	0.90
Knowing yourself, including strengths and limitations	4.50	1.00
Being consistent e.g., maintaining behavioral expectations consistently	4.42	0.90
Encouraging successful student behavior throughout the day	4.33	0.89
Involving students in active inquiry and collaboration	4.33	0.89
Modulating voice tone, pitch, cadence to engage students	4.33	0.89
Using dyads and triads for small group discussions- especially with students who would not normally associate	4.33	0.89
Addressing student behavior and misbehavior without being a disciplinarian	4.33	0.98
Having students identify and assume helpful roles to contribute to classroom effectiveness	4.33	0.98
Promoting student self-motivation	4.33	0.98
Fostering respectful relationships with school colleagues, parents, and agencies in the larger community to demonstrate support for student learning and well-being	4.33	1.15
Facilitating a sense of community within the classroom	4.33	1.23
Monitoring groups and observing their processing skills	4.25	1.22

Table 4-4 Continued

Competency	<i>M</i>	<i>SD</i>
Demonstrating leadership	4.25	1.14
Arranging the physical classroom space to maximize communication and engagement	4.17	0.94
Collecting and analyzing data regarding student behavior	4.17	0.94
Knowing group theory, dynamics, process and procedures	4.17	0.94
Understanding individual and group motivation and behavior in order to create a fertile learning environment	4.17	0.94
Empowering families	4.00	1.28
Utilizing a classroom management plan that is congruent with the classroom teacher's plan	3.92	0.67
Beginning the lesson using an anticipatory set	3.92	0.79
Maintaining a structured but not overly prescriptive classroom environment	3.92	0.90
Supporting student identity development	3.92	0.90
Promoting democratic classrooms	3.92	1.24
Possessing withitness	3.92	1.31
Complimenting the class at the conclusion of the lesson	3.83	1.03
Using person-centered group facilitation skills	3.75	1.06
Articulating a defensible philosophy of education to guide practice	3.75	1.22
Saving time at end of lesson for student goal setting	3.67	0.98
Using incentives to reward positive engagement in the lessons	3.67	0.98

Table 4-4 Continued

Competency	<i>M</i>	<i>SD</i>
Advocating on behalf of families	3.58	1.16
Using multi-age groups e.g., older peer helpers assisting with some activities	3.42	1.00
Using interns from local counselor education programs for their new ideas and classroom presence	3.42	1.24
Using functional behavioral analysis	3.42	1.31
Using your own classroom management plan, independent of classroom teacher and administrator plans	2.75	0.87

One item to note is that 23 of the items that did not make the final list had means of 4.0 or greater. Some items that did not make the list are notable also. "Using your own classroom management plan, independent of classroom teacher and administrator plans" and "Utilizing a classroom management plan that is congruent with the classroom teacher's plan" did not make the final list. One might think that one or the other would be endorsed. Also, "possessing withitness" did not make the list even though it is a fairly well-known term in classroom management (Hastie et al., 2007). Many of the group counseling themes did not make the final list (e.g., "Using person-centered group facilitation skills," "Knowing group theory, dynamics, process and procedures"). There was very little variation in what the experts considered important. Only five items that did not meet the final criteria on the second round list, had the Delphi stopped there,

made the final list. Conversely, nine items that did meet the criteria at the end of round two did not make the final list.

Summary

This chapter described the results of the Delphi poll. This included the experts' and research team members' demographics as well as the results of the individual rounds and the final list of competencies. The next chapter will further discuss the results and describe its impact, practical uses, future implications, and limitations.

CHAPTER V

CONCLUSIONS

The previous chapter focused on the actual results of the Delphi poll. The emphasis of this chapter is making meaning of those results. It will summarize the findings and their relation to previous research. This will be followed by limitations and implications for future research.

The research question was: Which classroom management competencies are important and effective for school counselors? Because of the paucity of research, the desire to gain experts' opinions, and the lack of an agreed upon definition or description of classroom management competencies for school counselors (Geltner, 2007), the research question called for a Delphi poll to best answer it (Skulmoski & Hartman, 2007; Wiersma & Jurs, 2009; Wilhelm, 2001).

Summary of Findings

This Delphi poll was performed with the intent to compose a list of classroom management competencies specifically for school counselors. The expert panelists from the first round of data collection (n=34) suggested a list of 438 competencies they thought would best answer the question: Please list and/or describe all of the competencies that you associate with effective classroom management for school counselors when teaching classroom guidance lessons.

After the research team thoroughly read through all of the abovementioned suggested competencies, they were able to eliminate redundant items and combine some of the items on the list that were close in meaning. A list consisting of 122 items was compiled after several research team meetings and suggestions from the dissertation

chair. With 100% agreement among team members, the second round commenced with the reduced list of 122 competencies.

For the second round of the study, the 122 competencies were randomly ordered and sent to the expert panel with the request: Please rate and rank the following items using Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree to indicate how well the items identify classroom management competencies for school counselors. Of the 34 panelists who received the second survey, 19 useable surveys were completed.

The third round of the survey was a duplicate of the second round with the exception of the added *SD*, *M*, and individual's previous response listed with each question. The experts were asked to reconsider their prior responses in light of the knowledge of other experts' opinions. They were invited to maintain their initial response or to change it, whichever they chose.

Once all of these responses were collected, the *SD* and *M* were calculated for the third round. All responses with *SD* greater than .85 and *M* less than 4.00 were eliminated from the list. The 81 items that remained were the final result of this Delphi poll.

On one hand, the fact that 81 out of 122 items made the final list was surprising. It may be interpreted many ways. One way is that there is a common, existing idea of what classroom management competencies are being successfully used by school counselors. In addition to that, it may support the validity of the interpretation of the original 438 items and condensation into the list of 122.

On the other hand, some of the items that did not make the final list were surprising. Two items that mentioned classroom management did not make the final list.

Even “demonstrating that one enjoys being with students” did not make the final list and that one seems intuitive to me.

Comparison of Significant Findings Related to Previous Research

Classroom management research focused on school counselors is rare and mostly descriptive in nature. This Delphi poll was meant to help fill the gap in the literature, prompt discussion, and create an initial list of competencies of school counselor focused classroom management competencies. Prior research on classroom management (i.e., the current state of schools; the history and background of school counselors; the history, theories, and impact of classroom management; the difference between teachers and school counselors; competent classroom management; and the lack of school counselor training in this critical area) will be discussed in relation to this study.

Current state of schools. Achievement and high-stakes testing are today’s catch phrases of education (Cuban, 2007; Dahir & Stone, 2012; Volante & Jaafar, 2010). As part of the educational team, school counselors must take on these current issues (Kearns, 2011; Williams, 2007). One of the proposed competencies seemed to address the high stakes testing atmosphere in today’s schools particularly well: “Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions.” By linking their classroom lessons to these items, school counselors are likely to increase their visibility and improve present and future collaboration with others within the school. However, there are other items that might not be so readily connected that are still essential to our current situations in schools. “Utilizing culturally sensitive materials, activities and language” and “Teaching in a culturally responsive manner” can be linked with counseling, but can also be linked to

academic achievement because when we value students' cultural backgrounds, their grades tend to rise (Morrier, Irving, Dandy, Dmitriyev, & Ukeje, 2007).

The history, theories, and impact of classroom management. One way that school counselors increase their visibility is to spend time in the classroom. Classroom management has historically been one of the most influential ways for educators to be more effective in the classroom. School counselors' involvement in the early years of classroom management involved "a therapeutic view of behavior and discipline" (Butchart, 1998b, p. 33). "Teaching in a culturally responsive manner," "knowing and using appropriate accommodations for students with positive behavior support plans, IEP, or 504 plans," and "responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged)" are three items from the list of competencies that reflect this therapeutic attitude. It seems as if school counselors have remained at least partially true to their origins in this manner.

Another therapeutic role that school counselors often play involves multicultural competence. Previous literature reported that racial inequality continued to negatively affect students of color (Milner & Tenore, 2010). Three competencies that made the final list, "utilizing culturally sensitive materials, activities and language," "teaching in a culturally responsive manner," and "demonstrating and promoting multicultural awareness, knowledge, and skills" were devoted to combatting this inequity which remains in classrooms (Holcomb-McCoy, 2007). It appears as if the plea Weinstein et al. (2004) made for more discussion about multicultural competence within the classroom has been heard by the school counseling experts on this panel.

Some school counselors also seemed to have their foundation based on evidence-based practices in classroom management. Jacob Kounin's most popular factor known as "withitness" (Hastie et al., 2007) did not make the final list because of both *SD* and *M*, which suggests a wide variance of opinion on its utility in classroom management, which also means that it was a very important competency for at least some of the experts. However, other competencies focused on research-based competencies, such as "knowing evidence-based practices in classroom behavioral management and curriculum materials for guidance lessons" did make it to the final list. This showed that, while older theories and theorists may not be as well known or well-practiced, school counselors still seem to be expected to have a firm grasp of the current research on classroom management. One point of this current study is to increase discussion and awareness about this topic so that some of the research that is being done can focus specifically on school counselors.

Differences between teachers and school counselors. In spite of their shared history, one of the contentions of this study was that teachers and school counselors have different roles in the classroom (Krumboltz & Kolpin, n.d.; Sink, 2005). Therefore, their classroom management techniques should be different. To test this hypothesis, three articles on teacher classroom management were compared to the findings of the final list of this study (see Table 5-1).

Table 5-1

Comparison of This Study With Three Selections From the Teaching Literature

This study	Marzano & Marzano (2003)	Watrin (2004)	Wong et al. (2012)
Designing lessons which are engaging for students (M=4.92; SD=.29)		x	x
Being patient (M=4.83; SD=.39)			
Explaining who you are the first time you enter the classroom (M=4.83; SD=.39)			
Building rapport (respectful, trusting, appropriate, positive relationships) with students while also maintaining control of the classroom (M=4.83; SD=.39)	x		x
Demonstrating care and concern for students (M=4.83; SD=.39)			
Believing that all children can learn (M=4.83; SD=.39)			
Responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged) (M=4.83; SD=.39)			
Modeling appropriate behavior through effort, enthusiasm, attitude, initiative and passion (M=4.83; SD=.39)			
Using positive and proactive behavior management techniques (M=4.83; SD=.39)	x	x	
Gaining and maintaining student attention (M=4.83; SD=.39)			
Designing lessons to be relevant, including encouraging students to reflect about how it applies to their lives (M=4.83; SD=.58)	x		
Organizing and using time, space, and materials effectively (M=4.75; SD=.45)	x		x
Being tactful yet firm when needed (M=4.75; SD=.45)			
Encouraging and acknowledging students' contributions (M=4.75; SD=.45)	x		
Organizing and structuring lessons so they flow (M=4.75; SD=.45)			x
Demonstrating professional demeanor (M=4.75; SD=.45)			
Using effective strategies for managing transitions (e.g., warm up activity to introduce lesson, no down time) (M=4.75; SD=.45)	x	x	
Being genuine, authentic, and real (M=4.75; SD=.62)			
Willingness to go into classrooms at all levels regularly (M=4.75; SD=.62)			
Using attentive posture, positive facial expressions, eye contact, and other nonverbals (M=4.67; SD=.49)	x		
Providing appropriate guided group and independent practice (M=4.67; SD=.49)	x	x	x
Being aware of bias in the classroom and finding ways to minimize its impact (M=4.67; SD=.49)			
Stimulating effective classroom discussions, using props when necessary/appropriate (M=4.67; SD=.49)			

Table 5-1 Continued

This study	Marzano & Marzano (2003)	Watrin (2004)	Wong et al. (2012)
Demonstrating unconditional positive regard (M=4.67; SD=.65)			
Demonstrating and promoting multicultural awareness, knowledge, and skills (M=4.67; SD=.49)			
Using instructional strategies that are appropriate for the subject matter (M=4.67; SD=.49)			
Recognizing the power of language and using it in a supportive, positive manner (M=4.67; SD=.49)			
Knowing evidence-based practices in classroom behavioral management and curriculum materials for guidance lessons (M=4.67; SD=.49)			
Teaching in a culturally responsive manner (M=4.67; SD=.49)			
Varying presentation format including technology when appropriate (M=4.67; SD=.49)			
Being knowledgeable about the school behavioral management system (M=4.58; SD=.51)			
Actively seeking out opportunities to grow professionally (M=4.58; SD=.51)			
Using a variety of instructional strategies to encourage critical thinking and problem solving skills (M=4.58; SD=.51)			
Using active listening and empathic responding (M=4.58; SD=.51)			
Reinforcing earlier lessons in order to build students' skill levels (M=4.58; SD=.51)			
Understanding the goals of students' misbehavior (M=4.58; SD=.51)			
Encouraging positive social interaction (M=4.58; SD=.67)		x	
Using proximity to address minor behavioral issues (M=4.58; SD=.67)	x		
Using humor and levity to keep students' interest level high (M=4.58; SD=.67)			
Calling on students by their names (M=4.58; SD=.67)	x		
Summarizing objectives to create closure for the lesson (M=4.58; SD=.67)			x
Using multiple and explicit explanations of concepts or skills (M=4.58; SD=.67)			
Having a well-structured lesson which includes an agenda with a time frame (M=4.58; SD=.79)	x		x
Redirecting students to alternative, less problematic behaviors (M=4.50; SD=.52)			
Creating and/or adapting classroom guidance lessons which meet the learning needs of all students and support their intellectual, social, and personal development (M=4.50; SD=.52)			
Ongoing assessment of learning (diagnostic, formative and summative) (M=4.50; SD=.52)			
Using strategies to reengage students who are off task (M=4.50; SD=.52)		x	x
Summarizing student responses frequently (M=4.50; SD=.52)			

Table 5-1 Continued

This study	Marzano & Marzano (2003)	Watrin (2004)	Wong et al. (2012)
Thorough preparation of lessons that have a clear focus, including use of goal statements and measurable learning objectives ((M=4.50; SD=.52))	x		x
Invigorating- Displaying high energy (M=4.50; SD=.52)			
Differentiating instruction based on student learning styles (M=4.50; SD=.67)			
Using open, encouraging, supportive, developmentally appropriate language with students (M=4.50; SD=.67)			
Utilizing culturally sensitive materials, activities and language (M=4.42; SD=.51)			
Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions (M=4.42; SD=.51)			
Aligning lesson plan objectives with ASCA and state level guidance competencies (M=4.42; SD=.51)			
Ability to set boundaries and limits (M=4.42; SD=.67)			
Employing short and long-term planning (M=4.42; SD=.67)			x
Teaching students the necessary social skills needed to engage in the classroom guidance activities (M=4.42; SD=.67)			
Using universalizing, linking, and connecting to show similarities among student ideas and opinions (M=4.42; SD=.67)			
Clarifying (M=4.42; SD=.67)			
Seeking out professional literature, colleagues, and other resources to support one's development as a learner and instructor (M=4.42; SD=.67)			
Including and valuing all students and their families (M=4.42; SD=.67)			
Using professional oral and written skills (M=4.42; SD=.67)			
Developing and clearly communicating on a regular basis positively stated, written, understandable, developmentally appropriate classroom expectations and rules (M=4.42; SD=.67)	x	x	
Engaging in self-reflection on instructional effectiveness (e.g., use a recording to review effectiveness with a supervisor) (M=4.42; SD=.67)			
Knowing and using appropriate accommodations for students with positive behavior support plans, IEP, or 504 plans (M=4.42; SD=.79)	x		
Beginning and ending on time (M=4.33; SD=.49)	x		
Reflecting feeling (M=4.33; SD=.65)			
Flexibility- Maintaining/modifying the focus of the lesson as necessary using problem-solving and decision-making models to respond to emergent needs (M=4.33; SD=.65)	x		
Valuing multiple points of view and methods of inquiry (M=4.33; SD=.65)			
Reframing (M=4.33; SD=.65)			
Ability to discern whether students are "getting it" (M=4.33; SD=.65)			

Table 5-1 Continued

This study	Marzano & Marzano (2003)	Watrin (2004)	Wong et al. (2012)
Fostering student self-expression (M=4.25; SD=.45)	x		
Planning lessons based upon knowledge of subject matter, students, the community, and curriculum goals (M=4.25; SD=.75)	x		x
Sanctioning behavior, not the student (M=4.25; SD=.75)			
Asking before telling in order to identify gaps in student subject matter knowledge (M=4.25; SD=.75)			
Avoiding accidental reinforcement of inappropriate behavior (M=4.25; SD=.75)			
Involving students in an end of lesson or take-home activity to reinforce the message of the lesson (M=4.17; SD=.72)	x		
Drawing out (M=4.00; SD=.74)			
Engaging parents whenever possible (e.g., have students seek parent input) (M=4.00; SD=.85)	x		
Using cutting off techniques for students who dominate conversation or might reveal more information than recommended in the large group setting (M=4.00; SD=.85)		x	

Dr. Robert Marzano (first author of the first article) has written or co-written three books and at least nine articles on classroom management within the past nine years. The second column compares an article about a teacher competency list and is written by Watrin. This article was chosen more for compatibility with the list composed by the current study than for the reputation of the author. The third column compares an article by Harry Wong who has written at least two articles in the past eight years and coauthored a book on classroom management that is now in its fourth edition, "The First Day of School."

Marzano and Marzano's (2003) article proposed that the key to classroom management was an effective teacher-student relationship. That concept seems to align with the competencies in this study and the table shows that his characteristics aligned

more than the other two, matching 20 out of 81 concepts. However, his delineation of how to obtain this relationship included concepts such as teacher domination, was not proposed by any of the experts on the current panel.

In the Teacher Competency Observation Form (TCOF), Watrin (2004) listed 11 classroom strategies for behavior management: positive, proactive approach to management; deliver precise praise; provide opportunities for choice-making; keep students engaged with tasks; engage in activities to motivate students; maintain order/discipline; manage small group behavior; manage large group behavior; ensure students understand rules and expectations; manage student transitions effectively; and promote generalization of positive behavior. Besides the obvious brevity of the list, a content analysis of common meanings showed that only 8 of the 11 favored items on the school counselor list. Watrin's "positive, proactive approach to management" was similar to this Delphi's "using positive and proactive behavior management techniques". Watrin's "keep students engaged with tasks" was somewhat like "using strategies to reengage students who are off task" from this list. Watrin's "ensure students understand rules and expectations" is a condensed version of this Delphi's "developing and clearly communicating on a regular basis positively stated, written, understandable, developmentally appropriate classroom expectations and rules". Finally, Watrin's "manage student transitions effectively" was remarkably similar to this study's "using effective strategies for managing transitions (e.g., warm up activity to introduce lesson, no down time)".

The third column is based on a more recent article about success in the classroom (Wong et al., 2012). This article cites Kounin who is one of the prominent figures in the

history of classroom management research. In spite of its recency and its positive, proactive language, only 11 of the characteristics suggested by the authors aligned with this study's competencies.

When comparing all three articles together with the current list, only one item is recorded in all of them: "Providing appropriate guided group and independent practice" This item had a mean of 4.67 and a standard deviation of .49 in the current study suggesting agreement among the expert panelists that this qualified as a competency for school counselors. A majority of the competencies (n=54) suggested by this expert panel did not align with those suggested by the three articles analyzed. Although the items that did not match the teacher's competencies varied widely, from "being patient" to "believing all children can learn", I noticed that culture was not mentioned in any of the three articles. One article did use the word equitable once, but it did not infer a cultural base. It would be interesting to do a meta-analysis concerning culture comparing the instances in the literature between school counseling and teaching.

Although proclaiming culture to belong solely to school counselors' classroom management may be premature, many differences remain between the two professions. Research has shown they differ in strategies for handling many issues (Bauman et al., 2008; Reis & Cornell, 2008; Rich & Shiram, 2005), so classroom management being one of those is not far fetched. For example, the dichotomy of whether or not to use the teacher's classroom management plan and the fact that neither of these were on the final list of competencies demonstrated that school counselors sense of their roles and techniques as being somewhat differentiated from the teachers.

Previous classroom management studies regarding school counseling. Quarto (2007) polled a random sample of school counselors, getting feedback from counselors in 41 states to discern what they thought was most effective in managing student behavior. He found that school counselors preferred using redirection rather than punishment. The current study found similar results. "Redirecting students to alternative, less problematic behaviors" made the final list of competencies. Even with that similar finding, this Delphi was perhaps a bit more helpful simply through the use of experts, rather than a more heterogeneous respondent group. This study also mimicked Quarto's findings in that 68% of the school counselors who took his survey and 75% of those in this study did not receive any coursework in classroom management.

One of the most similar articles to the present study was a Delphi poll conducted to find out what curriculum components would best teach school counselors how to be better classroom managers (Geltner, 2007). Geltner's (2007) 40 components were a seminal work considering the lack of research on school counselor classroom management. The current study attempted to make a basic list of the competencies, not the curriculum components that might best teach the competencies. Since this research was the most similar to the present study, Geltner's (2007) components were analyzed to find similarities and differences with this Delphi's 81 competencies. Table 5-2 shows the 11 items that were the same or similar in the Geltner's and this study's list of competencies.

Some items from the current list were unique; they had no matching concept from Geltner's (2007) list (e.g., Invigorating- Displaying high energy, Redirecting students to alternative, less problematic behaviors, Being genuine, authentic, and

Table 5-2

Similarity to the Findings of Geltner's (2007) Study

Geltner's list	This study's list
acknowledging	encouraging and acknowledging students' contributions
nonverbal communication	using attentive posture, positive facial expressions, eye contact, and other nonverbal
facilitating group interactions	providing appropriate guided group and independent practice
multicultural diversity	demonstrating and promoting multicultural awareness, knowledge, and skills
supporting	recognizing the power of language and using it in a supportive, positive manner
showing empathy	using active listening and empathic responding;
linking	using universalizing, linking, and connecting to show similarities among student ideas and opinions
clarifying	clarifying
reflecting feeling	reflecting feeling
drawing out	drawing out
summarizing	summarizing student responses frequently

Note. Some items match more than one item from the current study.

real; Aligning lesson plan objectives with ASCA and state level guidance competencies). One of the themes that was prevalent in the current study but not represented in Geltner's (2007) final list involved lesson planning. Items such as "Designing lessons which are engaging for students" and "Varying presentation format including technology when appropriate" were absent from Geltner's study. A gap remains that is difficult to interpret. If lesson planning is indeed a classroom management competency for school counselors, it is likely to also be an important curriculum component to teach school counselors-in-training, and vice versa. Another possibility remains; perhaps the different expert panels used came up with different ideas. In other words, if Geltner's panelists were given my survey, they might come up with a list without lesson planning included.

Limitations

In addition, my criteria for establishing participants' expertise may have affected the findings. When I posted my request for experts to join the panel on school counseling web sites, I received five emails expressing regrets that the writer did not meet my criteria. If the criteria were different and these interested individuals were panelists, it may have affected both the attrition rate and the final list of competencies.

It is also possible that my criteria skewed the panel's composure toward having a background as a counselor educator. Among the possible employment options on the demographics questionnaire, more counselor educators began and remained on the expert panel (see Table 4-2). Additionally, experts with experience as teachers and high school counselors dropped out at disproportionately higher rates than others. Finally, elementary school counseling experience was more common in the expert panel than

both high and middle school levels. This might reflect the amount of time different levels of school counselors actually spend in the classrooms, with elementary school counselors spending the largest percentage of time there.

As posited, attrition was a limitation in this study. Only 12 experts completed all three rounds, in spite of over 40 who began round one. It is possible that the experts who dropped out of the study might have provided much different information than the 12 experts who remained.

All of the above arguments concerning the expert panel are also grounds for limited generalizability. Although it was intentional, the homogenous panel likely produced a different list than might be provided by a random sample of school counselors. Even if there were another homogenous panel gathered, they might have composed a much different list than this one.

A lack of diversity among the experts regarding gender, age, and race/ethnicity was a type of homogeneity that was not purposeful. The hope was that the Internet postings and samplings from CACREP accredited schools would result in a more diverse panel. Unfortunately, that was not the case. White females aged 30-59 were overrepresented and males were underrepresented. Although one multiethnic and one Hispanic person began the study, both dropped out after round one. This remarkable lack of diversity, as well as the underrepresentation of African American or Black experts, affects generalizability.

Finally, current researchers seem to be opting more often for a modified Delphi, using the extant literature to at least partly operationalize the variables, such as the competencies resulting from round one of this Delphi. Had there been more literature

available on classroom management for school counselors, a modified Delphi based on that literature might have returned a different list of competencies.

Implications for Future Research

This study proposed a list of 81 classroom management competencies for school counselors. In spite of the limitations just presented, there are many possibilities presented because of this study. Ten school counselors who for one reason or another did not participate in the study asked that this information be shared with them. Although a small sampling of the entire population, it appears that there is a lot of interest in this topic.

In spite of its unwieldiness, it might contribute to discussions about the need (or perhaps lack of need) for a list of classroom management competencies specifically for school counselors. From the comparison in Table 5-1, it appears that there is a need for this study because 54 of the items identified by this expert panel were exclusive to this study when compared to the three selected teacher articles. It might be difficult to execute a curriculum with these items, such as Geltner (2007) proposed, but perhaps it could be the beginning of a checklist of competencies. Practicing school counselors may be able to use this list of classroom management competencies as a guide in their professional development plans. Counselor educators might use items from the list to guide their lesson plans in school counseling classes focused on classroom management. Supervisors might use this list when offering guidance or proposing reflection to their school counseling supervisees.

It might be beneficial to attempt to further condense the list to a more manageable number. Future research could focus on whether or not each competency was indeed a

discrete entity without overlap with the other competencies. Another important aspect of this line of thought is the question of whether or not school counselors need this list of competencies (separate from teachers). It would be interesting to see the number of items on this list that corresponded to a similar list created by an expert panel of and for teachers. Further research could then compare the two lists to see if there were truly differences in the two professions within the context of classroom management. Researchers could also divide each school level/position alone (e.g., an expert panel of only elementary school counselors) and compare and contrast the classroom management competencies of school counselors in different roles. Due to the unexpected interest in this Delphi, I believe that the time is ripe for this and many more studies. As a result of further research, a quantifiable measurement of classroom management competence for school counselors could be formed. This could aid in identifying the strengths and weaknesses of school counselors-in-training to guide them in their education and supervision. It could also provide counselor educators with a checklist of competencies that they have taught well and/or their students have grasped well.

Summary

This chapter attempted to make meaning of the results of this Delphi study. It summarized, compared, and contrasted the findings with previous research. This discussion was followed by limitations and implications for future research. Because of the lack of literature in the area of classroom management for school counselors, the capacity for more research to build upon this study is great.

CHAPTER VI

MANUSCRIPT

This chapter is the manuscript that will be submitted to *Professional School Counseling*. The requirements of the Featured Research section to which this manuscript will be submitted include:

- Literature review
- Rationale/purpose for the study
- Research question(s)
- Method section
- Results
- Discussion

The submission should be less than 21 pages, not including references, and contain less than four tables or figures. The page limit might be waived in some cases and this manuscript slightly exceeds the limit. The manuscript must conform to APA style.

CLASSROOM MANAGEMENT COMPETENCIES FOR SCHOOL COUNSELORS:

A DELPHI STUDY

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Abstract

In spite of the calls for school counselors to be proficient classroom managers (American School Counselor Association [ASCA], 2012; Kyle & Rogien, 2006), the amount of coverage in the school counseling literature on this topic remains sparse (Akos, Cockman, & Strickland, 2007; Weinstein, Tomlinson-Clarke, & Curran, 2004). In order to fill this gap in the literature, this Delphi study utilized an expert panel of school counseling professionals to create a consensus list of classroom management competencies for school counselors. An open-ended question began the study. These responses were qualitatively coded by a research team to produce the items that were rated quantitatively in rounds two and three. The final panel consisting of 12 members with expertise in school counselor classroom guidance and classroom management agreed on a list of 81 classroom management competencies specifically for school counselors.

Classroom Management Competencies for School Counselors: A Delphi Study

While school counselors and teachers do share common characteristics, they also have distinct professional identities. One of the commonalities is the call to be an effective educator. The call for school counselors to spend between 15% and 45% of their time in classroom guidance (ASCA, 2012) is evidence of this need. Effective classroom management is essential to successful classroom guidance (Geltner & Clark, 2005; Sink, 2005). The ASCA National Model (2005) includes the following statement: "Although teaching experience is not required in some states, it is important for school counselors to receive training in ... classroom behavior management" (p. 16). Yet, the preponderance of the available material on classroom management comes from sources intended for teachers. Since school counseling and teaching are two distinct professions, it is possible that school counselors and teachers handle classroom management differently (Geltner & Clark, 2005). This study was intended to gather a list of classroom management competencies specific to school counselors.

Classroom Management

Despite the transition away from a teaching background requirement in most states, professional school counselors are usually expected to be in the classrooms (Goodnough, Perusse, & Erford, 2011). ASCA (2012) suggests the importance of training in learning styles, behavior management, and instruction. These are all areas critical to successful classroom guidance (Geltner & Clark, 2005; Sink, 2005). With ASCA's push for comprehensive, developmental school counseling programs, school counselors are expected to be concentrating on the guidance curriculum between 15% and 45% of the time (ASCA, 2012). Since school counselors are expected to spend a large amount of

time in the classroom and classroom management is essential to making the best use of this time (Geltner & Clark, 2005; Sink, 2005), it follows that school counselors should be effective classroom managers.

Developmental Classroom Guidance

One of the distinctions between school counselors and teachers is the school counselor's responsibility for developmental classroom guidance. As a major part of the delivery system of the ASCA National Model, "the guidance curriculum consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities" (ASCA, 2005, p. 22). Developmental classroom guidance lessons are one of the most common, efficient ways school counselors deliver the guidance curriculum (Akos et al., 2007; Goodnough et al., 2011).

In their literature review, Akos et al. (2007) asserted the importance of classroom management to successful classroom guidance while highlighting the lack of research in this very important area. While the literature regarding classroom management and developmental classroom guidance is scant, the efficacy and efficiency of classroom guidance is well documented (Bergin, Miller, Bergin, & Koch, 1990; Gerler, 1985; Gerler, Drew, & Mohr, 1990; Villalba & Myers, 2008; Whiston, Wendi Lee, Rahardja, & Eder, 2011; Wilson, 1986). Since effective classroom management is essential to effective classroom guidance (Geltner & Clark, 2005) and classroom guidance is effective (Bergin et al., 1990; Gerler, 1985; Gerler et al., 1990; Villalba & Myers, 2008; Whiston et al., 2011; Wilson, 1986), school counselors ought to be efficient classroom managers.

Previous Research on Classroom Management for School Counselors

Despite the efficacy and importance of classroom guidance, research discussing how school counselors can most effectively conduct it is scarce and mainly descriptive in nature. In one of the most recent publications, Quarto (2007) described the responses of school counselors on how they manage student behavior during their classroom guidance lessons. The respondents by far preferred nondirective and nonverbal redirection to punitive methods. One of the limitations of school counselors reporting what they use for classroom management is that it does not inform the reader about the efficacy of these techniques. The present study helped address this gap by using an panel with expertise in classroom management versus a random sample of school counselors who may or may not.

Geltner and Clark (2005) also reported classroom management strategies, but they focused on middle school counselors. While they listed some helpful strategies, their recommendations were mainly anecdotal. Another limitation is their almost exclusive references to research for teachers, rather than research about school counselors. This study helped fill the gap in the literature concerning classroom management specifically for school counselors.

In addition, Geltner (2007) performed a study in order to ascertain which curriculum components should be included in classroom management training specific to school counselors. After the initial call for more research on the topic, the outcome of this Delphi study was a list of 40 components that would theoretically enhance the curriculum of school counseling programs in training school counselors to be effective in classroom management. This list might be helpful when designing the curriculum of a

classroom management course for school counselors. One of the benefits of having this list is the call to counselor educators to actually create and teach the curriculum for these courses, which would hopefully better prepare school counselors-in-training for the field.

The panelists in Geltner's (2007) were not necessarily classroom management experts. Their expert qualifications hinged on some experience and professional identification as a school counselor or school counselor educator. In contrast, this current study limited its panelists to those with classroom management expertise. It might also be beneficial to define and describe classroom management competencies as they pertain specifically to school counselors prior to deciding how to teach it. This final limitation is the purpose of the current study.

Need for School Counselor-Specific Classroom Management

If a professional school counselor is looking for guidance on classroom management specific to school counselors, he or she may find it difficult to find in scholarly journals. It is included in some textbooks for school counseling; however, these texts often refer to classroom management techniques for teachers (e.g., see Henington & Doggett, 2004). Since school counseling and teaching are two distinct professions, it is possible that school counselors and teachers handle classroom management differently (Geltner & Clark, 2005). In an effort to tease out any differences that exist, this study polled school counseling experts on classroom management.

Rationale for the Study

The ASCA National Model suggests school counselors spend 15%-45% of their time delivering the guidance curriculum, depending on their grade level (ASCA, 2012). According to this distribution of time, school counselors spend a great deal of their time in the classroom delivering guidance lessons. These lessons are often the counselor's best chance to influence the most students at once (Goodnough et al., 2011). Although the literature on the classroom management skills necessary for effective guidance lessons is limited, research suggests that effective classroom management is imperative in successful implementation of classroom guidance lessons (Geltner & Clark, 2005).

Although teachers seem to have the majority of literature published on the topic of classroom management, this study was an attempt to deal strictly with the school counseling aspect of this important topic. Given the literature describing the importance of classroom guidance and the significant role classroom management plays in the delivery of guidance lessons (Geltner & Clark, 2005), the development of a consensus of experts' opinions on the competencies of effective classroom management specific to school counselors may be beneficial to the field. That is the need this study proposed to meet.

Research Question

The purpose of this proposed research was to create a consensus list of classroom management competencies for school counselors. The research question for this investigation was: Which classroom management competencies are important and effective for school counselors?

Method

The goal of the study was to establish a list of classroom management competencies for school counselors. Because of the necessity to approximate unidentified factors, the Delphi was an appropriate, viable technique to utilize (Wiersma & Jurs, 2009). The Delphi technique has been used in school counseling research to define students' college readiness (Milsom & Dietz, 2009), identify urgent school counseling research (Dimmitt, Carey, McGannon, & Henningson, 2005), and, most similarly to this study, identify components needed when teaching classroom management to school counselors (Geltner, 2007).

Participants

A purposive sample was appropriate (Hsu & Sanford, 2007; Patton, 2002; Teddlie & Yu, 2007), because the participants needed to be experts in the field of classroom management for school counselors (Hsu & Sanford, 2007; Skulmoski & Hartman, 2007). Through a literature search of school counselor literature focusing on classroom management, an inquiry sent out through Internet postings (i.e., CESNET, Interest Network for Professional Counselors in Schools, ASCA Scene, Linked In-School Counselor Network/ASCA/Education Research and Statistical Analysis), a list of CACREP-accredited school counseling program directors, and brainstorming with doctoral colleagues and counselor educators at Old Dominion University, experts were identified who met the following criteria. They must have:

- Practiced school counseling for at least two years plus one of the following:
- Taught a class which included instruction about classroom management for school counselors

- Facilitated a training on classroom guidance or management for school counselors
- Published an article which focused on classroom guidance or management
- Presented on classroom guidance or management at a state, regional, or national conference.

Although as many potential participants as possible were identified, contacted, and fully informed about the study, the goal was to acquire at least 25 experts in order to compensate for potential attrition. This threshold was met: 46 experts opened up and began the survey, while 34 completed the first round.

Research Team

The research team, consisting of two members and an independent auditor were utilized to triangulate findings and improve the consistency of the findings (Patton, 2002). According to Hays and Singh (2012), inclusion of other investigators, also called triangulation of investigators or stepwise replication, adds to the strength of the design. Specifically in this study, the research team analyzed the panelists' answers to create the list of competencies for the second round of inquiry. The research team members were recruited from a doctoral counseling program and were trained in qualitative methodology. The research team members, including the auditor, filled out a data sheet that included a question about classroom management to help bracket their assumptions about classroom management prior to beginning work on the data.

Data Collection and Analysis

First-round questionnaire. In accordance with the conventional Delphi, round one began with an open-ended, qualitative question that spawned thinking and permitted panelists ample freedom in creating their answers (Hasson, Keeney, & McKenna, 2000).

Participants were asked to delineate as many classroom management competencies for school counselors as they were able (Hasson et al., 2000; Hsu & Sanford, 2007).

The specific request was: Classroom management competencies are behaviors, knowledge, skills, abilities, attributes or other characteristics that positively impact students' learning within the classroom (Valenzuela, 2010). This study is focused on school counselors' direct use of classroom management while performing classroom guidance lessons rather than consultations with teachers about classroom management. Please list and/or describe all of the competencies that you associate with effective classroom management for school counselors when teaching classroom guidance lessons. Of the 46 potential participants who opened it, only 34 participants completed the first round survey. The highest number of answers entered by an individual expert was 37.

The resultant items (n=438) of the first round were collected, screened for duplicates, and synthesized into a comprehensive list through content analysis by each member of the research team individually (Keeney, Hasson, & McKenna, 2011; Powell, 2003). Once each team member independently composed a single list, the team members met again to consensus code the data. They discussed their lists, agreed on commonalities, debated differences, and finally reached consensus with 100% agreement on the 122 items to use as the basis for a second, structured questionnaire (Clayton, 1997; Keeney et al., 2011; Vázquez-Ramos, Leahy, & Hernández, 2007).

Second-round questionnaire. The 34 panelists who completed the first round received a link to Survey Monkey where they were asked to rate and rank the randomly ordered items compiled by the research team from the open ended responses in round

one. The panelists used a 5-point Likert scale anchored with *Strongly Disagree (SDi)*, *Disagree (D)*, *Neutral (N)*, *Agree (A)*, *Strongly Agree (SA)* to indicate how well the items on the list compiled from round one identify classroom management competencies for school counselors (Bendig, 1953; Keeney et al., 2011; Weijters, Cabooter, & Schillewaert, 2010). Of those invited, 24 experts began round two; however, only 19 panelists completed this round. Their answers were summarized quantitatively by mean and standard deviation (Norman, 2010).

Third-round questionnaire. The 19 participants who completed the second round were emailed a Survey Monkey link to the third round survey. The experts were given the list from round two, their individual scores (to remind them of the scores they previously gave), and the group mean and standard deviation for each individual item. The panelists were directed to rerate the items remaining mindful of the groups' and their individual ratings from Round Two. The final round was closed after 20 days with 12 experts responding.

Final report. Following the three rounds, a final report was compiled which summarized the initial research question, the processes, and the findings (Wilhelm, 2001). Participants were given a copy of the final report to aid in their understanding of Delphi's results (Wilhelm, 2001).

Results

Expert Panel Demographics

Due to attrition, the composure of the expert panel changed over the course of the Delphi. Table 1 details the demographics and expertise of each round. Although the

Table 1

Demographics and Expertise Composition of Panel per Round

Category	Variables	Round 1	Round 2	Round 3
Gender	Female	28	16	10
	Male	6	3	2
Age	21-29	1	1	1
	30-39	8	5	3
	40-49	10	3	3
	50-59	9	6	3
	60+	6	4	2
Race/Ethnicity	Black or African American	2	1	1
	Multi-Racial or Ethnic	1	0	0
	White/Caucasian	30	18	11
	Caucasian Hispanic	1	0	0
Average number of years/average number of experts in school level(s)/ position(s)*	Elementary School Counselor	6.83/24	6.42/12	6.38/8
	Middle School Counselor	4.65/20	5.22/9	6.2/5
	High School Counselor	5.5/18	3.67/6	4/2
	Counselor Educator	8.08/26	10.00/13	9.56/9
	School Counselor Supervisor	7.76/21	8.20/10	8.86/7
	Teacher (PK-12)	4.67/15	3.33/3	3.5/2
Number of courses taught on classroom management for school counselors	0	6	3	2
	1-3	16	9	4
	4-6	5	1	1
	7-9	2	0	0
	10+	9	6	5
Number of trainings facilitated on classroom guidance or management for school counselors	0	13	8	5
	1-3	14	6	2
	4-6	3	2	2
	7-9	0	0	0
	10+	9	3	3
Number of publications on classroom guidance or management for school counselors	0	23	10	6
	1-3	11	7	4
	4-6	0	0	0
	7-9	3	1	1
	10+	2	1	1
Number of presentations on classroom guidance or management for school counselors	0	19	10	7
	1-3	8	5	3
	4-6	3	1	0
	7-9	3	1	0
	10+	6	2	2
Classroom management training received	Average coursework hours	12.53	9.26	8.92
	Average workshop hours	19.14	20.05	27.08

*Note. These averages are the total hours/the number of experts working at that level

final expert panel consisted of 12 panelists, regarding gender, age, and race/ethnicity, the attrition rates were relatively equal between each round.

Round Three Results

When the panelists rerated the items, there was a move toward positive consensus in 39 items, meaning they had both an increase in *M* and a decrease in *SD*. The *SD* of 53 competencies decreased from round two to three. The *M* of 46 remained the same or increased between rounds two and three. Three items remained identical across both rounds. Twenty-one competencies moved away from consensus, meaning they had a decrease in *M* and an increase in *SD*. There were 18 competencies with mixed results.

Composing the Final List

The preset criteria were applied to the items and values. Items with either a mean less than 4.00 or a standard deviation greater than .85 were removed. The final list of competencies numbered 81 items (see below with final *M* and *SD*).

- Utilizing culturally sensitive materials, activities and language (*M*=4.42; *SD*=.51)
- Redirecting students to alternative, less problematic behaviors (*M*=4.50; *SD*=.52)
- Being genuine, authentic, and real (*M*=4.75; *SD*=.62)
- Fostering student self-expression (*M*=4.25; *SD*=.45)
- Designing lessons which are engaging for students (*M*=4.92; *SD*=.29)
- Aligning lesson plan objectives with ASCA and state level guidance competencies (*M*=4.42; *SD*=.51)
- Invigorating- Displaying high energy (*M*=4.50; *SD*=.52)

- Engaging in self-reflection on instructional effectiveness (e.g., use a recording to review effectiveness with a supervisor) (M=4.42; SD=.67)
- Using effective strategies for managing transitions (e.g., warm up activity to introduce lesson, no down time) (M=4.75; SD=.45)
- Organizing and using time, space, and materials effectively (M=4.75; SD=.45)
- Engaging parents whenever possible (e.g., have students seek parent input) (M=4.00; SD=.85)
- Ability to set boundaries and limits (M=4.42; SD=.67)
- Being knowledgeable about the school behavioral management system (M=4.58; SD=.51)
- Being patient (M=4.83; SD=.39)
- Designing lessons to be relevant, including encouraging students to reflect about how it applies to their lives (M=4.83; SD=.58)
- Being tactful yet firm when needed (M=4.75; SD=.45)
- Reflecting feeling (M=4.33; SD=.65)
- Explaining who you are the first time you enter the classroom (M=4.83; SD=.39)
- Employing short and long-term planning (M=4.42; SD=.67)
- Creating and/or adapting classroom guidance lessons which meet the learning needs of all students and support their intellectual, social, and personal development (M=4.50; SD=.52)
- Planning lessons based upon knowledge of subject matter, students, the community, and curriculum goals (M=4.25; SD=.75)

- Involving students in an end of lesson or take-home activity to reinforce the message of the lesson (M=4.17; SD=.72)
- Actively seeking out opportunities to grow professionally (M=4.58; SD=.51)
- Having a well-structured lesson which includes an agenda with a time frame (M=4.58; SD=.79)
- Using attentive posture, positive facial expressions, eye contact, and other nonverbal (M=4.67; SD=.49)
- Encouraging and acknowledging students' contributions (M=4.75; SD=.45)
- Building rapport (respectful, trusting, appropriate, positive relationships) with students while also maintaining control of the classroom (M=4.83; SD=.39)
- Using a variety of instructional strategies to encourage critical thinking and problem solving skills (M=4.58; SD=.51)
- Sanctioning behavior, not the student (M=4.25; SD=.75)
- Asking before telling in order to identify gaps in student subject matter knowledge (M=4.25; SD=.75)
- Flexibility- Maintaining/modifying the focus of the lesson as necessary using problem-solving and decision-making models to respond to emergent needs (M=4.33; SD=.65)
- Encouraging positive social interaction (M=4.58; SD=.67)
- Drawing out (M=4.00; SD=.74)
- Organizing and structuring lessons so they flow (M=4.75; SD=.45)
- Demonstrating care and concern for students (M=4.83; SD=.39)

- Ongoing assessment of learning (diagnostic, formative and summative) (M=4.50; SD=.52)
- Willingness to go into classrooms at all levels regularly (M=4.75; SD=.62)
- Differentiating instruction based on student learning styles (M=4.50; SD=.67)
- Believing that all children can learn (M=4.83; SD=.39)
- Teaching students the necessary social skills needed to engage in the classroom guidance activities (M=4.42; SD=.67)
- Providing appropriate guided group and independent practice (M=4.67; SD=.49)
- Using proximity to address minor behavioral issues (M=4.58; SD=.67)
- Using humor and levity to keep students interest level high (M=4.58; SD=.67)
- Valuing multiple points of view and methods of inquiry (M=4.33; SD=.65)
- Using universalizing, linking, and connecting to show similarities among student ideas and opinions (M=4.42; SD=.67)
- Responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged) (M=4.83; SD=.39)
- Modeling appropriate behavior through effort, enthusiasm, attitude, initiative and passion (M=4.83; SD=.39)
- Clarifying (M=4.42; SD=.67)
- Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions (M=4.42; SD=.51)
- Using open, encouraging, supportive, developmentally appropriate language with students (M=4.50; SD=.67)
- Using strategies to reengage students who are off task (M=4.50; SD=.52)

- Being aware of bias in the classroom and finding ways to minimize its impact (M=4.67; SD=.49)
- Beginning and ending on time (M=4.33; SD=.49)
- Demonstrating professional demeanor (M=4.75; SD=.45)
- Stimulating effective classroom discussions, using props when necessary/appropriate (M=4.67; SD=.49)
- Reframing (M=4.33; SD=.65)
- Demonstrating unconditional positive regard (M=4.67; SD=.65)
- Seeking out professional literature, colleagues, and other resources to support one's development as a learner and instructor (M=4.42; SD=.67)
- Avoiding accidental reinforcement of inappropriate behavior (M=4.25; SD=.75)
- Ability to discern whether students are "getting it" (M=4.33; SD=.65)
- Knowing and using appropriate accommodations for students with positive behavior support plans, IEP, or 504 plans (M=4.42; SD=.79)
- Calling on students by their names (M=4.58; SD=.67)
- Demonstrating and promoting multicultural awareness, knowledge, and skills (M=4.67; SD=.49)
- Using instructional strategies that are appropriate for the subject matter (M=4.67; SD=.49)
- Including and valuing all students and their families (M=4.42; SD=.67)
- Summarizing student responses frequently (M=4.50; SD=.52)
- Thorough preparation of lessons that have a clear focus, including use of goal statements and measurable learning objectives ((M=4.50; SD=.52))

- Recognizing the power of language and using it in a supportive, positive manner (M=4.67; SD=.49)
- Using positive and proactive behavior management techniques (M=4.83; SD=.39)
- Using professional oral and written skills (M=4.42; SD=.67)
- Summarizing objectives to create closure for the lesson (M=4.58; SD=.67)
- Knowing evidence-based practices in classroom behavioral management and curriculum materials for guidance lessons (M=4.67; SD=.49)
- Using cutting off techniques for students who dominate conversation or might reveal more information than recommended in the large group setting (M=4.00; SD=.85)
- Using active listening and empathic responding (M=4.58; SD=.51)
- Using multiple and explicit explanations of concepts or skills (M=4.58; SD=.67)
- Gaining and maintaining student attention (M=4.83; SD=.39)
- Developing and clearly communicating on a regular basis positively stated, written, understandable, developmentally appropriate classroom expectations and rules (M=4.42; SD=.67)
- Reinforcing earlier lessons in order to build students' skill levels (M=4.58; SD=.51)
- Teaching in a culturally responsive manner (M=4.67; SD=.49)
- Varying presentation format including technology when appropriate (M=4.67; SD=.49)
- Understanding the goals of students' misbehavior (M=4.58; SD=.51)

Discussion

On one hand, the fact that 81 out of 122 items made the final list was surprising. It may be interpreted many ways. One way is that there is a common, existing idea of what classroom management competencies are being successfully used by school counselors. In addition to that, the interpretation of the original 438 items and condensation into the list of 122 must have been well done.

On the other hand, some of the items that did not make the final list were surprising. Two items that mentioned classroom management did not make the final list. Even “demonstrating that one enjoys being with students” did not make the final list.

Classroom management research focused on school counselors is rare and mostly descriptive in nature. This Delphi poll was meant to help fill the gap in the literature, prompt discussion, and create an initial list of competencies of school counselor focused classroom management competencies.

One of the most similar articles to the present study was a Delphi poll conducted to find out what curriculum components would best teach school counselors how to be better classroom managers (Geltner, 2007). Geltner's (2007) 40 components were a seminal work considering the lack of research on school counselor classroom management. The current study attempted to make a basic list of the competencies, not the curriculum components that might best teach the competencies. Since this was most similar to the present study, Geltner's (2007) components were analyzed to find similarities and differences with this Delphi's 81 competencies. Table 2 shows the 11 items that were the same or similar in the Geltner's and this study's list of competencies.

Table 2

Similarities Between Geltner's (2007) Findings With the Findings of This Study

Geltner's list	This study's list
acknowledging	encouraging and acknowledging students' contributions
nonverbal communication	using attentive posture, positive facial expressions, eye contact, and other nonverbal
facilitating group interactions	providing appropriate guided group and independent practice
multicultural diversity	demonstrating and promoting multicultural awareness, knowledge, and skills
supporting	recognizing the power of language and using it in a supportive, positive manner
showing empathy	using active listening and empathic responding;
linking	using universalizing, linking, and connecting to show similarities among student ideas and opinions
clarifying	clarifying
reflecting feeling	reflecting feeling
drawing out	drawing out
summarizing	summarizing student responses frequently

Note. Some items match more than one item from the current study.

Some items from the current list were unique; they had no matching concept from Geltner's (2007) list (e.g., Invigorating- Displaying high energy, Redirecting

students to alternative, less problematic behaviors, Being genuine, authentic, and real; Aligning lesson plan objectives with ASCA and state level guidance competencies). One of the themes that was prevalent in the current study but not represented in Geltner's (2007) final list involved lesson planning. Items such as "Designing lessons which are engaging for students" and "Varying presentation format including technology when appropriate" were absent from Geltner's (2007) study. I believe that this clarifies the difference between this study and Geltner's (2007). It was my intent to compose a list of competencies, while Geltner (2007) composed a list of curriculum components to be used in coursework. A gap remains that is difficult to interpret. If lesson planning is indeed a classroom management competency for school counselors, it is likely to also be an important curriculum component to teach school counselors-in-training, and vice versa. Another possibility remains; perhaps the different expert panels used came up with different ideas. In other words, if Geltner's (2007) panelists were given this survey, they might come up with a list without lesson planning included.

Limitations

The criteria for expertise may have affected the findings. There were five emails expressing regrets sent by respondents who wanted to participate but did not meet the criteria. Among the possible employment options on the demographics questionnaire, more counselor educators began and remained on the expert panel. Additionally, experts with experience as teachers and high school counselors dropped out at disproportionately higher rates than others. Overall attrition was a limitation in this study. Only 12 experts completed all three rounds, in spite of over 40 who began round one. White females aged 30-59 were overrepresented and males were underrepresented.

Although one multiethnic and one Hispanic person began the study, both dropped out after round one. All of the above arguments are grounds for limited generalizability.

Implications for Future Research

In spite of the limitations just presented, there are many possibilities involving the use of the list composed in this study. In spite of its unwieldiness, it might contribute to discussions about the need (or perhaps lack of need) for a list of classroom management competencies specifically for school counselors. It might be difficult to execute a curriculum with these items, such as Geltner (2007) proposed, but perhaps it could be the beginning of a checklist of competencies. Practicing school counselors may be able to use this list of classroom management competencies as a guide in their professional development plans. Counselor educators might use items from the list to guide their lesson plans in school counseling classes focused on classroom management. Supervisors might use this list when offering guidance or proposing reflection to their school counseling supervisees.

Although beyond the scope of this study, it might be beneficial to attempt to further condense the list to a more manageable number. Future research could focus on whether or not each competency was indeed a discrete entity without overlap with the other competencies. Another important aspect of this line of thought is the question of whether or not school counselors need this list of competencies (separate from teachers). It would be interesting to see the number of items on this list that corresponded to a list created by an expert panel of and for teachers. Further research could then compare the two lists to see if there were truly differences in the two professions within the context of classroom management. Researchers could also divide each school level/position

alone (e.g., an expert panel of only elementary school counselors) and compare and contrast the classroom management competencies of school counselors in different roles. Due to the unexpected interest in this Delphi, I believe that the time is ripe for this and many more studies. As a result of further research, a quantifiable measurement of classroom management competence for school counselors could be formed.

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APPENDIX A

INFORMED CONSENT DOCUMENT

PROJECT TITLE: Classroom Management Competencies for School Counselors: A Delphi Study

INTRODUCTION

The purposes of this form are to give you information that may affect your decision whether to say yes or no to participation in this research, and to record the consent of those who say yes.

RESEARCHERS

Under the supervision of Dr. Tim Grothaus, school counseling coordinator at Old Dominion University, I am conducting research entitled Classroom Management Competencies for School Counselors: A Delphi Study. My name is Helen Runyan and I am a National Certified Counselor, licensed school counselor, and currently pursuing my doctoral degree at Old Dominion University.

DESCRIPTION OF RESEARCH STUDY

Several studies have been conducted on the subject of classroom management as it pertains to teachers.

The purpose of this study is to create a consensus list of classroom management competencies for school counselors. If you agree to participate, you will be asked to do the following:

~ First round:

Complete a demographics form. This task should take less than 5 minutes.

Respond to an open-ended question about classroom management competencies for school counselors.

This task could take between 10-25 minutes.

~ Second round (approximately 1-3 weeks later):

Rate items generated during the open-ended questions process on a Likert scale. This task should take approximately 15 minutes.

~ Third round (approximately 1-3 weeks later):

Re-rate the items. You will be given information about others' perceptions of these items. This task should take approximately 15 minutes.

This work will take place between May 2012 and August 2012. Approximately 25 school counselor classroom management experts will be participating in this study.

RISKS AND BENEFITS

RISKS: There are no known risks to participating in this study. There will be no payment for participating in this study; however, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS: Through your contribution to this consensus list of classroom management competencies for school counselors, your own awareness and knowledge of classroom management may be enhanced.

NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

CONFIDENTIALITY

All information obtained about you in this study is strictly confidential unless disclosure is required by law. The results of this study may be used in reports, presentations, and publications but the researchers will not identify you or share information that can be associated with you.

WITHDRAWAL PRIVILEGE

It is acceptable for you to say no. Even if you say yes now, you are free to say no later, and withdraw from the study at any time. Once you begin the online survey, you can opt out by clicking the "Exit this survey" button on the top right hand side of each page.

COMPENSATION FOR ILLNESS AND INJURY

If you say YES, then your consent in this document does not waive any of your legal rights. However, in the event of harm arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact Dr. Tim Grothaus at 757.683.3007, tgrothau@odu.edu; Helen Runyan at 757.409.2817, hrunyan@odu.edu; Dr. Nina Brown, Chair of the Darden College of Education Human Subjects Review Committee at 757.683.3245; or Dr. George Maihafer, the current IRB chair at 757.683.6028 at Old Dominion University, who will be glad to review the matter with you.

VOLUNTARY CONSENT

By clicking the button below, you are indicating several things. You are indicating that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them:

Dr. Tim Grothaus, 757.683.3007, tgrothau@odu.edu.

Helen Runyan, 757.409.2817, hrunyan@odu.edu

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Nina Brown, Chair of the Darden College of Education Human Subjects Review Committee at 757.683.3245; Dr. George Maihafer, the current IRB chair, at 757.683. 6028; or the Old Dominion University Office of Research, at 757.683.3460.

And importantly, by clicking the button below, you are telling the researcher that you agree to participate in this study.

INSTITUTIONAL REVIEW BOARD APPROVAL

This study has been deemed exempt from IRB review by the Human Subjects Review Committee of the Darden College of Education.

Approval #201102081

Clicking below indicates that I have read and understood the description of the study. I meet the qualifications of expert and agree to participate in this study.

APPENDIX B
DEMOGRAPHICS SHEET

•Please indicate the number of years you have worked in each of these school level(s)/position(s)

- ... Elementary School Counselor (PK-5)
- ... Middle School Counselor (6-8)
- ... High School Counselor (9-12)
- ... Counselor Educator
- ... School Counselor Supervisor
- ... Teacher (PK-12)

•Number of courses you have taught which included instruction on the topic of classroom management for school counselors:

- ☐ 0
- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10+

•Number of trainings you have facilitated on the topic of classroom guidance or management for school counselors:

- ☐ 0
- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10+

•Number of articles, books, and/or book chapters you have published on the topic of classroom guidance or management for school counselors:

- ☐ 0
- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10+

•Number of times you have presented on classroom guidance or management for school counselors at a state, regional, or national conference:

- ☐ 0
- ☐ 1-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10+

•Classroom management training received

- Approximate number of hours of instruction in classroom management in an undergraduate or graduate course _____
- Approximate number of hours spent attending classroom management workshops _____

•What is your gender?

- ☐ Male
- ☐ Female
- ☐ Transgender

•Which category below includes your age?

- ☐ 21-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60 or older

•What is your race/ethnicity?

- ☐ African American
- ☐ Hispanic
- ☐ Latino/Latina
- ☐ Asian/Pacific Islander
- ☐ Native American
- ☐ Caucasian
- ☐ Multi-Racial or Ethnic
- ☐ Other _____

APPENDIX C**RESEARCH TEAM MEMBER DATA SHEET**

Name: _____ Date: _____

Gender: _____ Age: _____

Ethnicity: _____

Experience

Years

Months

Participating in Qualitative Research _____

Time spent in doctoral program _____

(# of semesters completed): _____

When did you complete the doctoral level Qualitative Research class?

In your opinion, what are the 3 most important competencies of classroom management?

APPENDIX D

OPEN-ENDED QUESTION FOR ROUND ONE

Classroom management competencies are behaviors, knowledge, skills, abilities, attributes or other characteristics that positively impact students' learning within the classroom (Valenzuela, 2010).

This study is focused on school counselors' direct use of classroom management while performing classroom guidance lessons rather than consultations with teachers about classroom management.

Please list and/or describe all of the competencies that you associate with effective classroom management for school counselors when teaching classroom guidance lessons.

Please list each idea in a separate text box. List as many ideas as you can. If you need more space, you may add multiple ideas in the final space. You do not need to fill up all 50 spaces.

APPENDIX E

ROUND TWO RESULTS

(Comments listed below each item)

1. Utilizing culturally sensitive materials, activities and language (M=4.79; SD=.42; PR=)
2. Redirecting students to alternative, less problematic behaviors (M=4.39; SD=.61; PR=)
3. Encouraging successful student behavior throughout the day (M=4.32; SD=.95; PR=)
 - a. Vague
4. Knowing yourself, including strengths and limitations (M=4.47; SD=.61; PR=)
5. Being genuine, authentic, and real (M=4.84; SD=.37; PR=)
 - a. Terms are a bit redundant
6. Fostering student self-expression (M=4.32; SD=.58; PR=)
 - a. Vague - how does it help with classroom management?
7. Designing lessons which are engaging for students (M=4.95; SD=.23; PR=)
8. Aligning lesson plan objectives with ASCA and state level guidance competencies (M=4.42; SD=.69; PR=)
 - a. Again, great idea - but how does it relate to classroom management?
9. Invigorating- Displaying high energy (M=4.53; SD=.61; PR=)
 - a. Depends on the lesson, the students, and the counselor
10. Engaging in self-reflection on instructional effectiveness (e.g., use a recording to review effectiveness with a supervisor) (M=4.37; SD=.68; PR=)

11. Using effective strategies for managing transitions (e.g., warm up activity to introduce lesson, no "down" time) (M=4.58; SD=.51; PR=)
12. Organizing and using time, space, and materials effectively (M=4.63; SD=.50; PR=)
 - a. This is really three questions combined.
13. Knowing group theory, dynamics, process and procedures (M=4.11; SD=1.05; PR=)
14. Arranging the physical classroom space to maximize communication and engagement (M=4.16; SD=.96; PR=)
15. Using multi-age groups (e.g., older peer helpers assisting with some activities) (M=4.11; SD=1.05; PR=)
16. Engaging parents whenever possible (e.g., have students seek parent input) (M=3.95; SD=.97; PR=)
17. Ability to set boundaries and limits (M=4.50; SD=.79; PR=)
18. Being knowledgeable about the school behavioral management system (M=4.53; SD=.61; PR=)
19. Being patient (M=4.63; SD=.50; PR=)
20. Designing lessons to be relevant, including encouraging students to reflect about how it applies to their lives (M=4.89; SD=.32; PR=)
21. Demonstrating leadership (M=4.53; SD=1.02; PR=)
 - a. Vague
22. Being tactful yet firm when needed (M=4.68; SD=.58; PR=)
 - a. Not sure what is being thought here?????

23. Using your own classroom management plan, independent of classroom teacher and administrator plans ($M=3.00$; $SD=.88$; $PR=$)
- a. using your own that supplements the admin or teacher
 - b. Your plan needs to complement the teacher and administrator plans, not be independent of them
 - c. I think it's good for the counselor to be creative and have unique ideas for classroom management, but I don't think they should be totally "independent" of the teacher and administrative. I believe there's a way to be creative but keep the class/admin rules as a foundation.
 - d. depends on the effectiveness of the teacher and administrator plan, or your plan
 - e. Students, in general, are certainly capable of responding to adults' (and kids' for that matter) variability of expectations. It would be preferable for us, as adults, to be on the same page.
24. Reflecting feeling ($M=4.37$; $SD=.76$; $PR=$)
25. Understanding individual and group motivation and behavior in order to create a fertile learning environment ($M=4.11$; $SD=.99$; $PR=$)
26. Being accessible and visible to students outside the classroom to enhance familiarity with students ($M=4.53$; $SD=.84$; $PR=$)
- a. Not exactly sure what the specific connection is to classroom management
27. Promoting democratic classrooms ($M=3.74$; $SD=1.10$; $PR=$)
- a. Nebulous - especially as it relates to classroom management
28. Using dyads and triads for small group discussions- especially with students who would not normally associate ($M=4.47$; $SD=.61$; $PR=$)

29. Modulating voice tone, pitch, cadence to engage students (M=4.47; SD=1.02; PR=)
30. Explaining who you are the first time you enter the classroom (M=4.61; SD=.50; PR=)
31. Employing short and long-term planning (M=4.63; SD=.60; PR=)
- a. Good for managing the guidance CURRICULUM - but not sure about its connection to classroom management
32. Creating and/or adapting classroom guidance lessons which meet the learning needs of all students and support their intellectual, social, and personal development (M=4.68; SD=.48; PR=)
33. Demonstrating that one enjoys being with students (M=4.74; SD=.73; PR=)
34. Planning lessons based upon knowledge of subject matter, students, the community, and curriculum goals (M=4.11; SD=1.05; PR=)
35. Involving students in an end of lesson or take-home activity to reinforce the message of the lesson (M=3.95; SD=1.08; PR=)
36. Actively seeking out opportunities to grow professionally (M=4.84; SD=.37; PR=)
37. Involving students in active inquiry and collaboration (M=4.47; SD=.61; PR=)
- a. Hard to get student buy in on homework that doesn't count for a grade
38. Facilitating a sense of community within the classroom (M=4.32; SD=1.06; PR=)
- a. Behavioral group facilitation skills are as important as person-centered ones.
- b. depends on the classroom dynamic and instructional concept

39. Having a well-structured lesson which includes an agenda with a time frame
(M=4.56; SD=.70; PR=)
40. Using attentive posture, positive facial expressions, eye contact, and other nonverbal (M=4.79; SD=.42; PR=)
41. Monitoring groups and observing their processing skills (M=4.05; SD=1.03; PR=)
42. Encouraging and acknowledging students' contributions (M=4.61; SD=.61; PR=)
43. Building rapport (respectful, trusting, appropriate, positive relationships) with students while also maintaining control of the classroom (M=4.79; SD=.54; PR=)
- a. I believe that "control" is a loaded and cosequently poor term. I prefer the notion of being influential. Students are responsible for their own choices and behavior.
44. Using a variety of instructional strategies to encourage critical thinking and problem solving skills (M=4.67; SD=.49; PR=)
45. Sanctioning behavior, not the student (M=4.11; SD=.88; PR=)
46. Saving time at end of lesson for student goal setting (M=3.74; SD=.65; PR=)
47. Asking before telling in order to identify gaps in student subject matter knowledge (M=4.17; SD=.79; PR=)
- a. Vague
48. Using incentives to reward positive engagement in the lessons (M=3.95; SD=.91; PR=)
- a. verbal
- b. May be necessary with hard-to-handle classroom, but not all.
- c. Should not be necessary if lesson is sufficiently engaging

49. Flexibility- Maintaining/modifying the focus of the lesson as necessary using problem-solving and decision-making models to respond to emergent needs (M=4.58; SD=.77; PR=)
- a. withitness
50. Encouraging positive social interaction (M=4.53; SD=.77; PR=)
51. Supporting student identity development (M=4.11; SD=.81; PR=)
- a. ...as it relates to what in classroom management?
52. Drawing out (M=4.16; SD=.83; PR=)
- a. I'm unsure of this term
- b. Nebulous
- c. I don't understand the question
53. Organizing and structuring lessons so they flow (M=4.68; SD=.48; PR=)
54. Maintaining a structured but not overly prescriptive classroom environment (M=4.00; SD=.97; PR=)
55. Demonstrating care and concern for students (M=4.84; SD=.37; PR=)
56. Ongoing assessment of learning (diagnostic, formative and summative) (M=4.32; SD=.67; PR=)
57. Acting ethically with integrity and fairness (M=4.79; SD=.54; PR=)
58. Using person-centered group facilitation skills (M=3.72; SD=1.23; PR=)
- a. Behavioral group facilitation skills are as important as person-centered ones.
- b. depends on the classroom dynamic and instructional concept
59. Willingness to go into classrooms at all levels regularly (M=4.68; SD=.58; PR=)
- a. Hard to measure as a competency

60. Following confidentiality guidelines, respecting students' rights to privacy

(M=4.26; SD=.87; PR=)

- a. Hard to do in a classroom full of kids
- b. if the student discloses in a session that they don't want X subject to be talked about in class, then of course, but students take chances sharing in front of each other and we want to support that safety and risktaking. Difficult to muzzle other students from sharing what they heard, but those "norms" should be decided upon and discussed in the outset of any classroom guidance lesson and I would prefer with the teacher.
- c. A lot of pressure from administration not to

61. Differentiating instruction based on student learning styles (M=4.32; SD=.75; PR=)

62. Believing that all children can learn (M=4.78; SD=.43; PR=)

63. Utilizing a classroom management plan that is congruent with the classroom teacher's plan (M=3.89; SD=.81; PR=)

- a. unless the teacher does not have one or one that is ineffective
- b. If the teacher's plan is good, go with it. If it is terrible, I think the school counselor should have the skills to develop their own plan.
- c. some congruence is important. But if the teacher's plan is not positive, congruence is not so important,

64. Teaching students the necessary social skills needed to engage in the classroom guidance activities (M=4.42; SD=.84; PR=)

- a. See, here is an example ... is it professional writing to state "...necessary social skills needed..."?

65. Providing appropriate guided group and independent practice (M=4.47; SD=.61; PR=)
66. Using proximity to address minor behavioral issues (M=4.42; SD=1.02; PR=)
67. Using humor and levity to keep students interest level high (M=4.68; SD=.58; PR=)
- a. I use it myself, but not every counselor can pull it off (or put it back on!)
68. Valuing multiple points of view and methods of inquiry (M=4.42; SD=.69; PR=)
69. Using universalizing, linking, and connecting to show similarities among student ideas and opinions (M=4.53; SD=.61; PR=)
70. Responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged) (M=4.74; SD=.56; PR=)
71. Addressing student behavior and misbehavior without being a disciplinarian (M=4.16; SD=1.12; PR=)
- a. I think we aim to do this, but in a student's mind this become blurry.
- b. I am not sure how the school counselor got the reputation of NOT being a disciplinarian. While I do not believe that we should manage student behavior from an administrative standpoint, I also feel that totally giving up discipline is not okay either. Discipline does not have to be harsh or even ruin the therapeutic relationship. This really bothers me!
- c. ????????
72. Modeling appropriate behavior through effort, enthusiasm, attitude, initiative and passion (M=4.79; SD=.42; PR=)
73. Advocating on behalf of families (M=3.63; SD=1.42; PR=)

- a. Does not connect to classroom management
- 74. Clarifying (M=4.44; SD=.62; PR=)
 - a. too long, too ambiguous, one loses sight of purpose
- 75. Involving students by allowing them to see how and what they are learning (M=4.21; SD=.98; PR=)
 - a. Nebulous
 - b. I'm not sure I understand what this means.
- 76. Collecting and analyzing data regarding student behavior (M=4.26; SD=.65; PR=)
- 77. Empowering families (M=3.53; SD=1.43; PR=)
 - a. Nebulous - what does it have to do with classroom management?
- 78. Beginning the lesson using an anticipatory set (M=4.28; SD=.96; PR=)
- 79. Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions (M=4.26; SD=.73; PR=)
 - a. Required for many state evaluation systems
 - b. First thing that comes to mind is this: is the counselor an experienced teacher? If so classroom management should be easy, if not challenging. Maybe there's a question on that later, but at the onset that experience in lesson preparation and management techniques is of utmost importance to your study because you will varying answers connected to that particular.
 - c. An important skill - but not directly related to classroom management
- 80. Using open, encouraging, supportive, developmentally appropriate language with students (M=4.58; SD=.61; PR=)

- a. This is asking multiple questions - might not want them to be open, but be developmentally appropriate.
- 81. Possessing withitness (M=4.21; SD=1.08; PR=)
 - a. Cute - but not helpful
 - b. ????
- 82. Using strategies to reengage students who are off task (M=4.68; SD=.48; PR=)
 - a. what strategies - positive behavior supports
- 83. Being aware of bias in the classroom and finding ways to minimize its impact (M=4.63; SD=.60; PR=)
- 84. Complimenting the class at the conclusion of the lesson (M=3.83; SD=1.15; PR=)
- 85. Beginning and ending on time (M=4.32; SD=.48; PR=)
 - a. Random compliments can result in accidental reinforcement of the wrong things
- 86. Demonstrating professional demeanor (M=4.37; SD=.76; PR=)
 - a. In principle ... but I am unsure what is being thought of as "professional behavior"
- 87. Stimulating effective classroom discussions, using props when necessary/appropriate (M=4.58; SD=.51; PR=)
- 88. Reframing (M=4.47; SD=.61; PR=)
- 89. Promoting student self-motivation (M=4.16; SD=1.12; PR=)
 - a. don't understand this item
 - b. What does that look like?
- 90. Building on student strengths in order to promote student growth (M=4.26; SD=.99; PR=)
 - a. Perhaps better worded: Building on student strengths in order to contribute to the classroom guidance lesson.

91. Demonstrating unconditional positive regard (M=4.42; SD=.69; PR=)
 - a. again, a confusing concept
92. Using interns from local counselor education programs for their new ideas and classroom presence (M=3.50; SD=1.34; PR=)
 - a. Great idea, but it does not relate to classroom management
93. Seeking out professional literature, colleagues, and other resources to support one's development as a learner and instructor (M=4.53; SD=.61; PR=)
94. Avoiding accidental reinforcement of inappropriate behavior (M=4.17; SD=.71; PR=)
95. Ability to discern whether students are "getting it" (M=4.21; SD=.79; PR=)
 - a. Have little idea what you mean by this.
 - b. Vague
96. Knowing and using appropriate accommodations for students with positive behavior support plans, IEP, or 504 plans (M=4.47; SD=.70; PR=)
97. Calling on students by their names (M=4.47; SD=.70; PR=)
98. Demonstrating and promoting multicultural awareness, knowledge, and skills (M=4.74; SD=.45; PR=)
99. Using instructional strategies that are appropriate for the subject matter (M=4.67; SD=.49; PR=)
100. Being consistent (e.g., maintaining behavioral expectations consistently) (M=4.68; SD=.58; PR=)
 - a. Consistency is not as important as predictability
101. Including and valuing all students and their families (M=4.53; SD=.84; PR=)

102. Having students identify and assume helpful roles to contribute to classroom effectiveness (M=4.21; SD=1.03; PR=)
103. Summarizing student responses frequently (M=4.42; SD=.61; PR=)
104. Thorough preparation of lessons that have a clear focus, including use of goal statements and measurable learning objectives (M=4.50; SD=.51; PR=)
105. Recognizing the power of language and using it in a supportive, positive manner (M=4.63; SD=.50; PR=)
106. Using positive and proactive behavior management techniques (M=4.79; SD=.42; PR=)
107. Using professional oral and written skills (M=4.47; SD=.70; PR=)
- a. In principle ... but I am unsure what is being thought of as "professional behavior"
108. Using functional behavioral analysis (M=3.67; SD=1.24; PR=)
109. Summarizing objectives to create closure for the lesson (M=4.50; SD=.79; PR=)
110. Knowing evidence-based practices in classroom behavioral management and curriculum materials for guidance lessons (M=4.68; SD=.48; PR=)
- a. how about "practiced based evidence"?
111. Fostering respectful relationships with school colleagues, parents, and agencies in the larger community to demonstrate support for student learning and well-being (M=4.05; SD=1.18; PR=)
- a. Important to the school counseling program, but not directly related to classroom management
- b. Classroom management is really all about respectful relationships. Why would we not foster this with others?

112. Using cutting off techniques for students who dominate conversation or might reveal more information than recommended in the large group setting (M=4.37; SD=.76; PR=)

a. And ensuring talking to that student outside of class to discuss the rationale and future planning. Otherwise it can come as a big surprise.

b. what constitutes "cutting off techniques"?

113. Using active listening and empathic responding (M=4.63; SD=.60; PR=)

114. Using multiple and explicit explanations of concepts or skills (M=4.37; SD=.83; PR=)

a. Again, if the counselors lack previous teaching experience or have not taken the care to learn this is difficult to find. The modality I see the most is banking education, top down, let me tell you how is done approach. Boring! Engaging students in discussion in larger groups is not a given skill for counselors.

115. Gaining and maintaining student attention (M=4.68; SD=.58; PR=)

a. ...by doing what?

116. Articulating a defensible philosophy of education to guide practice (M=3.79; SD=1.13; PR=)

117. Developing and clearly communicating on a regular basis positively stated, written, understandable, developmentally appropriate classroom expectations and rules (M=4.47; SD=.70; PR=)

118. Reinforcing earlier lessons in order to build students' skill levels (M=4.58; SD=.51; PR=)

119. Teaching in a culturally responsive manner (M=4.83; SD=.38; PR=)

a. This is of utmost importance! The question is: are most counselors prepared for this? If you do a quick check on text books used in different curricula around the country I bet you will find, as I have that most books have one chapter at best on multicultural aspects of counseling.

120. Varying presentation format including technology when appropriate (M=4.56; SD=.51; PR=)

121. Continually evaluating the effects of one's choices and actions on students, parents, professionals in the learning community and others (M=4.16; SD=1.12; PR=)

a. Limit the focus to students (the others are important for the Program, but not so much for classroom management)

Understanding the goals of students' misbehavior (M=4.42; SD=.69; PR=)

APPENDIX F

ROUND THREE RESULTS

(Comments listed below each item)

1. Utilizing culturally sensitive materials, activities and language (M=4.42; SD=.51)
2. Redirecting students to alternative, less problematic behaviors (M=4.50; SD=.52)
3. Encouraging successful student behavior throughout the day (M=4.33; SD=.89)
 - a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
4. Knowing yourself, including strengths and limitations (M=4.50; SD=1.00)
 - a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
5. Being genuine, authentic, and real (M=4.75; SD=.62)
6. Fostering student self-expression (M=4.25; SD=.45)
7. Designing lessons which are engaging for students (M=4.92; SD=.29)
8. Aligning lesson plan objectives with ASCA and state level guidance competencies (M=4.42; SD=.51)
9. Invigorating- Displaying high energy (M=4.50; SD=.52)

10. Engaging in self-reflection on instructional effectiveness (e.g., use a recording to review effectiveness with a supervisor) ($M=4.42$; $SD=.67$)
11. Using effective strategies for managing transitions (e.g., warm up activity to introduce lesson, no down time) ($M=4.75$; $SD=.45$)
12. Organizing and using time, space, and materials effectively ($M=4.75$; $SD=.45$)
13. Knowing group theory, dynamics, process and procedures ($M=4.17$; $SD=.94$)
 - a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
14. Arranging the physical classroom space to maximize communication and engagement ($M=4.17$; $SD=.94$)
15. Using multi-age groups (e.g., older peer helpers assisting with some activities) ($M=3.42$; $SD=1.00$)
 - a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
 - b. This is a big pet peeve of mine in the classroom. Often the brightest or gifted students are used by the teachers to "reteach" or "teach/tutor" other students. Granted some like this responsibility but most feel that they are being used and are not being given enough challenge by different work. Research supports ability grouping.
16. Engaging parents whenever possible (e.g., have students seek parent input)

(M=4.00; SD=.85)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

17. Ability to set boundaries and limits (M=4.42; SD=.67)

18. Being knowledgeable about the school behavioral management system
(M=4.58; SD=.51)

19. Being patient (M=4.83; SD=.39)

20. Designing lessons to be relevant, including encouraging students to reflect about how it applies to their lives (M=4.83; SD=.58)

a. This is two questions...I yes to part one. And neutral to part two

21. Demonstrating leadership (M=4.25; SD=1.14)

a. This actually depends on what is meant by "leadership". I don't see being controlling of students or being "overly influential" as leadership.

b. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

22. Being tactful yet firm when needed (M=4.75; SD=.45)

23. Using your own classroom management plan, independent of classroom teacher and administrator plans (M=2.75; SD=.87)

a. Depends on how inappropriate the classroom teachers' and administrators' plans

are. I would be quite independent if I believed others' "plans" were destructively inappropriate.

b. Very difficult to do. PSCs need to know their own teaching philosophy and behavioral plan, but students will always be more familiar with the teachers- especially in elementary and middle schools. Best to collaborate with the teacher and find commonalities between each plan as to avoid student confusion.

c. dependent on the effectiveness of the teacher and administrator plans

24. Reflecting feeling (M=4.33; SD=.65)

25. Understanding individual and group motivation and behavior in order to create a fertile learning environment (M=4.17; SD=.94)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

26. Being accessible and visible to students outside the classroom to enhance familiarity with students (M=4.58; SD=.90)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

27. Promoting democratic classrooms (M=3.92; SD=1.24)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences

required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

b. Must be done in conjunction with teachers and administration.

28. Using dyads and triads for small group discussions- especially with students who would not normally associate ($M=4.33$; $SD=.89$)

a. As well as other sized groups

b. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

29. Modulating voice tone, pitch, cadence to engage students ($M=4.33$; $SD=.89$)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

30. Explaining who you are the first time you enter the classroom ($M=4.83$; $SD=.39$)

a. and any time there is a new class member

b. More than once! Students tend to forget or think the PSC is an admin.

31. Employing short and long-term planning ($M=4.42$; $SD=.67$)

32. Creating and/or adapting classroom guidance lessons which meet the learning needs of all students and support their intellectual, social, and personal development ($M=4.50$; $SD=.52$)

- a. PSCs MUST know how to differentiate lessons- up and down!
- 33. Demonstrating that one enjoys being with students (M=4.75; SD=.87)
 - a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
- 34. Planning lessons based upon knowledge of subject matter, students, the community, and curriculum goals (M=4.25; SD=.75)
- 35. Involving students in an end of lesson or take-home activity to reinforce the message of the lesson (M=4.17; SD=.72)
 - a. I strongly believe that classroom teachers, other school related personnel, and parents are critical partners in helping generalize the learning of guidance lessons.
 - b. Collaborate with teachers for problem-based or service learning activities.
- 36. Actively seeking out opportunities to grow professionally (M=4.58; SD=.51)
 - a. This field is too complex for anyone to have it all and ongoing development is critical - even with respect solely to classroom management
- 37. Involving students in active inquiry and collaboration (M=4.33; SD=.89)
- 38. Facilitating a sense of community within the classroom (M=4.33; SD=1.23)
 - a. Teachers job...counselors are not there long enough to adopt tis as their responsibility While this is important, there is only so much you can cram into a course on classroom management. Therefore this is just not as important as other essentials
- 39. Having a well-structured lesson which includes an agenda with a time frame

(M=4.58; SD=.79)

40. Using attentive posture, positive facial expressions, eye contact, and other nonverbal (M=4.67; SD=.49)

a. other nonverbal ... What?

41. Monitoring groups and observing their processing skills (M=4.25; SD=1.22)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

42. Encouraging and acknowledging students' contributions (M=4.75; SD=.45)

43. Building rapport (respectful, trusting, appropriate, positive relationships) with students while also maintaining control of the classroom (M=4.83; SD=.39)

a. control is a myth

44. Using a variety of instructional strategies to encourage critical thinking and problem solving skills (M=4.58; SD=.51)

45. Sanctioning behavior, not the student (M=4.25; SD=.75)

a. I like this idea ... unsure that kids distinguish the difference

46. Saving time at end of lesson for student goal setting (M=3.67; SD=.98)

47. Asking before telling in order to identify gaps in student subject matter knowledge (M=4.25; SD=.75)

a. Pre-assessments should be used before creating or implementing classroom guidance curriculum. Many students have already mastered or know the material from the year before. VERY important to develop scope and sequence with other PSCs in

the building and intandem with state core curriculum and ASCA.

48. Using incentives to reward positive engagement in the lessons (M=3.67; SD=.98)

a. unnecessary of lesson is fun and engaging - why reward students for engaging in something that does not engage them?

49. Flexibility- Maintaining/modifying the focus of the lesson as necessary using problem-solving and decision-making models to respond to emergent needs (M=4.33; SD=.65)

50. Encouraging positive social interaction (M=4.58; SD=.67)

51. Supporting student identity development (M=3.92; SD=.90)

a. unsure of what is meant

52. Drawing out (M=4.00; SD=.74)

a. may not always be appropriate

b. Must be careful with this. Some students see this as a threat and introverts are especially uncomfortable.

53. Organizing and structuring lessons so they flow (M=4.75; SD=.45)

a. asked and answered

54. Maintaining a structured but not overly prescriptive classroom environment (M=3.92; SD=.90)

a. what does this mean?????

b. This is probably more appropriate for teachers

55. Demonstrating care and concern for students (M=4.83; SD=.39)

a. again asked and answered

56. Ongoing assessment of learning (diagnostic, formative and summative)
(M=4.50; SD=.52)
57. Acting ethically with integrity and fairness (M=4.58; SD=.90)
- a. Again. Ethics are taught in another class. But yes, they matter, but are not a focus here,
58. Using person-centered group facilitation skills (M=3.75; SD=1.06)
- a. ????
- b. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
- c. Rogerian core is always good for reflecting back to students, but REBT and Reality have their place in the classroom.
59. Willingness to go into classrooms at all levels regularly (M=4.75; SD=.62)
- a. What's this to do with classroom management? I do not believe that the school counselor has to be the deliverer of the guidance curriculum. Teachers do this when the guidance curriculum is well integrated into the teaching-learning in the building
60. Following confidentiality guidelines, respecting students' rights to privacy
(M=4.50; SD=.90)
- a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

- b. Must be discussed with the class beforehand.
- 61. Differentiating instruction based on student learning styles ($M=4.50$; $SD=.67$)
 - a. Counselors not in room every day for this. This is best for teachers. SC should understand this, know this, but it's too much to expect in a classroom guidance lesson. It is what teachers should do and what counselors should recommend for teachers, but not enough time in SC courses to teach how to differentiate instruction...rather...to understand what it is and why ...hope that makes sense
 - b. YES YES YES!
- 62. Believing that all children can learn ($M=4.83$; $SD=.39$)
 - a. With the qualifier that not all learn at the same rate/pace or in the same way.
- 63. Utilizing a classroom management plan that is congruent with the classroom teacher's plan ($M=3.92$; $SD=.67$)
 - a. asked and answered
 - b. Preferable.
 - c. again, dependent on the effectiveness of the plan
- 64. Teaching students the necessary social skills needed to engage in the classroom guidance activities ($M=4.42$; $SD=.67$)
- 65. Providing appropriate guided group and independent practice ($M=4.67$; $SD=.49$)
- 66. Using proximity to address minor behavioral issues ($M=4.58$; $SD=.67$)
- 67. Using humor and levity to keep students interest level high ($M=4.58$; $SD=.67$)
 - a. ... and for other good reasons
- 68. Valuing multiple points of view and methods of inquiry ($M=4.33$; $SD=.65$)

69. Using universalizing, linking, and connecting to show similarities among student ideas and opinions (M=4.42; SD=.67)
- a. ????? Would this be more so than efforts to help clarify differences???
70. Responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged) (M=4.83; SD=.39)
71. Addressing student behavior and misbehavior without being a disciplinarian (M=4.33; SD=.98)
- a. What does "...being a disciplinarian" mean?
72. Modeling appropriate behavior through effort, enthusiasm, attitude, initiative and passion (M=4.83; SD=.39)
- a. AGAIN, asked and answered
73. Advocating on behalf of families (M=3.58; SD=1.16)
- a. As a function of classroom management?????
- b. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
- c. yes--not sure how much this comes into play in classroom guidance lessons
74. Clarifying (M=4.42; SD=.67)
- a. Clarifying
- what??
75. Involving students by allowing them to see how and what they are learning (M=4.17; SD=.94)

a. ?

76. Collecting and analyzing data regarding student behavior (M=4.17; SD=.94)

a. This is VERY VERY important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while VERY VERY important, I would recommend it be focused on in a different course.

b. Great to do if PSCs have regular access to that kind of data, but more helpful to meet with teams or teachers.

77. Empowering families (M=4.00; SD=1.28)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

78. Beginning the lesson using an anticipatory set (M=3.92; SD=.79)

a. at times

79. Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions (M=4.42; SD=.51)

80. Using open, encouraging, supportive, developmentally appropriate language with students (M=4.50; SD=.67)

81. Possessing withitness (M=3.92; SD=1.31)

a. ???????

82. Using strategies to reengage students who are off task (M=4.50; SD=.52)

83. Being aware of bias in the classroom and finding ways to minimize its impact
(M=4.67; SD=.49)

a. being able to address it openly with classroom community

84. Complimenting the class at the conclusion of the lesson (M=3.83; SD=1.03)

a. Again, in moderation. I think it's important to give honest feedback to a class.

85. Beginning and ending on time (M=4.33; SD=.49)

86. Demonstrating professional demeanor (M=4.75; SD=.45)

87. Stimulating effective classroom discussions, using props when
necessary/appropriate (M=4.67; SD=.49)

88. Reframing (M=4.33; SD=.65)

a. ?

89. Promoting student self-motivation (M=4.33; SD=.98)

a. ?

b. This is important for school counselors, however, it is not, specifically a
classroom management competency that I would want to add to the competences
required of the instructor who teaches my classroom management course. In other
words, while important, I would recommend it be focused on in a different course.

90. Building on student strengths in order to promote student growth (M=4.50;
SD=.90)

a. This is important for school counselors, however, it is not, specifically a
classroom management competency that I would want to add to the competences
required of the instructor who teaches my classroom management course. In other
words, while important, I would recommend it be focused on in a different course.

91. Demonstrating unconditional positive regard (M=4.67; SD=.65)
- a. ?
92. Using interns from local counselor education programs for their new ideas and classroom presence (M=3.42; SD=1.24)
- a. relation to classroom management???
- b. This is not a competency. It's idea to consider...?
93. Seeking out professional literature, colleagues, and other resources to support one's development as a learner and instructor (M=4.42; SD=.67)
94. Avoiding accidental reinforcement of inappropriate behavior (M=4.25; SD=.75)
95. Ability to discern whether students are "getting it" (M=4.33; SD=.65)
- a. I don't "get it"
96. Knowing and using appropriate accommodations for students with positive behavior support plans, IEP, or 504 plans (M=4.42; SD=.79)
97. Calling on students by their names (M=4.58; SD=.67)
- a. Not realistic if large caseload
98. Demonstrating and promoting multicultural awareness, knowledge, and skills (M=4.67; SD=.49)
99. Using instructional strategies that are appropriate for the subject matter (M=4.67; SD=.49)
100. Being consistent (e.g., maintaining behavioral expectations consistently) (M=4.42; SD=.90)
- a. I still believe that being predictable is more important than being consistent
101. Including and valuing all students and their families (M=4.42; SD=.67)

a. Again, hard to answer because two questions....yes to students, But not families? Since families are not in the classroom lesson? Family competencies taught in another course?

b. I don't see how you can physically include all families in the classroom environment. The item is worded awkwardly. If you mean include homework to be discussed with family members then 3 is my response.

102. Having students identify and assume helpful roles to contribute to classroom effectiveness (M=4.33; SD=.98)

a. This is a teacher competency. Not sure counselors are in classrooms enough to incorporate this?

103. Summarizing student responses frequently (M=4.50; SD=.52)

104. Thorough preparation of lessons that have a clear focus, including use of goal statements and measurable learning objectives ((M=4.50; SD=.52))

105. Recognizing the power of language and using it in a supportive, positive manner (M=4.67; SD=.49)

106. Using positive and proactive behavior management techniques (M=4.83; SD=.39)

107. Using professional oral and written skills (M=4.42; SD=.67)

108. Using functional behavioral analysis (M=3.42; SD=1.31)

a. NOT appropriate for school counselors

109. Summarizing objectives to create closure for the lesson (M=4.58; SD=.67)

110. Knowing evidence-based practices in classroom behavioral management and curriculum materials for guidance lessons (M=4.67; SD=.49)

111. Fostering respectful relationships with school colleagues, parents, and agencies in the larger community to demonstrate support for student learning and well-being (M=4.33; SD=1.15)

a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.

112. Using cutting off techniques for students who dominate conversation or might reveal more information than recommended in the large group setting (M=4.00; SD=.85)

a. Best addressed outside of the class.

113. Using active listening and empathic responding (M=4.58; SD=.51)

114. Using multiple and explicit explanations of concepts or skills (M=4.58; SD=.67)

115. Gaining and maintaining student attention (M=4.83; SD=.39)

116. Articulating a defensible philosophy of education to guide practice (M=3.75; SD=1.22)

a. Nope. Teacher thing

b. Definitely! Something to talk about with principals during interviews!

117. Developing and clearly communicating on a regular basis positively stated, written, understandable, developmentally appropriate classroom expectations and rules (M=4.42; SD=.67)

118. Reinforcing earlier lessons in order to build students' skill levels (M=4.58;

SD=.51)

119. Teaching in a culturally responsive manner (M=4.67; SD=.49)

120. Varying presentation format including technology when appropriate (M=4.67; SD=.49)

121. Continually evaluating the effects of one's choices and actions on students, parents, professionals in the learning community and others (M=4.42; SD=.90)

- a. This is important for school counselors, however, it is not, specifically a classroom management competency that I would want to add to the competences required of the instructor who teaches my classroom management course. In other words, while important, I would recommend it be focused on in a different course.
- b. Self-reflection is a must, but there never seem to be enough time. Personally, I would have liked to have seen this as a "mandatory" activity when going through formal admin reviews.

122. Understanding the goals of students' misbehavior (M=4.58; SD=.51)

APPENDIX G

ROUND ONE LETTER OF INVITATION

Dear school counseling colleague:

My name is Helen Runyan, a licensed professional school counselor and a doctoral student in the Counselor Education and Supervision program at Old Dominion University. Under the supervision of Dr. Tim Grothaus, associate professor and school counseling coordinator at Old Dominion University, I am conducting a Delphi study with school counseling experts to create a consensus list of classroom management competencies for school counselors. I would appreciate if you would consider participating as a school counseling expert for my study.

In order to be considered an expert for the purposes of this study, you must have:
Worked as a school counselor for at least two years plus one of the following

- o Taught a course which included instruction about classroom management for school counselors
- o Facilitated a training on classroom guidance or management for school counselors
- o Published an article, books, or chapters which focused on classroom guidance or management for school counselors
- o Presented on school counselor classroom guidance or management at a state, regional, or national conference

Your participation would be very much appreciated. If you choose to join the expert panel, please proceed by clicking <https://www.surveymonkey.com/s/DSNY6RH>, which will direct you to an informed consent document, demographic form and the round one inquiry. Additionally, if you know of anyone else whom you believe meets the criteria and may be willing to participate, please forward this invitation, have them contact me, or send me their contact information at hrunyan@odu.edu.

Sincerely,

Helen Runyan

APPENDIX H

ROUND TWO INTERNET LETTER OF INVITATION

Dear School Counseling Professionals:

Thank you for your interest in my study concerning classroom management competencies for school counselors. I appreciate all of the school counseling experts who completed round one. Your responses have been condensed into the second round Likert survey that is now available at <https://www.surveymonkey.com/s/XJD6JYY>

I would like to invite the participants who completed the first round to complete the second-round questionnaire at this time. You will be asked to rate the condensed list of round one responses on a 5-point scale ranging from *Strongly Disagree* to *Strongly Agree* to indicate how well the items identify classroom management competencies for school counselors. This survey will be open for seven days and will take approximately 15 minutes.

Please access the second-round survey at <https://www.surveymonkey.com/s/XJD6JYY>

If you have any questions, please contact me at hrunyan@odu.edu.

I look forward to your responses.

Thank you,

Helen Runyan

APPENDIX I

ROUND TWO E-MAIL LETTER OF INVITATION

Dear School Counseling Experts:

Thank you for your participation in my study concerning classroom management competencies for school counselors. Your responses have been condensed into the second round Likert survey. I would like to invite you to complete the second-round questionnaire at this time. You will be asked to rate the condensed list of round one responses on a 5-point scale ranging from Strongly Disagree to Strongly Agree to indicate how well the items identify classroom management competencies for school counselors. This survey will be open for seven days and will take approximately 15 minutes.

Please access the second-round survey at [survey link].

If you have any questions, please contact me at hrunyan@odu.edu.

I look forward to your responses.

Thank you,

Helen Runyan

APPENDIX J

DELPHI STUDY CODEBOOK

Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions

Organizing and using time, space, and materials effectively

Using effective strategies for managing transitions (e.g., warm up activity to introduce lesson, no "down" time)

Ability to discern whether students are "getting it"

Designing lessons which are engaging for students

Designing lessons to be relevant, including encouraging students to reflect about how it applies to their lives

Thorough preparation of lessons that have a clear focus, including use of goal statements and measurable learning objectives

Utilizing culturally sensitive materials, activities and language

Planning lessons based upon knowledge of subject matter, students, the community, and curriculum goals

Developing and clearly communicating on a regular basis positively stated, written, understandable, developmentally appropriate classroom expectations and rules

Creating and/or adapting classroom guidance lessons which meet the learning needs of all students and support their intellectual, social, and personal development

Having a well-structured lesson which includes an agenda with a time frame

Beginning the lesson using an anticipatory set

Summarizing objectives to create closure for the lesson

Involving students in an end of lesson or take-home activity to reinforce the message of the lesson

Complimenting the class at the conclusion of the lesson

Explaining who you are the first time you enter the classroom

Using instructional strategies that are appropriate for the subject matter

Teaching in a culturally responsive manner

Asking before telling in order to identify gaps in student subject matter knowledge

Flexibility- Maintaining/modifying the focus of the lesson as necessary using problem-solving and decision-making models to respond to emergent needs

Reinforcing earlier lessons in order to build students' skill levels

Differentiating instruction based on student learning styles

Using multiple and explicit explanations of concepts or skills

Involving students in active inquiry and collaboration

Stimulating effective classroom discussions, using props when necessary/appropriate

Knowing and using appropriate accommodations for students with positive behavior support plans, IEP, or 504 plans

Calling on students by their names

Responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged)

Using interns from local counselor education programs for their new ideas and classroom presence

Understanding individual and group motivation and behavior in order to create a fertile learning environment

Varying presentation format including technology when appropriate

Ongoing assessment of learning (diagnostic, formative and summative)

Involving students by allowing them to see how and what they are learning

Collecting and analyzing data regarding student behavior

Using positive and proactive behavior management techniques

Addressing student behavior and misbehavior without being a disciplinarian

Using incentives to reward positive engagement in the lessons

Understanding the goals of students' misbehavior

Redirecting students to alternative, less problematic behaviors

Demonstrating care and concern for students

Being consistent (e.g., maintaining behavioral expectations consistently)

Ability to set boundaries and limits

Avoiding accidental reinforcement of inappropriate behavior

Using proximity to address minor behavioral issues

Using functional behavioral analysis

Encouraging successful student behavior throughout the day

Sanctioning behavior, not the student

Using person-centered group facilitation skills

Facilitating a sense of community within the classroom

Promoting democratic classrooms

Having students identify and assume helpful roles to contribute to classroom effectiveness

Knowing group theory, dynamics, process and procedures

Demonstrating leadership

Using dyads and triads for small group discussions- especially with students who would not normally associate

Monitoring groups and observing their processing skills

Providing appropriate guided group and independent practice

Using multi-age groups (e.g., older peer helpers assisting with some activities)

Encouraging positive social interaction

Promoting student self-motivation

Encouraging and acknowledging students' contributions

Utilizing a classroom management plan that is congruent with the classroom teacher's plan

Using your own classroom management plan, independent of classroom teacher and administrator plans

Maintaining a structured but not overly prescriptive classroom environment

Building on student strengths in order to promote student growth

Being accessible and visible to students outside the classroom to enhance familiarity with students

Building rapport (respectful, trusting, appropriate, positive relationships) with students while also maintaining control of the classroom

Fostering respectful relationships with school colleagues, parents, and agencies
in the larger community to demonstrate support for student learning and well-being

Empowering families

Advocating on behalf of families

Engaging parents whenever possible (e.g., have students seek parent input)

Being knowledgeable about the school behavioral management system

Modulating voice tone, pitch, cadence to engage students

Using attentive posture, positive facial expressions, eye contact, and other
nonverbals

Possessing withitness

Using open, encouraging, supportive, developmentally appropriate language with
students

Modeling appropriate behavior through effort, enthusiasm, attitude, initiative and
passion

Invigorating- Displaying high energy

Being tactful yet firm when needed

Using humor and levity to keep students interest level high

Being patient

Being genuine, authentic, and real

Demonstrating that one enjoys being with students

Employing short and long-term planning

Believing that all children can learn

Acting ethically with integrity and fairness

Willingness to go into classrooms at all levels regularly

Beginning and ending on time

Saving time at end of lesson for student goal setting

Organizing and structuring lessons so they flow

Recognizing the power of language and using it in a supportive, positive manner

Fostering student self-expression

Supporting student identity development

Aligning lesson plan objectives with ASCA and state level guidance

competencies

Articulating a defensible philosophy of education to guide practice

Knowing yourself, including strengths and limitations

Arranging the physical classroom space to maximizes communication and

engagement

Gaining and maintaining student attention

Using a variety of instructional strategies to encourage critical thinking and

problem solving skills

Using strategies to reengage students who are off task

Using active listening and empathic responding

Using universalizing, linking, and connecting to show similarities among student

ideas and opinions

Summarizing student responses frequently

Reframing

Reflecting feeling

Drawing out

Clarifying

Demonstrating unconditional positive regard

Following confidentiality guidelines, respecting students' rights to privacy

Using cutting off techniques for students who dominate conversation or might reveal more information than recommended in the large group setting

Teaching students the necessary social skills needed to engage in the classroom guidance activities

Knowing evidence-based practices in classroom behavioral management and curriculum materials for guidance lessons

Demonstrating professional demeanor

Using professional oral and written skills

Continually evaluating the effects of one's choices and actions on students, parents, professionals in the learning community and others

Actively seeking out opportunities to grow professionally

Engaging in self-reflection on instructional effectiveness (e.g., use a recording to review effectiveness with a supervisor)

Seeking out professional literature, colleagues, and other resources to support one's development as a learner and instructor

Including and valuing all students and their families

Demonstrating and promoting multicultural awareness, knowledge, and skills

Valuing multiple points of view and methods of inquiry

Being aware of bias in the classroom and finding ways to minimize its impact

APPENDIX K**ROUND THREE EMAIL INVITATION**

Subject: Classroom management for school counselors: Round three

Body: Dear School Counseling Experts:

Thank you for your participation in my study concerning classroom management competencies for school counselors. Your responses from the second round have been collected and statistics compiled. I invite you to complete the third (and final!) round questionnaire at this time. You will be asked to rerate the list after seeing the aggregate responses from the expert panelists. You will use the same scale as round two, a 5-point scale ranging from Strongly Disagree to Strongly Agree, to indicate how well the items identify classroom management competencies for school counselors. This survey will be open for seven days and will take approximately 15 minutes. This is the final feedback necessary for this study. I will report the results to you once I compile them.

I look forward to your responses and appreciate the time and effort you put into this research. If you have any questions, please contact me at hrunyan@odu.edu.

Thank you,

Helen Runyan

Here is a link to the survey:

<https://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

APPENDIX L

DIRECTIONS TO ROUND THREE

Please rate and rank the following items using Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree to indicate how well the items identify classroom management competencies for school counselors. The second round scores are reported at the end of each item in the order of group mean (M), standard deviation (SD), and your previous response (PR). Although you are going to rerate each of the items, you may choose either your previous answer or a different rating. You may also add a comment if you would like. These directions will head each page of items.

*Note: NA means that you did not respond to this item on round two.

APPENDIX M**FINAL LIST OF COMPETENCIES**

Designing lessons which are engaging for students (M=4.92; SD=.29)

Being patient (M=4.83; SD=.39)

Explaining who you are the first time you enter the classroom (M=4.83; SD=.39)

Building rapport (respectful, trusting, appropriate, positive relationships) with students while also maintaining control of the classroom (M=4.83; SD=.39)

Demonstrating care and concern for students (M=4.83; SD=.39)

Believing that all children can learn (M=4.83; SD=.39)

Responding appropriately to student feedback (e.g., using respectful language and behavior - especially when being challenged) (M=4.83; SD=.39)

Modeling appropriate behavior through effort, enthusiasm, attitude, initiative and passion (M=4.83; SD=.39)

Using positive and proactive behavior management techniques (M=4.83; SD=.39)

Gaining and maintaining student attention (M=4.83; SD=.39)

Designing lessons to be relevant, including encouraging students to reflect about how it applies to their lives (M=4.83; SD=.58)

Organizing and using time, space, and materials effectively (M=4.75; SD=.45)

Being tactful yet firm when needed (M=4.75; SD=.45)

Encouraging and acknowledging students' contributions (M=4.75; SD=.45)

Organizing and structuring lessons so they flow (M=4.75; SD=.45)

Demonstrating professional demeanor (M=4.75; SD=.45)

Using effective strategies for managing transitions (e.g., warm up activity to introduce

lesson, no down time) (M=4.75; SD=.45)

Being genuine, authentic, and real (M=4.75; SD=.62)

Willingness to go into classrooms at all levels regularly (M=4.75; SD=.62)

Using attentive posture, positive facial expressions, eye contact, and other nonverbals
(M=4.67; SD=.49)

Providing appropriate guided group and independent practice (M=4.67; SD=.49)

Being aware of bias in the classroom and finding ways to minimize its impact
(M=4.67; SD=.49)

Stimulating effective classroom discussions, using props when necessary/appropriate
(M=4.67; SD=.49)

Demonstrating unconditional positive regard (M=4.67; SD=.65)

Demonstrating and promoting multicultural awareness, knowledge, and skills
(M=4.67; SD=.49)

Using instructional strategies that are appropriate for the subject matter (M=4.67;
SD=.49)

Recognizing the power of language and using it in a supportive, positive manner
(M=4.67; SD=.49)

Knowing evidence-based practices in classroom behavioral management and
curriculum materials for guidance lessons (M=4.67; SD=.49)

Teaching in a culturally responsive manner (M=4.67; SD=.49)

Varying presentation format including technology when appropriate (M=4.67;
SD=.49)

Being knowledgeable about the school behavioral management system (M=4.58;

SD=.51)

Actively seeking out opportunities to grow professionally (M=4.58; SD=.51)

Using a variety of instructional strategies to encourage critical thinking and problem solving skills (M=4.58; SD=.51)

Using active listening and empathic responding (M=4.58; SD=.51)

Reinforcing earlier lessons in order to build students' skill levels (M=4.58; SD=.51)

Understanding the goals of students' misbehavior (M=4.58; SD=.51)

Encouraging positive social interaction (M=4.58; SD=.67)

Using proximity to address minor behavioral issues (M=4.58; SD=.67)

Using humor and levity to keep students' interest level high (M=4.58; SD=.67)

Calling on students by their names (M=4.58; SD=.67)

Summarizing objectives to create closure for the lesson (M=4.58; SD=.67)

Using multiple and explicit explanations of concepts or skills (M=4.58; SD=.67)

Having a well-structured lesson which includes an agenda with a time frame (M=4.58; SD=.79)

Redirecting students to alternative, less problematic behaviors (M=4.50; SD=.52)

Creating and/or adapting classroom guidance lessons which meet the learning needs of all students and support their intellectual, social, and personal development (M=4.50; SD=.52)

Ongoing assessment of learning (diagnostic, formative and summative) (M=4.50; SD=.52)

Using strategies to reengage students who are off task (M=4.50; SD=.52)

Summarizing student responses frequently (M=4.50; SD=.52)

Thorough preparation of lessons that have a clear focus, including use of goal statements and measurable learning objectives ((M=4.50; SD=.52))

Invigorating- Displaying high energy (M=4.50; SD=.52)

Differentiating instruction based on student learning styles (M=4.50; SD=.67)

Using open, encouraging, supportive, developmentally appropriate language with students (M=4.50; SD=.67)

Utilizing culturally sensitive materials, activities and language (M=4.42; SD=.51)

Ability to link classroom guidance lessons to state standards, current classroom content, the school mission and program missions (M=4.42; SD=.51)

Aligning lesson plan objectives with ASCA and state level guidance competencies (M=4.42; SD=.51)

Ability to set boundaries and limits (M=4.42; SD=.67)

Employing short and long-term planning (M=4.42; SD=.67)

Teaching students the necessary social skills needed to engage in the classroom guidance activities (M=4.42; SD=.67)

Using universalizing, linking, and connecting to show similarities among student ideas and opinions (M=4.42; SD=.67)

Clarifying (M=4.42; SD=.67)

Seeking out professional literature, colleagues, and other resources to support one's development as a learner and instructor (M=4.42; SD=.67)

Including and valuing all students and their families (M=4.42; SD=.67)

Using professional oral and written skills (M=4.42; SD=.67)

Developing and clearly communicating on a regular basis positively stated, written,

understandable, developmentally appropriate classroom expectations and rules

(M=4.42; SD=.67)

Engaging in self-reflection on instructional effectiveness (e.g., use a recording to

review effectiveness with a supervisor) (M=4.42; SD=.67)

Knowing and using appropriate accommodations for students with positive behavior

support plans, IEP, or 504 plans (M=4.42; SD=.79)

Beginning and ending on time (M=4.33; SD=.49)

Reflecting feeling (M=4.33; SD=.65)

Flexibility- Maintaining/modifying the focus of the lesson as necessary using problem-

solving and decision-making models to respond to emergent needs (M=4.33; SD=.65)

Valuing multiple points of view and methods of inquiry (M=4.33; SD=.65)

Reframing (M=4.33; SD=.65)

Ability to discern whether students are "getting it" (M=4.33; SD=.65)

Fostering student self-expression (M=4.25; SD=.45)

Planning lessons based upon knowledge of subject matter, students, the community,

and curriculum goals (M=4.25; SD=.75)

Sanctioning behavior, not the student (M=4.25; SD=.75)

Asking before telling in order to identify gaps in student subject matter knowledge

(M=4.25; SD=.75)

Avoiding accidental reinforcement of inappropriate behavior (M=4.25; SD=.75)

Involving students in an end of lesson or take-home activity to reinforce the message

of the lesson (M=4.17; SD=.72)

Drawing out (M=4.00; SD=.74)

Engaging parents whenever possible (e.g., have students seek parent input) (M=4.00; SD=.85)

Using cutting off techniques for students who dominate conversation or might reveal more information than recommended in the large group setting (M=4.00; SD=.85)

VITA

Helen Irene Runyan
 Old Dominion University
 Department of Counseling and Human Services
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Education

M.S. in Education	Counseling	Old Dominion University	December 2008
B.S.	Psychology	Regent University	May 2006
(Minor: Organizational Leadership and Management)			
A.S.	Science	Tidewater Community College	May 2004

Professional Experience

Adjunct Instructor	Regent University	August 2012
Adjunct Instructor	Old Dominion University	August 2011-present
Director	CARE NOW	August 2010-June 2012

Certifications

National Certified Counselor	National Board for Certified Counselors	#246451
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Selected Professional Service

ASCA RAMP Reviewer	2011-2012
VSCA Social Justice Committee Member	April 2011- present
Co-Facilitator School Counselor Supervision Group	September 2010-present
Reviewer Chi Sigma Iota's Counselors' Bookshelf	April 2009-present

Selected Accomplishments

2009-2010 Doctoral Fellow, Old Dominion University
 2008-2009 Counseling Graduate of the Year, Old Dominion University
 2008 School Counseling Graduate Student of the Year, Old Dominion University

Selected Publications

Runyan, H. (in press). Racism. In B. Erford & R. Byrd (Eds.), *Applying techniques to common encounters in school counseling: A case-based approach*. New York, NY: Pearson. [Invited chapter]

Runyan, H., & Grothaus, T. (in press). De-escalating extreme behaviors/emotions. In B. Erford & R. Byrd (Eds.), *Applying techniques to common encounters in school counseling: A case-based approach*. New York, NY: Pearson.

Anderson, K., Grothaus, T., Stone, T., Upton, A., & Runyan, H. (2011, October). Supporting students of military families. *VSCA Voice*, 10.