

Christopher A. Sink,
Ph.D., is a professor of
school counseling and
research at Seattle
Pacific University,
Seattle, WA. E-mail:
csink@spu.edu

School Counselors as Accountability Leaders: Another Call for Action

This article discusses the vital leadership role that school counselors have in reaching the profession's accountability standards. According to the school counseling program evaluation literature, this leadership responsibility is explained as it relates to four major evaluation areas commonly associated with comprehensive school counseling programs: program audit, results-based assessment, personnel review, and needs assessment. Sample implementation strategies and instrumentation practices are reviewed as well as recommendations for the future direction of accountability leadership research and best practice.

Despite long-standing encouragement by the profession's ethical codes (e.g., American School Counselor Association [ASCA], 2004b) and leading counselor educators (e.g., Fairchild, 1993; Gysbers & Henderson, 1994, 2006; Johnson, 1991; Lusky & Hayes, 2001; Sexton, Whiston, Bleuer, & Walz, 1997; Stone & Dahir, 2007) to conduct school counselor and program accountability activities, anecdotal practitioner evidence indicates that for many counselors this important function has not been assigned a high educational priority. Instead, an implicit assumption lingers in the minds of some school counselors that solid graduate-level training, good intentions, and strong motivation to help should be enough to "validate" their work with students (Johnson; Johnson, Johnson, & Downs, 2006). Yet, having said this, over the past 5 to 10 years a noticeable shift in the profession has occurred (Astramovich, Coker, & Hoskins, 2005; Brott, 2006).

Evidenced by the numerous publications and Web sites addressing the topic, members of the profession are revisiting their accountability practices. For example, in the late 1990s, the National Standards for School Counseling were widely distributed, providing school counselors with a useful compendium of developmental competencies that students ought to achieve by high school graduation (Dahir, 2001). Shortly thereafter, in 2003, to enhance the academic status of students of color and low income

through increased counselor involvement in their schooling, the Education Trust's (2007) National Center for Transforming School Counseling was created. Around the same time, the Center for School Counseling Outcome Research (University of Massachusetts-Amherst) was launched, supporting the development of evidence-based school counseling practices. Coupled with the establishment of these centers and the profusion of scholarly and practitioner-focused publications addressing the topic, the school counseling accountability movement, therefore, has emerged as the major transformative force in the profession (Borders, 2002; Brott, 2006; Brown & Trusty, 2005a, 2005b; Carey & Dimmitt, 2008; Cobia & Henderson, 2006; Dahir & Stone, 2003; Erford, 2007; Eschenauer & Chen-Hayes, 2005; Gysbers & Henderson, 1994, 2006; Hayden & Pohlmann, 1981; Hayes, Nelson, Tabin, Pearson, & Worthy, 2002; Hughes & James, 2001; Isaacs, 2003; Johnson, Johnson, & Hays, 2004; Johnson et al., 2006; Lapan, 2001, 2005; Lusky & Hayes, 2001; Myrick, 2003; Sexton et al., 1997; Studer & Sommers, 2000; White, 2007).

Controversial as it is, the No Child Left Behind legislation (U.S. Department of Education, 2002) as well as had, in some regards, a positive influence on educational and school counseling accountability leadership (Dollarhide & Lemberger, 2006). With its stringent guidelines for scientific research evidence supporting the effectiveness of educational programs and interventions, certain No Child Left Behind provisions underscore the need for results-based school counseling practices (Carey, Dimmitt, Hatch, Lapan, & Whiston, 2008). Counselors can now consult helpful online accountability databases, including the What Works Clearinghouse established in 2002 by the U.S. Department of Education's (n.d.) Institute of Education Sciences to digitally "house" scientifically based efficacy research in education, as well as the findings from the National Panel for School Counseling Evidence-Based Practice (Carey et al.). The latter group was created to improve school counseling practice

through aiding in the development of a solid “research base that is necessary for responsible and effective practice” (Carey et al., p. 197).

The publication and implementation of the ASCA National Model® (2005) also has advanced the debate about how school counselors should best apply established comprehensive school counseling program (CSCP) evaluation strategies and tools to measure program and counselor efficacy (e.g., Brown & Trusty, 2005a; Carey & Dimmitt, 2008; Dollarhide & Lemberger, 2006; Sink, 2005). It is now apparent that school counselors must add a workable accountability skill set to their daily practice in order for their school improvement leadership activities to be sustainable over time (Hargreaves, 2005; Perusse & Goodnough, 2004). As they become developmental, strengths-based leaders and advocates for the profession and their students, school counselors also must concurrently examine and promote the effectiveness of their work (Galassi & Akos, 2004, 2007).

In this article, I first highlight the core characteristics of accountability leaders operating from a CSCP framework. Second, to refine and enhance program components and their delivery, I review various accountability dimensions, potential outcomes, and sample measurement tools. Before concluding, I provide several recommendations to guide future accountability/efficacy research and practice.

ACCOUNTABILITY LEADERSHIP

As indicated above and consonant with the standards-based movement in education (Carey & Dimmitt, 2008) and evidence-based practice in counseling psychology (Goodheart & Carter, 2008), multiple school counseling-related articles and books of late contend that best professional practices include data- or results-driven program implementation, management, and evaluation (e.g., ASCA, 2005; Gysbers & Henderson, 2006). In fact, the ASCA National Model (2005) incorporated Gysbers and Henderson’s (1994) earlier directive to the profession: “Demonstrating accountability ... helps ensure that students, parents, teachers, administrators, and the general public will continue to benefit from quality comprehensive guidance programs” (p. 362). Further underscoring and extending this point, Gysbers (1995) insisted that genuine program accountability must be largely demonstrated through rigorous evaluations of three fundamental areas: (a) the composition, configuration, organization, and implementation of CSCPs; (b) the school personnel (e.g., school counselors, staff, administrators) who are responsible for CSCP implementation; and (c) the level of program impact on student

learning, as well as on the local schools and communities where the students attend and live.

To adequately accomplish these insightful recommendations, the school counseling profession (White, 2007) and graduate-level counselor education programs (Astramovich et al., 2005; Brott, 2006; House & Sears, 2002) must embrace their accountability leadership role as clearly articulated in the organizational management literature (e.g., Kraines, 2001; Wood & Winston, 2005, 2007). As such, it is essential that CSCP leaders demonstrate these general characteristics: (a) a willing acceptance of the responsibilities central to the leadership role, particularly as they relate to serving the interests of the organization; (b) an acknowledgment that they will be publicly associated with their actions/reactions and expressions; and (c) a readiness to elucidate their leadership beliefs, decisions, commitments, and/or actions to stakeholders (Wood & Winston, 2007).

In other words, leaders who value accountability share an important quality—a high level of personal ownership involving the formulation, maintenance, and the proactive and transparent answering for organizational commitments (Wood & Winston, 2007). Similarly, they assume co-ownership not only for relevant past activities, situations, and outcomes, but also for those to come and their potential efficacy. Effective leaders foster a mutually acceptable organizational vision and attempt to create an environment where all colleagues want to contribute to the tasks at hand. As preservice and in-service school counselors develop these leadership qualities, the success of CSCPs in promoting student competencies in the educational, career, and personal-social developmental domains is more likely.

ACCOUNTABILITY DIMENSIONS, SAMPLE OUTCOMES, AND INSTRUMENTATION

As school counseling leaders work to generate and maintain professional viability and public trust, the outcomes they appraise must be salient to the constituents they serve (Perusse & Goodnough, 2004). There appears to be broad consensus among CSCP educators and scholars about the four major areas to regularly assess (e.g., ASCA, 2005; Brown & Trusty, 2005b; Cobia & Henderson, 2006; Gysbers & Henderson, 2006; Johnson et al., 2006; Lapan, 2001, 2005; Lusky & Hayes, 2001). Again, utilizing a nonpunitive, strengths-based approach (Galassi & Akos, 2007), CSCPs need to first be periodically audited for missing and underutilized elements and, second, be evaluated to determine whether students are learning and demonstrating essential life-developmental skills (e.g., academic, career, personal-social, multicultural). Third, to improve services and

It is now apparent that school counselors must add a workable accountability skill set to their daily practice in order for their school improvement leadership activities to be sustainable over time.

**Effective leaders
foster a mutually
acceptable
organizational
vision and attempt
to create an
environment where
all colleagues want
to contribute to the
tasks at hand.**

interventions for students and their families, the work performance of CSCP personnel ought to be regularly appraised. Fourth, to determine current and future concerns as well as guide program refinements, the assessment of stakeholder (students, families, teaching staff, and administrators) needs must be clearly documented and understood by CSCP evaluation leaders.

Significant challenges and apprehension, however, may arise for school counselors when they attempt to operationalize these evaluation dimensions (see Lapan, 2001, 2005; Lusky & Hayes, 2001, for detailed discussions). Oftentimes, methods to appropriately use data as well as measurement processes, procedures, and content are not altogether comprehensible even to the seasoned educator (Hughes & James, 2001; Lusky & Hayes, 2001; McNamara & Pedersen, 2006). Particularly in light of No Child Left Behind's call for rigorous scientific efficacy research (U.S. Department of Education, 2002), haphazardly designed outcome studies and pretest-posttest measures are insufficient (Carey et al., 2008). Thus, school counselors must be at least moderately versed in quantitative and qualitative research methods as well as psychometrics before they can actually "prove" the effectiveness of their CSCP work. With the recent publication of the Outcome Research Coding Protocol (Carey et al.), a useful framework to code program evaluation studies and rate their quality level of evidence is now available. There is, however, limited research into whether school counselor education programs have graduated and will graduate school counselors with the necessary research and evaluation literacy skills to effectively use this tool and to demonstrate their positive contribution to the educational mission of schools and the students they serve.

In terms of conducting program audits and needs assessments, school counselors should find the process is relatively straightforward and uncomplicated. Generally, a working knowledge of the local CSCP framework and documentation is largely needed. Requiring minimal background in assessment, short "check-off" questionnaires are readily available in school counseling-related publications (e.g., ASCA, 2004a, 2005; Gysbers & Henderson, 2006) and online (see ASCA's and the Center for School Counseling Outcome Research's Web sites; also, Google these key words: "program audit school counseling" and "school counseling needs assessment"). These survey instruments need not be carefully designed in terms of their psychometric properties but rather constructed, for example, to maximize their ecological or practical validity (Carey et al., 2008). Moreover, there are numerous application- and research-oriented school counseling publications to peruse addressing various types of

needs assessment processes and tools (e.g., Graham-Migel, 2002; Lusky & Hayes, 2001; Moon, Kelly, & Feldhusen, 1997; Nyutu & Gysbers, 2008).

As alluded to earlier, school counselors must focus their evaluation time documenting the positive results of their CSCP work on student performance. To do so, however, major impediments to success need to be removed. Although the professional literature is fairly replete with serviceable measurement tools, which can be utilized, in part, to assist with CSCP results evaluations, locating the best options can be logistically problematic, requiring substantial knowledge of and access to online academic databases. Once school counselors are in schools, this ready access is probably curtailed. The goal is to find efficient, reliable, and valid norm-referenced and criterion-referenced measurement instruments that are appropriate for CSCP accountability evaluations.

Recent examples of published measures useful for pretest and posttest evaluation designs are summarized in Table 1. For example, there are creditable measures to appraise the level of bullying in secondary schools (Bond, Wolfe, Tollit, Butler, & Patton, 2007), student development in the academic, career, and personal/social domains (Whiston & Aricak, 2008), as well as elementary school classroom climate from the students' (Sink & Spencer, 2005) and teachers' (Sink & Spencer, 2007) perspectives. There are several adaptable measures that can be administered to screen for students at risk for emotional/behavior problems (e.g., depression, anxiety, and behavior; see Erford, Balcom, & Moore-Thomas, 2007, for a summary). Moreover, the Career Decision-Making System-Revised (O'Shea & Harrington, 2003) is a valuable tool to assist students to achieve various career competencies. Functional practitioner- and researcher-made scales are obtainable as well within local schools and in professional literature to assess student knowledge acquisition during individual and small group counseling sessions (see, e.g., Brigman, Webb, & Campbell, 2007), but in some cases their validity and reliability have yet to be firmly established. With these questionable instruments, the findings should only be used as "indicators" of intervention efficacy.

Also needed are valid substitutes (e.g., observation and interview protocols) to these paper-and-pen measures that can efficiently assess actual behavior change following school counseling activities, interventions, and services. Curry and Lambie (2007) published an alternative evaluation approach, suggesting that a large group guidance portfolio "provide a visual link between large group guidance and the school-wide academic mission, and demonstrate the ASCA (2005) advocated domains—academic, career, and personal/social—facilitated in guidance as part of a comprehensive

Table 1. Sample Published Results-Focused Accountability Instruments

Instrument Name	Citation	Purpose	Targeted Grade Level(s)
Career Decision-Making System–Revised	O’Shea & Harrington (2003)	Assesses students’ interests, work values, subject matter preferences, and self-estimates of abilities linked with career information	High school
Gatehouse Bullying Scale	Bond et al. (2007)	Student self-report measure of the occurrence of bullying in schools	Secondary
My Class Inventory–Short Form (student version)	Sink & Spencer (2005)	Student self-report of classroom climate	Grades 3–6
My Class Inventory–Short Form (teacher version)	Sink & Spencer (2007)	Teacher self-report of classroom climate and school counselor impact on the classroom milieu	Grades 3–6
School Counseling Program Evaluation Survey	Whiston & Aricak (2008)	Measures the effectiveness of school counseling programs, and provides an outcome assessment instrument (corresponds to the National Standards for School Counseling Programs; see ASCA, 2005)	K–12 (school-age students)
The Screening Test for Emotional Problems	Erford et al. (2007)	Teacher and/or caregiver completes measure to screen students who may exhibit symptoms indicative of emotional problems as defined by special education federal legislation	K–12 (school-age students)

If school counselors are to gather meaningful quantitative data, sophisticated psychometric research necessary to validate the instrumentation must be conducted and published.

developmental program” (p. 146).

To successfully gauge CSCP counselors’ program-related skills (personnel evaluation), practitioners must first start with a well-researched approach to supervision similar to the School Counseling Supervision Model (Luke & Bernard, 2006) and then consult relevant instrumentation to assess the framework’s key elements. Numerous districts have created personnel evaluation tools for their school counselors; regrettably, however, anecdotal evidence suggests that these are often fraught with irregularities, including the lack of reliability, validity, recency, relevancy, and limited administrator preparation on the roles and functions of contemporary CSCP school counselors (Amatea & Clark, 2005).

A better alternative is to first review the professional literature for useful measures. Each year quality instruments are published, assessing a variety of germane CSCP counselor-related topics and skills.

For instance, because counselor self-efficacy is associated with various counseling competencies and training effectiveness, it appears to be a salient construct to include in personnel evaluations (Yuen, Chan, Lau, Man-Ping, & Shek, 2004). There are several of these self-efficacy measures to select from, including the reasonably well-researched Counseling Self-Estimate Inventory (see, e.g., Larson & Daniels, 1998, for a review). To measure school counselors’ attitudes toward their particular CSCP, the Perceptions of Comprehensive Guidance and Counseling Inventory (Sink & Yillik-Downer, 2001) is available. Another useful inventory, the School-Wide Cultural Competence Observation Checklist, was formulated to (a) assess school-wide cultural competence of school counselors, and (b) determine how well a school’s programs, policies, and practices reveal the perspectives and experiences of its diverse populations (Nelson, Bustamante,

Wilson, & Onwuegbuzie, 2008). A final example of a rigorously examined personnel accountability tool is Scarborough's (2005) School Counselor Activity Rating Scale. This survey appears to be a reliable and valid approach to estimate "how school counselors actually may spend their time versus how they would prefer to spend their time in job-related activities" (Scarborough, p. 279). Obviously, if counselors are mismanaging their time, their effectiveness may be compromised.

RECOMMENDATIONS FOR ACCOUNTABILITY LEADERSHIP RESEARCH AND PRACTICE

To serve as accountability leaders, school counselors have to take more seriously their evaluator role. However, before practitioners can most efficiently achieve this end, university-level school counselor educators and researchers must do their part (Astramovich et al., 2005). They need to be far more intentional about creating measurement tools for CSCP counselors to administer to relevant constituents. If school counselors are to gather meaningful quantitative data, sophisticated psychometric research necessary to validate the instrumentation must be conducted and published. High-quality qualitative measures are needed as well, including valid observational and interview tools to assess students' "real world" behavior change. For instance, greater emphasis in counselor education programs needs to be placed on qualitative data gathering and using experiential methods for training (e.g., conducting a focus group with caregivers during the internship experience).

School counseling accountability leaders also must be well educated and trained. Essential are national studies investigating whether school counselors possess sufficient research, testing, and computer literacy skills to use and even to design valid tools to evaluate CSCP-related outcomes. Similarly, graduate-level school counselor education programs should be scrutinized in an attempt to answer the following question: Are they focusing enough of their school counseling coursework and training on the topic of practical research and evaluation skills? This educative component in many American graduate programs needs to be augmented (Astramovich et al., 2005; Brott, 2006).

Linked with the previous recommendations, reporting of accountability-related data and results to major stakeholders (e.g., administration, school boards) must be conducted in a systematic and comprehensible format. As such, accountability leadership involves supportive program evaluation communication that is largely celebratory of accomplishments and nonpunitive in nature. Obviously, reports

and presentations that center in on negative outcome data and fault-finding will generally lead to increased participant resistance and defensiveness. Instead, the communication of outcome data should be coherent, "positively" informative, and engaging; in this way, leaders and participants are more likely to make periodic refinements in program processes, procedures, and components. Areas for significant improvement are therefore best shared in the safety of confidential school counseling program meetings. There are abundant examples in the school counseling literature to consult describing the various methods and processes of reporting outcome data (e.g., Brott, 2006; Dimmitt, Carey, & Hatch, 2007; Gysbers & Henderson, 2006; Johnson et al., 2006; Walz, Bleuer, & Yep, 2006). See also Brigman's (2006) summary of the special issue of *Professional School Counseling* (Vol. 9, No. 5) on research methods in school counseling. For novice program evaluators and data collectors, Dimmitt et al.'s evidence-based school counseling text is a highly practical starting point to acquire these skills.

A final suggestion relates to school counselors' skill levels across a variety of fundamental program-related areas. Because their CSCP skill set can always be further polished and expanded, peer supervision seems to be one of the best and most productive ways to accomplish this goal (Agnew, Vaught, Getz, & Fortune, 2000). Although there are some school counseling peer supervision models in the professional literature (e.g., Butler & Constantine, 2006; Crutchfield & Borders, 1997), their direct link to CSCP personnel evaluation outcomes needs to be reinforced and extended.

CONCLUDING REMARKS

Following the recent advice of Jonson-Reid (2008) and others discussed above, to be effective leaders and advocates for students and their families, school counselors must be ardent consumers of best-practices evidence, consistent about evaluating results of what they do, and sincere participants in the creation and distribution of those outcomes to districts and to policymakers. Wood and Winston's (2007) research has shown that accountability leadership fundamentally involves (a) taking responsibility for one's actions, (b) exhibiting openness and sensitivity, and (c) maintaining an attitude of "answerability." It is now incumbent on school counselor educators to train preservice and in-service counselors to move forward and lead in this regard (Brott, 2006) while, at the same time, conducting and publishing carefully designed evaluation studies of their own. Public scrutiny of school counseling practice will not diminish until members of the profession lead the way, demonstrating the effectiveness of

Research has shown that accountability leadership fundamentally involves (a) taking responsibility for one's actions, (b) exhibiting openness and sensitivity, and (c) maintaining an attitude of "answerability."

their CSCPs by evaluating their key components, activities, services, and interventions. In short, as a principal element of the leadership role, school counselors and school counselor educators must do more than merely acquiesce to the rising accountability tide; rather, they need to be genuinely committed to and engaged in improving student educational outcomes and the profession, rigorously testing and then jettisoning unproven practices and refining those that show positive results. ■

References

- Agnew, T., Vaught, C. C., Getz, H. G., & Fortune, J. (2000). Peer group clinical supervision program fosters confidence and professionalism. *Professional School Counseling, 4*, 6–12.
- Amatea, E. S., & Clark, M. A. (2005). Changing schools, changing counselors: A qualitative study of school administrators' conceptions of the school counselor role. *Professional School Counseling, 9*, 16–27.
- American School Counselor Association. (2004a). *The ASCA national model workbook*. Alexandria, VA: Author.
- American School Counselor Association. (2004b). *Ethical standards for school counselors*. Retrieved August 28, 2008, from <http://www.schoolcounselor.org/content.asp?contentid=173>
- American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
- Astramovich, J., Coker, J. K., & Hoskins, W. J. (2005). Training school counselors in program evaluation. *Professional School Counseling, 9*, 49–54.
- Bond, L., Wolfe, S., Tollit, M., Butler, H., & Patton, G. (2007). A comparison of the Gatehouse Bullying Scale and the Peer Relations Questionnaire for students in secondary school. *Journal of School Health, 77*, 75–79.
- Borders, D. (2002). School counseling in the 21st century: Personal and professional reflections. *Professional School Counseling, 5*, 180–185.
- Brigman, G. A. (2006). Research methods in school counseling: A summary for the practitioner. *Professional School Counseling, 9*, 421–425.
- Brigman, G. A., Webb, L. D., & Campbell, C. (2007). Building skills for school success: Improving the academic and social competence of students. *Professional School Counseling, 10*, 279–288.
- Brott, P. E. (2006). Counselor education accountability: Training the effective professional school counselor. *Professional School Counseling, 10*, 179–188.
- Brown, D., & Trusty, J. (2005a). *Designing and leading comprehensive school counseling programs*. Belmont, CA: Brooks/Cole Thompson.
- Brown, D., & Trusty, J. (2005b). School counselors, comprehensive school counseling programs, and academic achievement: Are school counselors promising more than they can deliver? *Professional School Counseling, 9*, 1–8.
- Butler, S. K., & Constantine, M. G. (2006). Web-based peer supervision, collective self-esteem, and case conceptualization ability in school counselor trainees. *Professional School Counseling, 10*, 146–152.
- Carey, J., & Dimmitt, C. (2008). A model for evidence-based elementary school counseling: Using school data, research, and evaluation to enhance practice. *Elementary School Journal, 108*, 422–440.
- Carey, J. C., Dimmitt, C., Hatch, T. A., Lapan, R. T., & Whiston, S. C. (2008). Report of the National Panel for Evidence-Based School Counseling: Outcome Research Coding Protocol and evaluation of Student Success Skills and Second Step. *Professional School Counseling, 11*, 197–206.
- Cobia, D. C., & Henderson, D. A. (2006). *Developing an effective and accountable school counseling program* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Crutchfield, L. B., & Borders, L. D. (1997). Impact of two clinical peer supervision models on practicing school counselors. *Journal of Counseling & Development, 75*, 219–230.
- Curry, J., & Lambie, G. W. (2007). Enhancing school counselor accountability: The large group guidance portfolio. *Professional School Counseling, 11*, 145–148.
- Dahir, C. A. (2001). The national standards for school counseling programs: Development and implementation. *Professional School Counseling, 4*, 320–327.
- Dahir, C. A., & Stone, C. B. (2003). Accountability: A M.E.A.S.U.R.E of the impact school counselors have on student achievement. *Professional School Counseling, 6*, 214–221.
- Dimmitt, C., Carey, J., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
- Dollarhide, C. T., & Lemberger, M. E. (2006). No Child Left Behind: Implications for school counselors. *Professional School Counseling, 9*, 295–304.
- Education Trust. (2007). *What is the Education Trust?* Retrieved August 24, 2008, from <http://www2.edtrust.org/edtrust/about+the+ed+trust>
- Erford, B. T. (2007). Accountability. In B. T. Erford (Ed.), *Transforming the school counseling profession* (2nd ed., pp. 236–278). Upper Saddle River, NJ: Pearson.
- Erford, B. T., Balcom, L. C., & Moore-Thomas, C. (2007). The Screening Test for Emotional Problems: Studies of reliability and validity. *Measurement and Evaluation in Counseling and Development, 39*, 209–225.
- Eschenauer, R., & Chen-Hayes, S. F. (2005). The Transformative Individual School Counseling Model: An accountability model for urban school counselors. *Professional School Counseling, 8*, 244–248.
- Fairchild, T. N. (1993). Accountability practices of school counselors: 1990 national survey. *The School Counselor, 40*, 363–374.
- Galassi, J., & Akos, P. (2004). Developmental advocacy: Twenty-first century school counseling. *Journal of Counseling & Development, 82*, 146–157.
- Galassi, J., & Akos, P. (2007). *Strengths-based school counseling*. Mahwah, NJ: Lawrence Erlbaum.
- Goodheart, C. D., & Carter, J. A. (2008). The proper focus of evidence-based practice in psychology: Integration of possibility and probability. In W. B. Walsh (Ed.), *Biennial review of counseling psychology* (Vol. 1, pp. 47–70). New York: Routledge/Taylor and Francis.
- Graham-Migel, J. (2002). Comprehensive guidance and counselling programs: The Beechville-Lakeside-Timberlea experience. *Canadian Journal of Counselling, 36*, 6–13.
- Gysbers, N. C. (1995). *Evaluating school guidance programs*. ERIC Digest. Retrieved August 15, 2008, from <http://www.ericdigests.org/1996-3/school.htm>
- Gysbers, N. C., & Henderson, P. (1994). *Developing and managing your school guidance program* (2nd ed.). Alexandria, VA: American Counseling Association.
- Gysbers, N. C., & Henderson, P. (2006). *Developing and managing your school guidance and counseling program* (4th ed.). Alexandria, VA: American Counseling Association.

- Hargreaves, A. (2005). Sustainable leadership. In B. Davies (Ed.), *Essentials of school leadership* (pp. 173–189). London: Sage/Paul Chapman Educational Publishing.
- Hayden, C., & Pohlmann, N. (1981). Accountability and evaluation: Necessary for the survival of guidance programs? *NASSP Bulletin*, *65*, 60–63.
- Hayes, R. L., Nelson, J.-L., Tabin, M., Pearson, G., & Worthy, C. (2002). Using school-wide data to advocate for student success. *Professional School Counseling*, *6*, 86–94.
- House, R. M., & Sears, S. J. (2002). Preparing school counselors to be leaders and advocates: A critical need in the new millennium. *Theory Into Practice*, *41*, 154–162.
- Hughes, D. K., & James, S. H. (2001). Using accountability data to protect a school counseling program: One counselor's experience. *Professional School Counseling*, *4*, 306–309.
- Isaacs, M. L. (2003). Data-driven decision making: The engine of accountability. *Professional School Counseling*, *6*, 288–295.
- Johnson, C. D. (1991). Assessing results. In S. K. Johnson & E. A. Whitfield (Eds.), *Evaluating guidance programs* (pp. 43–57). Iowa City, IA: American College Testing Program.
- Johnson, C. D., Johnson, S. K., & Hays, D. G. (2004). *Building stronger school counseling programs: Bringing futuristic approaches into the present*. Washington, DC: CAPS Publications/U.S. Department of Education.
- Johnson, S., Johnson, C., & Downs, L. (2006). *Building a results-based student support program*. Boston: Lahaska/Houghton Mifflin.
- Jonson-Reid, M. (2008). Accountability meets appropriation: The case of the elementary and secondary school counseling program. *Children & Schools*, *30*, 3–4.
- Kraines, G. (2001). *Accountability leadership: How to strengthen productivity through sound managerial leadership*. Franklin Lakes, NJ: Career Press.
- Lapan, R. T. (2001). Results-based comprehensive guidance and counseling program: A framework for planning and evaluation. *Professional School Counseling*, *4*, 289–299.
- Lapan, R. T. (2005). Evaluating school counseling programs. In C. A. Sink (Ed.), *Contemporary school counseling: Theory, research, and practice* (pp. 257–294). Boston: Lahaska/Houghton Mifflin.
- Larson, L. M., & Daniels, J. A. (1998). Review of the counseling self-efficacy literature. *Counseling Psychologist*, *26*, 179–218.
- Luke, M., & Bernard, J. M. (2006). The School Counseling Supervision Model: An extension of the Discrimination Model. *Counselor Education & Supervision*, *45*, 282–295.
- Lusky, M. B., & Hayes, R. L. (2001). Collaborative consultation and program evaluation. *Journal of Counseling & Development*, *79*, 26–38.
- McNamara, V., & Pedersen, L. (2006). Practitioner inquiry: A method to advocate for systemic change. *Professional School Counseling*, *9*, 257–260.
- Moon, S. M., Kelly, K. R., & Feldhusen, J. F. (1997). Specialized counseling services for gifted youth and their families: A needs assessment. *Gifted Child Quarterly*, *41*, 16–25.
- Myrick, R. D. (2003). Accountability: Counselors count. *Professional School Counseling*, *6*, 174–179.
- Nelson, J. A., Bustamante, R. M., Wilson, E. D., & Onwuegbuzie, A. J. (2008). The School-Wide Cultural Competence Observation Checklist for school counselors: An exploratory factor analysis. *Professional School Counseling*, *11*, 207–217.
- Nyutu, P. N., & Gysbers, N. C. (2008). Assessing the counselling needs of high school students in Kenya. *International Journal for Educational and Vocational Guidance*, *8*(2), 83–94.
- O'Shea, A. J., & Harrington, T. F. (2003). Using the Career Decision-Making System—Revised to enhance students' career development. *Professional School Counseling*, *6*, 280–286.
- Perusse, R., & Goodnough, G. E. (Eds.). (2004). *Leadership, advocacy, and direct service strategies for professional school counselors*. Pacific Grove, CA: Thomson Learning/Brooks/Cole.
- Scarborough, J. L. (2005). The School Counselor Activity Rating Scale: An instrument for gathering process data. *Professional School Counseling*, *8*, 274–283.
- Sexton, T. L., Whiston, S. C., Bleuer, J. C., & Walz, G. R. (1997). *Integrating outcome research into counseling practice and training*. Alexandria, VA: American Counseling Association.
- Sink, C. A. (2005). Comprehensive school counseling programs and academic achievement—A rejoinder to Brown and Trusty. *Professional School Counseling*, *9*, 9–12.
- Sink, C. A., & Spencer, L. R. (2005). My Class Inventory—Short Form as an accountability tool for elementary school counselors to measure classroom climate. *Professional School Counseling*, *9*, 37–48.
- Sink, C. A., & Spencer, L. R. (2007). Teacher version of the My Class Inventory—Short Form: An accountability tool for elementary school counselors. *Professional School Counseling*, *11*, 129–139.
- Sink, C. A., & Yillik-Downer, A. (2001). School counselors' perceptions of comprehensive guidance and counseling programs: A survey of national trends. *Professional School Counseling*, *4*, 278–288.
- Stone, C. B., & Dahir, C. A. (2007). *School counselor accountability: A MEASURE of student success* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Studer, J. R., & Sommers, J. A. (2000). The professional school counselor and accountability. *NASSP Bulletin*, *84*, 93–99.
- U.S. Department of Education. (2002). *No Child Left Behind Act of 2001*. Pub. L. No. 107-110, Stat. 1425-2094. Retrieved May 15, 2008, from <http://www.ed.gov/nclb/landing.jhtml>
- U.S. Department of Education. (n.d.). *What Works Clearinghouse*. Retrieved November 13, 2008, from <http://ies.ed.gov/ncee/wwc/>
- Walz, G. R., Bleuer, J. C., & Yep, R. K. (Eds.). (2006). *Vistas: Compelling perspectives on counseling 2006*. Alexandria, VA: American Counseling Association.
- Whiston, S. C., & Aricak, O. T. (2008). Development and initial investigation of the School Counseling Program Evaluation Scale. *Professional School Counseling*, *11*, 253–261.
- White, F. A. (2007). The professional school counselor's challenge: Accountability. *Journal of Professional Counseling: Practice, Theory & Research*, *3*, 62–70.
- Wood, J. A., & Winston, B. E. (2005). Toward a new understanding of leader accountability: Defining a critical construct. *Journal of Leadership and Organizational Studies*, *11*, 84–94.
- Wood, J. A., & Winston, B. E. (2007). Development of three scales to measure leader accountability. *Leadership & Organization Development Journal*, *28*, 167–185.
- Yuen, M., Chan, R., Lau, P., Man-Ping, L., & Shek, D. T. L. (2004). The Counselling Self-Estimate Inventory (COSE): Does it work in Chinese counsellors? *Counselling Psychology Quarterly*, *17*, 177–194.

Earn CEUs for reading this article.
Visit www.schoolcounselor.org, and
click on *Professional School Counseling*
to learn how.