Identifying a School Counseling Research Agenda: A Delphi Study

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The authors conducted a Delphi study to identify important research questions regarding school counseling. During 3 consecutive rounds of e-mail queries, an expert panel of 21 school counseling educators and practitioners were asked to identify the goals of school counseling research, develop specific research questions, and rate the importance of the questions. The highest rated research questions concerned school counseling interventions that have an impact on academic achievement and the effects of school counseling programs on student outcomes. The panel's final list of 42 research questions can help counselor educators, graduate students, and practitioners develop research projects that most effectively meet the needs of the field.

The need for school counseling practice to be grounded in solid research and the related paucity of this research have been ongoing themes in the field's professional literature (Bauman et al., 2002; Borders & Drury, 1992; Gerler, 1985; House & Hayes, 2002; Remer, 1981; Whiston & Sexton, 1998; Wilson, 1986). Research is crucial because it identifies best practices, supports accountability, demonstrates the impact of school counseling on student outcomes, and helps professionals in the field develop their knowledge base (Cramer, Herr, Morris, & Frantz, 1970; Deck, Cecil, & Cobia, 1990; Dimmitt, 2003; Erpenbach, 1984; Myrick, 1984). With the advent of the No Child Left Behind Act (2002), developing a school counseling research agenda has new urgency, because public school professionals will be required to demonstrate that they are implementing evidence-based interventions and counselor educators will need to train school counselors in rigorous program evaluation, research, and data use skills (Carey, 2003). In this era of standards-based education and professional accountability, research demonstrating that school counseling programs and interventions are making a difference in the academic outcomes of students is fundamentally necessary and invaluable to the profession.

The Center for School Counseling Outcome Research at the University of Massachusetts–Amherst (hereafter referred to as the Center) was developed to facilitate the development of the profession's research base by identifying critical research questions; evaluating existing research evidence; communicating the implications of research findings to practitioners; identifying outcomes that are most critical for evaluating, identifying, and developing good outcome

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measures; developing new research approaches; and coordinating multisite research efforts across the field (Center for School Counseling Outcome Research, 2003). As its initial project, the Center conducted a Delphi study to help the profession develop a research agenda through the identification of significant research questions. Currently, the counseling profession does not have an accurate picture of the possible range of relevant research questions and lacks an assessment of the relative value of different questions. We believed that the identification of a finite list of important research questions would help counselor educators, researchers, doctoral students, and funding organizations target research efforts on the questions that would be of most benefit to the profession. Identification of a coherent research agenda would allow maximal effectiveness and efficiency in an era of scarce resources.

University-based school counselor education programs have a particularly important role in leading research efforts to address critical questions in school counseling. Several authors have suggested that university–public school research partnerships are needed to address critical research needs (Fields & Hines, 2000; Hayes, Paisley, Phelps, Pearson, & Salter, 1997; House & Hayes, 2002). The identification of specific critical research questions can help focus and direct the efforts of such partnerships. Similarly, even in the absence of partnerships, most of the current research activity in the field of school counseling is conducted by counselor education faculty and doctoral students. We reasoned that establishing the most critical questions would help both faculty and doctoral students establish programmatic research initiatives. Furthermore, the research education of doctoral school counselor education students would be enhanced by the identification of the field's most cogent questions.

We also believed that the identification of critical research questions would benefit master's-level school counselor education programs by helping to more clearly define the knowledge base that school counselors now need in order to be successful in their work. The research and program evaluation standards established by the Council for Accreditation of Counseling and Related Educational Programs (2001, Sec. II. K.8) state that it is important for counselors to have grounding in research that informs practice. We anticipated that the identification of the critical research questions in the school counseling field would lead to improvements in the research training of prospective school counselors.

The crucial need for more research in all areas of school counseling has been identified in the professional literature (House & Hayes, 2002; House & Martin, 1998; Remer, 1981; Whiston & Sexton, 1998). Very few studies, however, have asked school counselors and school counselor educators to identify the most important research questions for the field. Deck et al. (1990) conducted a survey to assess the opinions of leaders in the American School Counselor Association (ASCA) about research issues. When asked about what types of research were appropriate for school counselors to conduct, 97% of the sample (N = 116) said evaluation of

program effectiveness was appropriate, 91% said assessment of counselor effectiveness, 87% said pre- and postassessment of interventions, 81% said follow-up studies of graduates, 78% said attitudinal surveys, 67% said case studies, 60% said structured interviews, and 49% said comparative studies using experimental and control groups (Deck et al., 1990). As is evident, almost all of these types of investigation involve site-specific evaluation rather than wide-scale research.

In another study, Bauman et al. (2002) asked 129 school counselors about their research interests. The research topics most often rated very important by school counselors were, in order, peer pressure, divorce and family issues, aggression/violence/gangs, substance use and abuse, bullying, depression, dropouts, and attention deficit hyperactivity disorder. Participants most frequently identified psychosocial concerns that are of great interest and relevance to practicing school counselors. Deck et al. (1990) and Bauman et al. (2002) identified school counselor research interests, but did not identify research questions that address the advancement of the profession of school counseling in general.

We believed that in order to identify broad research questions that addressed discipline-wide issues critical to the profession of school counseling, we would need to survey experts, that is, people who had knowledge about the factors that have an impact on the profession and about likely future trends. We decided to use a Delphi procedure to determine the opinions of leaders in the school counseling field.

The Delphi Method

The Delphi method of research uses a panel of experts to generate ideas, gain consensus, and identify divergence of opinion about a specific topic (Linstone, 1978; Strauss & Zeigler, 1975). Delphi research uses expert opinion to forecast future development and directions and to identify critical issues in the professional domain in which panel members hold expertise (Strauss & Zeigler, 1975).

The Delphi technique allows researchers to solicit the opinions of a geographically dispersed group of experts who, for reasons of time and money, would not otherwise be able to come together to explore a specific topic (Linstone, 1978; Strauss & Zeigler, 1975). The group of experts is referred to as panel members, and their answers and comments remain anonymous throughout the data-gathering process. Panel members are carefully selected based on their knowledge of the particular issue to be evaluated.

The Delphi method was initially developed by Olaf Helmer and Norman Dalkey for the RAND Corporation in the 1950s, but many variations of the technique now exist (Cabaniss, 2002). In most Delphi studies, panel members are sent a series of questionnaires (usually three) that systematically elicit and then refine information relevant to the study. Often, this has been done by letter or telephone, but increasingly communication in Delphi studies occurs via e-mail. The first questionnaire is usually composed of open-ended questions designed to generate ideas and new ways of looking

at the question or problem. The researcher then compiles the answers and develops a new instrument containing all the ideas of the panel members, creating a theoretical framework or typology if necessary. The second questionnaire is sent to the panelists who are asked to rank order, edit, or modify the initial set of responses, depending on the nature of the research. In the second round, panelists are exposed to the anonymous responses of other members. After the second set of data has been returned to the researcher, a third survey instrument is created and sent to the panelists for further elaboration or ranking. The final data are analyzed, and a final report is sent to panel members before public dissemination of the findings (Cabaniss, 2002).

Method

Participants

In this Delphi study, participants were 21 school counseling experts. (See the Appendix for details about the expert panel.) An initial list of 32 possible participants was generated through consultation with national school counseling leaders, practitioners, and counselor educators who had published or reviewed school counseling research, who had been involved in the development of the ASCA National Model for School Counseling Programs (ASCA, 2003), and/or who had been involved in The Education Trust (2002) Transforming School Counseling Initiative. *Expertise* was defined as having special skills or knowledge as demonstrated by leadership in professional organizations, research publications, or presentations at national conferences (Cabaniss, 2002).

One of the strengths of the Delphi method is that it allows for a conscious inclusion of different constituencies on a panel, so care was taken to solicit practitioners, administrators, and counselor educators from as many diverse contexts as possible (with a mix of geographical areas, urban/rural schools, and diverse populations). Possible participants were informed of their nomination, provided with a description of the Delphi process, and given the opportunity to accept or reject the nomination. Twenty-one experts chose to participate, and the group consisted of practicing school counselors, school counseling program administrators, counselor educators, and leaders of ASCA, with several participants holding multiple roles.

Procedure

At each level of this study, the questionnaires were developed by the Center researchers and e-mailed to panel members. In the first phase of the study, panelists were asked to respond to the following information and questions:

> Research is not an end in itself, but a process of inquiry designed to achieve some purpose(s). Before focusing on specific research questions, we would like the group to explore the various purposes for research in school counseling. Given the history and current political context of school counseling, what ends should research achieve? For example, research

might be needed to: (1) demonstrate the effectiveness of specific programs, projects, interventions, and activities before widespread implementation; (2) evaluate district guidance programs or comprehensive models to demonstrate the effectiveness of the model; (3) evaluate the effectiveness of specific guidance interventions to demonstrate their efficacy for local constituencies. We're asking you to identify three purposes of school counseling research, given your knowledge of the field, from both theoretical and practical perspectives.

The question purposefully asked participants to consider the broadest possible function of research in the field, rather than asking about specific interventions or psychosocial issues. The responses to this first phase of the study were reviewed by Center researchers, who compiled the data and analyzed the content of the responses using qualitative data analysis. The data were then sorted into four categories of responses, which created a framework for Phase 2 questions (see Table 1).

In Phase 2, the framework and the quoted examples cited in Table 1 were sent to the panelists, who were then asked two questions that were designed to allow for modification, to address possible researcher bias, and to ensure consensus on the theoretical framework design. The questions were (a) Do your ideas about the purposes of school counseling research fit into one or more of these categories? and (b) Would you add to or redefine the definitions of any of these purposes?

Panelists were also asked, "Identify what you consider to be an important, specific research question for each purpose, if possible." This final question of the second phase of the study was designed to generate concrete research suggestions relevant to the field (see Table 2). Panelists' responses were again reviewed and analyzed, and questions for Phase 3 were developed.

Phase 3 asked panelists to prioritize the research questions that had been generated by the group during Phase 2. Panel members were also asked to identify the criteria they used for judging the importance of each question. The Center researchers organized the numerous research questions generated by the panelists, combined the questions to avoid redundancy, and provided consistent wording (so that comparisons would be possible). A comprehensive list of 42 school counseling research questions was compiled (see Table 3).

Panelists were asked to rate each item on a scale of 1 to 4 (1 = *not important*, 2 = *important*, 3 = *very important*, 4 = *critically important*) in terms of how important they believed it was to address this question in research or evaluation. Ratings are presented in Table 3.

After rating the questions, panelists were asked to briefly describe the criteria they used in rating the questions, to add any additional research or evaluation questions that they believed were critical to address, and to add any comments or notes that they thought were necessary for the researchers to understand their ratings or comments.

Results

The results of Phase 1, which focused on the purposes of school counseling research, were sorted into four categories. These categories were identifying best practices, documenting effectiveness, understanding how research can effect change in the field, and identifying

TABLE 1

Phase 1 Categories With Examples of Panel Members' Quotes

Category	Quotation
1. Identifying best practices	"Research can provide practitioners with information on which interventions really help students....We need research that is relevant and pertinent to practitioners that can *inform future practice.*"
	"Research is necessary for identifying the specific elements of programs and services that make a difference so that those effective practices can be replicated."
2. *Documenting effectiveness*	"*Unless and until we have research that validates* that what we do makes a difference, we will be unable to remove ourselves from the reality of our marginalization as a profession."
	"Show the results of a comprehensive school counseling program and demonstrate to stakeholders the effectiveness of the program. 'How does school counseling make a difference in the lives of children?'"
3. *Understanding how research can effect* change in the field	"*Research is needed to evaluate the impact* of a training design mechanism whereby ASCA ensures they educate not only counselors, but also those with the power and authority to make change."
	"*More research is needed to discover* what factors are contributing to or influencing the changes in school counselors' beliefs and behaviors regarding the performance of counseling and non-counseling activities."
4. Identifying the most effective educational and supervisory approaches	"School counseling research should focus on the best practices for training school counseling graduate students."
	"Research also could be conducted on counselor preparation programs, both university and induction. If best practices could be determined, they might help provide some kind of standard by which all could be prepared consistently."

the most effective educational and supervisory approaches. A summary is provided in Table 1 of each of these categories with examples of panel member quotes.

In Phase 2, the panelists indicated that the framework generated by the researchers about the purposes of research was, for the most part, a useful typology. Suggestions for improvement included the addition of time as a dimension of evaluation and research (e.g., immediate, intermediate, and long-term impact of interventions) and a more clearly defined distinction between evaluation and research. Additionally, a focus on the evaluation of and research related to comprehensive approaches (i.e., programs and models) was also suggested.

During Phase 2, panelists generated a list of questions in the four areas of the framework: (a) identifying best practices, (b) docu-

TABLE 2

Examples of Panelist Questions in Each of the Four Identified Areas During Phase 2

Area	Example
Identifying best practices	"How does utilizing the Internet to explore occupations impact students' knowledge of occupations?" "What are the most effective interventions designed to help failing high school students stay in school?"
Demonstrating school counseling effectiveness	"How does having a comprehensive model in place impact student academic success as it relates to No Child Left Behind?" "What data are needed to show the efficacy of school counseling, and how should this data be presented to administrators, school board members and other stakeholders?"
Effecting change	"How do the belief systems of school counselors and/or administrators and the level to which they implement an effective comprehensive school counseling program impact the operational legitimacy of the school counseling program?" "What strategies do counselors use to inform and change opinions of administrators about 21st century counselors?"
Counselor education and supervision	"How do counselor educators integrate technology to manage, deliver, and evaluate training?" "How has counselor educator experience (or lack of experience) in working in schools affected training orientation and outcomes for counselor candidates?"

menting effectiveness, (c) understanding how research can effect change in the field, and (d) identifying the most effective educational and supervisory approaches. Examples of the initial questions in each of these categories are presented in Table 2.

In Phase 3, Delphi panel members ranked the research questions they had generated (Table 3). Most of the final 42 questions were considered important by the panel, and the differences between the overall mean ratings were minor. The lowest rated question had a mean rating of 2.1 (2 = *important*), indicating that there were no questions that, overall, the panelists thought were unimportant. This should not be surprising because the research questions were generated from topics already deemed essential by panelists.

The research questions the Delphi panel considered the most important focused on (a) understanding the impact of school counseling interventions on students' academic achievement, (b) studying the effectiveness of data-driven approaches to school counseling management, (c) understanding the most effective ways to change district leaders' opinions about school counseling, (d) identifying how and why school counseling programs are effective and documenting the impact of school counseling programs on student outcomes, and (e) best practices in counselor education. Examples of critical research questions in each of these areas are presented in Table 4.

TABLE 3

Mean Ratings of Research Questions by the Expert Panel in Rank Order From Most to Least Important

Item	*M*
"Which specific school counseling interventions result in the greatest gains in students' academic development and achievement?"	3.8
"What specific school counseling interventions are most effective at preventing school dropout?"	3.7
"What is the impact of enhancing school counselors' ability to use data in planning and accountability on student outcomes?"	3.7
"What specific school counseling interventions are most successful at preventing school failure?"	3.6
"What are the most effective approaches to changing school leaders' opinions about the value and legitimacy of school counseling?"	3.6
"What factors contribute to the success of a school counseling program?"	3.6
"What is the impact of implementing a results-based school counseling program on students' academic development and achievement?"	3.6
"What is the impact of implementing a comprehensive developmental school counseling program on students' academic development and achievement?"	3.6
"What are the most effective approaches to changing school leaders' opinions about school counselor role and function?"	3.5
"Which specific school counseling interventions result in the greatest gains in students' career development?"	3.5
"Which specific school counseling interventions result in the greatest gains in students' personal/social development?"	3.5
"What is the impact of implementing a comprehensive developmental school counseling program on students' personal/social development?"	3.5
"What is the impact of implementing a results-based school counseling program on students' career development?"	3.5
"What is the impact of implementing a results-based school counseling program on students' personal/social development?"	3.5
"What is the impact of implementing an ASCA National Model on students' academic development and achievement?"	3.5
"What is the impact of enhancing school counselors' abilities to use data in planning and accountability on school leaders' perceptions of the value and legitimacy of school counseling?"	3.5
"What is a successful school counseling program?"	3.4
"What is the impact of implementing a results-based school counseling program on school leaders' perceptions of the value and legitimacy of school counseling?"	3.4
"What are the factors that contribute to the efficacy of a school counseling program's implementation?"	3.4
"What is the impact of implementing an ASCA National Model on students' career development?"	3.4
"Under what circumstances are whole classroom, small group, and individual counseling maximally effective?"	3.4
"What is the impact of implementing a comprehensive developmental school counseling program on students' career development?"	3.3
"What is the impact of implementing an ASCA National Model on school leaders' perceptions of the value and legitimacy of school counseling?"	3.3
"What are the best ways to measure the extent to which a school counseling program model is fully implemented?"	3.3
"What is the impact of reducing student/counselor ratios on program outcomes?	3.3
"What are the most effective approaches to enhancing the leadership skills of school counselors?"	3.3

(continued on next page)

TABLE 3 *(Continued)*

Mean Ratings of Research Questions by the Expert Panel in Rank Order From Most to Least Important

Item	*M*
"What are the most effective professional development approaches to enhance school counselors' competence?"	3.3
"What is the impact of implementing a comprehensive developmental school counseling program on school leaders' perceptions of the value and legitimacy of school counseling?"	3.2
"What is the impact of implementing an ASCA National Model on students' personal/social development?"	3.2
"What research and evaluation skills are necessary for effective school counseling practice?"	3.2
"What is the impact of collaboration between guidance leaders and school counselor educators on the quality of school counseling training and the competence of school counseling trainees?"	3.2
"What is the impact of aligning a school counselor education program with a school reform agenda on the quality of school counseling training and the competence of school counseling trainees?"	3.2
"What is the impact of aligning a school counselor education program with the ASCA National Model on the quality of school counseling training and the competence of school counseling trainees?"	3.1
"What is the impact of aligning a school counseling program with the school-reform agenda on students' academic development and achievement?"	3.0
"To what extent do school counselors trained in leadership and systemic change models attempt to effect change in their schools?"	3.0
"What is the impact of school counselor educators' work experience in schools on the orientation and outcomes of counselor education programs?"	3.0
"What is the impact of implementing the use of specific competency-based student learning objectives in a school counseling program on student outcomes?"	2.9
"What are the most effective approaches to developing and enhancing the professional identity of school counselors?"	2.8
"What are the most effective approaches to enhancing the program organization and management skills of school counselors?"	2.7
"Do school counselors who use research to guide practice have a greater impact on student outcomes?"	2.6
"What is the impact of peer helper programs on students' attendance, grades and school behavior?"	2.3
"What is the impact of different methods of assigning students to counselors on different outcomes?"	2.1

Panelists were asked to describe the criteria they used to rate the importance of each question. Answers included the following:

- Research that would significantly add to our understanding of best practices
- Research that demonstrates impact on outcomes
- Research that advances the efficacy and effectiveness of school counselor training
- Research that helps the profession meet the challenges associated with No Child Left Behind and with implementing Transforming School Counseling Initiative and the ASCA National Model reforms
- Research that is intrinsically interesting to me

TABLE 4

Examples of Critically Important Research Questions Identified by the Delphi Panel

Area	Example
Understanding the impact of school counseling interventions on students' academic achievement	"Which specific school counseling interventions result in the greatest gains in students' academic development and achievement?" "What specific interventions are most effective at preventing school dropout?" "What specific interventions are most successful at preventing school failure?"
Studying the effectiveness of data-driven approaches to school counseling management	"What is the impact of school counselors' ability to use data in planning and accountability on student outcomes?" "What is the impact of implementing a results-based school counseling program on students' academic development and achievement?"
Understanding the most effective ways to change district leaders' opinions about school counseling	"What are the most effective ways to change school leaders' opinions about the value and legitimacy of school counseling?" "What is the impact of enhancing school counselors' abilities to use data in planning and accountability on school leaders' perceptions of the value and legitimacy of school counseling?"
Identifying why school counseling programs are effective and documenting the impact of school counseling programs on student outcomes	"What factors contribute to the success of a school counseling program?" "What is the impact of implementing a comprehensive developmental school counseling program on students' academic development and achievement?" "What is the impact of implementing an ASCA National Model on students' academic development and achievement?"
Best practices in counselor education	"What is the impact of collaboration between guidance leaders and school counselor educators on the quality of school counseling training and the competence of school counseling trainees?" "What is the impact of aligning a school counselor education program with a school reform agenda on the quality of school counseling training and the competence of school counseling trainees?" "What is the impact of aligning a school counselor education program with the ASCA National Model on the quality of school counseling training and the competence of school counseling trainees?"

Panelists were also asked to identify additional research or evaluation questions that they believed were critical to address. The additional questions were as follows: What is the technological literacy of school counselors? How do school counselors implement technology? How does implementing technology effect outcomes? What is the process through which school counselors make decisions and how can decision making be improved? and What is the impact of school counselor self-reflection on efficacy and effectiveness?

Discussion

The Delphi expert panel clearly indicated that there are many important research questions that need to be answered for the good of the school counseling profession. An excellent list of potential school counseling research questions has been generated, which ideally will be consulted by counselor educators, doctoral students, researchers, funding agencies, and practitioners interested in doing the research that is needed in the field. Identifying a coherent research agenda for the field helps direct the research programs of counselor educators and school counselor doctoral students as well as guides training for future school counseling practitioners. The questions generated should also help research partnerships between counselor education programs and school counseling programs to identify possible areas for collaboration and research.

In general, the research questions generated by the expert panel reflect a need to identify the school counseling interventions that have the greatest impact on students' academic achievement and a need to understand how implementing an organized school counseling program (e.g., the ASCA National Model) affects student outcomes. There was also a strong call for research about best practices in school counselor education. Understanding how to change the opinions of school leaders so that they regard school counseling more highly was also noted, along with understanding how school counselors' focus on data-driven program management affects student outcomes.

The research questions generated by this Delphi study are somewhat similar to those found in Deck et al.'s (1990) study of the ASCA leadership. Both studies found that there is a need for research to demonstrate counselor effectiveness, particularly in the domain of student academic achievement. These research questions are also related to those found in Bauman et al.'s (2002) study of practicing school counselors' perceptions of needed research. Three of the four highest rated questions were concerned with the impact of specific interventions on academic achievement, school failure, and dropout rates.

The need for more information about how counselor education practices and paradigms affect training was a new theme, although not a surprising one given the number of counselor educators on the panel. Research that identifies the skills and training school counselors need in this era of focus on evidence-based practice and accountability will effectively and proactively serve the field in the future.

We believe that the questions identified in this study reflect the types of knowledge that are needed to help the profession of school counseling adapt to and position itself as central to standards-based educational reform. The questions generated by the Delphi panel indicated the importance of evaluating how student outcomes (particularly academic outcomes) are affected by the implementation of organized school counseling programs (e.g., ASCA National Model, Comprehensive Developmental Guidance) and by specific school counseling interventions. The questions reflected the need

to understand the impact of data-based management on student outcomes and the necessity for understanding how to effectively communicate with various constituencies about the value and significance of school counseling. The implicit assumption of both the ASCA National Model and The Education Trust Transforming School Counseling Initiative is that moving to a data-based model of practice that documents the impact of school counseling on student achievement is an effective way to change school leaders' opinions about the value of school counseling. Our results indicated that this assumption needs to be tested.

Another area that clearly requires more research is best practices in counselor education. Delphi panel members identified the need to determine how collaborations with guidance leaders and practitioners, alignment with school reform agendas, alignment with the ASCA National Model, and training in leadership and systemic change models have an impact on counselor competency and effectiveness. Another priority is data-based information about the development of school counselors' program organization skills, management skills, and professional identity. The extent to which the practical school experience of counselor educators influences program orientation and outcomes was also deemed important to understand.

The list of research questions generated and rated by the panel certainly does not include all of the interesting and important questions that need to be answered for the good of the profession. As noted by one panelist, for example, questions about effective uses of technology were not included. The panel-derived questions did not explicitly target the need to research issues of diversity (e.g., research identifying the differential effect of interventions with different student groups), nor were questions about family/parent involvement generated. The panelists did not identify the need for research on the effect of specific school counseling interventions on students' psychosocial or career development (although the importance of researching the effect of implementing school counseling programs on academic, career, and psychosocial outcomes was noted). Emphasis of the No Child Left Behind Act on the use of evidence-based interventions is likely to result in the need to demonstrate that all interventions are research based (Carey, 2003). Finally, very few questions seemed to reflect the strategic aspects of research, particularly the fact that some questions need to be answered before others can even be addressed. Only one question reflected the need to develop better measures ("What are the best ways to measure the extent to which a school counseling program model is fully implemented?"), although it may be critical to address measurement issues before larger questions can be answered.

Despite limitations, the research questions generated by this study represent a useful beginning of the process of generating a research agenda for the field of school counseling. The research questions generated by a group of distinguished experts representing different constituencies in the profession reflected their understanding of the external demands that have an impact on

the profession and the necessity of expanding the field's knowledge base. School counseling now needs an ongoing mechanism to encourage further discussion about its professional research agenda. To facilitate these discussions, the Center has formed a National Panel for Evidence-Based School Counseling Practice that, using this Delphi study as a starting place, will continuously review the research literature; identify evidence-based practices; identify additional research needed; and conduct forums at national, regional, and state conferences about critical research needs and issues.

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APPENDIX

Delphi Study Expert Panel

Judy Bowers, Ed.D.: ASCA president; coauthor, ASCA National Model; guidance coordinator, Tucson Unified School District
Carol Dahir, Ed.D.: Coauthor, ASCA National Standards; coordinator, Counselor Education Program and associate professor, Counselor Education, New York Institute of Technology
Teesue Fields, Ed.D.: Associate professor, Counselor Education, Indiana University Southeast
Norman Gysbers, Ph.D.: Author and coauthor of numerous texts on comprehensive developmental school guidance and counseling; professor, Counselor Education, University of Missouri–Columbia
Trish Hatch, Ph.D.: Coauthor, ASCA National Model, director of the School Counseling Graduate Program and assistant professor, San Diego State University
Richard Hayes, Ph.D.: Professor, Counseling and Human Development Services Education, University of Georgia
Peggy Hines, Ed.D.: Director of training and assistant professor of School Counseling, Indiana University
Reese House, Ed.D.: Director, National Center for Transforming School Counseling; program director, Education Trust
Curly Johnson, Ph.D.: Retired counselor educator; ASCA Lifetime Achievement Award; founder, California Counseling Leadership Association; author or coauthor of textbooks on results-based school counseling
Dawn Kay: Guidance coordinator, Utah State Office of Education
Judy Madden: Supervisor, Montgomery County, Maryland, School Counseling Services
Brenda Melton: Past president, ASCA; school counselor in San Antonio, TX
Linda Miller: Director, Guidance Services, Jefferson County Public Schools, Louisville, Kentucky; ASCA Supervisor of the Year
Rachelle Perusse, Ph.D.: Associate professor, School Counseling, University of Connecticut
Lonnie Rowell, Ph.D.: Associate professor, Counselor Education, University of San Diego; director, Center for Student Support Systems Studies and Services
Russell Sabella, Ph.D.: ASCA past president; professor, Counselor Education, Florida Gulf Coast University

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APPENDIX *(Continued)*

Delphi Study Expert Panel

Susan Sears, Ph.D.: Associate professor, Counselor Education, Ohio State University; ASCA Counselor Educator of the Year Award

Toni Tollerud, Ph.D.: Associate professor, Northern Illinois University; president, Illinois Counselors for Social Justice

Jose Villalba, Ph.D.: Assistant professor, Counseling, Indiana State University

Sue Whiston, Ph.D.: Professor, Counseling and Educational Psychology, Indiana University

Richard Wong: Executive director, ASCA