Improving School Counselor Efficacy Through Principal-Counselor Collaboration: A Comprehensive Literature Review

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The school counselor and principal have vital roles within a school which have a significant impact upon the way a school functions. One area of pressing conflict within principal-counselor relationships is disagreement over the appropriate role and function of the counselor. In order to investigate perceptions of the counselor role, as well as the elements of healthy relationships between principals and counselors, the authors conducted an extensive literature review. The following themes were found within the literature and are discussed: 1) school counselor roles and responsibilities, 2) principal and school counselor collaboration, and 3) characteristics of effective school counselor/principal relationships.

The roles of the school principal and the school counselor are intrinsically interconnected. With the principal as the understood "leader" of the school and the counselor acting as "advocate," the success of the school and the wellbeing of the students are dependent upon the mutual leadership and collaboration of the two roles (Finkelstein, 2009; McCarty, Wallin, & Bogan, 2014). While principals and school counselors work closely together, school principals simultaneously define the role and scope of work of school counselors. Although professionals in both fields approach their roles with distinctive training, responsibilities, and perspectives, they both are seeking the betterment of the school environment to best meet the needs of students. Principals typically approach the school environment from an organizational perspective, while counselors address individual needs of students and groups within the school (Lashley & Stickl, 2016). Thus, it is beneficial to students and the school community when principals and school counselors can effectively work together as a team to complement one another's roles and perspectives (Clemens, Milsom, & Cashwell, 2009; Finkelstein, 2009; Salina et al., 2013; Stone & Clark, 2001). Benefits from school principal-counselor collaboration include: implementation of comprehensive school counseling, higher school counselor satisfaction, higher performance of both principal and counselor roles, lower counselor turnover, better alignment of social justice competencies, and better overall school climate (Clemens et al., 2009; Duslak & Geier, 2016; Lowery et al., 2019; Rock, Remley, & Range, 2017).

However, barriers currently exist for school counselors and principals to effectively collaborate. For instance, there is a lack of training and education for school principals on how to properly work with and utilize school counselors in an appropriate and effective fashion (Dahir, Cinotti, & Feirsen, 2019; Fitch, Newby, Ballestero, & Marshall, 2001; Lowery, Quick, Boyland, Geesa, & Mayes, 2018). As a result, principals often have misconceptions about the appropriate role and tasks of the school counselor within the school, and counselors find themselves performing tasks for which they are unqualified or which prohibit them from performing their intended school counseling duties (Edwards, Grace, & King, 2014; Fitch et al., 2001; Zalaquett & Chatters, 2012). When surveyed, both principals and school counselors agreed that principal-counselor relationships suffer from a lack of communication, a lack of time for principals and counselors to meet and collaborate, and a need for more respect and understanding of the other's role (Finkelstein, 2009). Although principals and counselors both tend to have positive views of the other, mutual admiration is not enough to ensure positive collaboration without a mutual understanding of one another's roles as well (Militello & Janson, 2007). This role confusion and lack of communication between principals and counselors can contribute to a counselor's job dissatisfaction and eventual burnout if not properly addressed (Bardhoshi, Schweinle, & Duncan, 2014). Improper role implementation of school counselors can have negative effects not only on counselors themselves, but also on students who are deprived of the benefits of school counseling programs, such as identification of and advocacy for at-risk students, and provision of counseling services (Johnson & Perkins, 2009).

Professional Standards and Competencies

To better define the role of the school counselor, the American School Counselor Association (ASCA) set a model of national standards for school counselors to follow to best serve their students (American School Counselor Association [ASCA], 2019). Inspired by school counseling theory and research, the national standards are designed as guidelines for school counselors to offer the best possible counseling services to students. This includes directives for counselors to organize a management plan for their counseling program and to collaborate with educational stakeholders including school principals, other administrators, teachers, families, and community members to meet the holistic needs of PreK-12 students (ASCA, 2019). The guidelines are also intended to serve as a guide for principals looking to recruit and hire competent school counselors, and to assist principals in appropriately evaluating the performance of their school counselors (ASCA, 2019; Geesa, Elam, Mayes, McConnell, & McDonald, 2019).

Under the ASCA National Model (2019), a school counselor is expected to hold a certain set of mindsets, including "Every student can learn, and every student can succeed" (M.1) and "Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders" (M.5). ASCA-approved counselor behaviors include development of comprehensive counseling programs, advocating on behalf of students, performing short-term counseling in individual and group settings, referring students to school and community resources, collecting student outcome data, developing action plans based on outcome data, and more (see Table 1 for full list of ASCA mindsets and behaviors). Common themes throughout the ASCA model include collaboration with other school professionals, including principals, and ethical practice (ASCA, 2019).

Table 1

American School Counselor Association (ASCA) Professional Standards and Competencies

ASCA Mindset Standards	ASCA Behavior Standards: Professional Foundation	ASCA Behavior Standards: Direct & Indirect Student Services	ASCA Behavior Standards: Planning & Assessment
M 1. Every student can learn, and every student can succeed.	**B-PF 1.** Apply developmental, learning, counseling and education theories	**B-SS 1.** Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	**B-PA 1.** Create school counseling program beliefs, vision and mission statements aligned with the school and district
M 2. Every student should have access to and opportunity for a high-quality education.	**B-PF 2.** Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	**B-SS 2.** Provide appraisal and advisement in large-group, classroom, smallgroup and individual settings	**B-PA 2.** Identify gaps in achievement, attendance, discipline, opportunity and resources
M 3. Every student should graduate from high school prepared for postsecondary opportunities.	**B-PF 3.** Apply legal and ethical principles of the school counseling profession	**B-SS 3.** Provide short-term counseling in small-group and individual settings	**B-PA 3.** Develop annual student outcome goals based on student data
M 4. Every student should have access to a comprehensive school counseling program.	**B-PF 4.** Apply school counseling professional standards and competencies	**B-SS 4.** Make referrals to appropriate school and community resources	**B-PA 4.** Develop and implement action plans aligned with annual student outcome goals and student data
M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.	**B-PF 5.** Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program	**B-SS 5.** Consult to support student achievement and success	**B-PA 5.** Assess and report program results to the school community
M 6. School counselors are leaders in the school, district, state and nation.	**B-PF 6.** Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	**B-SS 6.** Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and successF	**B-PA 6.** Use time appropriately according to national recommendations and student/school data
M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.	**B-PF 7.** Demonstrate leadership through the development and implementation of a comprehensive school counseling program		**B-PA 7.** Establish agreement with the principal and other administrators about the school counseling program
	B-PF 8. Demonstrate advocacy in a comprehensive school counseling program		**B-PA 8.** Establish and convene an advisory council for the comprehensive school counseling program
	B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program		**B-PA 9**. Use appropriate school counselor performance appraisal process

Source. American School Counselor Association (2019)

In contrast, the National Policy Board for Educational Administration's (NPBEA) Professional Standards for Educational Leaders addresses the need for school principals to lead and supervise school staff members, but there are no specific guidelines for how principals and other administrators should work with school counselors or how school counseling programs should be utilized within the school (National Policy Board for Educational Administration [NPBEA], 2015).

The content within standards and competencies for counselors and school principals do overlap in some important areas (see Table 2). Some of these NPBEA standards, such as Standard 6: Professional Capacity of School Personnel, encourage school leaders to hire effective staff members, help them develop their professional capacities, and give them feedback relevant to their field and practice. This is consistent with ASCA School Counselor Professional Standards and Competencies on collaboration (M 4, B-PF 2f, B-PF 6e, B-SS 6a-d, B-PE 5d) which states that counselors should collaborate with school staff, including principals, to develop an effective school counseling program (ASCA, 2019; NPBEA, 2015).

Table 2

National Policy Board for Educational Administration Standards

NPBEA Standards
1. Mission, Vision, & Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Ethics & Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. Equity & Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Curriculum, Instruction, & Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Community of Care & Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Professional Community for Teachers & Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. Meaningful Engagement of Families & Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. Operations & Management. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Source: National Policy Board for Educational Administration (2015).

Despite the relevance of the ASCA National Model and competencies to the counselor role and the inclusion of staff-focused standards for school leaders, research has shown that many principals and other school administrators have little to no exposure to the ASCA National Model or training in how to help counselors implement the model (Bardhoshi & Duncan, 2009; Fitch et al., 2001; Kirchner & Setchfield, 2005, Lowery et al., 2018). Leuwerke, Walker, and Shi (2009) found that even when principals were aware of the ASCA National Model, they had learned of it through their school counselor rather than through their own formal education and training, indicating that it is often up to the school counselors themselves to advocate for their roles by educating principals in their schools. Indeed, practicing principals report feeling ill-prepared to work with school counselors by their principal preparation programs, leading to a call for better educational standards for principals-in-training (Lowery et al., 2018). This lack of congruence between a school principal and school counselor can further hurt the relationship between the two professionals, as well as overwhelm the school counselor with tasks for which they feel ill-prepared and detract from their more ASCA-appropriate counseling duties (Bickmore & Curry, 2013).

Purpose

The purpose of this literature review is to assess the current literature on school principal-counselor relationships and collaboration. Through this review of the literature, the authors hope to determine what factors contribute to successful collaborative school principal-counselor relationships and what steps can be taken to foster these relationships in schools.

It is the authors' hope that this comprehensive literature review will contribute to the field in highlighting not only the deficits in the current state of principal-counselor collaboration, but also what makes effective and successful principal-counselor relationships in schools. With a multidisciplinary group of authors collaborating on this work, ranging from educational leadership to school counseling to counseling psychology, it is hoped that a collaborative perspective can be taken on the question of how to foster multidisciplinary collaboration within schools, for the betterment of staff and students alike. This work is guided by the following research questions:

1. How do both school principals and counselors perceive the appropriate roles and responsibilities of a school counselor?
2. What are the characteristics of an efficacious and collaborative school principal-counselor relationship?

Method

This comprehensive literature review was conducted under the conceptual framework of Hallinger (2014) which focuses on the review of educational leadership and management research and aims to produce "sound scholarship as well as enabling the transparent communication of the research process and findings" (p. 543). The framework suggests organizing a review of research around five questions:

1. What are the central topics of interest, guiding questions, and goals?
2. What conceptual perspective guides the review's selection, evaluation, and interpretation of the studies?
3. What are the sources and types of data employed in the review?
4. What is the nature of the data evaluation and analysis employed in the review?
5. What are the major results of the review? (Hallinger, 2014, p. 543)

Search Methods

With this framework in mind, the literature review began with an extensive and systematic search for relevant, peer-reviewed research on the topic of principal and school counselor relationships. The researchers used two search engines to conduct this search: EBSCOhost and Google Scholar. The key words and terms used included "principal and counselor relationship," "principals and school counselors," "school administrators and counselors," and "school counselor leadership." The term "school administrators" was used along with "school principals" in order to capture a full range of potential sources, which may use the titles "principal" and "administrator" interchangeably.

Searches were cut off after utilizing these two search engines and four key word/terms based on the concept of data saturation. While originating in the qualitaitive research field, the concept of saturation can also be applied to comprehensive literature reviews; "data saturation, informational redundancy, and/or theoretical saturation is reached when no new or relevant information seems to emerge pertaining to a category" (Onwuegbuzie, Leech, & Collins, 2012, p. 13). Although an abundance of articles resulted from the searches (up to 221,000 on Google Scholar), many of the results obtained from these search engines and keyword searches were irrelevant or overlapped. The researchers found that the overabundance of Google Scholar results in particular became only tangentially related to principals or school counselors in the further out pages of results, and that of the relevant results, the same articles were being found within different search engines and under different key word searches, indicating a saturation or redundancy of search results. Duplicates from these searches were eliminated.

Inclusion and Exclusion Criteria

In order to narrow down the wide range of results obtained from the search and in order to focus on the research most relevant to current practices and standards, the researchers restricted the search to articles published after the year 2000. For articles that dealt directly with ASCA standards, articles from before 2012 were screened out since extensive updates to the ASCA National Model, standards, and competencies were published that year. All articles included were peer reviewed, published in English, and focused on schools in the United States. The search was additionally restricted to articles which included discussion of the interactions, collaborations, and/or attitudes between school counselors and principals/administrators. In the end, after screening out articles that did not meet inclusion criteria, the researchers retained 33 pieces of literature (See Table 3).

Table 3
Database search results

Keywords	EBSCOhost		Google Scholar	
	Yield	Retained	Yield	Retained
"principal counselor relationship"	16	9	155,000	16
"principals and school counselors"	104	17	79,300	20
"school administrators and counselors"	97	9	190,000	11
"school counselor leadership"	43	12	221,000	18

Note. Articles were retained on the basis of inclusion criteria; eliminated articles were screened out based on publication date, location of schools, and/or focus of article. Duplicates are included in these initial numbers.

Organization and Evaluation of Literature

The literature included from the extensive searches were reviewed and categorized according to the themes they represented as well as the research questions they helped answer (e.g. counselor roles, principal and counselor collaboration). Each category of articles was then evaluated and analyzed as a group to compare and contrast topics, sample sizes, and key findings (see Table 4). The results of this evaluation are discussed further below.

Results

Based on the review and analysis of the literature, three themes emerged: "school counselor roles and responsibilities," "school principal and school counselor collaboration," and "characteristics of effective school principal-counselor relationships." These themes, as well as sub-themes, are discussed in the following section.

School Counselor Roles and Responsibilities

Much of the literature found related to the prescribed roles and responsibilities of the school counselor within the school. Ten of the thirty-three (30%) articles reviewed dealt directly with the role of the counselor within the school. This section will discuss the following subthemes: "school principals' views of the school counselor role" and "school counselors' view of the school counselor role."

School principals' views of school counselor role. A principal's view of the school counselor can greatly affect what role that counselor plays in the school (Fitch, et al., 2001; Zalaquett & Chatters, 2012). A study by Amatea and Clark (2005) found that the principals held four distinct conceptions of the school counselor role: innovative leaders, collaborative case consultants, responsive direct service providers, and administrative team players. These roles represent a variety of different and distinct ideas regarding how a school counselor should act and what tasks they should perform in the school, ranging from the highly independent and specialized "innovative leader" role to the largely dependent and nonspecialized "administrative team player" (Amatea & Clark, 2005).

Perhaps due to this lack of cohesion in the understanding of the school counselor role, the problem of discerning appropriate tasks for school counselors is a prevalent one for school principals. While principals often do have a good understanding of some of what the ASCA National Model deems appropriate tasks for counselors, such as crisis intervention and direct service to students, they often assign what counselors consider to be additional inappropriate tasks for which the counselor is overqualified to perform and which takes away from their intended school duties (Fitch et al., 2001; Zalaquett & Chatters, 2012). These types of tasks include: test administration, student discipline, and monitoring of student records (Fitch, et al., 2001; Zalaquett & Chatters, 2012).

Ultimately, the role of the counselor can look different under different principals. Depending on the principal a school counselor is working under, counselors could be expected to provide standard counseling services to students, or be expected to oversee more administrative tasks which are outside their expertise and training. Kirchner and Setchfield (2005) suggest that principals of high schools and principals with more years of experience may be especially likely to endorse incongruent tasks for counselors. Rather than consistently following the recommended ASCA National Model, the role of school counselor could very well look different at every school according to each school principal's understanding of the counselor's role (Fitch et al., 2001).

Table 4
Literature Reviewed

Author, Year	Topic	Sample	Findings
Amatea & Clark, 2005	Counselor Role	26 school administrators	Administrators had four perceptions of school counselors: innovative leader, collaborative case consultant, responsive direct service provider, and administrative team player
Austin, Reynolds, & Barnes, 2016	Principal/Counselor Collaboration	Literature review	Principals and counselors should form a collaborative leadership team and work in tandem in order to address issue of bullying in schools
Bardhoshi & Duncan, 2009	Counselor Role	538 rural school principals	Principals rated both inappropriate and appropriate counselor tasks as being important to counselor role, indicating a need for more training on ASCA model and counselor role
Bardhoshi, Schweinle, & Duncan, 2014	School Counselor Burnout	252 school counselors	Counselor burnout was related to exhaustion, feeling ineffective, being assigned non-counselor duties, heavy caseload, and job dissatisfaction.
Beale & McKay, 2001	Counselor Role	Literature review	Principals should have a good grasp of counselor role before hiring counselors and should look for applicants with leadership roles who can collaborate with principal and the rest of the school
Bickmore & Curry, 2013	School Counselor Induction	7 school counselors, 5 principals, and 1 assistant principal	Counselors did not experience planned inductions from principals and had to seek informal support.
Bore & Bore, 2009	Principal-Counselor Collaboration	Literature review	Principals can collaborate with counselors by recognizing their unique skill set, and counselors can collaborate by educating principals on their areas of expertise
Bringman, Mueller, & Lee, 2010	Counselor Role	31 principals-in-training	Principals-in-training felt more knowledgeable about counselor role after educational presentation.

Author, Year	Topic	Sample	Findings
Cisler & Bruce, 2013	Principal-Counselor Relationship	77 principals, 12 principals-in-training, 77 counselors, and 11 counselors-in-training	Counselors and Principals both thought managing personnel and creating a safe school environment were important for principal role; principals valued hiring practices and using community resources more than counselors
Clemens, Milsom, & Cashwell, 2009	Principal/Counselor Collaboration	188 school counselors	Stronger principal-counselor relationships correlate with higher job satisfaction, lower turnover, and more ideal school counseling programs
Dahir, Burnham, Stone, & Cobb, 2010	Principal/Counselor Collaboration	999 school counselors in Tennessee	Principals and counselors had differing school focuses and there was an overall lack of collaboration between them
Dollarhide, 2003	School Counselor Leadership	Literature review	Changes must occur within various school and political systems in order to create more leadership roles for school counselors
Dollarhide, Smith, & Lemberger, 2007	Principal-Counselor Relationship	19 school principals recommended for being "exemplary"	Principals gained an appreciation for counselors by observing them during "critical incidents" at schools, and preferred counselors who were communicative and supportive
Duslak & Geier, 2016	Principal/Counselor Relationships	1249 school counselors	Strong, reciprocal principal-counselor relationships with higher meeting frequency enhance both parties' ability to work within the school
Edwards, Grace, & King, 2014	Principal/Counselor Relationships	Literature review	Principals can build stronger relationships with counselors by increasing communication and collaboration, showing respect for counselor role, and advocating for counselors and counseling programs
Evans, Zambrano, Cook, Moyer, & Duffey, 2011	School Counselor Leadership	Literature review	Counselors assuming leadership roles in schools can enhance their ability to provide multicultural support and advocacy for students
Finkelstein, 2009	Principal-Counselor Relationship	2386 school counselors and principals	Principals and counselors both desire more communication and respect in their relationship

Author, Year	Topic	Sample	Findings
Fitch, Newby, Ballestero, & Marshall, 2001	Counselor Role	86 principals-in-training in Kentucky	Principals-in-training had misperceptions of appropriate counselor role and tasks
Janson, Militello, & Kosine, 2008	Principal/Counselor Collaboration	17 principals and 22 school counselors	Principals and counselors had four views of the principal/counselor relationship: Working alliance, Impediments to Alliance, Shared Leadership, and Purposeful Collaboration
Janson, Stone, & Clark, 2009	School Counselor Leadership	Literature review	Distributed leadership in schools increases interdependence and interaction among school counselors and other school leaders and helps counselors reflect on and revise their practice
Johnson & Perkins, 2009	Counselor Role	Literature review	Counselors may identify and address needs of at-risk students, and principals should collaborate with them by allowing them opportunities to do so.
Kaffenberger, Murphy, & Bemak, 2006	Principal/Counselor Collaboration	Literature review	Forming school counselor leadership teams in which counselors, principals, and other stakeholders collaborate, can advocate for and influence change in school counseling profession
Kirchner & Setchfield, 2005	Counselor Role	23 school counselors and 42 school administrators	Principals and counselors agreed on role-congruent tasks for counselors, but principals also endorsed more role-incongruent tasks than counselors
Leuwerke, Walker, & Shi, 2009	Counselor Role	337 school principals in Iowa	Most principals were not exposed to ASCA model; ASCA exposure influenced counselor's allocated time in schools where principals had been exposed
McCarty, Wallin, & Boggan, 2014	Principal/Counselor Collaboration	Literature review	School Leadership teams can combine expertise of principal and counselor to provide broader and more comprehensive student support
Ponec & Brook, 2000	Successful Principal/Counselor Relationships	4 principals, 2 assistant principals, and 5 counselors at 4 "exemplary" elementary schools	In successful principal-counselor relationships, principal and counselor work as a team and have mutual trust and clearly defined roles

Author, Year	Topic	Sample	Findings
Rock, Remley, & Range, 2017	Principal/Counselor Collaboration	419 high school counselors	Increased principal-counselor collaboration correlated with better and more supportive school climate
Salina et al., 2013	Principal/Counselor Collaboration	Case study of one school's counseling program as implemented by school counselor with support of principal	By asserting leadership qualities and collaborating with principals, counselors were able to implement successful counseling program in school
Shoffner & Williamson, 2000	Principal/Counselor Collaboration	10 counseling students and 1-8 (depending on the week of class) principals-in-training	Pre-service principals and counselors learned to collaborate and found joint-seminar helpful to their future careers
Stone & Clark, 2001	Successful Principal/Counselor Relationships	N/A	Authors concluded that productive partnerships between principals and counselors offers best opportunities for school and students
Wingfield, Reese, & West-Olatunji, 2010	School Counselor Leadership	Literature review	Counselors taking on leadership roles can increase advocacy and service delivery for counselor in the school
Young, Millard, & Kneale, 2013	Principal/Counselor Collaboration	Framework for counseling collaborative teams	Principals should work with counselors to help create a school environment of counselor collaboration, as well as providing resources and professional development
Zalaquett & Chatters, 2012	Counselor Role	190 middle school principals in Florida	Principals had positive view of counselors, and assigned a combination of appropriate and inappropriate tasks

Indeed, in a survey of 190 middle school principals across Florida, Zalaquett and Chatters (2012) found an inconsistent spread of counselor role assignment, with some principals assigning appropriate tasks and some assigning inappropriate tasks.

School counselors' views of school counselor role. School counselors are often trained for tasks different than the ones they are assigned in their schools, and view themselves differently than school principals view them. Evans, Zambrano, Cook, Moyer, and Duffey (2011) found that while school counselors are often trained to be leaders and advocates, school principals may overlook these skills and assign school counselors to inappropriate roles. These roles include many discipline and administrative tasks (i.e.,

coordinating testing, maintaining student records, signing excuses for students who are tardy or absent, etc.), which conflict with the roles and tasks as described in the ASCA National Model (Evans et al., 2011; Lowery et al., 2018).

Similarly, Johnson and Perkins (2009) posit that such inappropriate counselor tasks take away the most important element of school counseling: the holistic welfare of students. By restricting the counselor's capacity to perform actual counseling duties, the principal also neglects the wellbeing of students and misses opportunities for the counselor to build stronger school and community connections (Johnson & Perkins, 2009). Further, assignment of inappropriate tasks may have an impact beyond the counselors' abilities to address the holistic development and functioning of children and adolescents. Counselors who are assigned inappropriate tasks may struggle to find time to perform their intended counselor duties, leading to feelings of ineffectiveness, job dissatisfaction, and ultimate burnout (Bardhoshi et al., 2014).

Alternatively, Ponec and Brook (2000) showed that having clearly defined roles for both the school principal and the counselor contributed to successful and collaborative principal-counselor partnerships. As such, clearly defined roles allowed for collaboration and to develop consistent communication, documentation, and school counselor evaluation methods in schools, as well as building trust and respect between prinicpals and counselors (Edwards et al., 2014). Beale and McKay (2001) suggest that principals should have a firm grasp of the counselor role before even beginning the hiring process in order to ensure that any counselors hired will be a good fit for the school and a good collaboration partner for the principal. Such collaboration is further explored in the next section.

School Principal and School Counselor Collaboration

A second overarching theme found amongst literature review results was that of school principal and school counselor collaboration. Twelve of the thirty-three articles (40%) dealt with this theme. Three subthemes were discovered: "benefits of collaboration," "barriers to collaboration," and "methods of collaboration."

Benefits of collaboration. When considering the relationship between school principals and school counselors, as well as the potential barriers and conflicts of interest which they may face, the ultimate goal is collaboration between the two. Collaboration between school professionals can enhance teaching practices, student achievement, and overall school environment, and such collaboration is facilitated largely by the school's principal or other administrators (Young, Millard, & Kneale, 2013). Rather than working as separate entities, principal-counselor collaboration allows both parties to combine their unique skill sets and resources for the betterment of the school (Rock et al., 2017). Bore and Bore (2009) suggest that while some principals may be hesitant to team up with counselors, those who do will find that they are able to tap underutilized counselor skills and resources which can create a more supportive and inclusive environment for the entire school community. Schools with strong principal-counselor collaboration have lower turnover, higher job satisfaction, and more effective school counseling programs (Clemens, Milsom, & Cashwell, 2009). Not only a benefit to the relationship of the principal and counselor, such collaboration is also beneficial to students, staff, and the school as a whole (Rock et al., 2017; Stone & Clark, 2001; Young et al., 2013).

Barriers to collaboration. The primary barriers to principal-counselor collaboration are a differing set of views on issues such as counselor roles, counselor tasks, school goals, ethics, and respect for one another's goals (Bardhoshi et al. 2014). Bore and Bore (2009) describe a lack of appreciation and respect for the counselor role on part of the school principal, with many principals viewing the counselor as just "extra pairs of hands to be used for miscellaneous duties while overlooking their unique contributions" (p 130).

As discussed previously, principals often are unaware or misinformed as to the appropriate roles and tasks of the counselor, as well as how much time should be spent on specific tasks. Such misunderstandings often leave counselors feeling underappreciated and overworked (Bardhoshi et al., 2014). Similarly, principals may feel unappreciated or misunderstood by their school counselors. Cisler and Bruce (2013) found that while counselors generally agreed with principals on the importance of various principal duties in schools, principals placed more value on some of their tasks than counselors did, such as hiring practices and implementation of community resources. Finkelstein (2009) found that both counselors and principals wished for better communication and more respect for their respective roles in the principal-counselor relationship.

Ultimately, disagreement between counselors and principals on issues such as goals, focuses, and the appropriate role and tasks of the counselor can be traced back to a lack of communication between the two parties. Without clear communication of needs and goals, the rift between the two fields continues (Dahir, Burnham, Stone, & Cobb, 2010). These differences in opinions can easily turn into "protecting turf," but if approached from a collaborative perspective, counselors and principals can learn to combine their shared values and wealth of individual expertise for the benefit of the school as a whole and even to the level of systemic change (Janson, Militello, & Kosine, 2008).

Methods of collaboration. There are a variety of ways suggested in the literature in which principals and counselors can collaborate with one another. Young and colleagues (2013) suggest that building a collaborative culture starts with the principal. School principals can do this by partnering with counselors to ensure that they are provided the proper support and services they need in order to effectively do their jobs, reducing inappropriate counselor tasks, and providing professional development opportunities for areas in which counselors may need more training (Young et al., 2013).

When addressing specific school issues, such as bullying or identifying at-risk students, it is imperative that school principals and counselors work together to create cohesive programming and properly carry out school policy (Austin, Reynolds, & Barnes, 2016). Many times, collaboration in these situations could be as simple as the principal recognizing that the counselor has the specialized skills and training to handle such student situations and allowing them the space and opportunity to address the need (Johnson & Perkins, 2009). By working as a team in such situations, principals and counselors can better ensure the quality and effectiveness of measures taken (Austin et al., 2016; Johnson & Perkins, 2009).

The implementation of principal-counselor collaboration starts with understanding one another's roles. Part of this understanding includes school principals properly communicating with counselors to align goals and to reduce non-counseling tasks which may detract from counselor's job (Young et al., 2013). Edwards and colleagues (2014) suggest that principals showing respect for a counselor's role and even advocating for that role is one of the best ways to build collaboration in the principal-counselor relationship.

These efforts towards mutual respect and understanding could begin as early as pre-service training. Fitch and colleagues (2001) found that principals-in-training already had misperceptions of the counselor role before even beginning their careers. A solution to this may be early training programs such as a seminar researchers Shoffner and Williamson (2000) offered to counseling students and principals-in-training. In this program, students from both professions learned to collaborate by interacting with one another and listening to each other's ideas on principal/counselor issues; the participants reported that they believed the training was helpful for their future careers. Bringman, Mueller, and Lee (2010) surveyed principals-in-training after a presentation on the role of counselors and found that participants were better able to identify appropriate counselor tasks and that they felt more confident in their knowledge of the school counseling profession. Further discussion of principal/counselor collaborative relationships is explored in the following section.

Characteristics of Effective School Principal-Counselor Relationships

Lastly, the findings of this comprehensive literature revealed a theme of characteristics which make school principal-counselor relationships effective. Eight of the thirty-three articles (24%) addressed characteristics of principal-counselor relationships. Three subthemes were found within this theme, including: "mutual trust and teamwork," "principal support of counselors," and "counselors as leaders." The key findings of this section are discussed below.

Mutual trust and teamwork. A study by Ponec and Brock (2000) shadowed and interviewed principals and school counselors in schools which held a reputation for exemplary school counseling programs. The results showed that within these successful school counseling programs, the counselor and principal had formed a strong collaborative relationship and worked together as a team with complementary roles. A system of mutual trust and clear communication existed between the two professionals, and the role of the counselor was clearly defined. For example, the principals trusted the counselors with unique role-appropriate tasks, such as monitoring classrooms for potential issues to be resolved, and counselors, in return, communicated regularly with the principal and other staff members. Participants in this study also emphasized the need for continual maintenance of the principal-counselor relationship and of the counseling program itself; this included reviewing of the ASCA guidelines, counselor advocacy by the principals, and evaluation of the program (Ponec & Brock, 2000).

An article by Kaffenberger, Murphy, and Bemak (2006) highlighted exemplary school counselor leadership teams (SCLTs). These teams are typically composed of various stakeholders, such as school counselors, school counselor educators, principals, school district representatives, and even students and parents. The goal of these teams is to collaborate with other school leaders, advocate for school counseling, influence local and national policy concerning school

counseling, and clarify appropriate roles for the counselor. Such teams not only influence changes in the school counseling profession, but also bring additional awareness and buy-in to the other non-counselor members of the leadership team (Kaffenberger et al., 2006).

Principal support of counselors. One important predictor of school counselor success in schools is related to the support they feel from their school principals. Bardhoshi and colleagues (2014) found that perceived support from principals was a protective factor against counselor burnout. In a study which interviewed exemplary principals who promoted and supported counseling programs in their schools, Dollarhide, Smith, and Lemberger (2007) found that these principals had learned to appreciate and support their counselors by observing the counselors handling "critical incidents." These critical incidents were any situation in which the principal was able to see the counselor implementing specialized skills and making a difference in the school, from handling troubling student issues to taking the lead and being an advocate. Although the principals in the study ranged in their amount of training and exposure to ASCA standards and counselor roles, they were all united in their belief in the counselor role based on trust they had built with their counselors from experiencing the counselors' contribution to the school first hand. These principals expressed the desire for counselors who would empower and advocate for themselves, serve the school community and students, and work as a team with the principal (Dollarhide et al., 2007).

Counselors as leaders. One way in which principals can appropriately and effectively implement school counselors, new and experienced alike, is by instituting them as leaders within the school. Dollarhide (2003) suggests that perhaps the reason that counselors and counseling programs are viewed as ineffective or unnecessary is because their duties and their worth is determined by school administration, rather than by the counselors themselves. Therefore, by instituting them as school leaders, counselors may be given the freedom and authority to transform school counseling programs into effective and appropriate school programs, as well as being able to advocate for themselves and their counseling programs (Lowery et al., 2018; Wingfield, Reese, & West-Olatunji, 2010). After all, the school counselors themselves are often the ones who know best what appropriate and effective school counseling looks like (Dollarhide, 2003). Janson, Stone, and Clark (2009) recommend a model of distributed school leadership in which principals distribute more power and responsibility within the school to the school counselor(s). Such a model as proposed would not only benefit the counselor(s) by helping them to reflect upon and revise their counseling practices, but would also benefit the school itself by creating more interdependence, collaboration, and interaction amongst the school leaders. Rather than working apart and in opposition, principals, counselors, and other school leaders can work together for the betterment of the school (Janson et al., 2009).

Dollarhide (2003) suggests that the impact of school counselor leadership could extend past the school itself into the wider community, with school counselors helping to lead change in the larger spheres of school district and political structures. Indeed, Beale and McCay (2001) describe counselors as "change agents" who impact not only the school but the entire community; it is suggested that when hiring new counselors, principals should look specifically for counselors who can carry out this type of leadership role (p. 258).

Under such a model of distributed leadership, the principal's role moves further from "distant administrator" and towards "engaged collaborator" (Janson et al., 2009). Additionally, the principal should be aware of the obstacles which face a counselor's attempts to gain leadership status, including but not limited to school norms, political barriers, and the power differential between counselor and principal (Dollarhide, 2003).

Discussion

School principals and counselors both play important and unique roles in the school setting; each comes with their own training and specialized skill sets. However, in order for a school to function in a healthy and effective way for both staff and students, it is imperative that principals and counselors learn to collaborate and work as a team. According to Stone and Clark (2001), "productive partnerships" between principals and counselors lead to the best opportunities for the students and the school community as a whole; McCarty and colleagues (2014) agree that counselors working together with principals as part of a leadership team effectively combines different areas of expertise to provide a broader, more comprehensive range of student support.

As the leader and administrator of the school, it is often up to principals to take steps to advocate for and support their school counselors. Starting from the hiring and induction of counselors, principals should strive to understand the counselor's role in the school and support them in that role by assigning them tasks appropriate for their areas of expertise (Beale & McKay, 2001; Bickmore & Curry, 2013; Edwards et al., 2013). Principals can build a collaborative and successful relationship with their counselors by making time to meet with their counselors, discussing ongoing issues within the school, taking strides to appropriately evaluate counselors' performance, and observing the counselors at work in order to understand and appreciate the role they play in the school community (Dollarhide et al., 2007; Duslak & Geier, 2016; Geesa et al., 2019).

Counselors themselves are not powerless when it comes to improving the principal-counselor relationship. By asserting themselves, acting as leaders, and joining or initiating collaborative leadership teams in the school, counselors are better able to advocate for themselves, their role, and their students to principals, administrators, other school faculty, and even the wider community (Kaffenberger et al., 2006; Salina et al., 2013; Wingfield et al., 2010). Additionally, having the chance to communicate and collaborate with others in the school, including the principal, allows counselors to better themselves and their own practices through reflection and revision (Janson et al., 2009).

Implications

When looking for literature addressing the relationship of school principals and school counselors, an abundance of literature can be found addressing the need for better relationships and collaboration between these two fields, and the problems that result from a lack of healthy principal-counselor partnerships (Bardhoshi & Duncan, 2009; Bardhoshi, Schweinle, & Duncan, 2014; Bickmore & Curry, 2013; Clemens, Milsom, & Cashwell, 2009; Dahir et al., 2010; Finkelstein, 2009; Rock, Remley & Range, 2017). However, what is lacking in the literature is a body of research on how to address these problems, particularly on the administration side. This

is evident in the findings of this comprehensive literature review, in which the authors were able to find very few articles in principal-focused journals addressing the need for principal-counselor collaboration. While many articles end on the suggestion that school administrators and principals be better trained on working with counselors and learn to collaborate better with counselors, there appears to be little evidence of measures being taken as such, with a few exceptions.

Carnes-Holt, Range, and Cisler (2012) and Militello and Janson (2007) assert that it should be the responsibility of principal preparation programs to properly train future principals and administrators on how to collaborate with and integrate counselors into their schools. Recommendations for methods of achieving this include having pre-service principals and counselors interact and collaborate, addressing potential principal-counselor conflicts, integrating principal-counselor interaction into internships, having school counseling faculty educate pre-service principals on the ASCA National Model and the appropriate role of the school counselor, and having educational leadership and school counseling model principal-counselor collaboration by partnering together on research and teaching.

A few studies have also reached the conclusion of the importance of principal preparation in the principal-counselor relationship, and have focused their research as such. Fitch and colleagues' 2001 survey focused on pre-service principals, finding that principals were not being properly prepared and had misperceptions about the appropriate role of the school counselor. Chata and Loesch (2007) also focused on pre-service principals by way of "clinical simulations" in which participants read and answered questions about vignettes. Unlike Fitch and colleagues' (2001) study, the results showed pre-service principals were able to differentiate between appropriate and inappropriate roles. Further research may be needed to discover what elements of principal preparation programs properly prepare principals for working with school counselors.

Other studies have attempted to design pilot programs to address principal-counselor collaboration in principal preparation programs. DeSimone and Roberts (2016) reviewed a joint class for pre-service principals and pre-service school counselors. The class focused on collaboration between principals and counselors with the aim of increasing understanding of one another's roles. Both pre-service principals and pre-service counselors reported a better understanding of the other group's roles, and were able to find mutual values and goals, such as communication, vision, and trust. Similar studies which exposed principals-in-training to counseling students and education about the ASCA National Model also showed positive results, with principals reporting feeling more informed and prepared to work with school counselors (Shoffner & Williamson, 2000; Bringman et al., 2010). However, as these studies have focused on short, pilot programs rather than longer-term training programs, there appears to be a need for more longitudinal studies on the implementation of such practices into principal preparation programs, as well as studies of the effectiveness of such measures on practicing administrators.

Limitations

Due to the repetitious results gleaned from literature searches, the authors determined that the literature review had been saturated after completing searches with four key words/terms. However, the authors also acknowledge that using futher searches with different keywords may

have reaped more literature. Thus, this literature review is limited to the scope provided by the search methods. Future research may uncover relevant literature not within this paper.

Conclusion

The roles of school principals and school counselors are both vitally important to the success of a school. When principals and counselors collaborate and work together, counseling programs and schools thrive (Dollarhide et al., 2007; Duslak & Geier, 2016; Lowery et al., 2019). However, when there is a lack of communication, understanding, and respect between school principals and counselors, the school may suffer as the counselor's specialized skills are underutilized and overstretched (Bardhoshi et al., 2014; Dahir et al., 2010). Strained principal-counselor relationships are often due to the counselor being assigned or expected to perform inappropriate tasks by a principal who is unfamiliar with the ASCA National Model (Kirchner & Setchfield, 2005; Leuwerke et al., 2009). While counselors can make efforts to improve these issues by increasing communication with their principals and advocating for their role in the school, the primary duty for change falls upon the principals to educate themselves about the ASCA National Model, advocate for their school counselors, support school counseling programs, and allow school counselors to become leaders in the school (Beale & McKay, 2001; Bore & Bore, 2009; Dollarhide, 2003; Edwards et al., 2014; Johnson & Perkins, 2009; Young et al., 2013).

This literature review contributes to existing literature by taking a comprehensive and multidisciplinary view of principal-counselor relationships and highlighting areas of future research and growth: namely, the need for more comprehensive education of counselor roles for principals-in-training, and the empowerment of counselors towards self-advocacy and leadership roles. Dahir, Cinotti, and Feirsen (2019) assert that while some policies are beginning to shift towards comprehensive school counseling and collaborative leadership, without support and involvement from principals, little is likely to change. There is a need for research on and implementation of training in principal preparation programs and ongoing professional development regarding the role of the school counselor and principal-counselor collaboration.

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